

FOR WISCONSIN AND THE WORLD *A Great Public University*

Self Study for Reaccreditation

PREPARED FOR

The Higher Learning Commission

A Commission of the
North Central Association
of Colleges and Schools

February 2009



THE UNIVERSITY
of
WISCONSIN
MADISON

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PREPARED BY

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MADISON

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A MESSAGE FROM THE CHANCELLOR

Every ten years, the University of Wisconsin–Madison is offered an extraordinary opportunity through the accreditation requirements established by The Higher Learning Commission. We are given the opportunity to choose an area of special emphasis as we prepare our self-study for reaccreditation. Some twenty years ago, we established a productive cycle of focusing our special-emphasis study on strategic planning and how best to prepare for our future in a rapidly changing world.

Once again we welcome the reaccreditation process as an opportune time to revisit our core mission and reflect on our strengths and challenges. This particular self-study has been marked by exceptional inclusiveness and transparency. We have engaged thousands of voices and points of view during the process. In all of our conversations, it has become crystal clear that we share a vision of this great university. That vision requires that we work to enhance quality and preserve our traditional strengths during exceptionally challenging economic times, and that we also remain committed to our public purposes. Our many conversations during recent months have strengthened our approaches to the economic adversity we all face. This community is not content merely to survive these challenges. We call upon our enormous energy and imagination to move the university forward and make ourselves *the model* public university of the twenty-first century.

When we use the term “public,” we are referring, of course, to the citizens of the state and our active engagement with them, in the venerable tradition of the Wisconsin Idea. But our most immediate public is our student body, and we are committed to providing students the best education available at a major public research university, preparing them to be global citizens and leaders, to love learning, and to lead satisfying and responsible lives. Our public extends beyond the state of Wisconsin, and we recognize the need for a renewed focus on our global reach, on demonstrating respect both for our fellow human beings and for our planet. Although technology can minimize the effects of time and distance, we will continue to prepare our students to understand and navigate different cultures and make powerful human-to-human connections.

During this time in our history, higher education faces unprecedented challenges, from making tuition affordable—despite rising costs and scarce resources—to competing for stellar faculty and staff. Our challenges do not end there. As our faculty, staff, and students actively address the world’s most complex issues, we are trying to provide an infrastructure that will allow them to do so. In this admittedly challenging environment, we see not only challenges, but opportunities—a chance to work differently, to take risks, and to stretch the boundaries of traditional approaches. It takes sharp minds and creative energy to take the steps we will need to take, and our renowned public research university has plenty of both.

Our success, going forward, requires that we take a long view. The changes we need to make will not happen overnight or even within the next year. But with clearly stated goals and defined paths to reach them, we can turn problems into opportunities. What better challenge for a university?

As you read this self-study report, you will note the major themes that will guide us as we work to remain a preeminent research university that offers a first-rate education, a land-grant university that willingly reaches out to exchange and share knowledge and ideas with communities beyond the university. We have focused in this report on our institutional structure, on fully integrating our diverse people and cultures, expanding our connections around the world, making intellectual work serve as public work, and keeping our covenant with the public.

I invite you to learn about the work done by the reaccreditation teams and join us in the work going forward. I am confident that an open and thoughtful exchange of ideas—in the spirit of “sifting and winnowing” that has guided our university so successfully in the past—will lead to solutions that are unique to our university and that remain true to our history, culture, and values. As we have conducted this self-study, we have looked to the past to learn both from our successes and from our mistakes. Now we turn to the task at hand, which is to create our own future.



— Chancellor Carolyn “Biddy” Martin

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OVERVIEW OF UNIVERSITY OF WISCONSIN–MADISON



“The state needs the expertise and intellectual property that our faculty, staff and students can generate and can make available through commercialization. The public also needs the work of social scientists, artists, and humanists, whose purpose it is to help us understand how we create meaning, how societies and economies and governance works, so we can make informed choices about what matters, develop our own capacities, and help build our own communities.”

**Chancellor Carolyn “Biddy” Martin,
October 23, 2008**

A. Institutional Context

The University of Wisconsin–Madison (UW–Madison) was founded in 1848 as one of the first acts of the legislature of the newly formed state of Wisconsin. It was named a land-grant university under the Morrill Act of 1862, making it eligible to receive federal land to establish an educational institution.

Today UW–Madison is among the largest and most comprehensive universities in the United States. The campus is situated on 935 acres near downtown Madison, the state capital, and within a city of nearly 225,000—and a region of a half million—people in south-central Wisconsin. UW–Madison is the largest of 15 distinct institutions in the public University of Wisconsin System, which is comprised of two doctoral universities; 11 universities that grant bachelor’s and master’s degrees; 13 two-year UW Colleges, located throughout Wisconsin; and UW–Extension.

An 18-member Board of Regents oversees all institutions within the UW System. The governor of Wisconsin appoints regents to seven-year terms and two student regents to two-year terms. The board appoints the president of the UW System and the chancellors of each UW System institution. The board also is responsible for oversight of academic programs, budgets, general administration, and employment of faculty and staff, in partnership with UW System Administration.

UW–Madison works with the other UW institutions to advance the mission, vision, and goals of the University of Wisconsin System. For example, it works closely with the UW Colleges when students wish to transfer to a four-year institution. The university also works in partnership with UW–Extension and extension agents in Wisconsin’s 72 counties through the Division of Continuing Studies and Cooperative Extension. Higher education in Wisconsin also includes an extensive Wisconsin Technical College System. While a number of private colleges and universities serve Wisconsin students and their communities, the public sector dominates higher education in the state.

UW–Madison is comprised of 13 schools and colleges that include 120 academic departments, 260 interdisciplinary centers, and approximately 440 academic degree/major programs. Current enrollment includes 42,000 students (table 1; 29,000 undergraduates; 8,800 graduate students; 2,600 professional students; 1,600 for-credit, nondegree “special” students). In addition, the university serves an estimated 160,000 noncredit contacts annually. The university has more than 370,000 living alumni.

Employees include 2,200 tenured or tenure-track faculty; 7,200 academic staff (instructional, research, and administrative); and 5,200 classified staff, of whom approximately 4,300 are represented by labor unions (table 2). In addition, the university employs more than 5,000 graduate students, and 8,840 undergraduates as hourly employees.

UW—Madison’s research mission, along with the deeply ingrained traditions of the Wisconsin Idea and academic freedom, form the institution’s broad public mission. Together they form an institutional culture and guide decision-making and action (see Criterion 1).

UW—Madison is the only Wisconsin university to hold an RU/VH (research university/very high research) classification from The Carnegie Foundation for the Advancement of Teaching. The university’s scope of academic programs and outreach within the state is unmatched, and it has forged strong connections both with peer universities in the United States and internationally. The university, through campus leaders, is active in the Association of American Universities (AAU), the American Council on Education (ACE), the National Association of State Universities and Land-Grant Colleges (NASULGC), the Committee on Institutional Cooperation (CIC), the Worldwide Universities Network (WUN), and other national and international organizations (see Criterion 2).

The university’s annual expenditures of \$2.2 billion dollars include \$706 million in research expenditures (2006–07). From 1998–99 to 2007–08, the operating budget grew from \$1.3 billion to \$2.3 billion, an increase of 77 percent (tables 3–4). For 2007–08, state funding and tuition accounted for \$800 million of the total budget (see Criterion 2).

In addition to the academic units, the Division of Intercollegiate Athletics² is an important unit, dedicated to the mission of providing athletic opportunities to a wide range of students and creating an environment in which all student-athletes can achieve their academic and competitive goals. The division includes 23 NCAA Division I teams. There were 1,900,000 attendees at Badger sporting events in 2007–08, and the 2007–08 season marked the sixth consecutive year that UW Athletics had a positive net financial



margin. Two hundred and fifty-two student athletes were named to the dean's honor list in 2007–08, which is more than 20 percent of all athletes. More information about the division can be found in Criterion 1e under administrative accountability.

Table 1. Ten-Year Comparison of Selected Measures: Students

	1998	2007
Total Enrollment (Head Count)	40,109	42,041
Enrollment by Level		
Undergraduate	27,808	28,999
Freshman	5,850	5,571
Sophomore	6,469	6,078
Junior	7,026	7,803
Senior	8,463	9,547
Graduate	8,524	8,860
Professional:	2,069	2,563
Law, Medicine, Veterinary Medicine, Doctor of Audiology,*		
Doctor of Pharmacy, Doctor of Physical Therapy,*		
Master of Public Health*		
Special (for-credit, non-degree)	1,708	1,619
Gender		
Men	19,286	19,942
Women	20,823	22,099
Minority Students		
African American	859	1,195
Asian American	1,655	2,287
Hispanic	1,000	1,342
American Indian	234	287
Degrees Awarded		
Bachelor's	5,479	6,040
Master's	1,872	1,844
Ph.D.	760	773
Professional	519	711

*New since 1999. Source: 2007–08 Data Digest

Table 2. Ten-Year Comparison of Selected Measures: Faculty and Staff

	1998	2007
Total Head Count	17,820	20,525
Faculty	2,135	2,198
Executive/Director/Administrator	358	383
Instructional Academic Staff	1,773	2,048
Other Academic Staff	3,772	4,778
Classified Staff	4,876	5,228
Employees-in-Training (postdocs)	721	807
Graduate Assistants (research, teaching, project)	4,185	5,083

Source: 2007–08 Data Digest

Table 3. Ten-Year Comparison of Selected Measures: Financial Indicators

	1998	2007
Total Operational Budget (millions) (1998–99 & 2007–08)	\$1,252.0	\$2,283.3
% supported by state taxes	26.9	20.6
% supported by tuition	13.8	14.6
% supported by federal support, gifts, and grants	42.4	47.7
Total Extramural Awards (millions) (1997–98 & 2006–07)	\$507.1	\$1,028.6
% for research programs	71.4	70.4
% from federal sources	54.2	55.0
Total Capital Budget (millions, biennial) (1997–99 & 2005–07)	\$171.1	\$463.4
% from gifts, grants, and program revenue	56.4	62.8
Undergraduate Resident Tuition & Fees (1998–99 & 2007–08) (full-time, academic year)	\$3,480	\$7,188
Undergraduate Resident Cost of Attendance	\$10,948	\$18,188
Volume of Undergraduate Financial Aid (millions)	\$89.6	\$163.1
% of undergraduates receiving aid	54	60
% of undergraduates with debt at graduation	47	48
Average debt of undergraduates who graduate with debt	\$16,721	\$21,018

Source: 2007–08 Data Digest

Table 4. UW–Madison Academic School and College Profiles

Full Name	Head Count Enrollment (Fall 2007)	Degrees (2006–07)	Faculty (FTE, Fall 2007)	All Staff (FTE)	2006–07 Expenditures (millions)
College of Agricultural and Life Sciences	3,279	787	263.4	1,487.9	158.6
School of Business	1,876	822	67.9	325.7	53.6
School of Education	3,106	737	137.0	643.0	72.9
College of Engineering	4,532	1,098	176.4	1,057.2	136.2
School of Human Ecology	983	264	30.3	116.8	11.1
Nelson Institute for Environmental Studies	136	49	13.1	70.1	6.3
Law School	913	316	32.2	151.9	20.9
College of Letters and Science	22,307	4,438	818.6	3,008.9	285.1
School of Medicine and Public Health	1,507	378	372.7	3,758.9	413.8
School of Nursing	920	200	16.8	106.0	10.2
School of Pharmacy	607	179	23.4	183.2	20.7
School of Veterinary Medicine	364	100	43.0	450.4	48.2
Division of Continuing Studies	1,496	NR	8.0	78.8	16.8
Graduate School	NR	NR	19.4	1,089.2	162.2
All Units Combined	42,041	9,368	2,033.0	16,368.2	2,152.7

Source: 2007–08 Data Digest

B. Affiliated Organizations

UW–Madison’s service to its constituencies is amplified by several organizations that are distinct from—although closely allied with—the university. Partnerships with these organizations help to advance the university’s mission and goals.

UW Health³ is an academic health system that comprises the University of Wisconsin School of Medicine and Public Health, the University of Wisconsin Hospital and Clinics, and the University of Wisconsin Medical Foundation. It includes the American Family Children’s Hospital and the University of Wisconsin Paul P. Carbone Comprehensive Cancer Center. UW Hospital and Clinics, recognized as a national leader in fields including cancer treatment, pediatrics, ophthalmology, surgical specialties, and organ transplantation, includes more than 800 active medical staff and more than 80 outpatient clinics. It operated as an arm of the medical school until 1995, when it was reorganized as a public authority.

PHOTO BY TOM MCINVAILE, STUDIO M



Wisconsin Alumni Association⁴ (WAA) was founded in 1861 to promote the welfare of the University of Wisconsin and serve the interests of its 370,000 living alumni. It is an independently financed, nonprofit alumni organization that focuses on services and programs linking alumni back to the university, the university with alumni, and alumni with each other. WAA envisions that by “working with campus partners and alumni, WAA will actively advance the strategic plan of UW–Madison by unleashing the power of alumni influence around the state and the world.”

Wisconsin Alumni Research Foundation (WARF)⁵ is a private nonprofit organization that works with business and industry to transform university research into real products benefiting society at large. Founded in 1925 to manage a UW discovery that eventually eliminated the childhood disease rickets, WARF supports scientific research at UW–Madison by patenting inventions arising from university research, licensing the technologies to companies for commercialization, and returning the licensing income to the UW–Madison to support further scientific endeavors. Since its founding, WARF has contributed more than \$915 million (2007 figures) to UW–Madison to fund research, build facilities, purchase lands and equipment, and support faculty and graduate student fellowships. WARF’s annual grant supports highly innovative, early-stage research for which no other funding sources are available.

University of Wisconsin Foundation⁶ is a nonprofit, tax-exempt Wisconsin corporation and serves as the official fundraising and gift-receiving organization for UW–Madison (see Criterion 2). Total gifts received by the UW Foundation since 1945 now stand at more than \$2.41 billion and serve as the university’s endowment. A current campaign—“Great people. Great place.”—focuses on student financial aid and the East Campus Gateway project.

University Research Park,⁷ first established in 1983, is a nonprofit technology park designed to foster growth in technology transfer and new start-up companies in Wisconsin. The 255-acre park on Madison’s west side offers business incubator space and land parcels for building. Most of the high-tech start-up companies in the park are spinoffs of research conducted at UW–Madison; many are based in biotechnology and life sciences. In 2008 the park was home to 110 companies that employed 4,000 people. According to a study by NorthStar Economics, Inc., the total economic contribution (including the multiplier effect of dollars spent by the park’s companies and employees) was nearly \$682 million in 2006, of which more than \$46 million was state and local tax revenue, and more than \$50 million was outside of Dane County. The park was responsible for generating 9,106 jobs, of which 620 were outside of Dane County. Additional sites are being developed in downtown Madison and on Madison’s far west side.

C. Major changes since the 1999 Reaccreditation

During the decade since the 1999 reaccreditation site visit, UW–Madison has advanced its mission under the leadership of three chancellors: David Ward (1993–2000), John D. Wiley (2001–08), and Carolyn “Biddy” Martin (since September 2008). During the past ten years, the following individuals have served in the position of provost and vice chancellor for academic affairs: John D. Wiley, Gary D. Sandefur (interim), Peter D. Spear, Virginia Sapiro (interim), Patrick V. Farrell, and Julie Underwood (interim). Collectively, these campus leaders have advanced the university to new levels through strategic planning and by building infrastructure, human resources, fiscal strength, partnerships, and academic programs.

For the past two decades, the campus has used institutional reaccreditation as an opportunity for strategic planning. The reaccreditation process of 1989 yielded a self-study report and *Future Directions: The University in the 21st Century* (1989), which served as the first campuswide strategic plan. In 1995, the Office of the Chancellor issued a revised strategic plan, *A Vision for the Future: Priorities for the UW–Madison in the Next Decade*. The 1999 reaccreditation process prepared a self-study report and *Targeting Tomorrow: The UW–Madison as the 21st Century Begins* (1999). *Targeting Tomorrow* was the basis for the second campuswide strategic plan, *Connecting Ideas: Strategies for the University of Wisconsin–Madison* (2001). UW–Madison has institutionalized the process that now regularly links the reaccreditation self-study and strategic-planning processes.

The largest **growth in facilities** and renovations since the 1960s is currently under way, funded primarily by gifts to the university, to accommodate new research labs, classrooms, residence halls, and the West Campus Cogeneration Facility.⁸ Priorities for building projects are guided by a Campus Master Plan,⁹ which is designed both as a blueprint for campus redevelopment during the next 20 years and as a roadmap for making the campus more livable and sustainable. A key feature of the plan is the East Campus redevelopment, which calls for creating a vibrant arts-and-humanities district along a seven-block pedestrian corridor on the eastern end of campus (see Criterion 2b.ii).

The **Cluster Hiring Initiative**,¹⁰ first implemented in 1998, invited faculty to submit proposals for creating clusters of new faculty positions in emerging and interdisciplinary areas.

This strategy has seeded the campus with top-tier faculty in interdisciplinary teams; about 15 percent of current faculty members were hired under the cluster hiring initiative. Other approaches used to support faculty are the strategic hiring initiative to enhance diversity of the faculty, support for dual-career couples, new faculty orientation, expansion of child care facilities, and the Vilas Life Cycle Grant Program (see Criterion 2a.iv).

To advance building initiatives, cluster hiring, need-based scholarships, and other projects, the university has sought to **diversify revenue sources** (see Criterion 2a.iv). The university, through the UW Foundation, has raised more money from 2001 to 2008 than during its entire history to that point. Some high-profile examples of philanthropy include: \$85 million gift to the Wisconsin School of

PHOTO BY MICHAEL KIENITZ, COURTESY OF WISCONSIN ALUMNI RESEARCH FOUNDATION



Business to preserve the school's name; \$50 million gift to fund the Wisconsin Institutes for Discovery; \$31 million gift to renovate and complete the Education Building; \$21.7 million gift to promote the Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment (see Criterion 2b.i.).

Funding for research projects also has expanded during the past decade, up from 35 percent of the total budget in 1999 to 39 percent in 2007. Total extramural research awards have increased from \$32.1 million in 1997–98 to \$724.7 million in 2006–07. Landmark scientific achievements in stem cell research have helped place Madison at the center of the growing biotechnology sector. Public and private funding launched the Wisconsin Institutes for Discovery,¹¹ a nexus for interdisciplinary research in biotechnology, nanotechnology and information technology, while major federal grants positioned UW–Madison as a major hub for bioenergy (see Criterion 4b). In 2007, a National Science Foundation report identified UW–Madison as *the* leading U.S. university in terms of research outside of science and engineering, with \$73 million spent on research in fiscal 2006 in the areas of education, business and the humanities.¹²

Partnerships and collaborations have been important tools to carry the university's vision throughout the state and around the world. The Office of Corporate Relations¹³ was established in 2003 as the university's "front door" for working with business and the private sector. The Campus Community Partnerships¹⁴ office was established, in collaboration with others, to support community development in south Madison neighborhoods. The Wisconsin Idea Project¹⁵ was initiated to highlight the value of outreach efforts and partnerships (see Criterion 5). UW–Madison is one of the charter members of the Worldwide Universities Network (WUN), an international consortium of 16 major research universities (see Criterion 4).

Attention to the educational experience has been a focus for the past fifteen years and has evolved into a vision that connects the classroom-based academic experience of students with student life and co-curricular experiences. In 2007, this vision evolved to an introduction of the **Wisconsin Experience**¹⁶—the idea that, together, we create and apply learning inside and outside the classroom to make the world a better place. General education requirements¹⁷ for undergraduates, implemented in 1996, have matured and are fully integrated into the curriculum. Special attention has been given to the first-year experience, transfer students, and the college-to-career transition (see Criterion 3).

Under the guidance of Plan 2008,¹⁸ the **campus diversity plan**, the university has made important strides in attracting and retaining students, faculty, and staff of color. Students of color increased from 9.3 percent in 1998 to 12.2 percent in 2007. Among other approaches, pipeline programs, such as PEOPLE,¹⁹ that enhance college-readiness among targeted populations have helped to build minority student enrollments (see Criterion 4).

To make an undergraduate education more accessible to Wisconsin students, **UW–Madison Connections**²⁰—a dual-admission program—was established in 2001. Selected freshmen applicants may choose to be dually admitted to UW–Madison and a partner institution in Wisconsin, then transfer to UW–Madison to complete upper-level courses. In addition, UW–Madison has established transfer agreements with two-year colleges across Wisconsin, including a partnership with the College of Menominee Nation (see Criterion 5).

UW–Madison has undergone several **academic program changes**. Some of the most notable include:

- The School of Medicine and Public Health (SMPH), formerly the School of Medicine, was renamed in 2006 to reflect an expanded mission. In keeping with the expanded emphasis, SMPH implemented a master's program in public health and launched the Wisconsin Partnership Program, a grant program that aims to advance public health through prevention of disease, injury, and disability.
- The School of Library and Information Studies established UW–Madison's first out-of-state course site when it made courses available to working librarians seeking to upgrade their skills at the Prairie Area Library System in northern Illinois the fall of 2005.

- The Institute for Cross-College Biology Education was established in 2003 as a vehicle to improve the integration and coordination of undergraduate biology education and better serve the nearly 25 percent of undergraduates who enroll in one of nearly three dozen biology-related majors.
- The School of Nursing, in partnership with Gunderson Lutheran Medical Center in La Crosse, Wisconsin, and with UW–La Crosse, established a BS-nursing program site in La Crosse in 1996, forming UW–Madison’s first off-campus program site. (See Criterion 5d for more details about off-campus program sites and course locations.)

D. Accreditation History

UW–Madison is a charter member of the Higher Learning Commission of the North Central Association (HLC) and has been continuously accredited since 1913. The university was last reviewed and reaccredited in April 1999. In 1999, UW–Madison was one of the first universities to be reviewed under the rubric of a special emphasis self-study, a concept that was spearheaded by the Committee on Institutional Cooperation (CIC) with leadership from UW–Madison. In 2008, the HLC granted UW–Madison permission to conduct a special emphasis study on strategic planning with the theme “What does it mean to be a great public university in a changing world?”

E. Response to 1999 Site Team Observations

Following the 1999 HLC accreditation review, the site team issued a finding that UW–Madison met the requirements for accreditation. The team concluded that the university had made substantial progress between 1989 and 1999 in enhancing the assessment of student learning. Other major achievements included: enhancement of the quality of the undergraduate experience, academic advising, achieving greater diversity, attracting private support through joint initiatives with industry, strengthening the strategic planning process, and enhancing strength and breadth in international studies. The team further concluded that the university has developed one of the strongest American examples of a faculty-centered culture, prizing intellectual independence, creativity, and quality. In addition, the site team in 1999 made several observations and suggestions for institutional improvement.

The sources of strength were also expressed as sources of some concern for the team. The team expressed three primary concerns: (1) continuing reduction in state funding, (2) a high level of internal administrative inflexibility induced by both internal and external bureaucratic regulation and control, and (3) some negative aspects that



arise from the university's powerful tradition of reliance on individual and small-unit autonomy and initiative. These three primary issues are addressed briefly below. More detailed descriptions of the institution's response to these concerns can be found in the criterion chapters.

1. State funding

The 1999 site team noted a decline in state spending during the previous ten-year period. It recommended that the university redouble its efforts to reverse the trend. The team recommended that the state allow the university to explore increasing its tuition through differential tuitions for high-cost programs or general tuition increases, accompanied by increased need-based student financial aid using a portion of the tuition revenues.

Since the time of the last visit, state support has remained at approximately the same dollar level. However, the portion of the total operating budget supported by state taxes decreased from 26 percent in 1999 to 19 percent in 2008 due to the increase in the total operating budget. From 1998–99 to 2007–08, the total operating budget grew from \$1.3 billion to \$2.3 billion, an increase of 77 percent. In inflation-adjusted dollars, the total operating budget was \$1.6 billion in 1998–99, and \$2.3 billion in 2007–08, an increase of 30 percent.

Recently, the School of Business (2007) and the College of Engineering (2008) received permission by the Board of Regents to establish differential tuition. The increase in tuition revenue is designated for specific academic program enhancements, improved advising services, and personnel support. In addition, the university recently embarked on a new fundraising campaign—"Great people. Great place."—to help offset increases in tuition with increases in need-based aid (see Criterion 2b.iii). Chancellor Martin places this among her top priorities for the institution in the coming years.

Efforts to protect the resources received from the state are ongoing and involve those in state relations, university communications centrally, and through schools and colleges. Despite these efforts, many campus community members perceive that the institution's efforts to increase state funding have been ineffective. They have felt the impact of cuts in administrative support and funds for infrastructure; these impacts are real and have been painful. The university began several recent initiatives to raise awareness of the university's contributions to the state with the hope that increased awareness will translate into concrete support for UW–Madison budget requests. A key example is the Wisconsin Idea Project (see Criterion 5 and the *Public University* special emphasis report).

2. Administrative regulation and inflexibility

The 1999 site team expressed strong concern about a high level of internal administrative inflexibility "induced by both internal and external bureaucratic regulations and control." The team recommended that the university mount a comprehensive campaign to eliminate bureaucratic and policy constraints. The team also expressed strong concern about the university's inability to offer competitive salaries to senior leaders and to faculty.

Campus leadership has engaged in many discussions regarding these issues. Although it was deemed impossible, and indeed inadvisable, to seek wholesale independence from the UW System and the state system, efforts to change rules that stifle creativity and innovation are ongoing.

The **Administrative Process Redesign (APR)** project²¹ is an ambitious initiative to review and redesign cross-campus administrative and business processes, and to develop streamlined and efficient models of service delivery. These were some of the issues of concern in the last self-study process. Budget cuts, pending staff retirements, and technological changes also were key drivers for this project. A substantial amount of time has been devoted to communication with all members of the campus community in an effort to conduct this project in an inclusive and transparent manner. In 2008, APR initiated a leadership training program, parallel to Lean Six Sigma,²² to develop campus leaders who will have skills in project management, change management, and facilitation (see Criterion 2c.iii).

Providing salaries that match the market set by peer institutions is an ongoing concern. Comparisons show that faculty salaries are, on average, 9.8 percent below the median, placing UW—Madison near the bottom among its peers. An estimated \$20 million would be needed annually to bring faculty salaries alone up to market levels (using 2007–08 comparisons). During the past decade, the university instituted a faculty salary-equity procedure that follows a process established in 2002 after the university completed two gender pay-equity exercises. In addition, the UW System received as part of its budget allocation in 2005 and 2007 funds designated for retention of outstanding faculty members. These funds have helped the university demonstrate the value of faculty contributions. Still, the ability to pay market rates for top talent requires the ongoing attention of university leaders (see Criterion 2).

The fact that the School of Business and College of Engineering both received permission to assess differential tuition offers some indication that additional flexibility may be possible from UW System Administration and the state.

3. Tradition of decentralization

The 1999 site team noted concern about the university's powerful traditions of decentralization and shared governance. Although these traditions are a source of strength to the university, the site team highlighted three areas for which greater coordination and more top-down leadership might be beneficial: information technology, biological research on the brain, and the cohesion of faculty and staff within the broad category of "the arts."

UW—Madison continues to function as and benefit from being a fairly decentralized organization. In recent years, efforts have focused on improving communication and coordination to better leverage and learn from the various independent efforts. However, the coordination and alignment between schools and colleges and central administration continues to pose challenges.

UW—Madison Libraries, as the eleventh largest physical library system in North America, with more than 7 million volumes, has struggled to maintain collections as funding resources continue to decline. At this point in time, decentralization is not a concern for the libraries within the system, because developments in technology have allowed astonishingly effective connectivity. The Libraries now emphasize access rather than ownership, and deliver resources and services that support learning through new tools. A strong partnership with the Division of Information Technology (DoIT) has been instrumental in supporting this transformation. UW—Madison Libraries has collaborated fully with the Committee on Institutional Cooperation (CIC) shared digital repository, is a partner in the Google Book Search work with the University of Michigan, coordinates with libraries across the UW System, and has implemented an article-delivery system that is considered an exemplar by peer library systems. In addition, steady and significant growth has occurred in open-access publishing to support new federal information-sharing policies.

During the past decade, UW—Madison recognized the need for a more coordinated approach to information technology. In 2000, the university appointed a chief information officer (CIO) whose charge is to take the lead in aligning information technology resources and services. The CIO also serves as the director of the Division of Information Technology. In recognition of the growing complexity of campus IT needs and the challenges of the current decentralized organization, the CIO oversaw an internal and external review to consider restructuring in 2005. As one outcome of the review, the CIO was appointed as the vice provost for information technology to oversee IT needs for the entire campus. The new CIO, appointed in fall 2007, led major campuswide IT strategic planning during summer 2008.

The Administrative Process Redesign project, described earlier, is an ambitious initiative to review the campus's centralized administrative and business processes and to develop new streamlined and efficient models of service delivery. This project has modeled inclusive and transparent processes by involving campus leadership, governance employee groups, and more than 120 campus community members (see Criterion 2c.iii).

The 1999 site team also observed that the arts on campus seemed to suffer from a lack of coordination. At the time, the Arts Institute²³ had recently been created as an interdisciplinary, intercollege unit of the College of Letters and Science, School of Education, and School of Human Ecology, and it was too early to measure its effectiveness in addressing these concerns. The Arts Institute currently seeks to integrate campus arts programs, providing opportunities to experience and understand diverse cultures and the arts created within them, facilitating cross-departmental projects, and serving as a resource to the larger campus community.

In addition to the Arts Institute, the interdisciplinary Visual Culture cluster was funded through the Cluster Hiring Initiative. The emerging transdisciplinary field of visual culture connects the study and practice of integrating the visual arts with the sciences, humanities, and social sciences. The Visual Culture Center, created in 2007 to undertake research in this emerging field will move—along with the Arts Institute, and other arts and humanities institutes and centers—in 2009–10 into the centrally located University Club building, at the heart of the east side of campus. These steps to bring together, for the first time, disparate arts centers and institutes within the heart of campus will further foster collaborations and new initiatives.

UW–Madison has a long tradition of shared governance. A statutory framework sets forth the idea that faculty, staff, and students play a role in governing the university. Wisconsin statutes (Chapter 36.09(4)) states that the faculty shall have the primary responsibility for the university's academic and educational activities, and its faculty personnel matters. In the 1980s, the statutes were modified to extend this responsibility to academic staff, who are represented by the Academic Staff Assembly. In 1994, classified staff achieved representation through the creation of the Council for Non-represented Classified Staff. The involvement of students in governance is described in Chapter 36. For some, shared governance is a strategy that, while sometimes time-consuming, is seen as an effective decision-making process. For others, it is experienced as a series of lengthy and bureaucratic processes. The institution's ability to be both inclusive and to keep pace with externalities requiring change is being challenged through this governance system.

The concerns raised about decentralization at UW–Madison reflect ongoing tension between the recognized value of decentralized units—that have the freedom and independence to initiate new, entrepreneurial ideas—and the benefits that come from a more centralized organizational structure. The overwhelming desire remains to maintain enough freedom and opportunity to foster both a spirit of entrepreneurship and the creative space for new ideas to emerge, be tested, explored, and disseminated. More coordination may be ideal from some perspectives, and some is taking place. But overall, this tension—because it has fostered excellence—is a key component of UW–Madison's culture.

Clear, simple solutions to these three broad areas of challenge—funding, regulation and inflexibility, and governance/decentralization—remain elusive. These challenges are perennial. While progress has been made in some aspects, the sheer size and scope of the institution make major or rapid changes difficult.

How This Document is Organized

Part I, following this overview, presents six chapters: one for each of the five criteria for accreditation and one on federal compliance, containing evidence that the institution meets all criteria for reaccreditation, and the institution's request for reaccreditation. Throughout these chapters, linkages to the special emphasis team reports are noted.

Part II provides a detailed description of the special emphasis self-study process, the six reports from the theme teams and a summary of crosscutting ideas. These reports represent a nearly year-long process of theme exploration through in-depth conversation among faculty, staff, students, alumni, and some community members. The reports provide observations and recommendations for moving forward. Throughout the reports, linkages are made back to the five criteria, providing additional evidence of the institution's engagement in the core components of accreditation.

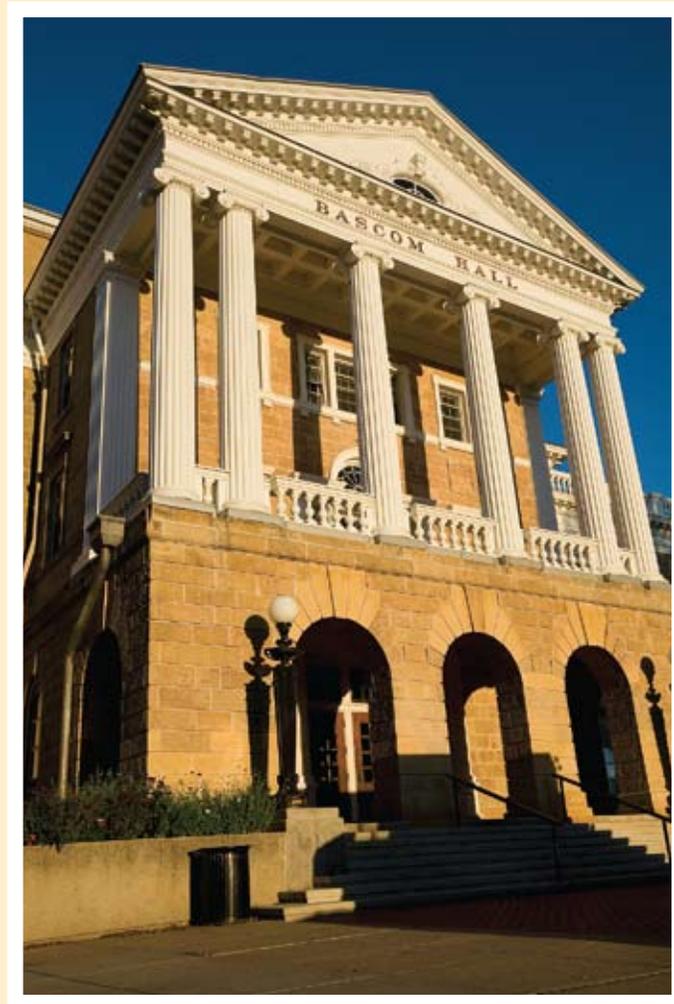
The conclusion to Part II contains a proposed synthesis to the many ideas put forth by the self-study teams. It also includes an update on the institution's latest progress toward the development of a new campus strategic plan, which is one important outcome of the self-study process for this institution. Evidence of institutional leaders' and campus community members' involvement in discussions around the development of the next campus strategic plan demonstrates that the institution takes seriously the need not only to engage in planning, but also to assess progress. It is the university's intention to continue to promote this system, to ensure a long-term and continual process of planning and assessment for the future.

Notes

1. www.chancellor.wisc.edu/strategicplan/
2. www.uwbadgers.com
3. www.uwhealth.org
4. www.uwalumni.com
5. <http://warf.wisc.edu>
6. www.uwfoundation.wisc.edu
7. www.universityresearchpark.org
8. www.map.wisc.edu/buildings
9. www.uc.wisc.edu/masterplan
10. www.clusters.wisc.edu
11. www.discovery.wisc.edu
12. www.news.wisc.edu/14424
13. www.ocr.wisc.edu
14. www.ccp.wisc.edu
15. www.wisconsinidea.wisc.edu
16. www.learning.wisc.edu
17. www.ls.wisc.edu/gened
18. www.provost.wisc.edu/plan2008
19. www.peopleprogram.wisc.edu
20. www.connections.wisc.edu
21. www.vc.wisc.edu/APR
22. www.asq.org/six-sigma/index.html
23. www.arts.wisc.edu/artsinstitute/

PART I

Meeting the Criteria



CRITERION ONE: MISSION AND INTEGRITY



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

UW–Madison enthusiastically embraces its mission to engage in research, impart knowledge, and serve the state of Wisconsin and beyond. The breadth and depth of research and scholarship at UW–Madison help create an environment where new discoveries are made every day, where people collaborate to accomplish new tasks, where students learn that cross-disciplinary scholarship is viewed as a natural outcome of the questions being raised, and where efforts are made to apply discoveries to improve the human condition.

As a public institution and agency of the State of Wisconsin, the university is subject to most of the same rules and regulations as other state agencies. The organizational structure of the university, described in detail later in this chapter, permits few exceptions. Expectations are high that UW–Madison will continue to attract and retain excellent staff and faculty, as well as excellent students from Wisconsin, across the United States, and around the globe.

1a. The organization’s mission documents are clear and articulate publicly the organization’s commitments.

and

1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

1a.b.i. Institutional mission

UW–Madison is the original University of Wisconsin. It was created at the same time Wisconsin achieved statehood in 1848. It received Wisconsin’s land grant and became the state’s land-grant university after Congress adopted the Morrill Act in 1862.

UW–Madison is proud to serve the state, the nation, and the world as a premier research institution with a deep commitment to undergraduate and graduate/professional education. The institution also is proud of its extensive continuing education and outreach activities.

I have a deep appreciation for the constancy of change, for the incalculable ways in which the time, energy, and enthusiasm of each member of this special community impels us always toward new frontiers and understandings drawn from lingering uncertainties. And yet, the inevitability of change has not been—and cannot be allowed to become—a matter of chance, of random trajectories transecting in wholly unpredictable ways all that we do here.

We are shielded from that potential chaos, I believe, by two crucial standards: the interconnectedness of our base values—our sense of history and of place—with all facets of our institutional imperative to create, integrate, transfer, and apply knowledge; and our care and attention to the practice of strategic planning. Our values constitute an enduring structure through which the constancy of change is filtered, offering stability and continuity without retarding innovation and creativity. Our strategic planning offers a method through which we manage the process and course of change to meet the defined needs of—and demands upon—the university community. Together, our values and our commitment to strategic planning embody community-oriented leadership.

John D. Wiley, Chancellor, University of Wisconsin–Madison, 2001–08
*Connecting Ideas: Strategies for the University of Wisconsin–Madison (2001)*¹

The formal mission statement of the university states:

The primary purpose of the University of Wisconsin–Madison is to provide a learning environment in which faculty, staff and students can discover, examine critically, and preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all. The university seeks to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realize their highest potential of intellectual, physical and human development.

It also seeks to attract and serve students from diverse social, economic and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by higher education. To fulfill its mission, the university must:

- Offer broad and balanced academic programs that are mutually reinforcing and emphasize high quality and creative instruction at the undergraduate, graduate, professional and postgraduate levels.
- Generate new knowledge through a broad array of scholarly, research and creative endeavors, which provide a foundation for dealing with the immediate and long-range needs of society.
- Achieve leadership in each discipline, strengthen interdisciplinary studies, and pioneer new fields of learning.
- Serve society through coordinated statewide outreach programs that meet continuing educational needs in accordance with the university's designated land-grant status.
- Participate extensively in statewide, national and international programs and encourage others in the University of Wisconsin System, at other educational institutions and in state, national and international organizations to seek benefit from the university's unique educational resources, such as faculty and staff expertise, libraries, archives, museums and research facilities.
- Strengthen cultural understanding through opportunities to study languages, cultures, the arts and the implications of social, political, economic and technological change and through encouragement of study, research and service off campus and abroad.
- Maintain a level of excellence and standards in all programs that will give them statewide, national and international significance.
- Embody, through its policies and programs, respect for, and commitment to, the ideals of a pluralistic, multiracial, open and democratic society.

Revised statement, adopted June 10, 1988, UW²

This mission statement is published online.³ Information on the Web and in print for prospective students and others reinforces the institution's mission.⁴ Schools, colleges, and other administrative units also make available their own statements of purpose and connect these with their own vision statements. There is alignment between the mission statements of the school/college/administrative unit and the campus mission. For example:

- College of Agricultural and Life Sciences mission⁵
- Offices of the Dean of Students mission and vision⁶
- College of Engineering Strategic Plan, including mission⁷
- Office of Human Resource Development mission and Principles of Practice⁸
- Nelson Institute for Environmental Studies mission and vision⁹
- Graduate School mission¹⁰
- College of Letters and Science mission¹¹
- School of Medicine and Public Health mission and vision¹²
- School of Pharmacy mission and vision¹³



1a.b.ii. Core institutional values

Two core values, framed within the context of the institution's mission, are shaped by the history of the institution and continue to influence the culture and activities of UW–Madison. They include the service mission, known as the *Wisconsin Idea*, and the history of defending academic freedom. These cornerstone values are deeply felt within the culture of the university.

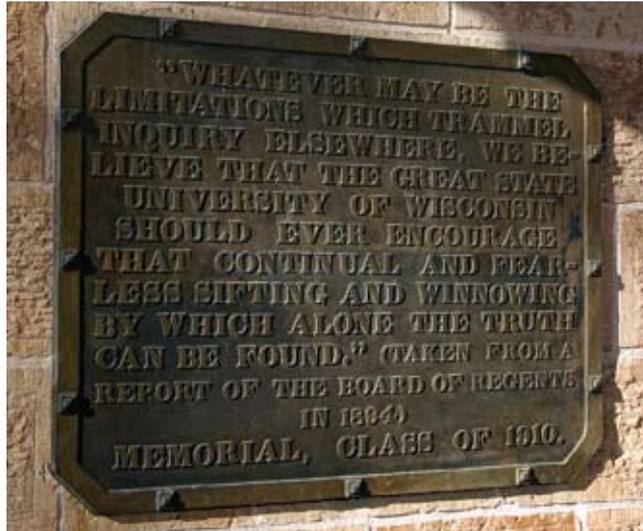
Wisconsin Idea

The institution's mission statement directs the institution to “serve society through coordinated statewide outreach programs that meet continuing educational needs in accordance with the university's designated land-grant status.”

The institution's commitment to public service is internationally recognized as the *Wisconsin Idea*, first attributed to University of Wisconsin President Van Hise in 1904, as the principle that education should influence and improve the lives of individuals beyond those in university classrooms. It is an idea that has taken further definition by the phrase “the boundaries of the University are the boundaries of the state.” This phrase captures the sense that much of what takes place on the campus, including the research that takes place here, should somehow lead toward enhancing the public good.

Consistent with this aspect of the institution's mission, one specific opportunity for engagement comes in the form of the University of Wisconsin–Madison's **Wisconsin Idea Project**.¹⁴ The project, described in greater detail in Criterion 5 and the Public University self-study report, is a new collaborative initiative created in 2006 by the chancellor's and provost's offices to provide applied, problem-solving strategies to existing problems here in the state and beyond, and to better document the many contributions and collaborations that currently exist within the state.

In recent years, the institution began using the term *Wisconsin Experience* to refer to an array of experiences, including in-class and out-of-class experiences, that contribute to undergraduate student outcomes such as the very high participation of alumni in the Peace Corps, the number of CEOs of major corporations who are Wisconsin graduates, and the commitment to service that is evidenced by lifelong contributions to communities around the world (see Criterion 3, Criterion 5, and the Public University report). This emerging framework of thinking about the student experience and the notable outcomes associated with the student experience here at Wisconsin is part of the Wisconsin Idea.



Academic Freedom

UW–Madison takes pride in its historic legacy regarding academic freedom. UW–Madison’s famous case in 1894 involved a faculty member by the name of Richard Ely, director of the School of Economics and also professor of political science and history. He was . . .

accused by an ex-officio member of the Board of Regents of the University of Wisconsin of supporting labor union strikes, organizing boycotts of nonunion businesses, and teaching socialism and other “dangerous” theories. . . . To the board’s great credit, and despite Ely’s statement, the board defended Ely’s right to say what he did and offered a stirring defense of academic freedom. The board’s defense is captured by its easily understandable “sifting and winnowing” language. As a result, the principle of academic freedom became firmly established at the University of Wisconsin as an essential component in the university’s shared governance tradition.¹⁵

Frequent reference is made to the “sifting and winnowing” statement on the plaque outside the university’s Bascom Hall that references this case and serves as a reminder of this institutional value.

More recently, UW–Madison wrestled anew with issues of academic freedom when leaders of the institution were pressured by legislators and others to terminate the employment of a lecturer because he spoke out about his belief that the attacks on America on September 11, 2001, were part of a conspiracy on the part of units within the U.S. government.¹⁶ The university, in refusing to terminate employment, upheld its commitment to academic freedom and demonstrated to the community that academic freedom is among the most cherished values of this institution.¹⁷

1a.b.iii. Seeking and serving diverse learners

The campus mission statement states that the university “also seeks to attract and serve students from diverse social, economic and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by higher education.” This has been a long-standing part of the institution’s mission, manifest in various ways.

For two decades now, the university has pursued several comprehensive diversity plans. The first, the 1988 Madison Plan; the second, the 1993 Madison Commitment; and most recently, Plan 2008, have focused not exclusively, but primarily on ethnic and racial diversity (figures 1, 2a and 2b;). These data evidence some progress toward the goal of an increasingly racially and ethnically diverse student population. However, progress has been slow and members of the campus community continue to push for increasing the diversity of the student body (see Criterion 2 for more detailed descriptions of these diversity initiatives and efforts to assess their effectiveness).

Beyond racial and ethnic diversity, one of the areas receiving increased attention in recent years is the extent to which as a public institution UW–Madison has continued to serve students regardless of family income. Maintaining access to the institution for students from all income levels and without regard to special needs is a priority (see Criterion 2b.iii regarding fundraising for this priority).

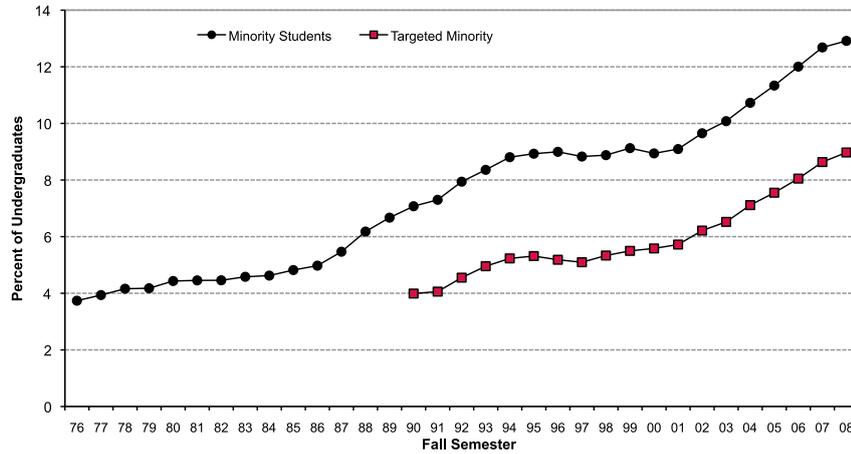
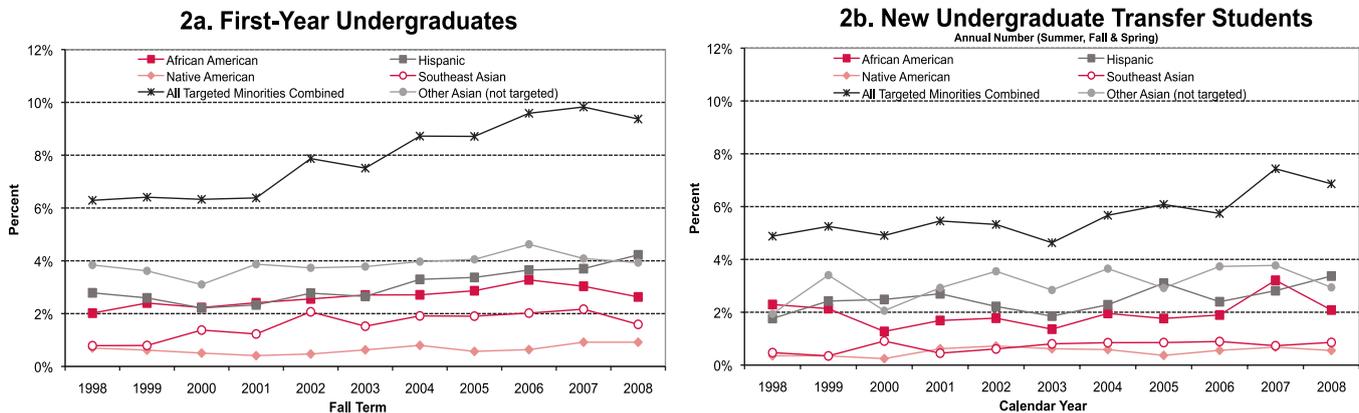


Figure 1. Undergraduate student minority enrollment 1976–2008

Source: Plan 2008 Diversity Forum report



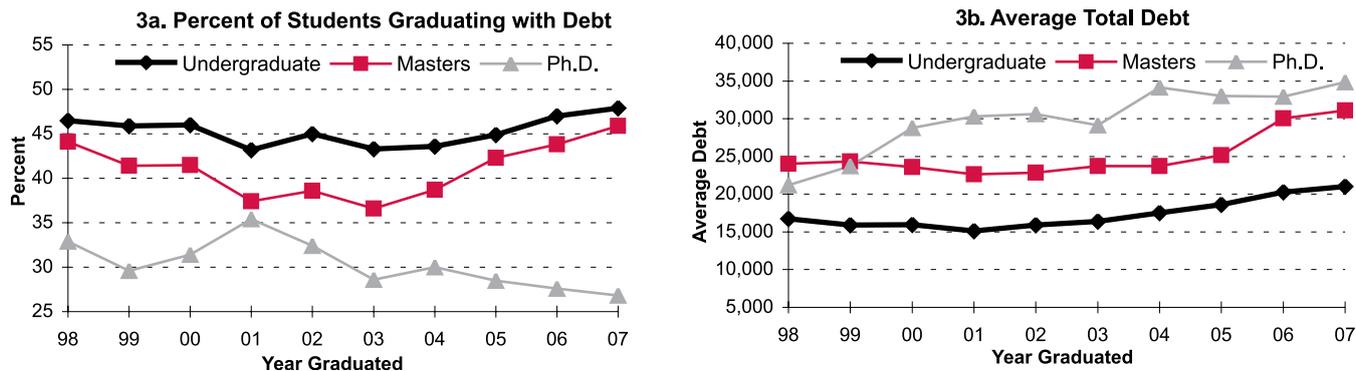
Figures 2a and 2b. Undergraduate minority enrollment by ethnicity, 1998–2008

Source: Plan 2008 Diversity Forum report

The total cost of attendance per academic year for in-state, undergraduate students has increased from \$10,948 in 1998–99 to \$18,188 in 2007–08. The total cost of attendance for non-residents has increased from \$19,128 in 1998–99 to \$32,438 in 2007–08.

The Office of Student Financial Services¹⁸ assisted 17,071 students with some sort of financial aid in 2007–08. In the same year, nearly \$35 million dollars was awarded in scholarships to 9,424 students, and nearly \$9 million in work-study funds was allocated to 3,713 students. Student Financial Services awarded over \$41 million dollars in need-based loans to 7,472 students (see also Criterion 2b). The institution carefully monitors student debt (figure 3a and 3b), as well as changes in policies and availability of loans and other funding support to ensure institutional compliance and provide the best service to students and their families.

In terms of diversity of learners, the McBurney Disability Resource Center¹⁹ helps create an accessible university community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. This unit cooperates with students, faculty, and staff to promote student independence and seeks to ensure recognition of their abilities, not their disabilities. Resources allocated to the McBurney Center have increased as the demand for services has grown and changed over the years.



Figures 3a and 3b. Percent of students graduating with debt and average total debt of students at graduation 1998–2007

Source: 2007–08 Data Digest, p. 72

In addition to the McBurney Center, the **Lesbian, Gay, Bisexual and Transgendered Campus Center (LGBTCC)**²⁰ and the **International Student Services** office²¹ provide critical services to help the institution serve diverse learners.

The mission statement of the university also directs the institution to “serve society through coordinated statewide outreach programs that meet continuing educational needs in accordance with the university’s designated land-grant status.” The UW–Madison is engaged in extensive efforts to serve the local community and broader state citizens. Our commitment to outreach and service, through the structure of the Division of Continuing Studies,²² is described in detail in Criterion 5.

1c. Understanding of and support for the mission pervade the organization.

Strategic Planning in Pursuit of the University’s Mission

As described briefly in the Overview, the university has employed a very deliberate strategy of integrating the institution’s reaccreditation self-study process with campuswide strategic planning and improvement efforts. Campus priorities are identified in the institutional self-study process, and many of these priorities are folded into a campus strategic plan that then becomes the guide for the development of unit-specific strategic plans. Efforts are made to engage in ongoing, continuous improvement activities, and evaluation of our success in meeting campus goals is an integral part of the process.

In 1989, the self-study committee for reaccreditation with the Higher Learning Commission issued *Future Directions*. This document formed the core of the campus strategic plan. The recommendations were developed into *A Vision for the Future: Priorities for the UW–Madison in the Next Decade*.²³ The *Vision* document set forth nine priorities, including four goals and five means to achieve the goals. Progress on these goals included significant reinvestment in undergraduate education through, for example, hiring new academic advisors, efforts to slightly decrease undergraduate enrollment to relieve some enrollment pressures in certain gateway courses, and the development of residential learning communities.

Nearly a decade later, in preparation for the institution’s self-study for reaccreditation in 1999, UW–Madison developed a campuswide summary of progress on the priorities set forth in the previous strategic plan. That progress report provided a foundation for the 1999 reaccreditation initiative (*New Directions: the Reaccreditation Project*²⁴), and the institution’s self-study, *Targeting Tomorrow*.²⁵ These activities led into the next campuswide strategic plan, *Connecting Ideas*.²⁶ Created in 2001, this plan articulates the following five priorities:

- I. Promote Research
- II. Advance Learning
- III. Accelerate Internationalization
- IV. Amplify the Wisconsin Idea
- V. Nurture Human Resources

Implementation and Monitoring Progress

Details regarding the campus strategic planning process can be found online.²⁷ The strategic planning Web site provides evidence of regular checks on the institution's progress. To implement the priorities and move forward toward campus goals, in 2001 the campus identified "point people" for each strategic priority. These individuals in leadership positions worked as liaisons with people and units across campus to identify goals and initiatives for each priority, and to monitor progress toward the campus priorities. Point people for the five priority areas provided updates on progress, convened groups to discuss efforts, and submitted documentation to evidence progress in meeting these institutional goals.

In addition, schools, colleges, and administrative units developed their own plans in alignment with the campus strategic plan, and submitted annual reports on their progress to the chancellor, provost, and vice chancellor for administration. These reports provided deans and directors with the opportunity to articulate their specific initiatives in terms of the campus priorities, which are, in turn, aligned with the mission statement of the university.

The annual reports from the schools, colleges, and administrative units, together with progress reports from the point people, have been combined each year to create a campus "Progress Report on the Strategic Plan." These accountability reports were sent from the chancellor to the entire campus community, reprinted in full in *Wisconsin Week*, shared with internal and external audiences at events and presentations, and posted on the Web.²⁸ This system provides a transparent accounting of our successes and continued challenges in making progress toward our goals.

Evaluation of progress toward the five campuswide planning goals is evidenced in many ways. One example of an outcome being tracked is UW–Madison's first-year retention rate, which has increased from 91.7 percent in 1997 to 93.2 percent in 2006. This is a key indicator of progress toward our goal of enhancing the "first-year experience" under the "Advance Learning" priority.

In 2007, deans and other senior administrative leaders created *Strategic Plan Areas of Focus*,²⁹ articulating specific initiatives and goals for this two-year period, again framed in terms of the campus strategic-planning priorities.

The campus Accountability Report for UW System Administration³⁰ demonstrates additional evidence of progress in meeting several institutional goals, including, as an example, increasing the number of service learning and community-based research courses. The institution's success in promoting research (see Criterion 4) can be measured by the increase in research expenditures (see Overview) and in the number of undergraduates who now participate in an undergraduate research experience (Criterion 3c.iii). Evidence of progress toward the goal of accelerating internationalization can be found in the institution's response to Criterion 3 and efforts like the World Universities Network (see Criterion 2a.i). The number of students receiving credit for studying abroad in 2006–07 totaled 1,846, up from 1,616 students in 2005–06—a 14 percent increase.

The university created the Human Resources Working Group not long after the Connecting Ideas strategic plan was announced. This committee, comprised of administrators from the Office of the Provost, Human Resources, the Employee Assistance Office, the Office for Equity and Diversity, and other units, meets several times each semester to coordinate training and education offerings, discuss changing campus needs with respect to human resources, and recommend action on issues such as faculty recruitment, expectations of leaders, and retention and workforce planning.

Initiatives to address campus priorities are integrated across campus. As noted earlier, each priority had an assigned point person as a campus liaison, and each school/college submitted reports on progress. Each school/college and administrative unit created its own strategic plan in alignment with the campus strategic plan. Each year, campus leadership, including all deans, held a planning retreat in early fall to review progress from the last year and identify issues they, as leaders, wanted to focus on to advance the plan during the current year. Many of those issues then became the topics for their biweekly meetings throughout the year.

The institution's system for planning and implementation is supported by the **Office of Quality Improvement (OQI)**,³¹ established in 1990. OQI works with campus leaders and provides internal consultants to any unit on campus, on request, to help with strategic planning, process improvement, and project management. In the previous six academic years, OQI has assisted with more than 670 projects, including 154 projects for academic units from every school/college. In addition, OQI consultants helped with more than 150 cross-campus efforts to advance the campus priorities. OQI's strategic planning model guides units in aligning their plans with the campus plan.³²

To help leverage the impact of the many improvement efforts on campus, OQI cosponsors an annual "Showcase" event with the Office of Human Resource Development. More than 350 improvement efforts have been presented since the first Showcase in 2001; all examples are summarized on the Web.³³ The presentations and posters give campus colleagues the opportunity to learn about new processes and tools designed to help the institution function more efficiently (see also Criterion 2c).

1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

UW–Madison has an organizational structure with well-established shared governance procedures. While on occasion questions emerge regarding decision-making authority, by and large the institution has clear decision-making procedures.

The University of Wisconsin **Board of Regents**,³⁴ described in the Overview, appoints the President of the UW System, the chancellors of the thirteen universities, the chancellor of UW–Extension and UW Colleges, and the deans of the thirteen UW Colleges. All appointees serve at the pleasure of the board. The board also sets admission standards, reviews and approves university budgets, and establishes the regulatory framework within which the individual units operate. The scope of authority of the board and UW System Administration in relation to the state can be found in Wisconsin Statute 36.³⁵ (See details in Criterion 2 for information on the budget allocation process.)

The **University of Wisconsin System**³⁶ serves more than 170,000 students each year in system institutions, and the total annual budget for the system is \$4.1 billion, of which \$990 million comes from the state. Institutions work with academic planners in UW System to gain approval or elimination of academic programs after these proposals have gone through the appropriate process at the institutional level. This process helps to minimize unnecessary duplication of programs and ensure that institutions within the system remain focused on programs that are consistent with their respective missions.

Within the **University of Wisconsin–Madison**, the **administrative leadership structure**³⁷ includes the chancellor, who reports to the president of the UW System; the provost/vice chancellor for academic affairs, who serves as the chief operating officer and the deputy to the chancellor in the overall academic leadership and administrative management of the university; the vice chancellor for administration, also reporting to the chancellor, who serves as the chief budget officer and oversees the administrative aspects of the university; and the newly created position of vice chancellor for university relations.³⁸ In addition, the dean of the Graduate School also serves as the vice chancellor for research, and the dean of the School of Medicine and Public Health serves as the vice chancellor for medical affairs.

Shared Governance

The **Faculty Senate**,³⁹ **Academic Staff Assembly**,⁴⁰ and **Associated Students of Madison Student Council**⁴¹ are elected bodies that provide faculty, academic staff, and students with formal processes for participation in the shared governance structure of the institution. The chancellor convenes the Faculty Senate and the provost convenes the Academic Staff Assembly. The chancellor and/or the provost meet nearly weekly with the University Committee, the executive committee of the Faculty Senate, and with the Academic Staff Executive Committee, the executive committee of the Academic Staff Assembly. In addition, all three structures maintain detailed Web sites in order to make information about shared governance as accessible as possible to all members

of the campus community. Both faculty senators and academic staff representatives are expected to converse regularly with colleagues about issues arising in their respective divisions.

Of the university's 5,000 classified employees, 4,300 are represented by unions. Union representatives meet regularly with the vice chancellor for administration in the Labor Management Advisory Committee. In addition, the **Council for Non-represented Classified Staff (CNCS)**,⁴² though not officially recognized by statute as a governance group, meets regularly to address issues of concern for the nonrepresented staff, and is part of the Labor Management Advisory Committee. Through the CNCS structure, more classified staff members are being appointed to committees, and there is generally a heightened awareness of the importance of including these and other classified staff members in shared governance.



The chancellor and provost convene regular meetings with senior leadership. Leadership Council meetings typically include deans or directors of all schools and colleges, as well as the chancellor, provost, vice chancellor for administration, the chair of the University Committee, vice provosts, and several staff members. The deans also convene their own meetings twice a month with the chancellor, provost, and vice chancellor for administration in attendance. The provost typically meets monthly with each dean, and the chancellor and provost and their staff members meet regularly with the director of the Wisconsin Alumni Research Foundation (WARF), the UW Foundation, and the Wisconsin Alumni Association (WAA), as well as with senior leadership of the UW Hospital and Clinics and other affiliated entities.

In addition to these meetings, the provost hosts a breakfast meeting each semester with the academic department chairs and major center directors. Similarly, the vice chancellor for administration hosts one breakfast meeting each semester for directors of administrative units and other affiliated organizations such as the Wisconsin Alumni Association. These meetings provide opportunities for updates on important issues, discussing emerging challenges, and giving department chairs and directors the opportunity to ask questions of campus leaders.

Numerous **governance committees**⁴³ are appointed annually to ensure broad input into the administration of the university. The charge to each joint governance committee, with appointees from the faculty, academic staff, and students, can be found in Chapter 6 of *Faculty Policies and Procedures (FP&P)*.⁴⁴

The **University Academic Planning Council (UAPC)**,⁴⁵ a governance committee with representatives from the faculty, academic staff, and Associated Students of Madison, as well as administrators, meets regularly to advise the chancellor and provost on major program decisions, long-term academic plans, and related developments. This *FP&P* Chapter 6 governance committee is chaired by the provost. It addresses university academic policy issues and provides for faculty, staff, and student participation in academic planning; assures that appropriate review and consideration are given to proposals for new majors, degrees, or certificates; makes recommendations on proposals to establish, change, or discontinue departments, centers, and centerlike units; makes recommendations concerning the evaluation and review of academic programs; makes recommendations for policy related to new program development, program review, program array, and related issues; and provides oversight for the general education requirements.⁴⁶

In 2007–08 the UAPC addressed academic issues relevant to many aspects of its mission as defined by *Faculty Policy and Procedures*. Those issues included program review, general education, grading patterns for undergraduate courses, midterm grading patterns, reaccreditation, and discussion of expectations for student learning. The UAPC simplified approvals for graduate certificate programs, endorsed guidelines for resolving

duplicate degree issues, and established new policy guidelines for the approval of academic programs delivered at off-campus locations. As part of its responsibility for “appropriate review and consideration of requests for new programs,” the UAPC acted on a large number of academic program proposals.

The work of the UAPC builds upon the work conducted by academic planning councils in each school or college, which are generally chaired by the dean of the respective school/college. After recommendations from school or college APCs are considered and approved, these actions then move to the University Academic Planning Council for final consideration. In some cases, the school/college APC is the decision-making body, and announcements of changes are made at the UAPC for information purposes only. This is an important step, however, as changes made within the purview of an individual school or college may have an impact on other units, and the UAPC serves as the body to officially recognize and formally document these changes at the institutional level.

The **Campus Planning Committee**⁴⁷ advises on long-range development plans, building priorities, site selection, and aesthetic criteria, regarding facilities for research, instruction, recreation, parking and transportation, and other university functions. This committee serves an important function to ensure communication and alignment between the staff from facilities and planning and those from the academic side.

Other shared governance committees can be found on the Web site of the Secretary of the Faculty.⁴⁸

1e. The organization upholds and protects its integrity.

The university take very seriously its responsibility to uphold and protect its integrity as an institution of the state and as a recipient of state, federal, grant, and gift funding. Evidence of the university’s commitment can be found in a number of structures, procedures, policies, and statements of what it values. In addition, the Institutional Integrity special emphasis report addresses this in detail.

Oversight of the financial matters of the university are the responsibility of the vice chancellor for administration. Among the offices charged with responsibility for oversight of compliance and integrity are Internal Audit, Business Services, Campus Safety, Research and Sponsored Programs, and the Graduate School.



1e.i. Administrative accountability

As a public entity, the university is subject to public records laws in Wisconsin. The university has a **Records Custodian** (currently the chief of staff to the chancellor) who directs requests for records to the appropriate office or entity. Working with University Communications, the Office of Administrative Legal Services, and other administrative offices, requests for public records are handled as expediently as possible. Administrative Legal Services is in the process of hiring an individual to assist in responding to records requests. In addition, the university has a **Records Manager**⁴⁹ who oversees the process of creating and adhering to records-retention schedules, and the appropriate destruction of or transmittal of important documents to University Archives. One emerging challenge on the horizon is the need to create a new system for retaining “digitally born” documents. The university is engaged in discussions about the need to invest in technologies to retain and preserve these documents through a provost-appointed Campus Records Review Group. This group, comprised of representatives of key administrative functions, will make recommendations for changes in campus policies and practices consistent with guidance from the state and UW System Administration.

The chancellor’s and provost’s offices maintain detailed correspondence databases to track public and campus community requests and complaints, to ensure that timely responses are handled by the appropriate individual or administrative office.

There are clear grievance procedures, as well as procedures when there are allegations of misconduct, for faculty, staff, and students. The **Office for Equity and Diversity**⁵⁰ handles affirmative action and equal employment opportunity complaints for employees.

In addition to the Office for Equity and Diversity, there are several other administrative services that help ensure the integrity of the institution.

The **Employee Assistance Office**⁵¹ is a resource to assist employees and their immediate family members or significant others who are finding it difficult to successfully cope with personal or work-related issues and concerns. Services are available to all faculty, staff, and LTE/project employees and their immediate family members or significant others. Contact with the staff of the Employee Assistance Office is confidential within limits as governed by federal and state regulations.

The **Ombuds Office**,⁵² started in 2003, serves as an informal, impartial, confidential, and independent resource for faculty and staff. An ombuds will listen to concerns, clarify procedures, discuss options, and, if requested and appropriate, serve as an intermediary in attempting to resolve disputes. Ombuds work independently from university administrative offices. This service was implemented in part as a response to the concerns being raised in the Campus Climate Network Group about employment situations in which it was perceived that informal resolution would be desirable. This ombuds office supplements the ombuds services available to students through the Offices of the Dean of Students⁵³ and to health sciences faculty, staff, and students through their ombudsperson.

Administrative Legal Services⁵⁴ provides advice and counsel to the entire university community on any matter involving legal issues. These include personnel; contracts; medical malpractice; tax, environmental, and constitutional; interpretations of local, state, and federal laws; real estate matters; as well as all matters in controversy. At present, the role of coordinator for Americans with Disabilities Act (ADA) is filled by the director of Administrative Legal Services. The director works with staff members in the Office for Equity and Diversity, the Office of Human Resources, and the McBurney Disability Resource Center to help ensure that ADA concerns are addressed.

The University’s **Office of Internal Audit**⁵⁵ is an independent assurance unit that conducts ongoing reviews based on a comprehensive audit plan, and provides management assistance with evaluations of operating and financial systems and their related internal controls. The unit addresses non-financial as well as financial systems to ensure compliance with rules of external agencies and organizations, and reports to the vice chancellor for administration.

The **UW Athletic Department**⁵⁶ includes twenty-three Division I sports teams. In addition to the priority of graduating student-athletes, compliance with NCAA rules is taken



very seriously. The Athletics Compliance Office works to identify and reduce areas of risk within the athletic program. The two main functions of the compliance office are to educate and monitor. The compliance staff meets with and disseminates information to coaches and student-athletes, and monitors functions of the athletic department that are governed by NCAA and Big Ten Conference legislation. In 2007–08, 946 rule interpretations were provided by the compliance staff to athletic department staff members. Oversight structures of the department include the Athletic Board,⁵⁷ a shared governance committee with representatives from the faculty, academic staff, student athletes, and alumni; and the Student-Athlete Advisory Committee, which provides a link of communication between student-athletes and the athletics department. In 2009, the institution will go through reaccreditation with the NCAA in a process somewhat similar to the process for reaccreditation with the Higher Learning Commission.

In 1988, UW–Madison established a **trademark licensing**⁵⁸ program to protect and promote the use of its indicia (logos, names, and marks). This program is currently administered under the Office of the Chancellor. The Collegiate Licensing Company (CLC) has been the university’s licensing agent since 1988. It oversees the use of trademarks on apparel and other merchandise. The university has licensing agreements with approximately 500 companies. The university trademark licensing program has generated more than \$22 million in revenues since 1988.

UW–Madison has been a leader among colleges and universities working to curb sweatshop abuses in licensed-apparel manufacturing.⁵⁹ Merchandise with the university’s logo is made in approximately 3,300 factories in 47 countries worldwide.

As part of university standards, brands and suppliers are required to adhere to a code of conduct. The code addresses workers’ wages, working hours, overtime compensation, child labor, forced labor, health and safety, nondiscrimination, harassment or abuse, women’s rights, freedom of association, and full public disclosure of factory locations. If violations occur, a licensee has the opportunity to correct the problem or have its relationship with the university terminated.

The office of **International Student Services**⁶⁰ has responsibility for certification of all international student visas, in compliance with Department of Homeland Security regulations.

1e.ii. Academic accountability

Accountability reports to the UW System Administration,⁶¹ including institutional reports,⁶² provide measures of progress in four areas: provide access to higher education for the citizens of Wisconsin; provide academic support services that facilitate

academic success; provide a campus environment that fosters learning and personal growth; and utilize resources in an efficient and effective manner. These reports evidence the desire to operate with transparency and inform the public about the functions and contributions of the UW System institutions.

The Offices of the Dean of Students oversees the student academic and nonacademic **code of conduct**.⁶³ In the *Undergraduate Catalog*, students see a statement about Academic Integrity with a link to rules regarding academic integrity⁶⁴ and they also see a statement of student rights and responsibilities,⁶⁵ as follows:

Every member of the University of Wisconsin–Madison community has the right to expect to conduct his or her academic and social life in an environment free from threats, danger, harassment, or other disruption. Chapter 17, a part of the Wisconsin Administrative Code, is the document that describes student nonacademic misconduct. Chapter 17 defines conduct that is subject to discipline by the university because it causes harm either to another member of the university community or to the university itself. It also describes the penalties that may be imposed and the procedures for carrying out disciplinary action. Due process for students accused of misconduct is an important part of the procedures. The complete text of Chapter 17 is available online,⁶⁶ or contact the on-call dean in Student Advocacy and Judicial Affairs, 608/263–5700, Room 75 Bascom Hall.

No student may be denied admission to, participation in or the benefits of, or discriminated against in any service, program, course or facility of the [UW] system or its institutions or centers because of the student’s race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.

Students are informed at Student Orientation, Advising and Registration (SOAR)⁶⁷ sessions that there is a grievance procedure, and may seek assistance from the Offices of the Dean of Students.

The University of Wisconsin–Madison sets minimum standards that must be met by all students pursuing an undergraduate degree. Many departments and programs have requirements that exceed these basic requirements. It is important that students become familiar with the specific requirements of the colleges and individual departments and programs. . . . Requirements may vary among the schools and colleges.

From the *Undergraduate Catalog*⁶⁸

1e.iii. Integrity and accountability for faculty and staff

Faculty Policies and Procedures outlines the procedures for Divisional Committees, which oversee the tenure process for faculty at UW–Madison. The UW–Madison has four faculty divisions (biological sciences, physical sciences, social studies, and arts and humanities).⁶⁹ Tenure guidelines for each division are clearly posted for each division on the Web site of the Secretary of the Faculty.⁷⁰

Policies pertaining to the performance of duties of faculty and staff include the *Faculty Policies and Procedures*⁷¹ and the *Academic Staff Policies and Procedures*.⁷² Both documents set forth broad expectations for conduct, and articulate procedures for handling complaints and allegations, including allegations of scholarly and nonscholarly misconduct. Most classified staff are members of unions and have contracts with agreed-upon language regarding performance and grievance procedures.

Even though formal policies articulate the broad parameters of behavior, there is concern that the campus climate is less than welcoming to all of its members. As described in greater detail in Criterion 2, a Campus Climate Network Group was convened in 2001 to work on improving the climate on campus. The Institutional Integrity special emphasis team report describes many of the concerns raised over the years, and proposes a vision for how the university should act that is consistent with our values and our ethical responsibilities. Criterion 4d contains additional information regarding policies and administrative units that help ensure the integrity of practices.

Summary of Evidence

The university operates with integrity and fulfills its mission through a variety of structures and processes. The mission statement of the institution is clearly stated and publicly available. As a public institution, the core value of service to the state is evidenced in the support for the Wisconsin Idea Project and the Wisconsin Experience framework, which gives students a rubric for taking part in an array of opportunities available to them as undergraduates at UW–Madison.

The institution's mission clearly states its commitment to serving the diversity of learners in society, and evidence of meeting this mission is found in the institution's efforts over the last decade through the UW System Plan 2008 initiative and other activities.

Evidence of understanding of and support for the mission is found throughout the institution. It includes clear linkages between the various campus units' strategic plans and the institution's strategic plan. The coupling of the reaccreditation self-studies with strategic planning ensures that there is a high level of engagement in the planning process.

The administrative structures of the institution are well-established and provide ample opportunities for collaboration and activities to advance the institution's mission. The shared governance structure on the UW–Madison campus, coupled with strong academic leadership through school and college academic planning councils, ensures the participation of major campus constituents in planning and administration of the academic and other aspects of the institution.

Finally, evidence of the institution's commitment to uphold and protect its integrity is found in the structure of policies and guidelines; administrative units that support faculty, staff, and students who find themselves in need of assistance; and through the existence of offices such as Internal Audit, which helps ensure compliance and good record-keeping practices.



Future Challenges and Areas for Improvement

- Continue to engage campus community members in processes that will deepen their understanding of and connection to the campus strategic framework and create greater alignment. Ensure that assessment of outcomes continues to be an integral part of the planning process.
- Maintain efforts to enhance the diversity of the student body, and serve those students well.
- Continue to evaluate and support administrative units and action that protect the integrity of the institution.

Notes

1. www.chancellor.wisc.edu/strategicplan.old/es-web.html
2. www.wisc.edu/about/administration/mission.php
3. Ibid.
4. See, for example, the Undergraduate Admissions “Academics,” www.admissions.wisc.edu/academics.php, and the Graduate School’s mission statement, <http://info.gradsch.wisc.edu/aboutus/mission.html>
5. www.cals.wisc.edu/about
6. www.wisc.edu/students/about/mission.htm
7. www.engr.wisc.edu/news/strategic_plan.html
8. www.ohrd.wisc.edu/home/Default.aspx?tabid=135
9. www.nelson.wisc.edu/about/mission.htm
10. <http://info.gradsch.wisc.edu/aboutus/mission.html>
11. www.ls.wisc.edu/handbook/ChapterOne/chapter1-1.htm
12. www.med.wisc.edu/about/mvsp.php
13. www.pharmacy.wisc.edu/about/mission.cfm
14. www.wisconsinidea.wisc.edu
15. Introduction to *Academic Freedom on Trial*. Edited by W. Lee Hansen. (Madison, WI: Office of University Publications, 1998), p. 3.
16. www.news.wisc.edu/12709
17. www.secfac.wisc.edu/SiftAndWinnow.htm
18. www.finaid.wisc.edu
19. www.mcburney.wisc.edu
20. www.wisc.edu/lgbt
21. <http://iss.wisc.edu>
22. www.dcs.wisc.edu
23. www.chancellor.wisc.edu/vision
24. www.provost.wisc.edu/reaccreditation
25. www.news.wisc.edu/tomorrow
26. www.chancellor.wisc.edu/strategicplan
27. Ibid.
28. www.chancellor.wisc.edu/strategicplan.old/progress.html
29. www.chancellor.wisc.edu/strategicplan.old/areasOfFocus
30. www.uwsa.edu/opar/accountability/achieve08/iae0708.pdf
31. www.quality.wisc.edu
32. <http://oqi.wisc.edu/resourcelibrary/uploads/resources/Strategic%20Planning%20Model.pdf>
33. www.oqi.wisc.edu/showcase
34. www.uwsa.edu/bor
35. <http://nxt.legis.state.wi.us/nxt/gateway.dll?f=templates&fn=default.htm&d=stats&jd=ch.%2036>
36. www.uwsa.edu
37. www.wisc.edu/about/administration/leadershipGovernance.php

38. At press time, the search to fill this vice chancellor position is under way.
39. www.secfac.wisc.edu/senate/index.htm
40. <http://acstaff.wisc.edu/asa.html>
41. www.asm.wisc.edu
42. www.cnsc.wisc.edu
43. www.secfac.wisc.edu/committees/CommitteesList.asp
44. www.secfac.wisc.edu/governance/FPP/Chapter_6.htm
45. <http://apa.wisc.edu/uapc.html>
46. http://apa.wisc.edu/acad_plng.html
47. www2.fpm.wisc.edu/capbudg/CampusPlanningCommittee/CPMAINPAGE.html
48. www.secfac.wisc.edu/committees
49. <http://archives.library.wisc.edu/RM/rechome.htm>
50. www.oed.wisc.edu
51. <http://eao.wisc.edu>
52. www.ombuds.wisc.edu
53. www.wisc.edu/students
54. <http://legal.wisc.edu>
55. www.bussvc.wisc.edu/intaudit/intaudit.html
56. www.uwbadgers.com
57. www.uwbadgers.com/athdept/board/index_254.html
58. www.wisc.edu/licensing
59. www.news.wisc.edu/laborlicensing/
60. <http://iss.wisc.edu>
61. www.uwsa.edu/opar/reports
62. www.uwsa.edu/opar/accountability/index.htm
63. www.wisc.edu/students/saja/misconduct/misconduct.html
64. www.wisc.edu/students/saja/misconduct/UWS14.html
65. www.wisc.edu/pubs/ug/rules.html
66. www.wisc.edu/students/saja/misconduct/UWS17.html
67. www.newstudent.wisc.edu/soar
68. www.wisc.edu/pubs/ug/study.html
69. www.secfac.wisc.edu/governance/FPP/Chapter_4.htm
70. www.secfac.wisc.edu/divcomm/index.htm
71. www.secfac.wisc.edu/governance/FPP/Chapter_8.htm
72. <http://acstaff.wisc.edu/doc.html>

CRITERION TWO: PREPARING FOR THE FUTURE



2. The organization'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.

UW–Madison has a long history of planning and has benefited from the wisdom, expertise, and foresight of many talented leaders who have managed the institution in such a way that today, with the contributions of outstanding faculty and staff, and a student body that is first-rate, UW–Madison is one of the premier public research universities in the world.

This past decade may well be most remembered in the university's history books as a decade of significant investment in the physical infrastructure of the campus. Such investments in the infrastructure are necessary, and will help the institution continue its tradition of cutting-edge research and development, and continue its contributions to the arts and humanities. In addition to the support from the State of Wisconsin and the numerous grants received annually, the institution benefits from the generous support of its alumni and other donors. The new facilities and a number of important initiatives under way could not have emerged without the generous support from those who understand the value of the education that Wisconsin provides and who are willing to step in and provide the margin of excellence.

2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

UW–Madison leaders, faculty, and staff are engaged in national and international higher education organizations and debates that help the institution prepare for changes in higher education. Members of the campus community are involved in planning and activities to ensure that the university is as prepared as possible to face emerging challenges in higher education, especially those related to decreases or flat funding from the state. Chancellor John D. Wiley's leadership and vision (2001–08) resulted in a number of new initiatives that are helping UW–Madison prepare for changes in the landscape of higher education here and abroad.

Included in this section are examples of future-looking collaborations, details regarding the university's efforts to understand and plan for demographic and environmental changes that impact the enrollment of students, and information on efforts to recruit

Our students cannot get an adequate education or prepare themselves for the 21st century, nor can our faculty and staff do their most creative work unless they're working and also playing with people from every conceivable background with different points of view. To attract and keep faculty, staff and students from underrepresented groups, the university has to create an environment that defines excellence as dependent on diversity. There is no way to succeed in diversifying this university unless we begin to knit appreciation for diversity and excitement about its benefits into the fabric of everything we do, making ourselves and our students nothing more and nothing less than alive to the realities of the world.

**Chancellor Carolyn "Biddy" Martin
On Wisconsin event, October 2008**

and retain outstanding faculty and staff. This section concludes with information about how the university has addressed the challenge of diversifying campus and becoming a more welcoming place for all.

2a.i. Participation at the national and regional levels

The examples below evidence the institution's efforts to be prepared for a future as a public research university by engaging in collaborative, multi-institutional networks.

UW–Madison is a founding member of the **Committee on Institutional Cooperation (CIC)**,¹ which began in 1957. The CIC is a consortium of twelve research universities, including the eleven members of the Big Ten Conference and the University of Chicago. The CIC is guided by the provosts of the member universities. Together, CIC universities strive to expand learning opportunities by sharing unique course offerings, research facilities, and online course development and curricula. From the oldest CIC program (Traveling Scholar) to the newest (CourseShare), these activities allow member universities to share resources and facilities, while enhancing access and opportunity for students.

Participation in the CIC helps UW–Madison stay on the forefront of research and teaching with initiatives such as the Shared Digital Repository (SDR), a resource that will provide students, faculty, and staff with seamless, secure access to an online library containing digitized versions of legacy print collections. The SDR will also serve as a foundation for further collective development of strategies for archiving and disseminating other formats such as newspapers, maps, audio/video files, and other more obscure research materials.² The CIC assists the institution in preparing for the future by helping reduce costs through a purchasing consortium. Each institution saved as much as \$500,000 per quarter on research and laboratory supplies as a result of its purchasing consortium.

The **Worldwide Universities Network (WUN)**,³ a consortium of sixteen large research universities, fosters collaboration among its members to advance knowledge and understanding on issues of global concern. UW–Madison was a founding member of WUN in 2000 under former Chancellor David Ward. Chancellor John D. Wiley described WUN as “an exciting international network of research universities that are tackling major research challenges and delivering instruction in areas that no one member could address alone. WUN is helping to keep UW–Madison and Wisconsin at leading edges of research and teaching.”

WUN is flexible, allowing members to leverage their own resources and draw on those of WUN partners to advance these objectives in a variety of ways. At UW–Madison, WUN “seed grants” support a variety of collaborations involving at least two non-US WUN partners. Outputs include new joint proposals for extramural funding, strengthened international partnerships, research publications and presentations, new online resources, and innovative educational opportunities. Between 2005 and 2008, more than fifty UW–Madison faculty and staff members participated in WUN-related activities and seventeen led research collaborations with WUN partners, yielding more than thirty publications or conference presentations on WUN projects. UW–Madison's investment of \$243,000 has yielded approximately \$1,221,452 in extramural funding for projects that directly benefit the university.

The **Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE)**,⁴ established in 2001 at UW–Madison, brings together scholars, students, and leaders from within the university, local and state government, and the private sector, to study and propose solutions to the challenges confronting postsecondary education. The center is housed in the School of Education. WISCAPE conducts and supports research projects, sponsors public programs, produces and distributes publications, and fosters communication among key stakeholders.

The university uses these and other collaborative opportunities to save resources, connect with other institutions to take on major research projects, and prepare for the future by conducting in-depth research into the challenges facing higher education today.

2a.ii. Student enrollment

After tremendous growth in enrollments during the middle of the twentieth century, student enrollments have remained fairly steady over the last decade or so as a result of planning and enrollment target-setting (figure 4).

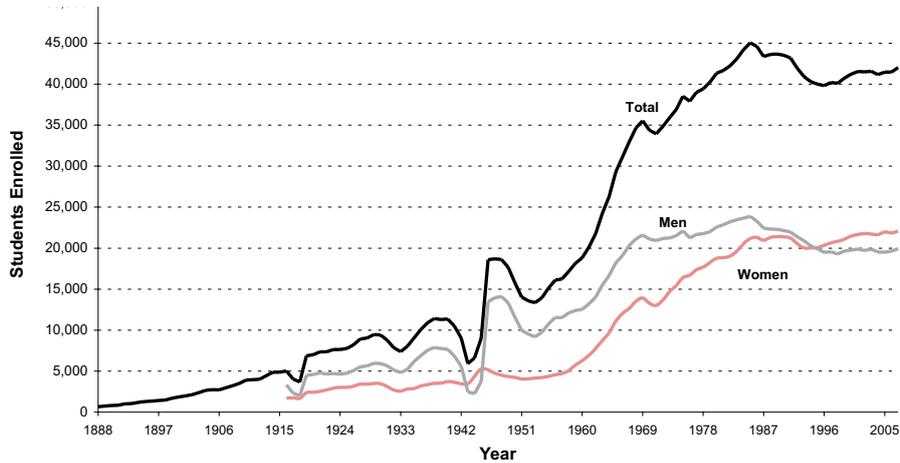


Figure 4. Total student enrollment from 1888 through 2007. Source: 2007–08 Data Digest, p. 1

The **Division of Enrollment Management**⁵ (see Criterion 3d) plays an important role in academic and student services by integrating information and decision-making processes and facilitating collaborations along the enrollment continuum from prospective student through alumnus. Organizationally, the vice provost for enrollment management oversees the Office of the Registrar, Undergraduate Admissions, and the Office of Student Financial Aid, as well as the Integrated Student Information System. The division prepares the institution for the future by producing detailed reports that inform decision-making, including enrollment reports by minority status, degrees awarded by diversity and gender, cumulative degrees granted, and course credits by department.⁶

Annually, the vice provost for enrollment management meets with the chancellor, provost, director of admissions, and other administrative leaders to discuss and propose undergraduate enrollment targets, mediated mostly by adjusting the size of the new freshman class, taking into consideration graduation rates, student diversity, academic program capacities, ratio of Wisconsin to out-of-state students, on-campus housing availability, and other factors. This type of enrollment management helps ensure that the institution is prepared to meet the needs of the students it enrolls.

The **Office of Academic Planning and Analysis (APA)**,⁷ reporting to the provost, conducts institutional research and provides critical planning and decision-making information regarding student enrollment. Some examples of analyses conducted by APA regarding students include:

- *Projections of WI High School Graduates and Implications for UW–Madison Admissions (2003)*,⁸ a study of the high-school pipeline, by race/ethnicity, and an analysis and discussion of the implications for UW–Madison undergraduate admissions.
- *A First Look at First-Generation College Students at UW–Madison* (February, 2008).⁹
- *Average Time to Masters and Doctoral Degrees by Major*¹⁰—updated to include trends by field of study (biological science, physical science, humanities, social studies).

UW–Madison initiated efforts early in the current decade to increase collaboration among UW System institutions in order to increase **access and degree completion**. As an example of collaboration, in recent years UW–Madison has made a concerted effort to collaborate with UW System institutions and other two-year schools throughout the state to increase access to UW–Madison. An innovative dual admission program, called the **UW–Madison Connections Program**¹¹ and the new transfer agreements with technical colleges and a tribal college in Wisconsin, aim to increase the number of students

who graduate with a degree from UW–Madison but start their course work at a partner institution (see Criterion 5c).

2a.iii. Faculty and staff recruitment and retention

The institution attracts and has managed to retain many outstanding individuals who contribute to its mission of teaching, research and discovery, and service. Like many public research institutions, however, UW–Madison faces the challenge of recruiting and retaining faculty and staff at a time when state funding for higher education is decreasing and private institutions with much larger endowments are able to make salary and start-up offers that far exceed what UW–Madison can offer. Campus leaders spend significant time and energy studying the issue, working to find new resources, and making counteroffers and preemptive offers in order to retain excellent faculty and staff. The vice provost for faculty and staff is actively engaged in a number of initiatives to enhance the recruitment and retention of faculty.

UW–Madison also has been active in promoting the university's strengths to prospective faculty hires, including its strong tradition and support for interdisciplinary scholarship and collaboration, its generous health and retirement benefits, and efforts to accommodate dual-career couples¹² through a fund and personal assistance in finding employment at UW–Madison or in the surrounding areas.

One area that is becoming increasingly important is comparative data showing UW–Madison faculty salaries in contrast to those of peer institutions (table 5). Campus leaders use this information, disaggregated by rank, to help determine priorities for budget requests and allocation of available funds for salaries.

UW–Madison faculty members need a 9.8 percent salary increase to bring them to the median of their peer group (figure 5).¹³

Analysis of faculty and staff by gender and ethnicity shows that UW–Madison has increased its percentage of women and minorities on the faculty. Since 1998, the percentage of women on the faculty has increased from 22 to 29 percent; about 42 percent of assistant professors are women. The number of faculty has increased for each major ethnic minority group since 1998; however, the number of Black/African American

Table 5. Average Faculty Salaries by Professorial Rank, 2006–07 (based on UW–Madison's Official Faculty Salary Peer Group)

University	Full Professor		Associate Professor		Assistant Professor	
	Avg. Salary	Rank	Avg. Salary	Rank	Avg. Salary	Rank
University of California-Los Angeles	133,212	1	84,224	3	72,057	4
University of California-Berkeley	131,265	2	86,809	1	76,166	1
University of Michigan-Ann Arbor	130,444	3	86,554	2	74,953	3
University of Texas-Austin	121,196	4	78,330	7	75,149	2
University of Illinois-Urbana	120,925	5	79,546	5	71,686	5
Ohio State University	117,173	6	76,937	10	69,383	8
University of Minnesota-Minneapolis	116,596	7	80,560	4	69,429	7
Michigan State University	110,233	8	79,158	6	61,834	12
Indiana University-Bloomington	109,047	9	75,055	11	66,006	11
University of Washington-Seattle	108,921	10	77,151	9	70,900	6
Purdue University	107,564	11	74,820	12	66,802	9
University of Wisconsin-Madison	103,543	12	78,112	8	66,014	10
Peer Group Median (w/o UW-Madison)	117,173		79,158		70,900	
Percent Increase Needed to Reach Median	13.2%		1.3%		7.4%	

Source: American Association of University Professors (AAUP) annual salary survey. Faculty members employed on 12-month contracts are included, but their salaries have been converted to 9-month rates. Medical schools are excluded. The average salaries reported to the AAUP by all institutions are affected by several factors, including faculty turnover and promotions, and individual salary adjustments for promotion, competitive market, or equity, in addition to the institution's announced annual increases. UW-Madison's peer group for purposes of salary comparisons was established by The Governor's Commission on Faculty Compensation in 1984.

Source: 2007–08 Data Digest, p. 35.

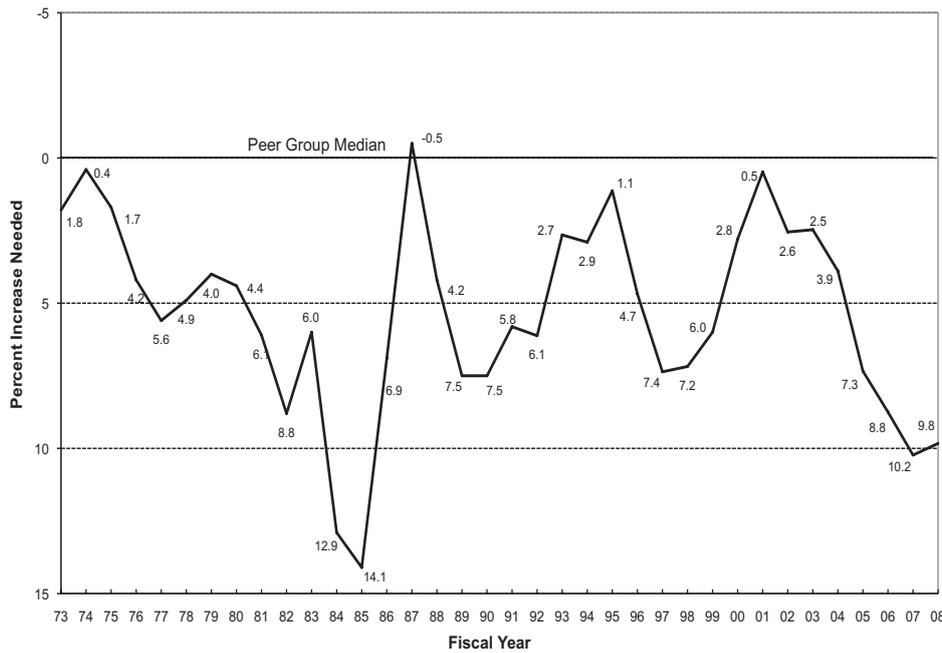


Figure 5. UW–Madison faculty salary deficit: pay increase needed to bring faculty salaries to the peer group median.

Source: Academic Planning and Analysis, April 2008

faculty has declined slightly since 2001.¹⁴ Further details regarding UW–Madison’s efforts to recruit and retain faculty and staff diversity can be found in Criterion 4 and in the Building Community special emphasis report.

In the last two biennia, UW–Madison received state funds specifically allocated for faculty retention. Although these limited and targeted funds did not close the salary gap overall, the additional funds helped chairs and deans counter outside offers and make some pre-emptive salary-base adjustments to signify the university’s commitment to faculty.

In the College of Letters and Science, a recent, generous gift made possible the establishment of a **Faculty Fellows**¹⁵ program that uses private support to create five-year supplemental financial packages for deserving faculty members who received tenure not more than ten years prior. The goal is to retain these faculty members, recognizing that they are often targets for hiring elsewhere at this point in their careers.

The institution recognizes that tenure policies and practices play an important role in faculty recruitment and retention. In fall of 2008, the vice provost for faculty and staff convened the Tenure Conversations Group to explore ways in which the institution’s tenure-track culture works well, and ways in which it may be improved. This group will interview individuals, study data and policies, and make recommendations some time in spring 2009.

2a.iv. Focus on diversity in preparation for the future

The 1999 institutional reaccreditation site-team report observed the need for the university to keep diversity concerns high on the priority list for the future. Commitment to increasing diversity and enhancing the campus climate for all members of the community has been a concern and a high priority for the campus. When Chancellor John D. Wiley selected a new provost and vice chancellor for academic affairs in 2001, he directed the provost to convene the Campus Climate Network Group (CCNG) and make diversity and campus climate one of his highest priorities (see figures 6–10). UW–Madison views the concept of diversity very broadly, beyond racial and ethnic identity (see Criterion 1). The CCNG membership included representatives of major climate-related programs and initiatives already active across campus. The group identified five key areas of activity to serve as a guide for developing a framework for a better campus climate:

University of Wisconsin System Plan 2008

Goal 1

Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll at UW System institutions.

Goal 2

Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.

Goal 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.

Goal 4

Increase the amount of financial aid available to needy students and reduce their reliance on loans.

Goal 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.

Goal 6

Foster institutional environments and course development that enhance learning and a respect for racial and ethnic diversity.

Goal 7

Improve accountability of the UW System and its institutions.

- listen and assess progress
- leadership
- training and professional development
- concrete programs
- communication

The CCNG hosted a number of “Days of Listening and Discovery” to help develop a collective understanding of campus concerns. Network meetings were established to bring together directors of programs in order to better coordinate activities. Women in Science & Engineering Leadership Institute (WISELI) climate surveys for departments were designed to address concerns regarding unwelcoming climate for women in STEM (science, technology, engineering, and math). The initiative raised awareness of the concerns and served as an important catalyst for discussion and action by groups such as the committees on academic staff issues and the Equity and Diversity committees in various schools and colleges.

The university’s diversity efforts reflect the institution’s decentralized culture: many important and successful initiatives are managed through the schools and colleges. The university receives what is known as “402 Minority/Disadvantaged” funds from the State of Wisconsin, which are specially dedicated for diversity initiatives. In many cases, deans of schools and colleges use the 402 funds to support a “Multicultural/Disadvantaged Coordinator” who often serves as an academic advisor to students of color and students who are “first generation to college,” and helps coordinate programming to enhance diversity recruiting and retention.

In addition to 402 funding, the university is investing significantly in other initiatives designed to enhance diversity and ensure that the campus serves the diverse communities throughout Wisconsin, and that it attracts and retains outstanding faculty and staff of color. The vice provost for diversity and climate’s Web page¹⁶ and the Creating Community Web site¹⁷ provide links to the numerous initiatives and programs that ensure the institution’s commitment to diversity.

Diversity Plan 2008

In 1998, the UW System implemented a diversity plan called Plan 2008,¹⁸ which set forth goals for increasing diversity and enhancing climate. This plan followed two previous diversity plans implemented by UW–Madison. Although Plan 2008 focused somewhat narrowly on racial and ethnic diversity, there is widespread recognition that future plans must be more inclusive of additional aspects of diversity.

At an annual forum, people from the community and campus come together to celebrate and examine progress on the diversity goals embedded in Plan 2008. Among the many presentations is an annual quantitatively based progress report on the goals.¹⁹ Annually produced graphs demonstrate the progress made in the areas of recruitment of underrepresented undergraduate students, and that the retention rates for these students is improving (see figures 6–8). In addition, the numbers demonstrate that the institution is making progress toward its goal of increasing the gender and racial/ethnic diversity of its faculty and staff (see figures 9–11). The Diversity Oversight Committee continues to raise concerns about progress toward the institution’s Plan 2008 goals.

With respect to Goal 3, which addresses the gap in educational achievement, graduation rates for all students have increased steadily over the past few decades; for the students who entered in fall 2002 (the most recent cohort with six years to graduate), the graduation rate is 82.3 percent. The achievement gap (the difference in the rate at which minority students graduate compared with other students), which has held at about 20 percentage points over the past two decades despite improvements for all students, finally shows signs of closing. For the 2002 cohort, targeted minority students graduated at a rate of 67.5 percent, which is about 15 percentage points behind all students. Progress is slow and efforts to close the achievement gap through programs that support all students will continue to be a priority.

At the midpoint of implementing Plan 2008, in 2003, the institution brought in external consultants to review the plan; study the organizational structure, current initiatives and

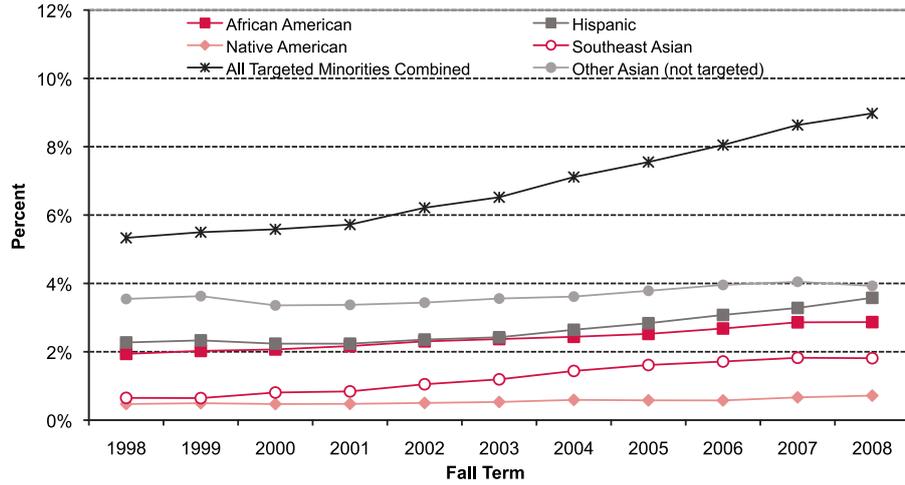


Figure 6. Minorities as a percent of undergraduate students, 1998–2007

Source: Plan 2008 Diversity Forum Report. <http://apa.wisc.edu/Diversity/>

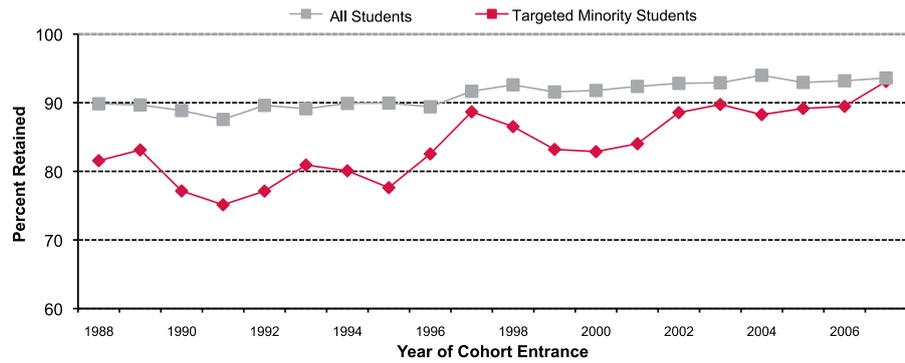


Figure 7. Trend in first-year retention rate for all students and targeted minority students.

Source: Academic Planning and Analysis, 2008

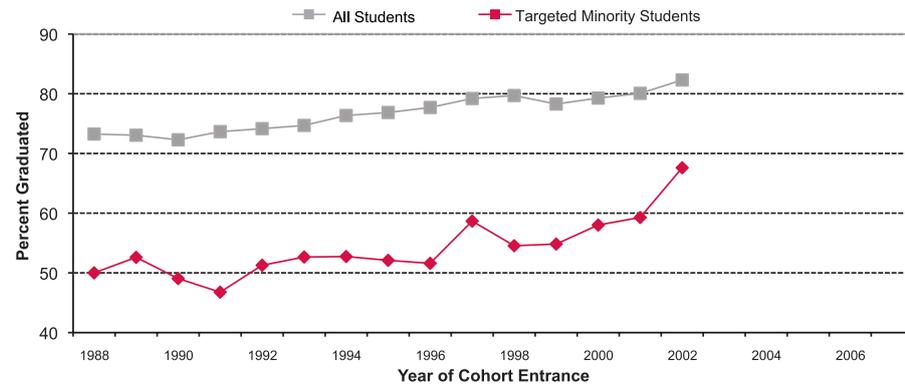


Figure 8. Six-year graduation rate for all students and targeted minority students.

Source: Academic Planning and Analysis, 2008

budget; and provide recommendations to the campus. This midpoint check identified the need for UW–Madison to (1) tell its story regarding diversity and equity issues more broadly, (2) look at ways to amplify efforts by making more strategic investments into campus diversity initiative, and (3) develop a strategy to achieve enhanced coordination and integration of activities currently under way.

Also in early 2003, the provost created a new position of vice provost for diversity and climate. This position was designed to provide more centralized coordination of efforts across campus and enhance communication among the numerous diversity and climate-related initiatives on campus. The institution, even prior to the submission of the report of the mid-point evaluation of Plan 2008, had recognized the need to identify a point

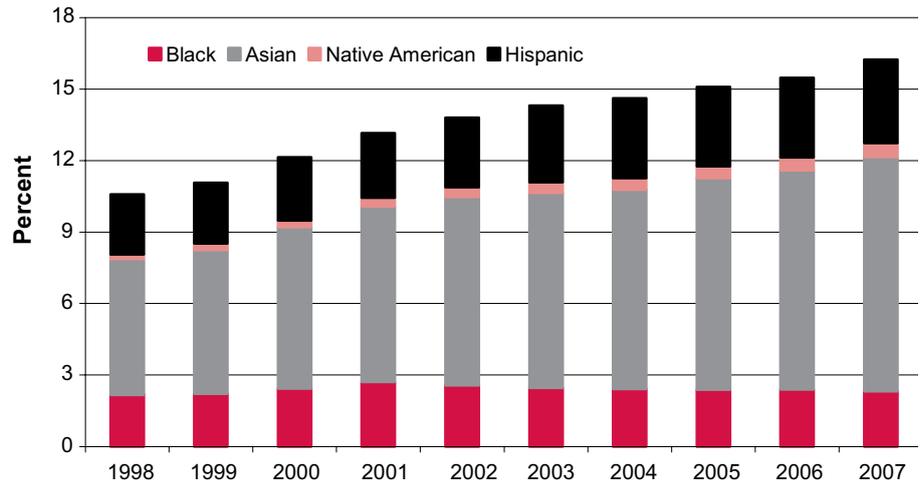


Figure 9. Minority faculty as a percent of the total faculty headcount, 1998–2007.

Source: Plan 2008 Diversity Forum Report, http://apa.wisc.edu/Diversity/10_Goal5_FacStaffAdmin_08.pdf

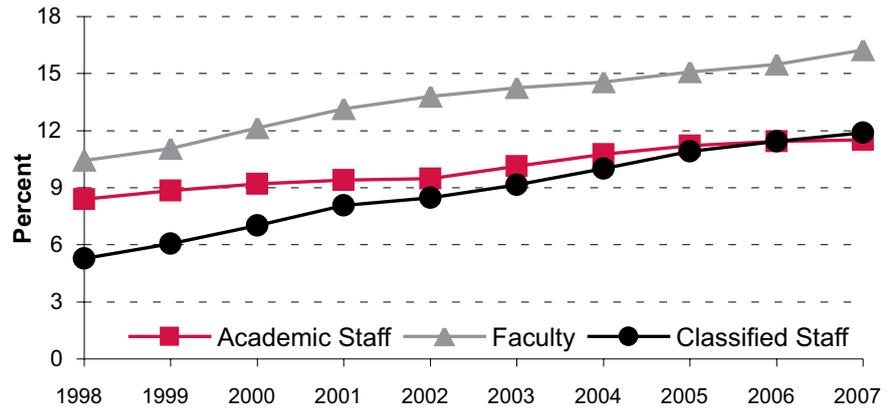


Figure 10. Minorities as a percent of faculty and staff, 1999–2007

Source: Data Digest 2007–08

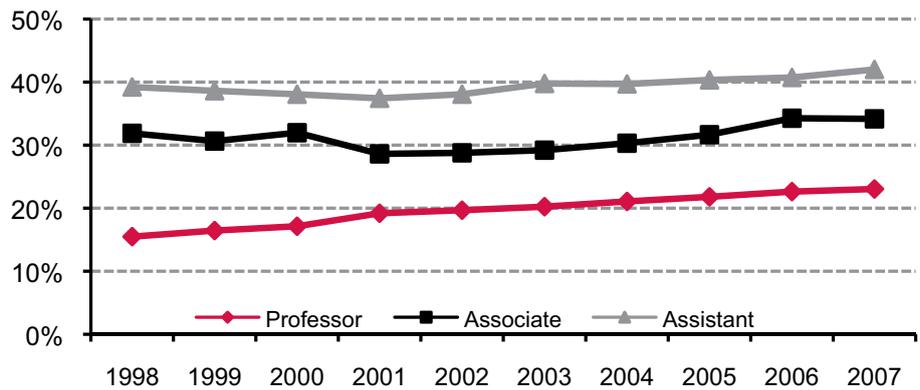


Figure 11. Women as Percent of Faculty and Staff

Source: Academic Planning & Analysis, 2008

person on diversity and related matters. The first vice provost in this position was a faculty member, and her position was a 75 percent administrative position, with the remaining 25 percent faculty duties. When she retired, the provost changed the position to full-time and conducted a national search. A nationally recognized expert on diversity was hired in this position on August 1, 2008, and was designated as the campus's chief diversity officer. As such, he has campuswide responsibility to coordinate, engage, prioritize, and enhance our diversity capabilities. His position encompasses the range of diversity dimensions, including race, ethnicity, gender, socioeconomic status, nationality, sexuality, and other evolving aspects of the concept of diversity.

Efforts in the area of diversity and climate are numerous and ongoing. The Multicultural Student Center, for example, recently celebrated its twentieth anniversary and is actively reviewing its role in supporting diversity, and multicultural and social justice education. The Offices of the Dean of Students recently hired a new assistant dean for student veterans in fall 2008 to better serve that segment of the student population and to prepare for additional student veterans.

The campus is at an exciting point in time, with the conclusion of the formal Plan 2008 initiative creating opportunities for each UW System campus to embed its diversity goals into existing campus plans and strategies. Plans are under way to continue using some of the measures used in Plan 2008 accounting; however, the emphasis will be on expanding definitions of diversity and inclusion, and focusing on ways that each institution incorporates diversity priorities into existing institutional strategies.

Selected Campus Diversity Initiatives

A number of specific campus initiatives to increase diversity deserve mention here. On the faculty side, the **Faculty Strategic Hiring Initiative**²⁰ utilizes a fund of \$1 million allocated annually to assist in high-priority faculty hires. The funds are available for recruitment and retention for targeted minority hires, defined as Hispanic, American Indian, Alaskan Native, Black, Asian, and Pacific Islander (in areas where they are under-represented); the recruitment or retention of women in areas where they are under-represented; and for the recruitment and retention of dual-career couples (with priority given to dual-career hires that will contribute to faculty diversity). Postdoctoral fellowship funds also are available. The funds are generally used as bridge funding.

In 2002, the university received a National Science Foundation ADVANCE grant titled Women in Science & Engineering Leadership Institute.²¹ **WISELI** initiatives include: research and evaluation on topics pertaining to women's advancement; climate workshops for department chairs (that include climate surveys of department members); workshops on lab management; training for search and screen committees; celebrating women in science grants (which provide funds to departments wishing to diversify their brown-bag seminars); a seminar series; and the Vilas Life Cycle Professorships (see also Criterion 4c and the Building Community special emphasis report). The **Vilas Life Cycle Professorships**²² support faculty and academic staff, with permanent principal investigator status, who "are at critical junctures in their professional careers and whose research productivity has been directly affected by personal life events (e.g., illness of a dependent, parent, spouse/partner, or oneself; complications from childbirth; combination of major life events)." This program is one of only a handful of such programs in the country, and in 2006 was recognized by the Sloan Foundation/American Council on Education through the Faculty Career Flexibility award.

Schools and colleges have in place many successful initiatives designed to increase the pool of talented students who apply to college, and improve the retention of students once they come to campus. One example of a successful program at the graduate level is the **Graduate Engineering Research Scholars (GERS)** program.²³ Designed to increase the number of minority engineering graduate student degree recipients, this program started in 2000 with a first cohort of 14 incoming students. The program focuses on retaining minority graduate students by providing a sense of community, eliminating the sense of isolation that underrepresented students often feel, and creating meaningful interactions with faculty. Eight years later, 20 GERS students have obtained PhDs, and 38 have graduated with master's degrees. Currently, nearly 50 students are involved in the program. Before GERS, only 9 graduate students of color were enrolled in the

College of Engineering. In a 2005 survey from the National Opinion Research Center, UW–Madison tied for third for the highest number of female underrepresented minority doctorate recipients in engineering.²⁴

At the undergraduate level, UW–Madison is now in its sixth year of participation in the national **Posse Foundation program**,²⁵ which creates small cohorts or “posses” of diverse students who are selected based on their leadership talent, ability to work in teams, and their potential for success. With posses from Chicago and Los Angeles, UW–Madison was the first major research university to launch this program, and the institution has awarded approximately 125 merit scholarships to Posse students. The program is administered through the School of Education. These and other precollege programs help the institution meet its goals of serving students from diverse and broad backgrounds from Wisconsin and beyond.

Studies of the **pipeline of high school graduates** in Wisconsin have allowed us to evaluate how well we have done with recruiting, especially among targeted minority populations, and to plan for the future. Recent Wisconsin high school graduates are the dominant source of students for the undergraduate class. Over the past decade, the number of minority students graduating from high school in Wisconsin increased by almost 4,000, but the number who are academically well-prepared for UW–Madison increased by fewer than 100. So despite the relatively stable in-state minority recruiting pool—approximately 630 students statewide—the proportion of those students who apply to and subsequently enroll at UW–Madison has increased dramatically. Over the next decade, the total size of the high school graduating class is expected to decrease about 8 percent to an estimated 63,000. The fraction of the high school graduating class that is minority students is expected to increase, mostly due to an increase in Hispanic/Latino(a) students. However, if long-standing patterns of academic preparation continue, the number of academically well-prepared minority students will still not exceed 1,000 by 2018. (See Criterion 5c. for more on precollege initiatives.)

National studies reveal that **first-generation students**—students whose parents did not attend college—are educationally disadvantaged. Since 2005, UW–Madison asks students about the level of education achieved by their parents on the application for admission. Analysis of new undergraduates who enrolled since fall 2006 shows that first-generation students are 21 percent of new first-year students and 33 percent of new transfer students. First-generation first-year students are similar to their peers whose parents graduated from college in terms of academic preparation in high school. They have slightly lower ACT scores and are less likely to have taken Advanced Placement (AP) tests. They have similar high school GPAs, and similar math and science course-taking patterns. First-generation students are more likely than other students to enter UW–Madison by transferring, to be from a racial/ethnic minority group, be a Wisconsin resident, qualify for Pell Grants and other need-based financial aid, and intend to major in a science field. The university will continue to monitor the success of first-generation students with the intention of better understanding factors that influence their academic success and, if necessary, implementing remedies for barriers that may negatively impact their progress.²⁶

2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

2b.i. General campus budget information

The university operates on an annual budget of \$2,283,800,000 (2007–08). In constant (inflation-adjusted) dollars, the total university operating budget has increased by almost 40 percent in the past decade. From 1998–99 to 2007–08, the total operating budget grew from \$1.3 billion to \$2.3 billion, a 77 percent increase (figure 12). In constant 2007–08 dollars, the total operating budget was \$1.6 billion in 1998–99 and \$2.3 billion in 2007–08, a 39 percent increase. Sources of funds that make up the budget are shown in figure 13.

As described in the Overview, the portion of the university budget supported by state

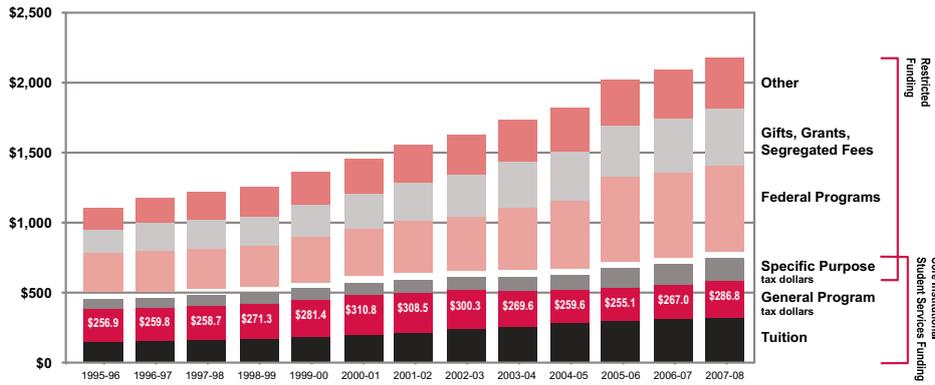


Figure 12. Operating budget by source of funds, 1995–2008.

Source: Points of Pride/Causes for Concern, 2007

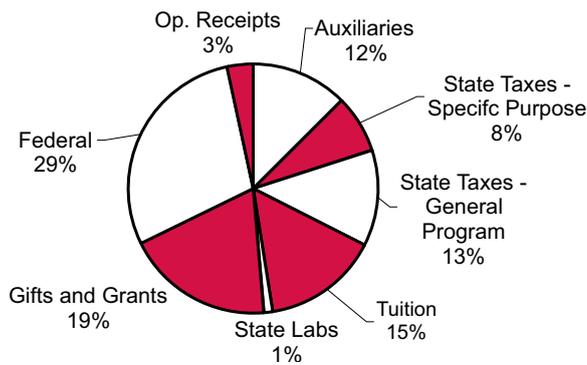


Figure 13. Source of funds for UW-Madison's budget, 2008.

Source: 2007–08 Data Digest, p. 58

taxes has decreased from 34 percent in 1989–90 to 26 percent in 1999–2000 and to 20 percent in 2007–08. This is mostly because of growth in the total operating budget; state tax support has been relatively flat over the past decade.

Budgeted state tax support has increased over the past decade in nominal dollars; it has not kept pace with inflation. Excluding debt and utilities, in 1998–99, the budgeted state tax support was \$298.4 million. This increased to \$329.6 million in 2007–08, a 10 percent increase in nominal dollars. In constant 2007–08 dollars, state tax support was \$379.6 million in 1998–99 and \$329.6 million in 2007–08, a 13 percent decrease in constant dollars.

State tax support together with tuition revenue comprise the pool of state operational funds budgeted for instruction and related purposes. The sum of these budget amounts (excluding debt and utilities) was \$668.5 million in 2007–08, an 11 percent increase in constant dollars compared to 1998–99.

Historically, institutional base budgeting at UW-Madison has been conducted on an incremental basis. The annual budget development process consists primarily of the allocation of current year unclassified pay plan and allocation of the continuing costs of prior year(s) classified pay plans. In the first year of a biennium, the allocation of unclassified pay plan to schools and colleges is based on Phase I of the annual budget; in the second year of the biennium, the allocation is based on the prior year October payroll. The allocation of a classified pay plan is based on actual rate changes and funding for individual employees at the time of the pay plan effective date. The central administration does not withhold any amount of either unclassified or classified pay plan funding for "reallocation."

In the annual budget process, new funding provided to the institution through the UW System's budget allocation from the state consists entirely of five categories of allocations: (1) unclassified and classified pay plans, (2) fringe-benefit increases, (3) new funding for specific programs and initiatives authorized by a biennial budget, (4) budget

*Of UW-Madison's 16,255 employees, 8,548, or 53 percent, are paid from funds other than state tax dollars or student tuition. "That is primarily a result of the research dollars our faculty return to Wisconsin," Dean of the Graduate School Martin Cadwalader explains. "UW-Madison is, in effect, a high-tech business directly responsible for those 8,548 jobs, not to mention at least that many jobs in the Wisconsin economy supported by our research expenditures."*²⁷

UW-Madison news release, November 8, 2007

reductions if required, and (5) tuition-funded differential programs. UW–Madison does not receive any allocation of new base funding for discretionary purposes as part of any biennial or annual budget exercise.

From time to time, the institution will engage in reallocation exercises to internally fund new programs and initiatives. This is the only method available to the institution to generate discretionary base funds that can be directed to new programming. The most recent example is an “overcut” in the 2003–04 budget reduction exercise that generated the 2003–05 Strategic Reinvestment Fund. In many budget-reduction years, reallocations are implemented through differential reductions by unit, whereby some units may be exempted from reductions and other units subjected to greater than average reductions. Although common, this technique does not generate new discretionary base funding unless an “overcut” is employed. Other examples of reallocations include a Program Development initiative, which the institution conducted as part of every annual budget process from approximately 1974 through 1989. The exercise required all units to annually lapse 1–2 percent of base funding back to a central account, which was then available for potential reprogramming and/or reallocation.

The Data Digest²⁸ provides up-to-date information on the campus budget, including historic trends in gifts, grants and program revenue, state support for the university, and tuition (see Data Digest, 2008, p. 65). The vice chancellor for administration’s Web page provides more information about the UW–Madison budget.²⁹

Campus leaders are engaged in discussions about undergraduate tuition within the broader context of having adequate resources to fund ongoing and new initiatives. UW–Madison has the second-lowest undergraduate, in-state tuition among the Big Ten. The tuition it charges to out-of-state students, however, is significantly higher than resident tuition, but only slightly higher in the ranking of what other Big Ten institutions charge out-of-state students (table 6).

Recently the Board of Regents approved differential tuition for undergraduate students in the School of Business and the College of Engineering. Planning is under way to increase the availability of need-based financial aid so that tuition could be increased to the peer median without an adverse impact on students with lesser means. The “**Great people. Great place.**” campaign (described in more detail later in this chapter) is a step in this direction. Support for graduate students is discussed later in this chapter and also in the Discovery and Learning special emphasis report.

Auxiliary Operations

Table 6. Academic Year Tuition and Required Fees at Public Big Ten Universities, 2007–08

University	Undergraduate				Graduate			
	Resident		Non-Resident		Resident		Non-Resident	
	Amount	Rank	Amount	Rank	Amount	Rank	Amount	Rank
Penn State University	\$12,844	1	\$23,712	4	\$14,508	2	\$25,710	2
University of Illinois	11,130	2	25,216	2	11,216	4	24,056	5
University of Michigan	11,111	3	32,400	1	15,747	1	31,657	1
Michigan State University	9,912	4	23,714	3	10,330	5	20,440	7
University of Minnesota	9,598	5	21,228	9	11,388	3	18,486	10
Ohio State University	8,676	6	21,285	8	9,972	6	24,126	4
Indiana University	7,837	7	22,316	5	7,207	9	19,390	8
Purdue University	7,416	8	22,224	6	7,416	8	22,224	6
University of Wisconsin	7,188	9	21,438	7	9,642	7	24,913	3
University of Iowa	6,293	10	19,465	10	7,158	10	19,144	9
Average Excluding UW-Madison	9,424		23,507		10,549		22,804	
Midpoint Excluding UW-Madison	9,598		22,316		10,330		22,224	
UW-Madison Distance From the Midpoint	-2,410		-878		-688		2,689	

Notes: All of the public Big Ten Universities assess additional fees, beyond those shown above, for undergraduates enrolled in specific academic programs, such as engineering or business. Sources: AAUDE Survey of Academic Year Tuition & Required Fees at AAU Public Universities, and the University of Virginia Survey of Academic Year Tuition & Required Fees.

Source: 2007–08 Data Digest

The annual budget for auxiliary operations at UW–Madison totals approximately \$292 million. Major auxiliary operations include University Housing, University Health Services, Wisconsin Union, Recreational Sports, Intercollegiate Athletics, student segregated fee activities, and Transportation Services. There are also approximately 700 self-supporting operations of various sizes found in every administrative and academic division. These include internal service and academic support operations, activities in support of and deriving from research and public service activities, and by-product operations of various types.

The budget for each major auxiliary is developed through a process that involves division staff, oversight committees, and the vice chancellor for administration and his staff. The oversight committees have either student or faculty majorities, depending on the unit and services provided. A major focus of the budget process is balancing the need for keeping fees and rates affordable while planning for needed program and facility improvements for the future. Final approval of the annual auxiliary budgets and related rates is the responsibility of the Board of Regents.

Budgeted segregated university fees generate approximately \$33 million per year and are received by the following units: Associated Students of Madison, General Student Services Fund, ASM Bus Pass, University Health Services (UHS), Wisconsin Union, Recreational Sports, Child Care Tuition Assistance, and Student Activities Center/UHS facility debt service. Student government plays an integral role in allocating segregated fee revenue, and this role is established in state statute and university policy.

2b.ii. Physical resources

The rapid growth of the campus in the 1960s and 1970s left the university with many now-outmoded facilities, built at the time for special uses with an emphasis on economy of construction rather than flexibility. During the last ten to fifteen years, UW–Madison has built new buildings, replacing a number of obsolete and costly-to-maintain facilities; restored and reused certain historic buildings; and expanded facilities for student services. The new buildings and renovated spaces increase the ability to engage in cutting-edge research and engage with students in learning environments that reflect new ways of teaching and learning.

In the early 1990s, a new effort began with the State of Wisconsin and the university to jointly commit to funding major facility-improvement initiatives. These funding initiatives allowed projects to occur with a more streamlined approach and solidified funding over a longer period of time for a number of projects. The initiatives became known as the “Star” programs: WisStar, HealthStar, and BioStar. The facilities resulting from these programs have changed the face of the campus and are responsible for most of the new space on campus since 1990. A total of nearly \$2.5 million GSF has been added or will be added in the next five years, including the following new buildings: Biochemistry, Biotechnology/Genetics, Chemistry Addition, Engineering Centers Building, School of Pharmacy Building, Health Sciences Learning Center and the Wisconsin Institute for Medical Research (formerly known as the Interdisciplinary Research Complex), and the Wisconsin Institutes for Discovery. While a majority of these buildings are dedicated to research space, each also includes instructional laboratory and lecture space, and many include general assignment classroom space. A commitment of nearly \$347 million state dollars for these projects allowed the university to leverage private funds of nearly \$528 million dollars.

The campus has nearly 130 campus buildings that were constructed before 1949. Nineteen of these were constructed before 1900. Since 1990, nine of the oldest academic buildings, and the Camp Randall Stadium, have been renovated to meet building codes as well as modern research and instructional standards. The historic character of these buildings has been preserved and in many cases restored. State funds totaling approximately \$87 million generated gifts and grants of almost twice that amount—\$167 million—to renovate buildings such as Lathrop Hall, the Red Gym, the Education Building, and Washburn Observatory, and to update both Chamberlin and Sterling halls.

The campus has also addressed its deficit of space for student and academic services,



and student life facilities. Two new residence halls have been constructed and additional capacity is planned to house all incoming first-year students who wish to live in on-campus residence facilities. This push to offer on-campus housing for all first-year students stems, in part, from research conducted at the UW–Madison showing the positive outcomes associated with living on campus during the freshman year.³⁰

New and consolidated space on campus for student services and student recreational needs will improve the status of student and academic service units. Private/public partnerships have resulted in the construction of new space for the University Health Services and services such as the registrar, bursar, and financial aid. The master plan for the Wisconsin Union also proposes significant improvement and expansion of social and meeting spaces on campus. Nearly \$280 million dollars has been invested in student life projects since 1990, with more planned for the coming six-year planning period.

Growth is also occurring in the area of arts and humanities. A \$47 million addition to the Chazen Museum of Art will be under construction in early 2009 and renovation of the existing Elvehjem Building is planned for a later biennium. Fundraising is under way for a Music Performance building and long-term plans include new instructional buildings for the School of Music and the Department of Art. Studio space for art faculty and graduate students has been created in a former university warehouse.

Increased utility demands on campus imposed by this expansion resulted in additional utility plants and substations, as well as major improvements to existing plants and expansion of the utility distribution systems. Construction of these new facilities has not been without controversy. In 2005, the campus partnered with the State of Wisconsin and Madison Gas and Electric to build a cogeneration power plant, with a natural gas-fired system to generate electricity, chilled water for air-conditioning, and steam for heating the campus. Some members of the community expressed concerns that this facility would have a negative impact on community members in the vicinity. In addition, the institution and the state also received notice that the Sierra Club was suing the state and the university over the coal-fire powered Charter Street Heating Plant.³¹ Town hall meetings describing progress toward a self-study of state-owned heating and cooling facilities took place in June 2008. The meetings were designed to inform the public of the study's progress and offer a chance for individuals to provide feedback on a draft of a comprehensive feasibility study that examines how to meet state government's downtown heating and cooling needs.³²

2b.iii. Alternative resource development to augment state funding

The UW Foundation,³³ thanks to the generosity of alumni and friends, completed an extremely successful \$1.86 billion capital campaign that formally concluded in 2006. Titled **Create the Future: The Wisconsin Campaign**,³⁴ it was the most ambitious campaign ever undertaken by the institution. The campaign incorporated a number of initiatives such as HealthStar and BioStar, the East Campus development, funds for faculty chairs and professorships to recruit and retain top teachers and researchers, financial aid for undergraduate and graduate students, and funds for programs encompassing the Wisconsin Idea. The campaign included a very successful internal component, **Create the Future from Within**, that encouraged the participation of those who work for UW–Madison. Total gifts received by the UW Foundation since 1945 now stand at more than \$2.41 billion.

In 2004 and 2005, the Committee on Undergraduate Recruitment, Admissions and Financial Aid (CURAFA), a shared governance committee, identified access for low-income students as a top-priority issue. Following the success of the major capital campaign, in June 2008, the university announced the “**Great people. Great place.**”³⁵ campaign, set to raise critical additional funds for need-based student scholarships, graduate student funding, and funds for faculty retention. This campaign also includes descriptions of resources need to support the development of the East Campus Gateway Initiative, seeking to unify new structural elements in the area with existing and traditional spaces such as the Memorial Union Terrace and Library Mall. The campaign will include an expanded Chazen Museum of Art, School of Music performance and academic buildings, a hockey facility, unified art facilities, University Health Services, and a student services center.

In 1998, UW–Madison launched an innovative university/state partnership—the **Cluster Hiring Initiative**³⁶—leveraging WARF and UW Foundation gift funds with state funds to replace faculty lines that the university had lost over the years due to decreases in state funding. This bold effort was designed to foster collaborative research, education and outreach by creating new interdisciplinary areas of knowledge that crossed the boundaries of existing academic departments (see Criterion 4).

In 2007, the dean of the Wisconsin School of Business, and thirteen donors took the lead in an innovative strategy called the **Wisconsin Naming Partnership**.³⁷ Instead of accepting a donation to name the School of Business after an individual donor, thirteen donors’ gifts totaling \$85 million served as a naming gift that will preserve the Wisconsin name for the School of Business for at least twenty years. This naming gift, the first of its kind by a U.S. business school, leaves open the option of future naming gifts.

2b.iv. Funding for graduate students

A significant concern in graduate education over the past decade has been the question of adequate graduate funding and support. In the world of research, graduate students play an essential role. They lead in the classroom, and nurture the next generation of researchers by example and through mentoring of undergraduates. They make possible the discoveries of a world-class faculty through their contributions in the laboratories, classrooms, and libraries. They are an integral part of UW–Madison’s success as a research institution.

Wisconsin has an international reputation for its commitment to preparing graduate students for careers as research scholars and teachers, and as leaders for the future. UW–Madison consistently ranks in the top ten universities for most earned doctorates awarded.

The learning environment is better for students when they are able to find financial support by having a graduate appointment (research assistantship, teaching assistantship, or project assistantship). These appointments (at 33.3 percent and higher) provide health benefits and a tuition remission.

The challenges of adequately supporting graduate assistants are explored in greater depth in the Discovery and Learning team report. On the campus as a whole, three major committees have studied the interrelated issues within the general topic of grad-

uate student funding. The reports recognize the challenges posed by UW–Madison and UW System policy and practice, and they propose a number of solutions, some of which are being implemented while others are being explored in greater detail. At press time, the third committee has not yet finalized its report.

- Tuition Remission Task Force (2006)³⁸
- College of Letters and Science Graduate Student Stipend Committee (2007)³⁹
- Task Force on Tuition Procedures for Fellowships and Traineeships (pending)

In the 2009–11 state budget, the UW–Madison has made a request for funding to help address these issues, which has received support from the UW System Board of Regents and will be advanced in the UW System budget proposal.

2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

The institution is engaged in a number of assessment and program evaluation activities demonstrating a commitment to planning and continuous improvement. This section includes details about the academic program review procedures, utilization of institutional data for program improvement, and other efforts to engage in continuous improvement. The Administrative Process Redesign (APR) effort and investment in the Office of Quality Improvement evidence the institution's engagement in planning and continuous improvement. (See also Criterion 3 for assessment of student learning, and emerging efforts to engage in other program assessment projects.)

UW System Administration requires each institution to report annually on a number of accountability measures.⁴⁰ The reports provide insights into our workings as a system. UW–Madison's report⁴¹ provides details on measures such as access to higher education for citizens of Wisconsin, academic support services to facilitate academic success, provision of a campus environment that fosters learning and personal growth, and evidence of utilizing resources in an efficient and effective manner.

In addition, the UW System Administration authors a number of policy papers, setting forth procedures that engage all institutions in evaluation and assessment to ensure institutional effectiveness.⁴²

These activities lead to improvements in the curricula, program planning, and other areas by ensuring that units are aware of outcomes and base future decision-making on those reports.

2c.i. Academic program review and accreditation

UW–Madison has a long-standing, **academic program review** process⁴³ that provides ongoing evaluation of programs and also encompasses the assessment of student learning. In addition, the University Assessment Council provides leadership to campus on assessment of learning outcomes and on efforts to conduct program evaluation for continuous improvement. More detail about these structures can be found in Criterion 3a.

In addition to institutional accreditation through The Higher Learning Commission, a number of UW–Madison programs are accredited through their specialized accrediting bodies. Examples of specialized accrediting that provides additional oversight includes accreditation from the National Association of Schools of Art and Design (Department of Art's BS, BFA, MA, and MFA degrees), the American Speech-Language-Hearing Association (Audiology), the American Psychological Association (clinical psychology doctorate and counseling psychology doctorate), the American Board for Engineering and Technology (ABET), and the American Bar Association (Law School). See the Data Digest 2007–08, for a complete listing of all program accreditations as of October 2007.⁴⁴

2c.ii. Continuous improvement

One of the issues that emerged in discussions among the self-study teams, reflective of more general conversations taking place in various ways across campus, is the question

of how the institution can become a more nimble organization that has the capability to adapt to changes in the higher-education landscape. While UW–Madison has organizational structures and individuals in positions of leadership with clear roles and responsibilities, there is concern that some of the institution’s policies, practices, and structures are not as responsive as needed to changes in the external environment.

One of the major projects that the campus initiated in the last few years that addresses these concerns is the **Administrative Process Redesign (APR)** project,⁴⁵ under the sponsorship of the vice chancellor for administration. This project seeks to identify opportunities to increase efficiencies and improve processes in a number of administrative areas. As an example, the project is working on systems improvements for gift-fund accounting and developing grant subagreements, two areas that were identified as being in need of process improvements.



APR leaders chose six campus programs to include in the initial Lean Six Sigma⁴⁶ redesign. APR will continue through 2009, after introducing a business redesign methodology, with a focus on continuous process improvement.

The **Office of Quality Improvement (OQI)**⁴⁷ provides consultation and facilitation services for academic and administrative units throughout the UW–Madison. Consultants assist groups in identifying their aims and suggest methods for achieving those aims. Teams also offer customized services in the areas of strategic planning, process improvement, project management, organizational design and redesign, and access to student, human resource, payroll, and benefits data.

The OQI developed a *Strategic Planning Model*⁴⁸ that helps guide units and the campus as a whole through the various steps in the planning process. In the previous six academic years, OQI has assisted with more than 670 projects, including 154 projects for academic units from every school/college. In addition, OQI consultants helped more than 150 cross-campus efforts to advance the campus priorities. OQI’s strategic planning model guides units in aligning their plans with the campus plan (see also Criterion 1).

2d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

Coordinated planning process centers on mission documents.

As mentioned in the Overview and in Criterion 1 (Mission and Integrity), the university has been engaged in campuswide strategic planning for several decades. Annual reports help chart progress in meeting the goals of the campus strategic plan. The *Connecting Ideas*⁴⁹ report provides a number of quantitative indicators of progress, including increases in extramural research support, time-to-degree and graduation rates, residential learning and community-based interest groups, and students studying abroad. These strategic planning reports and figures are widely circulated and posted prominently on the university’s Web site, making it very easy for individuals to access this information.

2d.i. Campus Master Plan⁵⁰

One of the major areas of investment of time and resources in the last decade has been the development of a new campus master plan and affiliated initiatives. These efforts enhance the university’s ability to fulfill its mission.

Under the Vice Chancellor for Administration, Facilities, Planning and Management provides leadership to the campus on the physical space that the university inhabits. Several key documents, including the **Campus Master Plan** lay out the plans. Summaries of campus facilities changes in recent years include *Investing in 21st Century Research*⁵¹ and

Campus Master Plan Goals

Goal 1

Sustainability

Protect, enhance and celebrate our lakeside setting.

Goal 2

Community, Academic and Research Connections

Promote the Wisconsin Idea by enhancing our community connections. ... Enhance academic connections by replacing aging buildings, adding research space, improving the quality and providing more rooms in our existing academic facilities. Promote interdisciplinary learning and research with new facilities.

Goal 3

Student Life

Renew a commitment to student life by renovating, rebuilding or restoring our unions and adding recreational facilities.

Goal 4

Buildings and Design Guidelines

Renew campus by removing obsolete buildings that cannot be renovated. Provide new buildings that are flexible enough to be used for at least a century. Develop comprehensive design guidelines to provide architectural coherence.

Goal 5

Open Space

Protect and enhance existing open spaces and create new gathering areas. Maintain lands in the Lakeshore Nature Preserve as natural areas that support our mission of teaching, research and outreach. Protect and enhance known historic cultural landscapes, quadrangles and courtyards.

Goal 6

Transportation and Utilities

Provide attractive options to driving alone. Plan for future development of commuter rail and streetcars. Provide a reliable utility network to meet current and future demands. Investigate use of alternative fuel sources for heating plants and fleet vehicles (see UW–Madison Transportation Map).

*College on the Hill—Past, Present and Future.*⁵²

The Campus Master Plan, representing several years of research and collaboration among many groups across campus, was presented to the campus in 2005. The plan articulates the principles by which the physical spaces of campus are organized and is utilized by the campus to guide decision-making and planning, and is connected with the budget and planning described under Criterion 2b.ii. The institutional mission (Criterion 1) and recent campus priorities are reflected throughout the goal statements within the master plan.

UW–Madison is in the midst of implementing an important initiative to reduce the energy consumption of the campus and to promote grassroots efforts to educate and motivate the community on this serious matter thorough the **We Conserve**⁵³ campaign. The campaign has identified annual energy savings of \$3.7 million and reductions of carbon dioxide emissions by an estimated 28,000 tons a year.⁵⁴ The goal is to reduce campus energy consumption per square foot by 20 percent by 2010. Evidence of progress toward this goal includes a reduction in the annual amount of carbon dioxide by 28,000 tons per year and annual energy savings of \$3.7 million per year.⁵⁵

The Long Range **Transportation Plan**, including a Transportation Demand Management Plan (TDM) has been developed in concert with the physical facilities master plan for the campus. It identifies short- and long-term goals and recommends improvements. The development of the plan was a collaborative effort, involving meetings with groups across the campus and several public agencies, including the city of Madison, Metro Transit, and the Madison Area Metropolitan Planning Organization. Transportation services and related policies are constantly being reviewed. The Campus Transportation Committee, a shared governance committee, advises Transportation Services on policies and helps enhance communication about campus needs. Transportation Services has been very forward-looking in negotiating for Community Cars on campus, as well as free city bus passes for all students, faculty, and staff.

2d.ii. Select examples of organizational structures that support the institution's mission

The role of **information technology** in higher education continues to increase, and UW–Madison has been fortunate to have outstanding leadership in this area. There is increasing alignment between the institution's mission and needs, and the allocation of resources for IT to meet these needs.

Organizationally, information technology at UW–Madison is structured with a **chief information officer** who also serves as **vice provost for information technology and director of the Division of Information Technology (DoIT)**.⁵⁶

The CIO/VP-IT benefits from the input and engagement with several advisory groups, including the Community of Educational Technology Support (ComETS); the Information Technology Committee (ITC), which is a governance committee; the Madison Technical Advisory Group (MTAG); and the Primary Technology Partners (PTP) group.

Several completed projects of the CIO and DoIT that evidence alignment between the institutional mission and the allocation of IT resources include the Border Router Upgrade, the 21st Century Network, the BOREAS/Northern Tier, and WiscAlert (text implementation).

Under the direction of the new CIO/VP-IT, during the 2007–08 year, the CIO developed new campus infrastructure to improve alignment and established new lines of communication in all of the work units, schools, and colleges across campus, and engaged in a campuswide IT strategic planning process that will be aligned with the new campus strategic framework.

The Office of Child Care and Family Resources (OCCFR)⁵⁷ promotes the development and implementation of a coordinated child care and family support system on campus to help ensure the success of students, faculty, and staff in their studies and work at the institution. The office coordinates eight early care and education centers,



oversees parent support and education services, participates in fundraising events, and administers two financial assistance child care programs including the Child Care Tuition Assistance Program (CCTAP) for student parents. The OCCFR works with the University Child Care Committee, the CCTAP Advisory Board, the Campus Planning Committee, a variety of academic and administrative departments, student groups, and existing child care resources to ensure that the child care needs of students, faculty, and staff are met.

University Health Services (UHS)⁵⁸ is the on-campus health clinic that is open to any current UW–Madison student. UHS provides routine health care with specialty clinics that focus on key health concerns of the student population: medical treatment of injuries and illnesses, flu and allergy shots, and travel checkups; counseling for stress reduction, smoking cessation, nutrition, mental health crises; alcohol and other substance abuse; specialized care in our dermatology, sports medicine, and women’s clinics; the Blue Bus Clinic for confidential testing and treatment of STDs; a pharmacy that provides medicines at reduced prices. Costs are covered by enrollment “segregated” fees; the SHIP Health Plan is available for those needing more comprehensive medical coverage. UHS works with student organizations and academic units to ensure that the campus environment is safe and to promote diversity and achievement.

The recent tragic incidents of violence on college campuses heightened awareness of the need for **emergency planning**. Fortunately, key leaders on the UW–Madison campus were already well ahead of the curve, with emergency management plans developed, and practice exercises regularly occurring to ensure that individuals in key positions are prepared to respond should the need arise on this campus⁵⁹ The university, under the leadership of the vice chancellor for administration and the chief of police/associate vice chancellor, has an Emergency Management Unit.⁶⁰ The unit coordinates various university and community entities to ensure that UW–Madison students, faculty, staff, visitors, and the community are prepared to respond to emergencies, recover from them, and mitigate against their impacts. Emergency Management also works closely with several campus partners to develop and implement UW–Madison’s crisis communication plan (see also Criterion 1e). Emergency plans in existence include not only emergency management, but also infrastructure security and access control.

2d.iii. Planning involves internal and external constituents.

The institution has broad and deep connections with its constituents, including community members, alumni, and friends of the university. Most schools and colleges have external advisory boards that meet regularly to provide feedback, advise the dean or

department chair, and in many cases, provide gift support for new initiatives. These advisory board members provided helpful perspectives and ideas for departments, schools, and colleges to explore (see Criterion 5).

The Office of Quality Improvement provides facilitators for departments or other administrative units that seek to engage in strategic planning. Often, units do benchmarking and consult with constituents including alumni and students (see Criteria 2c.iii).

In 2006, the chancellor's and provost's offices together undertook a new initiative, the **Wisconsin Idea Project**,⁶¹ to enhance relationships with alumni and the citizens of the state of Wisconsin. The *Wisconsin Idea in Action*, for example, is a new database designed to catalogue information about the many ways that UW–Madison faculty, staff, and students partner with businesses, organizations, and communities across the state. Citizens, government officials and UW–Madison faculty, staff, and students can use the database to find out more about particular projects or connect with others who share similar goals (see Criterion 5a and the Public University special emphasis report).

The **Wisconsin Alumni Association**⁶² represents the 370,000 living alumni of the university, and the president and CEO of the association works with senior leaders to plan events, coordinate initiatives, and work with faculty and staff to reach out across the state, nation, and globe. The Wisconsin Alumni Association's Board of Directors provide counsel to WAA staff and the campus as a whole on matters of interest to the alumni of the university (see Overview).

In addition to the Wisconsin Alumni Association, the **UW Foundation**⁶³ is a non-profit, tax-exempt corporation conducting official fundraising and gift-receiving for the UW–Madison (and other donor-designated units of the UW System). The UW Foundation's total gifts received since 1945 total more than \$2.41 billion. Both units play an important role in advancing the mission of the institution.

Summary of Evidence

UW–Madison prepares for the future. Campus leaders plan and make informed decisions by relying on solid data analysis and organizational structures and processes. The institution is particularly focused on faculty and staff recruitment and retention, recognizing that its reputation as a first-rate research institution relies upon the quality of its faculty and staff. The institution has invested both resources and human capital to retain faculty and staff, and to increase diversity. The university has been engaged in a System-wide diversity plan; assessment of progress toward the goals of the plan is ongoing.

The institution has financially sound practices. Investments in the infrastructure, including facilities and information technology, evidence thoughtful preparation for the future. There are several creative efforts under way to increase sources of funding other than from the state. Funding for graduate student support, however, remains a challenge that the institution continues to address.

Campus units engage in thoughtful evaluation and assessment activities designed to ensure the academic quality and rigor of the programs offered by the institution. Information gathered from such evaluations is used for campus strategic planning and, more specifically, to improve processes that ensure the campus is able to fulfill its mission.

Through evidence presented in this chapter and the chapter for Criterion 1, the institution demonstrates that the actions of the organization are aligned with UW–Madison's mission and vision for where it wishes to go in the future.

Future Challenges and Areas for Improvement

- Advance the assessment of our diversity initiatives to ensure that the institution is best meeting the needs of prospective and enrolled students.
- Continue to monitor the “achievement gap” and support initiatives and best



practices to eliminate this gap.

- Support the “**Great people. Great place.**” campaign and other efforts to increase funding for need-based student aid, graduate student support, and the East Campus Gateway initiative.
- Continue to explore possible avenues to greater autonomy in setting tuition and managing fiscal resources to resolve the graduate student funding challenge and address other financial concerns.
- Explore new ways to enhance faculty and staff recruitment, retention, and compensation.
- Utilize existing and new strategies to improve administrative operations to create greater efficiencies.

Notes

1. www.cic.net/Home.aspx
2. www.cic.net/libraries/news-pub/50thanniversary.sflb
3. www.intlstudies.wisc.edu/wun
4. www.wiscapex.wisc.edu
5. www.provost.wisc.edu/enrollman.html
6. http://registrar.wisc.edu/students/acadrecords/enrollment_reports
7. <http://apa.wisc.edu>
8. http://apa.wisc.edu/admissions_frosh.html#HSPredictions
9. http://apa.wisc.edu/degrees/First_Generation_Student_Attributes_2008.pdf
10. http://apa.wisc.edu/degrees_timetodeg.html
11. www.connections.wisc.edu
12. www.provost.wisc.edu/dual-career
13. www.apa.wisc.edu/FacultySalary/AAUP%20peer%20comparison%20for%202007-08.pdf
14. www.apa.wisc.edu/Diversity/FacStaff_GenderEthnic_200708_MH.pdf
15. www.news.wisc.edu/releases/14572
16. www.provost.wisc.edu/climate.html
17. www.diversity.wisc.edu
18. www.provost.wisc.edu/plan2008 or www.uwsa.edu/oadd/plan
19. http://apa.wisc.edu/Diversity/DiversityForumRpt_2007.html
20. www.provost.wisc.edu/hiring/facshi.html

21. <http://wiseli.engr.wisc.edu>
22. <http://wiseli.engr.wisc.edu/initiatives/lifecycle/LifeCycleGrants.htm>
23. <http://studentservices.engr.wisc.edu/diversity/gers>
24. www.news.wisc.edu/15473
25. <http://posseprogram.wisc.edu>
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50. www.uc.wisc.edu/masterplan
51. https://fpm-www3.fpm.wisc.edu/FPM_Portal/LinkClick.aspx?link=invest21stCentury.pdf
52. https://fpm-www3.fpm.wisc.edu/FPM_Portal/Portals/0/collegeOnTheHill.pdf
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CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING



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

3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

3a.i. UW–Madison has adopted a framework for university-wide expectations for student learning, consistent with our institutional culture.

Through the *Wisconsin Experience*, a framework for the educational experience, UW–Madison aims to develop in students the ability to engage in the world, to be creative problem solvers, to integrate empirical analysis and passion, to seek out and create new knowledge and technologies, and to adapt to new situations.^{1,2}

The Wisconsin Experience, in combination with the essential learning outcomes described below, provides a rhetorical framework for designing, delivering, evaluating, and improving the educational experience at UW–Madison. The Wisconsin Experience framework is useful both to feed internal discussions and actions that focus on a student-centered learning experience and to communicate to external audiences the aims of a UW–Madison education. Although the Wisconsin Experience is most evident in the undergraduate experience, it applies to all levels and all program areas. Examples of specific programs that contribute to the Wisconsin Experience are described under Criterion 3c.

The necessary companion to the Wisconsin Experience, which focuses on content and delivery, is a set of university-wide expectations for student learning focused on outcomes—the Essential Learning Outcomes (ELO). Like the Wisconsin Experience, the Essential Learning Outcomes provide a framework for designing, delivering, evaluating, and improving the educational experience and for communicating with internal and external audiences.

The Essential Learning Outcomes were adopted from outcomes developed by the Liberal Education for America's Promise (LEAP) project of the American Association of Colleges and Universities (AAC&U).³ The Essential Learning Outcomes proved to be an

"In an age when information is so readily available and when its modes of presentation seem to substitute mere assertion for fact or informed argument, we have a greater responsibility than ever to make critical and integrative thinking "second nature" for our students, and to provide them with the tools to distinguish between opinion and grounded knowledge. That means promoting, again and continually, liberal arts education—or what we could call general purpose education—that allows students to develop the knowledge, analytical skills, and independent thinking required for responsible citizenship."

Chancellor Carolyn "Biddy" Martin
On Wisconsin event, October 23, 2008

The Wisconsin Experience at UW–Madison^{1,2}

UW–Madison graduates become extraordinary citizens, community members, and national and global leaders. Over the past twenty years, UW–Madison has produced more Peace Corps and Teach for America volunteers than almost any other university. More leaders of major corporations have graduated from UW–Madison than any other university in the country. We are among the top producers of faculty members who teach at research intensive institutions around the world. Many local, state, and national leaders are our graduates. Something about the UW–Madison experience prepares students to become outstanding leaders who are engaged locally, nationally, and globally. That “something” is the *Wisconsin Experience*. Grounded in the hundred-year old *Wisconsin Idea* and our *progressive history*, our historical mission has evolved to create an expectation for all of us—faculty, staff, and students—to apply in- and out-of-classroom learning in ways that have significant and positive impacts on the world. What we do matters, and together we can solve any problem. It is this distinctive *Wisconsin Experience* that produces graduates who think beyond the conventional wisdom, who are creative problem-solvers who know how to integrate passion with empirical analysis, who know how to seek out, evaluate and create new knowledge and technologies, who can adapt to new situations, and who are engaged citizens of the world.

The Wisconsin Experience comprises these inquiry-based opportunities:

- Substantial research experiences that generate knowledge and analytical skills
- Global and cultural competences and engagement
- Leadership and activism opportunities
- Application of knowledge in the real world

The nature of these opportunities and how we offer them makes UW–Madison unique in higher education. The resulting Wisconsin Experience is characterized by close integration of in-class and out-of-class learning experiences, by active, creative and entrepreneurial engagement in real-world problems, and by offering students leadership in their learning.

excellent fit for the learning goals that had been expressed, either explicitly or implicitly, by UW–Madison faculty and staff in a range of disparate sources and governance documents. The Essential Learning Outcomes were also the product of a multiyear study by AAC&U that engaged hundreds of colleges and universities, the business community, and the accrediting agencies of engineering, business, nursing, and teacher education. Thus, this statement of expectations for student learning is aligned not only with the thinking of UW–Madison faculty and staff, but widely with educators and employers of college graduates. UW–Madison, as a university within the University of Wisconsin System, was a pilot institution for the LEAP initiative, in which more than 150 institutions now participate nationwide.

The Essential Learning Outcomes are being integrated into academic life through a “convergence” strategy that aims to build a shared understanding and practice of this vision for student learning. The framing of the student experience in terms of the Wisconsin Experience and Essential Learning Outcomes is disseminated under the leadership of a group of administrators, faculty, and staff who are early adopters and whose actions are endorsed by university leaders. The convergence strategy is dynamic and adapts rapidly to new ideas as more and more people get involved. The convergence core group meets periodically to advance the initiative, and the campus community is kept up-to-date through a dedicated Web site.⁴ A foundational principle of the convergence strategy is that this is not fundamentally a “top down” enterprise and no entity or group is vested with sole responsibility for promoting the Essential Learning Outcomes. Rather,

UW–Madison university-wide expectations for student learning^{2,3,4}

Students should prepare for the twenty-first century by gaining:

1. Knowledge of human cultures and the physical and natural worlds through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts, *focused by engagement with big questions, both contemporary and enduring*
2. Intellectual and practical skills, including
 - inquiry and analysis
 - critical and creative thinking
 - written and oral communication
 - quantitative literacy
 - information literacy
 - teamwork and problem solving; *practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standard for performance*
3. Personal and social responsibility, including
 - civic knowledge and engagement (local and global)
 - intercultural knowledge and competence
 - ethical reasoning and action
 - foundations and skills for lifelong learning; *anchored through active involvement with diverse communities and real-world challenges*
4. Integrative learning, including
 - synthesis and advanced accomplishment across general and specialized skills; *demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems*

interested members of the university community are invited to develop and enact ELO-related endeavors adapted to the interest, expertise, and mission of their spheres of influence. Members of the convergence group strategize, advise, and collaborate across campus to advertise and promote those activities and events. The vision is that many points across campus, including curricular and co-curricular programs, will become sites of convergence around the ELOs. Thus, convergence group members are leaders by position in some cases, and by action in others.

The framework of the Wisconsin Experience/Essential Learning Outcomes has formal support as well. In 2008 the University Assessment Council formally adopted a new preface to the 2003 Assessment Plan, which articulated the ELO as a framework for evaluating student learning. Prior to this, no explicit campuswide learning goals (other than requirements articulated for undergraduate general education) had been set by any institutional body. The governance committee that oversees academic programs and student learning, the University Academic Planning Council (April 2008 meeting), endorsed the adoption of the Wisconsin Experience and Essential Learning Outcomes by the Assessment Council and encouraged widespread integration into academic programs, supporting and advocating for continued movement toward the values expressed in the Wisconsin Experience. Similarly, this framework was discussed by the Academic Staff Executive Committee, the University Committee, and the Faculty Senate in fall 2008.

3a.ii. UW–Madison has established expectations for student learning in academic programs.

Every academic program is required to have an assessment plan, an expectation first established in the 1995 Academic Assessment Plan and continued in the 2003 Academic Assessment Plan, which includes the requirement that program faculty and staff identify goals for student learning and conduct at least one evaluative activity annually.⁵

A fundamental tenet of the UW–Madison approach is to recognize that many regular activities of academic life are evaluative; by capturing those activities in an analytical framework we make them useful as forms of assessment. Faculty and staff are encouraged to make assessment useful at the most local level. UW–Madison academic programs have a wide array of educational objectives and many responses to specialized accreditors. Thus, a one-size-fits-all assessment approach has not been adopted. However, program plans do make use of common elements: identification of learning goals; a timetable for periodic assessment of students' attainment of these learning goals; description of methods; assignment of responsibility for assessment activities to an individual or a faculty committee; and processes that ensure that information is used for academic and curricular decisions.

More than fifty academic programs partner with specialized accrediting agencies or other professional oversight bodies that set standards of student learning.⁶ To avoid duplication of effort, evaluations of student learning that serve outside agencies are generally deemed sufficient to meet institutional standards. UW–Madison program faculty and staff strive for excellence and generally exceed the baseline requirements set by specialized accreditation.

Each school/college submits an annual report describing the assessment activities within their units. These reports provide a general description of the direction of assessment projects. Detailed information is held by the schools/colleges, departments, and programs. The true value of assessment is that information on student learning is the basis for making sound decisions on changes that improve the learning experience: most schools and colleges require that proposals for programmatic changes be accompanied by such evidence. Three examples illustrate this point. Additional examples may be found in the annual assessment reports.⁷

The **Department of History**, in 2006, renewed its ten-year-old assessment plan so that it was aligned with new undergraduate major requirements established in fall 2005, and set out explicit goals for abilities that students would exhibit by the time of graduation. Assessment of this program, with more than 700 enrolled students and approximately 200 graduates per year, includes an exit survey of perceptions of learning in the program-level goals (indirect measure) and a random evaluation of the papers of students who take the required History 600 capstone seminar (direct measure). Based on assessment evidence, the undergraduate History major requirements were revised to offer courses in clusters so that students may more readily meet "concentration requirements."⁸ The department is experimenting with a new strategy for course evaluations that invite student reflection on learning. In time, the department will amass sufficient data to evaluate students' perception of learning throughout the curriculum.

The **Department of African Languages and Literature** is the only department at an American university devoted solely to teaching and research in African languages, linguistics, literature, and oral traditions. It has degree programs at the bachelor's and graduate levels (M.A. and Ph.D.). It also has a significant impact via UW–Madison's National African Language Resource Center.⁹ The faculty-to-student ratio is low to support the intensive instruction required in these challenging languages. Formal "program assessments" occur at specific stages of the language instruction programs (fourth and sixth semesters) and at program milestones (e.g., Ph.D. qualifying examinations). To measure student learning, the faculty conducts oral interviews and rates students on a standard scale, administers examinations designed to gauge proficiency in program-level learning goals in such areas as linguistic structures, and reviews student papers and theses to evaluate student attainment of tools for analysis of literary or linguistic texts. As is typical of many departments, the findings are used to make minor adjustments to the curriculum on an ongoing basis.

The **School of Veterinary Medicine** has a comprehensive assessment plan for its professional and graduate programs that includes direct and indirect assessments, aligns with program goals, and focuses on program improvement (see 2007–08 assessment report¹⁰). For example, the exit survey probes student perception of forty-four aspects of their experience, including overall quality of institutional resources, instruction, hands-on learning opportunities, educational preparation in specific academic areas, student services, career preparation, national licensing board exam preparation, problem-solving, communication skills, ethical decision-making, promotion of lifelong learning, and leadership development. In response to findings from these student evaluations, the emergency and critical care electives were expanded and the professional skills course is being redesigned to better address the business and finance areas.

3a.iii. The University Assessment Council assures regular and ongoing attention to the evaluation of student learning.

The **University Assessment Council**, established in 1990, is a key venue for connecting colleagues who oversee or conduct assessment and for building the capacity to evaluate student learning and the student experience among faculty and staff. The council, which meets about six times during the academic year, is populated by faculty and staff representatives from all schools and colleges who are appointed by their deans. Also represented are contributing administrative units and the General Education Research Group. The council is co-chaired by two provost appointees: a member of the provost's staff and a faculty representative. The council exists to connect people who are actively involved in assessment in academic units with resources that are available for assessment and to help units maximize the use of shared tools and resources; serve as a cross-campus forum for the exchange of ideas, information, and advice on methods and practices of assessment; keep the university community apprised of expectations for assessment; advise the provost on matters related to assessment and evaluation; assure the implementation of the university's assessment plan; and periodically evaluate and revise the university assessment plan.

3a.iv. UW–Madison supports efforts to assess and improve student learning through the Assessment Fund.

As an incentive to academic-program faculty and staff to develop solid student outcomes assessment practices, the Office of the Provost has supported an Assessment Fund since the mid-1990s. The fund (\$177,000 in 2008–09) is a source of small grants to schools, colleges, and departments and is intended to jump-start assessment programs rather than to serve as an ongoing source of support. Even these grants of a few thousand dollars have been sufficient to transform undocumented evaluation strategies into active assessment projects. Assessment funds are distributed competitively based on proposals submitted in an annual competition, and through the process of developing and reviewing proposals, program faculty and staff consult with and learn from campus assessment experts.¹¹ Three examples illustrate the impact of these funds.

Alumni Information Project, a collaborative project between the Office of Academic Planning and Analysis and the Wisconsin Alumni Association, is designed to collect and then provide back to academic programs and departments alumni information that is useful for program improvement. The most visible product, the Alumni Profile, provides information to departments about demographics, continued engagement with the university, perceptions of the educational experience, and educational and employment status. This service reduces the frequency at which departments and programs need to deploy expensive alumni surveys. In 2008, the project focused on enhancing the collection of occupational and employment information. A distinguishing feature of this project is the attempt to link alumni perception and experience information with the corresponding student record, and to develop an effective flow of information among alumni, analysts, and departments.^{12,13}

The **School of Social Work** articulates learning goals for students enrolled in each of its professional, liberal arts, and research degree programs and assesses them in several ways: surveys, direct observation of student performance in internships and practica, grades in key field courses and integrative seminars, program-level analysis of doctoral student

Among UW–Madison Alumni Who Graduated Within the Past Ten Years ...

92 percent answer yes or definitely yes that their UW–Madison education has improved their quality of life, regardless of any financial benefit

92 percent are employed, or enrolled in a subsequent degree program, or both

22 percent are enrolled in ongoing education either full time or part time;
44 percent are not enrolled but have plans for further course work

88 percent are employed full time (81 percent) or part time (7 percent)

80 percent of those employed say that the skills they developed at UW–Madison in problem solving, written and verbal communication, and other general skills are related or highly related to their current position

84 percent of those employed earn \$30,000 or more annually; 34 percent earn \$60,000 or more



progress reports, and monitoring of program-level indicators (average pace and rate of completion of degrees, post-graduation placement rates, licensure exam scores). The school received assessment funds to support a longitudinal study to measure change in learning for students (undergraduate and graduate). The study included ratings by students of their learning gains in relation to specific program goals and pedagogies and ratings by employers of student performance in specific areas. Results have been used to refine existing courses (for example, to create a new course in macro-level social work practice and redesign courses that overlapped in content), to improve policy by clarifying deadlines for preliminary examinations, and to redesign the doctoral curriculum.¹⁴

The **College of Letters and Science** baccalaureate degree requirements, last revised in the 1970s, were reviewed and revised over a seven-year period to improve baccalaureate education in the college. Supported in part by assessment funds, the faculty-led Letters and Science Curriculum Committee conducted focus groups with current students, analyzed degree audit data, studied peer-institutions' requirements and practices, and conducted a survey of alumni five to seven years post-degree. Based on the accumulated evidence and extensive consultation within Letters and Science and across campus, the committee proposed recommendations to streamline the requirements and to cast them in more pedagogically focused and student-friendly language. The revisions were adopted and implemented in May 2007. With these new requirements in place, the Letters and Science Curriculum Committee will launch a new cycle of refining the learning goals and developing a plan to evaluate them. This plan will intersect with campuswide initiatives focused on documenting and improving student learning. These efforts of the Letters and Science faculty and staff exemplify how assessment informs decisions and leads to change.¹⁵

3a.v. UW–Madison evaluates student learning in the General Education program.

The General Education Requirements¹⁶ were established in 1996 to be a minimal set of requirements common to all undergraduates (see Criterion 4a). The University General Education Committee (UGEC) has used successive long-term plans to guide campus-level efforts to understand and improve student learning. The 2008 plan connects the requirements to the Essential Learning Outcomes and the Wisconsin Experience. Assessment projects identified for 2008–13 address those connections, including the task of articulating learning outcomes for “general breadth.” Another high-priority goal is to better communicate to a range of audiences what assessment activities have been conducted, the findings of those studies, and changes that have been implemented as a result. The UGEC makes annual reports to the Office of the Provost and to the University Academic Planning Council, the governance committee that oversees the UGEC's work, but these reports have a limited audience. The UGEC aims to broaden the audiences by enacting a three-pronged communication strategy that will improve communication with the scholarly community, the general university community, and broader public audience such as prospective students and their families.

Assessment activities are led by the General Education Research Group, chaired by a faculty director.¹⁷ The group's guiding principles are that projects must address important questions, they must produce results that are widely credible with the faculty, and the results should inform action. Projects are designed to leverage expertise available among faculty and staff who serve on the UGEC and the research group, and to be opportunistic and flexible as a way to make the best use of limited resources. A list of studies undertaken since 2000 is given in table 7.

Table 7. Assessment of General Education Since 2000—Major Projects

Year	Study Topic or Requirement	Study
2008	Communication: Information Literacy	<i>Standardized Assessment of Information Literacy Skills.</i> Goal: To obtain baseline data on information literacy skills among incoming first-year students. Results: Although results revealed high level of preparation for students admitted to UW–Madison, sample size problems suggested the need to reevaluate use of this instrument and the study design.
2007	Communication-A (Comm-A)	<i>An Assessment Study of the Effectiveness of the General Education Communication ‘A’ Requirement.</i> Goal: To determine whether students in Comm-A courses report gains in specific communication skills targeted by Comm-A courses. Results: Students reported significant gains; students in ESL versions of Comm-A report competencies equal to those reported by native speakers of English. Study also provided opportunity to improve administrative processes for calibration among Comm-A courses.
2007	Breadth	<i>UW–Madison General Education Requirements Survey.</i> Goal: Obtain baseline data on instructor awareness/value for the general education requirements Results: Instructors teaching in areas of the curriculum that are regularly assessed report greater understanding of and value of breadth requirements. The study revealed a disconnect between divisional areas, and highlighted the need to engage instructors in dialogue about liberal education and breadth.
2006	Quantitative Reasoning B (QR-B)	<i>Student Perceptions of Learning in Quantitative Reasoning B Courses.</i> Goal: To understand student perceptions of quantitative learning in non-math/statistical/computational QR-B courses. Results: Confirmed strong learning in mathematical skill areas; however, the study identified a need to address “quantitative critical thinking.”
2005	Quantitative Reasoning A (QR-A)	<i>Two Assessment Studies of the General Education Quantitative Reasoning ‘A’ Requirement” (I) How the QR-A Requirement Affects Mathematical Proficiency; and (II) How the QR-A Requirement Affects Student Self-Assessments of Quantitative Reasoning Skills and Preparation for Future Courses.</i> Goal: To measure student learning in light of learning goals identified for QR-A, using survey of student perception of skills and pre/post test. Results: Study demonstrated strong learning gains in post-test. The study also identified a strong correlation between student perception of skills gained and their demonstration of skills gained, which strengthens confidence in use of perception-of-learning surveys as a strategy for assessing student learning.
2005	Communication-B (Comm-B)	<i>Administrative Analysis: Comm-B Course Credit Transfer.</i> Goal: To ensure appropriate transfer credit into UW–Madison. Result: New courses were developed to award transfer credit for content without also granting credit for distinctive Comm-B pedagogy.
2005	Ethnic Studies	<i>Review of Ethnic Studies Course Array (May 2005)</i> Goal: To implement revisions to ethnic study course criteria. Result: Descriptive guidelines and student learning outcomes for courses meeting the ethnic studies requirement were established. Course syllabi were evaluated to calibrate course array to learning outcomes. The oversight and administration of the requirement was improved.
2004	Communication-B (Comm-B)	<i>Administrative Analysis: Student Comm-B Course-Taking Patterns.</i> Goal: To identify “redundant” Comm-B credit. Results: Reduced curricular redundancy in Comm-B course array; identified transfer-credit issues.
2002	Ethnic Studies	<i>Review of the Ethnic Studies Requirement (March 2000–May 2002).</i> Goal: To review this decade-old requirement and evaluate student understanding of learning goals, identify administrative issues. Results: Twenty-three recommendations were approved, including recommendations to revise the requirement and course criteria, define and assess student learning outcomes; and to convene an implementation committee to enact the changes.
2001	Communication-B (Comm-B)	<i>Communication-B Study: Outcomes Associated with the General Education Communication-B Requirement.</i> Goal: To evaluate student learning in Comm-B courses. Result: Recommendations to adjust course criteria, provide more resources to support oral communication instruction, and expand requirement to take Comm-A. Several recommendations were enacted.

3a.vi. Improving the evaluation of the student learning experience and communication to wider audiences.

Indicators of student success and the effectiveness of student learning are communicated to the university community and to external communities using a number of mechanisms. This information is communicated in many ways. Three of the most readily available reports:

- *Achieving Excellence: UW System Accountability Report*, UW–Madison section, produced annually since 2001¹⁸
- *UW–Madison College Portrait*,¹⁹ first produced in spring 2008 following the guidelines of the Voluntary System of Accountability
- Publishers Common Data Set (CDS), compiled annually since 2000²⁰

These public reports make use of a range of evaluative information, including analysis based on student records, information documented in assessment reports, and responses from the National Survey of Student Learning (2001, 2004, 2006, and 2008; table 8) and the institutional Undergraduate Survey (1996 through 2006).²¹

The building blocks are in place for a strong program of evaluating and improving student learning at the institution-wide level. The university has defined the Wisconsin Experience, embraced the Essential Learning Outcomes, and initiated the convergence process for integrating them into the student experience. There is an established culture of assessment of academic programs and of general education, and of using the assessment information to improve the educational experience. The infrastructure exists for communicating and building capacity internally through the University Assessment Council, the assessment fund, and a campuswide assessment plan. Tools for sharing the information more broadly are in place—for example, the accountability report and the College Portrait.

Table 8. Selected Experiences and Perceptions: Undergraduate Seniors

	UW–Madison	Peers
Group Learning Experiences		
% who worked with classmates on assignments outside of class	97	93
% who spent at least six hours per week participating in co-curricular activities such as student organizations and intramural sports	32	35
Active Learning Experiences		
% who spent at least six hours per week preparing for class	91	83
% who worked on a research project with a faculty member	32	25
% who participated in an internship, practicum, or field experience	61	60
% who participated in community service or volunteer work	69	66
Institutional Commitment to Student Learning and Success		
% who believe this institution provides support for student success	95	94
% who rated the quality of academic advising at this institution as good or excellent	61	63
% who reported working harder than they thought they could to meet an instructor's standards or expectations	91	91
Student Satisfaction		
% who would attend this institution if they started over	88	87
% who rated their entire educational experience as good or excellent	91	87
% who reported that other students were friendly or supportive	81	79
Student Interaction with Campus Faculty and Staff		
% who believed that faculty are available, helpful, or sympathetic	69	70
% who reported that faculty members provided prompt feedback on their academic performance	94	93
% who discussed readings or ideas with faculty members outside of class	66	68
Experiences with Diverse Groups of People and Ideas		
% who reported that they often tried to understand someone else's point of view	62	62
% who reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds	80	90
% who often had serious conversations with students of a different race or ethnicity	48	59

Source: 2008 National Survey of Student Engagement (NSSE), UW–Madison; http://apa.wisc.edu/performance_students_surveys.html and UW–Madison's College Portrait. Peers: Major research universities (members in the AAU) that participated in NSSE in 2008



Priorities for the future are to build on these strengths to fill two key gaps. The first priority is to implement assessments that will build a more profound understanding of the student learning experience, especially through direct measures, to strengthen what works, and to modify what is not serving so well. A focus on capstone experiences, undergraduate research, and internships, and the use of e-portfolios are under consideration. The second priority is to become more intentional about communicating information about student learning and the value of the Wisconsin Experience to public audiences and to develop reports and Web sites that are more explicit about the information that is available now and that will become available with the implementation of new studies.

3b. The organization values and supports effective teaching.

3b.i. UW–Madison supports improvements and innovation in teaching.

Responsibility and support for teaching excellence is widely shared across the university. At the institutional level, two key resource points are the Office of the Vice Provost for Teaching and Learning within the Office of the Provost, and the Teaching Academy, a faculty- and staff-based member organization established by the Faculty Senate in 1993.

Office of the Vice Provost for Teaching and Learning (VPTL)²² works with deans, directors, campuswide groups, and others to carry out UW–Madison’s teaching and learning missions. The VPTL provides a forum across campus for community building and professional development among instructors. A primary initiative of the VPTL, in concert with the Offices of the Dean of Students, has been the Wisconsin Experience campaign and the convergence process (see Criterion 3a.ii). Another key initiative is the Web-based **Teaching and Learning Excellence Web Guide**, a starting point for instructors seeking just-in-time resources to support teaching excellence. It includes a section on teaching solutions, institutional policies and guidelines, and links to wider resources.

The academic year is “book-ended” by professional development symposia supported by the VPTL: the **First-Year Conference** in October²³ and the **Teaching and Learning Symposium** in late May.²⁴ The annual Teaching and Learning Symposium brings together the university community to share best practices, celebrate accomplishments, discuss new teaching pedagogy, and explore themes of mutual interest. The symposium reached its tenth anniversary in 2008. The program, “Shaping our Future: Teaching and Learning at UW–Madison,” focused on lasting values that frame teaching, changes in what represents pedagogical innovation now and in the future, revolutionary technological changes, and dramatic ways in which students have changed and learn.

“How do we ensure that our students develop the capacity for that kind of integration and synthesis? Our faculty and staff have proposed a range of different answers to that question and over the course of the next five to ten years, we will offer students many more opportunities for research experiences, field-based learning opportunities, international study, and internships, because these opportunities help students bring different bodies of knowledge to bear on specific problems and in specific contexts and will increase our students’ success.”

**Chancellor Carolyn “Biddy” Martin
On Wisconsin event, October 23, 2008**

The UW–Madison **Teaching Academy**²⁵ encourages innovation, experimentation, dialogue, and scholarship around issues related to teaching and learning. The Teaching Academy is composed of Fellows (faculty and instructional academic staff) and Future Faculty Partners (graduate students) who provide leadership to strengthen undergraduate and graduate, and outreach education. The academy works with partners across campus, and sponsors a number of events that build instructional excellence. For example, the weeklong **Summer Institutes** have been offered annually since 2000. Participants reflect upon their teaching goals, discuss course design and teaching/learning issues with colleagues, explore service learning and teaching technology, and develop classroom and curriculum strategies to design new courses or redesign existing courses. University faculty and academic staff serve as facilitators for discussions, presenters for large-group topics, and mentors for faculty developing new pedagogical strategies.

A number of centers, offices, and faculty-led projects support professional development and the development of teaching skills; several examples are described under Criterion 4a. One example, the **Center for Biology Education (CBE)**,²⁶ is especially relevant here. This long-lived center was founded in 1988 with funding from the Howard Hughes Medical Institute and from UW–Madison to foster collaborative education initiatives and to improve biology education at all levels. UW–Madison has vast resources in the biological sciences, which include numerous highly trained and talented researchers and educators, located in sixty-eight departments and programs. With a boost from center resources and programs, instructors develop innovative teaching methods and instructional resources that translate the excitement of research into classrooms. For example, CBE has been credited with making “active learning” a regularly used pedagogy on campus.

Faculty Sabbatical Leave Program is available to eligible faculty members with six or more years of full-time instructional service. Per Board of Regent guidelines, the purpose of sabbatical leave is to enable faculty members to engage in intensive study in order to become more effective teachers and scholars and to enhance their services to the university. Sabbatical leave may be granted for the purpose of enhancing teaching, course and curriculum development, or conducting research or any other scholarly activities related to instructional programs within the faculty member’s field of expertise. Evidence of contributions to teaching is required in both the application and the follow-up report.²⁷ In recent years, on average 95 faculty members annually were awarded a sabbatical leave; 125 were awarded a sabbatical leave for 2007–08 (Office of Human Resources tabulation).

3b.ii. UW–Madison recognizes and celebrates excellence in teaching.

More than a dozen separate teaching awards for faculty, staff, and teaching assistants are awarded annually. In addition, a range of teaching awards is made at the school/college and department levels. At the campus level, the Chancellor’s Distinguished Teaching Award, one of the most prestigious awards, honors six faculty members annually at a public reception. The Class of 1955 Teaching Excellence Award is designated for an instructor, or assistant or associate professor. The Van Hise Outreach Teaching Award was created to recognize excellence in outreach teaching. A more complete list of teaching awards is available through the Office of the Provost.²⁸

3c. The organization creates effective learning environments.

3c.i. UW–Madison’s learning environment encompasses a broad and changing array of courses and programs.

UW–Madison offers students one of the broadest arrays of learning experiences in the United States. Typically, about 4,300 courses are offered each fall and spring semester. Undergraduates may choose from 135 different major programs (table 9). High rates of graduation are evidence that these environments are effective at engaging students: approximately 82 percent of new freshmen graduate within six years.²⁹

Table 9. Number of Academic Programs³⁰

Credential Type	Number of Programs
Bachelor's	135
Undergraduate Certificates	39
Master's	153
Doctoral and Professional	114
Graduate Certificates	21
Capstone Certificates (post-baccalaureate non-degree certificates)	9

Academic programs, especially at the undergraduate level, are designed to assure breadth through the common general education and breadth requirements, and depth through the requirements in the major. Students may also supplement their major programs with certificate programs. The student experience is rich in opportunities for co-curricular academic enhancement activities and many examples of those activities are described in this section.

In addition to the requirements for ongoing assessment of student learning described above (see Criterion 3a), all academic degree-major programs undergo program review on a ten-year cycle. Deans' offices contribute to an annual institutional report on program review and the status of reviews for all academic programs is monitored by the Office of the Provost.³¹

New programs are constantly being added to the array of degree-major programs and certificates: 15 degree programs and 40 certificates have been implemented since 1999. Programs are also reorganized, renamed, and discontinued, often as a consequence of the findings of program review and assessment. Trends in program activity require policy changes over time. These changes go through the school/college academic planning councils and the University Academic Planning Council (see Criterion 1d). A full accounting of changes in academic programs and structures, and descriptions of academic policy discussions are made public through the UAPC Web site and the Council's annual reports.³² Similarly, the course array is continuously being improved with additions, changes, and deletions of courses. The curriculum committees of schools and colleges review such changes and they are considered at the institutional level by the Divisional Committees.³³

3c.ii. UW–Madison supports students who are new to the university.

The university has made a concerted and coherent effort to support new students to make a successful transition into university life. Support services are in place for in-coming students, be they new freshmen, undergraduate transfers, new graduate students, new professional students, or continuing students because this transition is a critical one. For students, success in the early days of their experience is a necessary foundation for continued success and engagement.

The **Center for the First-Year Experience (CFYE)**³⁴ at UW–Madison examines, informs, facilitates, cultivates, and enhances the first-year experience for undergraduates. The CFYE forges strong relationships with academic departments that have large first-year student enrollments and tutorial services in an effort to enhance the first-year classroom learning environment. They provide new students with relevant information in a developmentally appropriate manner, including in summer orientation and programs during students' first week on campus. CFYE develops new courses and programs for first-year students such as freshman seminar courses. Overall, in fall 2006, 19 percent of new freshmen participated in academic/curricular activities designed specifically to support the transition to college: courses associated with residential learning communities, First-Year Interest Groups (FIGs), specified freshman seminar courses, and the Undergraduate Research Scholars program. The effectiveness of the first-year experience is reflected in strong retention rates: 93 percent of new freshmen enroll in the second year at UW–Madison and an additional 4 percent enroll at another U.S. college or university.³⁵

Transfer undergraduates are a more heterogeneous population than new freshmen: UW–Madison undergraduates who start as transfers are more likely to be independent from their parents, more likely to be parents themselves, more likely to work, more likely



to have financial need and carry heavier debt loads.³⁶ A focused effort to meet the needs of new transfer students and improve their early experience was initiated in 2003 with the Committee on the Transfer Student Experience.³⁶ Many of the committee's recommendations have been implemented, including improvements in the new transfer student orientation and better communication to prospective transfer students. One mechanism for improved communication is the Transfer Contract, an arrangement that assures a student of transfer admission if they meet a high standard of preparation at a two-year college in Wisconsin³⁷ (see Criterion 5c).

Since fall 1995 the University Residence Halls have connected living and learning through **residential learning communities (RLC)**.³⁸ Participation has grown from 290 students in two communities in 1995 to 1,388 students in twelve communities in fall 2008 (22 percent of new freshmen). One RLC is available only to freshmen. Another serves women in science and engineering. A group of six international RLCs are focused on different countries and languages. The Entrepreneurial Residential Learning Community (supported by the Kauffman Foundation) opened in August 2008. UW–Madison participates in the National Study of Living & Learning Programs (NSLLP),³⁹ which is the only national study that assesses how participation in residential learning communities influences academic, social, and developmental outcomes for students. Selected findings show that RLC students at UW–Madison reported greater ease with their academic transition to college than students in the comparison sample; higher critical thinking/analysis abilities; more confidence in college success, writing courses, academic skills, and test-taking skills; and more diversity appreciation than students in the comparison sample. There were no significant differences between living/learning subjects and other students in intellectual growth, overall sense of belonging, academic achievement, and retention.

A **First-Year Interest Group (FIG)**⁴⁰ consists of a group of 20 first-year students who live in the same residence hall or “residential neighborhood” and who also enroll together in a cluster of three classes. Each FIG cluster of courses has a central theme; the central or “synthesizing” course integrates content from the other two classes. FIGs are intended to improve academic performance and multicultural understanding for all students. In 2001, 75 students enrolled in four FIGs. In 2008, 539 new freshmen were enrolled in 29 FIGs. The six-year graduation rate for the 2002 cohort was 89 percent, which compares favorably with 82 percent for other students. Evaluations consistently show that FIGs have positive impacts on student performance, retention, campus involvement, and personal growth.

The **Adult and Student Services Center (ASSC)**⁴¹ in the Division of Continuing Studies offers information about programs and services for nontraditional and nondegree students (called “special students”) and for local adults considering a career change. ASSC assists with the application and enrollment processes, educational workshops and additional services for adult students through individual appointments, assessments and career workshops. ASSC serves 10,000 individuals annually (see Criterion 5d).

3c.iii. UW–Madison provides students with a wealth of academic enrichment opportunities throughout their educational experience.

The Wisconsin Experience—the vehicle to develop in students the passion and skill to put their energy into endeavors that matter—is comprised of substantial research experiences that generate knowledge, experiences that develop global and cultural competencies, opportunities for leadership and activism, and application of knowledge in real-world settings.

The university annually evaluates the rates at which bachelor's degree recipients participate in a range of these experiences. Among 2007–08 bachelor's degree recipients, 87 percent had one or more of the following experiences: lived in a residential learning community, participated in a first-year interest group, studied abroad, took a service-learning course, participated in research with a faculty member, completed a for-credit internship, took an honors or an independent study course, or completed a capstone experience (table 10). Among new freshmen in fall 2007, 52 percent participated in one of these activities. This analysis underestimates the full extent to which students engage in the Wisconsin Experience because methods for capturing all relevant activities in ways that are verified and included on the student record are still being developed.

Table 10. Wisconsin Experience Participation: Bachelor's Degree Recipients

Academic Year	% participating in at least one activity	% participating in more than one activity	Degree Recipients
2002–03	69	34	6,107
2003–04	73	46	6,156
2004–05	80	52	6,289
2005–06	84	57	6,256
2006–07	82	58	6,017
2007–08	87	66	6,175

Note: Limited to activities that are noted on the student record.

Source: Annual Report on Wisconsin Experience Activities: <http://apa.wisc.edu/degrees.html>

Independent study courses, available in every major, are one way for students to work directly with faculty members: for 2007–08, 40 percent of recent bachelor's degree recipients completed at least one independent study course (2,470 of 6,175 degree recipients; figure 14). The annual **Undergraduate Symposium**⁴² showcases undergraduate creativity, achievement, research, service learning, and community-based research from all areas of study at UW–Madison including the humanities, fine arts, biological sciences, physical sciences, and social sciences. For the tenth Undergraduate Symposium held in April 2008, 400 students presented, displayed, or performed their work for members of the university, the surrounding community, family, and friends.

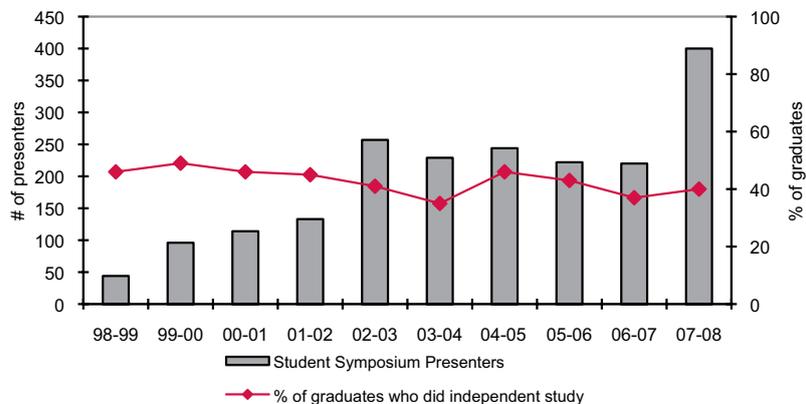


Figure 14. Participants in independent study and the Undergraduate Symposium

The Morgridge Center for Public Service⁴³ coordinates service learning across campus and works collaboratively with students, staff, faculty, and community partners to offer a broad range of service opportunities both in and out of the classroom (see Criterion 5b). UW–Madison offered 102 **service learning and community-based research courses** in 2007–08, substantially more than the national institutional average of 36 courses. Since 1999, the Morgridge Center has offered **Wisconsin Idea Undergraduate Fellowships** (WIF) to fund innovative projects in which undergraduate students, faculty, staff, and community organizations collaborate in a service or research project designed to meet a community need while enhancing student learning. Project areas include (but are not limited to) community development, health-related issues, economic development, the arts, education, environmental issues, criminal justice, and alleviation of hunger and poverty. Many projects have focused on the Madison/Dane County area. Others addressed community issues in other parts of Wisconsin, other states, and internationally.

Developing **leadership skills** is part of the Wisconsin Experience and **credentials of leadership** help students provide evidence of their learning experience. **The Leadership and Involvement Record** is a mechanism for students to record leadership roles or group membership for student organizations, community service activities, intramural sports, research activities, and more. Offered through My UW's Student Center, this documentation can be used to verify out-of-classroom activities to employers, assist with completing graduate school applications, be provided to individuals writing letters of reference, and assist with the development of resumes.⁴⁴ The **College of Agricultural and Life Sciences Leadership Program**,⁴⁵ initiated by the faculty in 2003 at the request of the officers of the CALS Student Council, includes a one-credit, fall-semester leadership seminar, a leadership certificate, and leadership retreats. As part of the CALS Leadership Program, a USDA grant supports the training of small groups of students to facilitate workshops on leadership topics.

It is increasingly important that students develop skills in **entrepreneurship**. To this end, UW–Madison launched an entrepreneurship initiative, made possible in part by a 2006 grant of \$5 million from the Kauffman Foundation, to spread entrepreneurship throughout the curriculum.⁴⁶ Students participate in the 100 Hour Challenge,⁴⁷ courses and programs newly developed by the Initiative for Studies in Technology Entrepreneurship,⁴⁸ and the Entrepreneurship Residential Learning Community, launched in fall 2008 for 65 students. Students in the residential learning community cultivate their creativity and transform innovative ideas into action through course work, field trips, and brainstorming sessions. Faculty and community guests share with residents what it takes to be entrepreneurial, going beyond the mechanics of starting a business. A three-credit course on entrepreneurship meets in the residence hall.⁴⁹

Honors programs⁵⁰ are designed for students looking for more intensive academic work. Programs vary among the schools and colleges and are available to undergraduates in College of Agricultural and Life Sciences, School of Business, College of Engineering, School of Human Ecology, College of Letters and Science, and School of Nursing. Honors programs include enriched course work and requirements for students to be involved in research or independent scholarly pursuits. The Letters and Science Honors Program has established the expectation that academic work within the honors program shows a progression of increasing challenge and has explicitly adopted the Essential Learning Outcomes (Criterion 3a).

Several opportunities for **graduate and professional student development** are described under Criterion 4a. Additional examples include: the Graduate Student Professional Development Office, a unit of the Graduate School that coordinates resources intended to enrich the graduate student experience and to enhance professional skills;⁵¹ the Multicultural Graduate Network, which brings graduate students together with each other and with faculty and staff to build community;⁵² and the Graduate Student Collaborative,⁵³ which enhances the involvement, personal development, and quality of life of graduate students by linking students with Graduate School leadership.

3c.iv. UW–Madison provides students with academic advising, academic support, and opportunities to receive mentoring.

In addition to the faculty and staff mentoring students receive through independent research and service-learning opportunities, and the academic advising provided by every school, college, and academic major, the following additional opportunities are a sampling of the ways in which students can obtain advising:

- **Cross-College Advising Service**⁵⁴ is a campuswide advising service for undergraduates who are undecided about a major and want to explore the many academic opportunities on campus.
- The **Chancellor's Scholarship Program** was established in 1984 to increase educational opportunities for academically talented undergraduates from underrepresented ethnic minority and culturally disadvantaged groups. Chancellor's Scholars are paired with mentors and receive additional academic advising and co-curricular support. Chancellor's Scholars graduate at a rate of 90 percent and more than half pursue graduate/professional degrees.



- **Pathways to Excellence⁵⁵** is a substantial set of support services sponsored by the College of Letters and Science that promotes an outstanding liberal arts education and find new ways for students to make a difference on campus. Pathways is based on support for the values of engagement with learning and the larger world; empowerment of undergraduates to play a central role in the educational mission of the university; and community building as a way to help students learn as much from each other as they do from the formal curriculum.

3c.v. UW–Madison provides students with career and educational advising to facilitate their next transition.

Career services offices, administered through the schools and colleges, assist students with career planning and job placement. In addition, the Wisconsin Alumni Association provides an online networking tool and a job-posting board for alumni. The Office of Corporate Relations, in the Office of the Chancellor, connects people and businesses to resources on campus, including requests to help recruit students for full-time employment and internships throughout the year.

A number of career services offices work together to host large career fairs targeting undergraduate students. The fall career event in 2007 brought 232 organizations to campus, involved 730 employer representatives, and attracted 1,500 students. The spring Career Expo in 2008 brought 172 organizations to campus, involved 550 employer representatives, and attracted 1,200 students. Several schools and colleges use the same software program to help connect prospective employers and students for interviews. The Graduate School continues to expand its services to assist graduate students in their career development and postdegree planning and placement. Under the direction of the Office of the Provost and in response to a need expressed by campus leaders, a working group established in 2008 was charged with finding ways to connect and share resources across the career services offices of schools and colleges.

An estimated 20 percent of UW–Madison bachelor's degree recipients continue their education after graduation (Criterion 3a.). The Undergraduate Academic Awards Office supports students in seeking high-profile national awards, many of which support graduate education (see Criterion 4a).

Examples of Advising Services that Support Learning

Academic Advancement Program

Business Learning Center

Chemistry Learning Center

Engineering Academic Support

Fetzer Student-Athlete Academic Center

Greater University Tutoring Service

International Student Services

Mathematics Tutorial Program

Statistics Tutorial Service

TRIO Student Support Services Program

Writing Center

Currently in Wisconsin, the governor, the lieutenant governor, the attorney general, the superintendent of the Department of Public Instruction, six of seven Wisconsin Supreme Court justices, 24 percent of Wisconsin legislators, and six of the ten members of Wisconsin's federal congressional delegation are UW–Madison alumni. UW–Madison's application to the Carnegie Foundation seeking Community Engagement Status, August 2008

3d. The organization's learning resources support student learning and effective teaching.

The resources and services described in this section are integrated with and inseparable from the efforts to support student learning described under Criteria 3a, 3b, and 3c. This section profiles the major divisions that partner with academic units to make the Wisconsin Experience possible. Although presented here as discrete units, any successful learning initiative must and does include representatives from across these units. In fact, individuals from the units profiled here have been campus leaders in creating a student-centered learning environment.

3d.i. Facilities Planning and Management supports student learning and effective teaching.

Facilities, Planning and Management oversees the physical environment of the campus—buildings and grounds (see Criteria 2d, 4d). A list of recent building and renovation projects is long; a few examples illustrate the way that the renewal of the physical infrastructure specifically supports the student learning experience.⁵⁶

- The University Square redevelopment is a public/private partnership that includes the university's \$57 million wing to house student services including University Health Services, and offices for the registrar, bursar, financial aid and a student activity center. It also includes private housing in the heart of campus.
- The renovation of Chadbourne Hall, an undergraduate residence hall that houses the Chadbourne Residential College, is designed to support this residential learning community.
- The Arts Loft is an \$8.8 million warehouse renovation that created instructional labs and studio space to advance the work of faculty, staff, and students in the art program.
- The Grainger Hall addition (\$40M), serves the School of Business MBA program and Executive Education programs.
- The Washburn Observatory renovation (\$2.5M) will provide new space for the Letters and Science Honors Program while retaining the historically significant first telescope and popular science outreach programs hosted by the Department of Astronomy.

The Classroom Planning and Management team of the Space Management Office is responsible for the university's more than 370 general assignment classrooms including: renovation projects, both minor and major; maintenance and inventory issues; utilization data analysis; classroom technology installation and upgrades; and multimedia maintenance and support. The Space Management Office⁵⁷ works in collaboration with academic units, Office of the Registrar's Curricular Services, Academic Technologies, and other units to maintain quality learning environments.

3d.ii. The University Libraries support student learning and effective teaching.

The University Libraries have been successful in creatively employing technology to make collections access a priority over ownership. Interlibrary loans, commercial document delivery, universal borrowing, book retrieval, and growth of the University of Wisconsin Digital Collection⁵⁸ are some of these strategies. The use of space in the Libraries now integrates high levels of technology featuring networking and multimedia capabilities. Attention to the priorities of visitors has resulted in defined spaces for quiet study, collaborative work spaces that tolerate noise, spaces with food and drink, and spaces with presentation capabilities. Thus, the libraries have become an important social space for learning. The libraries have placed an emphasis on delivering resources and services that support teaching and learning through a range of course management tools, including Learn@UW and the My UW portal. For example, electronic reserves are delivered directly to My UW (see Criterion 4a).

The Library and Information Literacy Instruction program⁵⁹ coordinates efforts to promote information literacy in curricula, through outreach to specific populations, and through other instructional programming: in 2007–08 the program reached over 35,000 learners in 2,700 instructional sessions including course-related sessions, workshops, tours, and orientations. Information literacy is integrated into the communication components of the General Education Requirements (see Criteria 3a, 4a). The Libraries Subject Integration Task force is developing frameworks for describing the development of information literacy competencies in graduate and undergraduate curricula across campus and librarians' participation in promoting student learning. Librarians prepare online instructional materials such as tutorials and instructional web pages that are used in the context of these programs and by individual students seeking to improve their research skills.



3d.iii. The Offices of the Dean of Students support student learning and effective teaching.

Offices of the Dean of Students (ODOS) is dedicated to helping students succeed both in and out of the classroom, as well as helping them realize their full potential. ODOS delivers a large number of programs and services to aid students in having a healthy and productive Wisconsin Experience. ODOS is a resource for faculty, staff, and students on campus safety and climate issues, crisis planning and response, and much more.⁶⁰

- Associated Students of Madison,⁶¹ the official student government (Criterion 1e)
- Center for the First-Year Experience⁶² (Criterion 3cii)
- International Student Services⁶³ (Criterion 4c)
- Lesbian, Gay, Bisexual, Transgender Campus Center⁶⁴ (Criterion 1b)
- McBurney Disability Resource Center⁶⁵ (Criterion 1b)
- Multicultural Student Center⁶⁶ (Criterion 2a)
- Student Advocacy & Judicial Affairs (SAJA)⁶⁷ (Criterion 1e)
- Center for Leadership and Involvement⁶⁸ (Criterion 3c.iii)
- Greater University Tutoring Service (GUTS)⁶⁹ (Criterion 3c.iv)
- Vets for Vets⁷⁰

3d.iv. The Division of Enrollment Management supports student learning and effective teaching.

The Division of Enrollment Management⁷¹ supports the entire student life cycle: prospective student, applicant, enrolled student, degree recipient, alumna. Together, the Office of Admissions, Student Financial Aid, the Office of the Registrar, and Integrated Student Information Systems (ISIS) collaborate with campus partners to ensure student success.

In addition to recruiting and admitting new undergraduates to campus, the Office of Admissions⁷² also admits new transfer and international students. In doing so, they connect with the Office of International Students⁷³ and with academic advisors across campus. The Office of Admissions assists with and supports PEOPLE and Posse programs (precollege recruiting programs, Criterion 5b), the UW Connections Program (Criterion 5c), and the Center for the First-Year Experience (Criterion 3c).

The Office of the Registrar⁷⁴ establishes streamlined enrollment and student records-management processes for students, faculty, and administrators. These student records are the substance and foundation for advising, tracking student progress through courses

and programs, degree audit, and reporting and assessment activities. As the office most often associated with student privacy rights, the Office of the Registrar is a leader in educating and advising the campus on privacy matters. The Integrated Student Information System (ISIS), a secure and integrated student information system from which is built myriad student and academic services, reached its tenth anniversary in 2008.

The Office of Student Financial Aid⁷⁵ is actively engaged in increasing the amount of need-based aid available to UW–Madison students. Initiatives include participating in the efforts of the UW Foundation’s “Great people. Great place.” development campaign (see Criterion 2a),⁷⁶ and supporting the resolution passed by the UW–Madison Faculty Senate in spring 2008 that encourages faculty to contribute to need-based aid.

Offices within the division are undertaking the following major campus initiatives:

- The Common Scholarship Application project will give undergraduate students a single portal for finding and applying for campus-based scholarships.
- The Course Guide project will enhance the way the faculty communicates about courses, engage advisors in supporting student success, and provide a “one-stop” experience for students in their search for courses.
- The e-Recruitment initiative will enable the development of early and ongoing relationships with prospective students.
- In collaboration with other campus units, an enterprise-wide imaging project will create the basis for a secure, campuswide electronic record.

3d.v. Division of Information Technology supports student learning and effective teaching.

The Division of Information Technology (DoIT) department of Academic Technology (DoIT/AT) evaluates, recommends, and advances potential solutions that technology may offer to build strong learning environments. DoIT/AT promotes campuswide relationships among faculty and staff by contributing to leadership of campus initiatives and teaching and learning organizations. Examples include:

- Technology Enhanced Learning (Criterion 4a)
- Community of Educational Technology Support (ComETS, pronounced *comets*)⁷⁷ is a community that collaborates and shares expertise and resources and promotes events focused on technology, faculty engagement, instructional design, and associated teaching and learning topics.



- Custom course development projects contribute to sharing of learning objects and result in specialized authoring tools that allow additional instructors to create learning objects designed around pedagogical principles.
- For the Engage Award program,⁷⁸ DoIT/AT partners with innovative instructors to transform higher education by exploring, evaluating, and disseminating best practices for teaching and learning with technology. A faculty advisory group sets the direction: recent themes include podcasting, simulations and games, and group collaboration.
- The campuswide course management system includes hosting, vendor relations, technical administration, end user training and support, and assistance with pedagogical practices for most effective uses.
- Classes for students promote technological literacy by training them in applications they will use in their learning, research, and service.

DoIT/AT also works with the Teaching Academy (Criterion 3b), DELTA (Criterion 4a), and is a co-sponsor of the annual Teaching and Learning Symposium (Criterion 3b).

3d.vi. University Housing supports student learning and effective teaching.

A priority of University Housing is to offer all residents a vibrant living-learning community. University Residence Halls, populated predominately with undergraduates, successfully blend academic and residential life:

- Residential learning communities serve more than 20 percent of new freshmen (see Criterion 3c).
- Approximately 40 percent of residents who are first-year students have at least one course that meets in a residence hall.
- About one-third of residents are assigned to a Cross-College Advising Service advisor. Those advisors hold office hours in satellite residence hall-based advising offices that are staffed 40 hours per week.
- Math and chemistry tutors make approximately 2,800 student contacts annually at locations throughout the residence halls.
- Writing Center instructors provide drop-in instruction at five residence halls.
- Technology Learning Centers provide services, including laptop checkout, around the clock.

The richness of this environment is effective: freshmen who live in University Housing were more likely than their off-campus peers to achieve “above average” (GPA above 3.20) first-semester and first-year grade point averages.⁷⁹ A top priority of University Housing is to build an additional residence hall and thereby expand occupancy so that there is housing space for every first-year student.

3d.vii. The Wisconsin Union supports student learning and effective teaching.

The Wisconsin Union⁸⁰ has been uniting the academic and social lives of the university community for more than seventy-five years. Housed in multiple locations—Memorial Union, on the shore of Lake Mendota, Union South, and other sites across campus—the Union serves as a daily gathering place for students, faculty, staff, community members, and visitors. The Union enriches the learning experience of students through a range of leadership and service opportunities. Examples include the Morgridge Center for Public Service (see Criteria 3c, 5c) and the Wisconsin Union Directorate (WUD), a student activity planning board that designs, manages, and promotes more than a thousand events, activities, and programs each year. The Union and the activities planned by WUD link the campus to the community by offering world-class performances at the Wisconsin Union Theater, hundreds of noncredit Mini Courses, Hoofers outdoor recreation programs, and an array of lecturers, films, and music.

Summary of Evidence

This chapter provides evidence of student learning and teaching effectiveness at UW–Madison. The Wisconsin Experience and Essential Learning Outcomes together provide a clear statement of UW–Madison goals for student learning outcomes and a basis for evaluating progress to these goals and designing improvements. This institution-level effort adds to evaluative efforts in academic programs and in general education. Through an ongoing assessment research program, the general education requirements for undergraduates are known to support student learning; analysis has provided evidence on which to base plans for improvement.

UW–Madison demonstrates a commitment to effective teaching by providing extensive Web-based “just in time” resources, professional development symposia that are focused on teaching and pedagogy, a forum for building instructional excellence in the Teaching Academy, monetary support, and awards that celebrate excellence in teaching.

UW–Madison creates effective learning environments by offering students a wealth of learning experiences, by supporting students throughout their course of study and especially at transition points (including when students are new and when they are preparing to graduate), and by seeking to expand and improve a set of rich learning immersion experiences that are foundational to the Wisconsin Experience (residential learning communities, first-year interest groups, research experiences, internships, service learning, and leadership experiences).

A wealth of physical and organizational learning resources support student learning. Many of the units in which these resources are based they have been leaders in building a student-centered environment: FPM and its support for the physical environment, buildings, and classrooms; University Libraries and its leadership in staying ahead of trends in virtual and physical information resources for learning; Offices of the Dean of Students which leads in inspiring students to live the Wisconsin Idea; Enrollment Management, the foundation for student services and evaluative activities; and University Housing, which gives students a vibrant living-learning community.

Future Challenges and Areas for Improvement

- More effectively compile existing evidence of student learning and progress toward meeting the goals of the Wisconsin Experience and the Essential Learning Outcomes. Engage in an ongoing effort to devise and implement additional strategies and methods, including more direct methods, to more profoundly understand how students experience their education.
- Strive to become more effective and more transparent in communicating to both internal and external audiences about the effectiveness and value of the learning experience within the Wisconsin Experience framework.
- As described by the Wisconsin Experience, engage students in learning experiences that transform their thinking, their lives. Expand the richness of opportunities for students to be active in research experiences, field-based learning opportunities, international study, and internships. A perennial task is to more effectively track participation in the range of experiences that comprise the Wisconsin Experience, both curricular and co-curricular, as a basis for evaluative activities.
- More effectively coordinate the many career-services units across campus as an outcome of work by a 2008 task force.
- Through the “Great people. Great place.” campaign and the work of the Office of Student Financial Aid, increase need-based financial aid and make existing aid available through more streamlined processes.

Notes

1. www.learning.wisc.edu
2. The Wisconsin Experience description originated with Aaron Brower, Vice Provost for Teaching and Learning, and Lori Berquam, Dean of Students, and has subsequently been adopted widely through "convergence."
3. www.aacu.org/LEAP
4. www.ls.wisc.edu/gened/LEAP
5. www.provost.wisc.edu/assessment
6. <http://apa.wisc.edu/accreditation.html>
7. www.provost.wisc.edu/assessment/Assessment_Reports.html
8. www.ls.wisc.edu/Assess/Plans/2006/History2006.pdf
9. <http://lang.nalrc.wisc.edu/nalrc>
10. www.provost.wisc.edu/assessment/Assessment_Reports.html
11. www.provost.wisc.edu/assessment/Assessment_Funds.html
12. http://apa.wisc.edu/degrees_alumni.html
13. 2008 Alumni Profiles, http://apa.wisc.edu/Alumni/alumni_profiles.html
14. http://socwork.wisc.edu/new_web/field/09-10_Field_Handbook.pdf, p. 11

15. www.ls.wisc.edu/curriculum
16. www.ls.wisc.edu/gened
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CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE



4. The organization 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.

As evidence of this institution's promotion of "a life of learning" for faculty, administrators, staff, and students that is consistent with its mission, this chapter highlights the many structures and resources supporting the breadth and depth of research and creative works on the campus, and demonstrates the numerous ways in which UW–Madison supports inquiry, creativity, practice, and social responsibility. Numerous examples of activities demonstrate the university's support for lifelong learning.

Commitments to research/scholarship, teaching, and service are central to the mission of UW–Madison. Deeply embedded within these traditions at this institution is the belief that discoveries should translate and be applied to deepen understanding and improve conditions in the world. Evidence of the ways in which this is enacted at UW–Madison is found here, and also in several of the special emphasis team chapters, including The Public University, Discovery and Learning, and Global Citizens.

4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff that it values a life of learning.

Described here are several key UW–Madison resources that facilitate the dissemination of information and provide core services to enhance the learning experience, including the libraries and the technological resources that keep UW–Madison on the forefront of knowledge. Also presented are several individualized learning opportunities that represent the institution's commitment to lifelong learning for students, faculty, staff, alumni, and community members. The extensive resources allocated by the institution make possible a variety of activities that offer a range of opportunities for lifelong learning for all members of the campus and community.

"Without graduate students there is no research university. The faculty absolutely cannot do the work they do without graduate students. And they are essential partners, not only in research, but also in teaching, and they add great value to the teaching of undergraduates. In addition, the path that graduate students mark out in their studies actually bring faculty together from different disciplines and different parts of the university, and they advance the knowledge of faculty as well as of students themselves. They not only become the next generation of university professors, scientists and scholars—they go on to distinguished careers in other nonprofits, in industry and in government, and a significant number of graduate students who earn their Ph.D.s here stay in the state and they become the professors for other campuses or they become part of industry and bring much needed expertise to the state."

Chancellor Carolyn "Biddy" Martin
On Wisconsin event, October 23, 2008

4a.i Library and technology resources

An overall theme and focus for the libraries over the last ten years has been the emphasis on strategic partnerships and collaborations. Because annual inflationary increases for scholarly journals have significantly outpaced the institution's ability to pay, campus libraries are forced to rely on *access* rather than *ownership* of necessary scholarly material. Campus libraries have been successful in creatively employing technology to make it easier and transparent for faculty, staff, and students to get what they need to do their work. Today faculty, staff, and students rely more heavily on interlibrary loan, commercial document delivery, universal borrowing, and book-retrieval and book-return services.

The development and growth of the digital library is significant and noteworthy, pointing to numerous key partnerships. Faculties from a broad range of schools and colleges have brought forward project ideas as well as content for inclusion in the University of Wisconsin Digital Collections.¹ Partnerships with Google as a library partner in the Google Book Search and work with the University of Michigan on the CIC shared digital repository² make available huge quantities of material in full text.

The libraries emphasize delivery of resources and services that support instruction and teaching to the UW–Madison portal (My UW), Learn@UW, and other course-management tools. Course content integration, including electronic reserves, is now delivered directly to the portal along with other campus resources needed by students to do their work. Library course pages are now integrated into Learn@UW. Delivering the required pieces of information and resources where needed has been a recent focus for the libraries (see also Criterion 3d.iii).

The **Technology-Enhanced Learning Project**,³ now in its second year, allocates \$500,000 a year for model projects that enhance student learning through the use of technology. The project signifies the institution's recognition that investments in new technologies and teaching enhancements are critical for the institution to stay at the cutting edge. The project encourages collaboration across administrative units and prioritizes projects that have the potential for application beyond the initial pilot stage.

4a.ii. Recognition of faculty, staff, and student accomplishments

Recognition of Faculty and Staff

Recognition of faculty and staff research and scholarly excellence is an important part of the culture at UW–Madison and evidences that the institution values a life of learning. The outstanding accomplishments and contributions of faculty to their respective scholarly communities are recognized through announcements of recognition and awards.

Faculty members at UW–Madison are the recipients of the some of the highest academic honors awarded. Since 1972, forty-four UW–Madison faculty members have been elected to the National Academies of Sciences, eighteen to the National Academy of Engineering, and ten to the National Institute of Medicine. Faculty members also have been elected to the National Academy of Education and the National Academy of Public Administration. Nearly two dozen have received National Science Foundation Presidential Early Career Awards.

Faculty at UW–Madison have been named Fulbright Scholars, and have been awarded the National Medals of Science, and faculty and alumni have won Nobel and Pulitzer Prizes. Receipt of these awards is well-publicized through school/college and campus publications and announcements. Numerous named professorships, such as the WARF Named Professorships awards,⁴ recognize outstanding faculty members.

Beyond publicity for national awards and named professorships, the university regularly recognizes faculty and staff for excellence through a number of annual awards.⁵ These awards demonstrate the myriad of efforts under way to promote teaching, research, and service.

- Faculty Hilldale awards for excellence in teaching, research, and service
- Distinguished Teaching Awards
- Research Achievement Awards

- Kellett Mid-Career Awards
- WARF H.I. Romnes Faculty Awards
- Academic Staff Excellence Awards
- The Chancellor's Hilldale Award for Excellence in Teaching
- The Chancellor's Award for Excellence in Research
- The Chancellor's Award for Excellence in Service to the University
- Wisconsin Alumni Association Award for Excellence in Leadership
- Robert Heideman Award for Excellence in Public Service and Outreach
- Martha Casey Award for Dedicated Service to the University
- Ann Wallace Career Achievement Award
- Classified Employee Recognition Award
- Arts Institute Award

The Graduate School provides research funding for faculty through its annual cross-campus Research Committee competition, as well as funding for faculty travel to domestic and international meetings, named professorships, mid-career awards, and faculty fellowships. Other Graduate School programs provide grants to help transfer technologies from the laboratory to the marketplace. Among other outcomes, these awards provide support for faculty to make critical connections with colleagues in their disciplines around the globe and share their research to advance scholarship.

Recognition of Students

The **Undergraduate Academic Awards office**,⁶ established in 2005, serves the entire campus by providing infrastructural support and advising to outstanding students who have been nominated for campuswide and nationally competitive scholarships such as the Rhodes and Marshall scholarships.

In addition, there are various awards for research conducted by students, and awards for students and faculty who work together on research projects:⁷

- Bascom Hill Society Scholarship: one-year scholarship for student with distinguished record of service/leadership/academic achievement
- Herfurth-Kubly Award: recognizes outstanding seniors
- Hilldale Research Fellowship: funds student/faculty collaborative research in any field
- Hirsch Family Award: recognizes creative work showcasing UW–Madison
- Holstrom Scholarship: funds student/faculty collaborative environmental research
- Meyerhoff: recognizes students who excel in leadership/service/scholarship
- University Book Store Award: recognizes independent work in any field

At the graduate level, many teaching and research awards are announced annually, and the institution celebrates the outstanding and vital contributions graduate students make to the education of undergraduate students and to the research conducted here. Examples of these awards include:

- L&S Teaching Fellow Prize
- Innovation in Teaching Award, a campuswide TA award
- Chemistry Department Teaching Assistant Excellence Award
- Graduate School Teaching Prize
- French-Felten Award for Inspirational Teaching in L&S
- Graduate Student International Field Research Awards
- University Fellowships⁸
- Two-Year Recruitment Fellowships in the Social Sciences and Arts and Humanities⁹

4a.iii. Professional development as an investment to advance our mission

The university understands the value of providing a range of opportunities for professional development for faculty, staff, and students. There are numerous programs and opportunities for members of the campus community. These programs facilitate the development of a deeper understanding of the institution and its mission, and create learning and professional-growth opportunities that assist with retention.

Professional Development for Faculty and Staff

The most recent campus strategic plan has among its main priorities to “**nurture human resources.**” During the last decade, the point persons for the Nurturing Human Resources priority identified a number of specific initiatives for students and for employees. Examples include successful efforts to increase the availability of campus child care, completion of faculty and staff worklife surveys to identify campus needs, expansion of opportunities for new employee orientation and mentoring, and further development of programs that increase and sustain diversity. Details regarding opportunities for development of teaching skills are found under Criterion 3b.

The **Faculty Sabbatical Leave Program**¹⁰ makes possible faculty members’ engagement in intensive study in their disciplines, and provides opportunities to focus on becoming more effective teachers. Sabbatical leave may be granted for the purpose of enhancing teaching, course and curriculum development, or conducting research or any other scholarly activities related to **instructional** programs within the field of expertise. Faculty members are eligible for a sabbatical after six years of service and every six years thereafter.

The **Office of Human Resource Development (OHRD)**¹¹ was created with the recognition that greater investment in human resource development would have a very positive impact on the campus. OHRD partners with learning providers across campus to promote professional development efforts within the university. OHRD offers online learning opportunities for skill-building for faculty and staff¹² and partners on many other programs. In addition to providing a range of learning opportunities, the office maintains a database that provides employees with an extensive list of professional development opportunities to choose from, and a convenient online record of their participation in various professional development programs. One of the most notable new opportunities is the Leadership and Management Development offerings, which now span four developmental levels of skills, knowledge, and abilities.

Evidence of the success of these partnerships is the growth in participation over the last ten years. In 1998–99, OHRD records show 660 participants in 32 development events; in 2007–08, records show more than 21,400 participants in more than 1,200 events.

Examples of Human Resource Development Initiatives

In 2001, a **Cultural and Linguistic Services (CLS)** unit in the Office of Human Resource Development was established to enhance communications between employees and supervisors/managers, identify professional development events for employees with limited English proficiency, support managers/supervisors as they address climate/cultural issues, and provide translation services for documents and policies. A key focus for CLS is to provide translation and interpretation support for employees whose employing units face communication challenges. Currently, assistance is provided in five languages. In addition, CLS taught a series of occupational Spanish and Hmong classes for managers and supervisors of University Housing, the School of Medicine and Public Health, the Primate Center, the Wisconsin Union, and the College of Agricultural and Life Sciences. CLS delivered approximately 2,400 hours over the last three years of direct service to employees through interpretation and cultural communication instruction in workshops and meetings. This compares to 232 hours of direct service in the initial year.

One program that helps employees work in an increasingly diverse environment is the **Leadership Institute**,¹³ which offers a safe and respectful environment for engaging in a sustained dialogue about one’s self and others, the meaning of work, and leadership. The institute provides a forum for employees to examine where they are in their careers, and to re-envision future possibilities to help lead UW–Madison into an increas-

ingly complex future. A major goal is to enhance and build capacities to work and lead more effectively, thereby contributing toward an affirming campus climate, validating diverse world views and ways of being in the world.

Recognizing that the administration of an increasingly complex organization such as the university requires individuals holding leadership positions to be aware of and prepared to manage complex processes, several new training opportunities have been developed. **New chairs orientations** provide faculty who assume academic department chair positions with the tools and knowledge of relevant policies and procedures, and information about the varied resources and people available to assist them. In 2008, the provost's office, under the leadership of the vice provost for faculty and staff, developed a weeklong, intensive department-chair training. The training is coupled with an online Toolkit¹⁴ and ongoing "Chairs' Chats."¹⁵



Additional opportunities for emerging campus leaders include the Committee on Institutional Cooperation's **Administrative Leadership Program (CIC-ALP)** and the **Kauffman Administrative Development Program**,¹⁶ begun in 1985. The Kauffman program gives faculty, limited appointees, academic staff, and classified staff who currently hold administrative positions a chance to become more familiar with UW–Madison and its relationship with the UW System and the state, enhances their knowledge and skills, and expands their campuswide network of knowledgeable sources.

In 2006 the OHRD began **New Employee Orientation** sessions. Offered on a monthly basis, these sessions provide new employees with an introduction to campus and help ensure that new employees feel welcomed and know where to turn if they have questions (see Building Community special emphasis chapter). On a rotating basis, the chancellor, provost, or vice chancellor for administration participate in this half-day program.

Support for Students

Opportunities that demonstrate that the institution values a life of learning include the Undergraduate Symposium, Undergraduate Research Scholars Program, service learning and community-based research opportunities coordinated through the Morgridge Center for Public Service, and the Wisconsin Idea Undergraduate Fellowships. The annual Undergraduate Symposium¹⁷ provides an opportunity for students to demonstrate the knowledge they have gained through their research experiences, and is also a valuable opportunity for students to learn to describe their work to those who may not be familiar with the highly technical or specialized vocabulary in a particular discipline. Please see Criterion 3c.iii for detailed evidence of UW–Madison's commitment to provide academic enrichment opportunities for students.

The university supports service learning opportunities that are applied and serve the broader community through the Morgridge Center for Public Service¹⁸ (see Criteria 3, 5b). The breadth of opportunities for students to engage within and beyond the classroom is captured in the term the Wisconsin Experience¹⁹ (see Criterion 3).

The **DELTA Program**,²⁰ a UW–Madison outgrowth of a nationwide NSF-funded Center for the Integration of Research, Teaching and Learning (CIRTL) consortium,²¹ specifically serves graduate students in science, engineering, and mathematics who are interested in exploring the relationship between teaching and research. Through three core ideas—teaching-as-research, learning-through-diversity, and learning community—DELTA supports current and future faculty in their ongoing improvement of student learning. The program provides internship opportunities, graduate classes, a graduate certificate, mentor training, and workshops. Graduate students seeking to enhance their teaching skills can avail themselves of a number of opportunities, including the Delta Program's Certificate in Research, Teaching and Learning.



Wisconsin Program for Scientific Teaching.²²

The goal of the WPST, supported by the Howard Hughes Medical Institute Professors program, is to enhance undergraduate biology education by training a new generation of “scientific teachers,” namely faculty who bring the rigor and spirit of science research to teaching. WPST promotes the participation of faculty and future faculty, graduate students and postdocs, as vital educational resources by training them to become outstanding mentors and classroom teachers.

School of Veterinary Medicine Teaching for Student Learning Resources.²³ The School of Veterinary Medicine has compiled a virtual resource center for first-time and experienced instructors in the school.

Training for Teaching Assistants. The university provides numerous resources for graduate students to improve their teaching, and rewards those who take advantage of them (see Criterion 3b). The colleges of Letters and Science, and Engineering, where many of the teaching assistants are employed, provide online and real-time training. In addition, more than twenty courses on teaching are offered by departments in various schools and colleges each semester.²⁴

In Letters and Science alone, each semester more than one thousand graduate students are appointed to serve as teaching assistants. Pedagogical training for TAs is intended to help the university achieve two goals: improved classroom instruction for undergraduates and professional development for TAs who will move on to faculty positions. **TA training** at the university is mandated by the terms of the collective bargaining agreement between the State of Wisconsin and the Teaching Assistants’ Association. According to that agreement, eight hours of training are required for new TAs, and at least two of those hours must come during the first semester. The L&S TA Resource Center provides training workshops and helps departments and TAs with individual consultation. In addition, many departments provide TA training and incorporate a requirement for a teaching experience into the requirements of the graduate program.²⁵

The **Graduate School** supports professional development opportunities and opportunities for networking among graduate students²⁶ including, for example:

- CIC Traveling Scholars Program
- Humanities Exposed (HEX) Programs encourage community-based research for graduate students in the humanities.
- Wisconsin Entrepreneurial Bootcamp (WEB) provides physical/life science or engineering graduate students with an introduction to entrepreneurship and the tools, skills, and issues faced in technology entrepreneurship.
- Graduate Student Professional Development Symposium
- The Elizabeth Hirschfelder Award²⁷ for up to three graduate women in physics, math, and chemistry. The purpose of the award is to provide funding for research-related activities and to encourage graduate women in science.

Additional evidence of the range of resources for graduate students to enhance their capabilities is available on the Web site of the Graduate School.²⁸

Lifelong Learning

The **Division of Continuing Studies**²⁹ provides learning opportunities for learners at all stages, from precollege to lifelong learning credit and noncredit experiences. The division, serving in a coordinating role to ensure a range of educational opportunities, offers career workshops, a Youth Options Program (making college-level courses available to high school students who seek academic opportunities beyond what their local high school curriculum is able to provide), and travel study programs in collaboration

with the Wisconsin Alumni Association. It also coordinates some capstone certificates. In addition, the division oversees the Extension agreements (see Criterion 5).

The Wisconsin Alumni Association, an affiliated organization of the university, provides alumni with many lifelong learning opportunities, including travel, Grandparents University, online courses, Day on Campus, and many arts and cultural events.³⁰

4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

The Graduate School³¹ has overall responsibility for research and graduate education. This dual responsibility reflects the symbiotic relationship between research and graduate education; success in one is closely aligned with success in the other. Furthermore, there are the opportunities for undergraduate students at UW–Madison to participate in cutting-edge research and creative arts enterprises, working closely with faculty, staff, and graduate students. Students at all levels witness deep engagement in intellectual inquiry and come to understand how integral it is to all of the university’s educational programs. Table 11 below provides a snapshot of changes in research at UW–Madison over nearly a decade.

UW–Madison received \$724.7 million in extramural gift and grant awards for research in 2006–07. Nationally, UW–Madison ranks among the top universities for federal research expenditures; UW–Madison has ranked in the top five for more than 25 years.

Table 11. Comparison of Selected Measures for Research

	1998	2007
Research Awards (millions of dollars)		
Federally funded research awards	\$274.6	\$565.4
Non-federally funded research awards	\$232.4	\$463.2
Total research awards	\$507.1	\$1,028.6
Research Expenditures (millions of dollars)		
National rank, total academic NSF science and engineering research expenditures	3rd	3rd
Federal grants and contracts	\$235.0	\$439.3
Gifts and endowments	\$110.6	\$178.1
Revolving funds	\$8.8	\$24.8
State taxes	\$48.7	\$63.8
Total research expenditures	\$403.1	\$706.1
Total Research Expenditures by School/College (millions of dollars)		
College of Agricultural and Life Sciences	75.4	103.3
School of Business	3.7	8.3
School of Education	15.2	22.6
College of Engineering	41.5	66.3
Nelson Institute for Environmental Studies	2.4	4.0
Graduate School	67.2	130.8
School of Human Ecology	0.3	1.0
Law School	1.3	1.2
College of Letters and Science	61.4	106.1
School of Medicine and Public Health	114.8	218.9
School of Nursing	1.7	2.7
School of Pharmacy	4.5	10.5
School of Veterinary Medicine	10.4	22.5
Other divisions	3.3	7.8
Total Research Expenditures	403.1	706.0

Source: 2007–08 Data Digest

Table 12. Faculty Research Awards 1998–2007

Year	Total Research Awards* (millions)	Return per GPR Dollar Invested **	Average Faculty Research Award***
1998–99	\$417.3	\$8.4	\$284,028
1999–2000	\$445.2	\$8.6	\$293,268
2000–01	\$509.4	\$9.0	\$324,457
2001–02	\$561.2	\$9.4	\$364,462
2002–03	\$583.5	\$9.9	\$361,735
2003–04	\$704.8	\$12.7	\$436,846
2004–05	\$769.8	\$13.9	\$481,787
2005–06	\$703.0	\$12.4	\$439,517
2006–07	\$724.7	\$12.1	\$435,446

*Includes some multiyear grants awarded in single year. **Total research awards divided by GPR supported research. ***Average award for faculty members receiving awards that year. In any given year, approximately two-thirds of UW–Madison faculty members are principal investigators on extramural research projects.

Source: UW–Madison Accountability Report: Achieving Excellence, 2007

The average faculty research award was \$435,446 in 2006–07 (table 12). The institution's strength in research is the result of the efforts of thousands of individuals—faculty members, postdoctoral fellows, graduate students, and academic and classified staff members—who work in research groups and support the research process. UW–Madison annually conducts more than \$700 million of research across all fields.³² Since 1998, the proportion of research support from nonfederal sources has shifted slightly in some categories, including an increased reliance on UW Foundation funds and a decrease in the percentage of research funded by business and industry (figure 15). Much of the non-federally supported and federally supported research has been initiated with seed money provided by the Wisconsin Alumni Research Foundation, the technology transfer arm of the university.

As an institution, UW–Madison seeks to nurture outstanding scholarship across all parts of the intellectual landscape. Further evidence of this may be found distributed among the schools and colleges through the form of disciplinary honors and awards garnered by faculty, staff, and students.

The Graduate School sets university-wide standards and policies, serves in a special advocacy and communication role, and promotes diversity initiatives aimed at increasing the recruitment and retention of underrepresented graduate students. The Graduate School fulfills these roles by initiating and incubating new ideas, and facilitating research and graduate education through partnerships with schools/colleges and other campus units. UW–Madison has approximately 9,000 graduate students spread across more than 100 programs. According to a recent issue of *America's Best Graduate Schools*, published by U.S. News and World Report, more than 50 programs at UW–Madison rank among the top ten nationally. The institution also is proud to be the intellectual home of nearly 2,000 international graduate students from approximately 100 countries. The tremendous breadth of academic resources, along with a world-renowned faculty are two reasons why the institution's graduate programs consistently attract some of the top students from the United States and throughout the world.

The Graduate School provides an administrative home for 17 multidisciplinary research centers and institutes. These centers involve faculty, staff, and students from the natural sciences, social sciences, and the arts and humanities. Together they generate, on an annual basis, more than \$160 million in extramural research awards. They also play an important role in terms of graduate education and outreach.

Organizationally, the office of **Research and Sponsored Programs (RSP)**, under the direction of the dean of the Graduate School/vice chancellor for research, serves as the central administrative organization for supporting externally funded research. RSP assists in research funds management, provides a central source of information on policies and procedures regarding research funding, and provides oversight to ensure effort reporting and other compliance requirements of grants are met. The office provides critical support for the research faculty and staff to ensure that grant funding and activities are managed responsibly and in compliance with all local, state, and federal laws. Figure 16 shows the overall growth in federal and nonfederal research support received. There is some

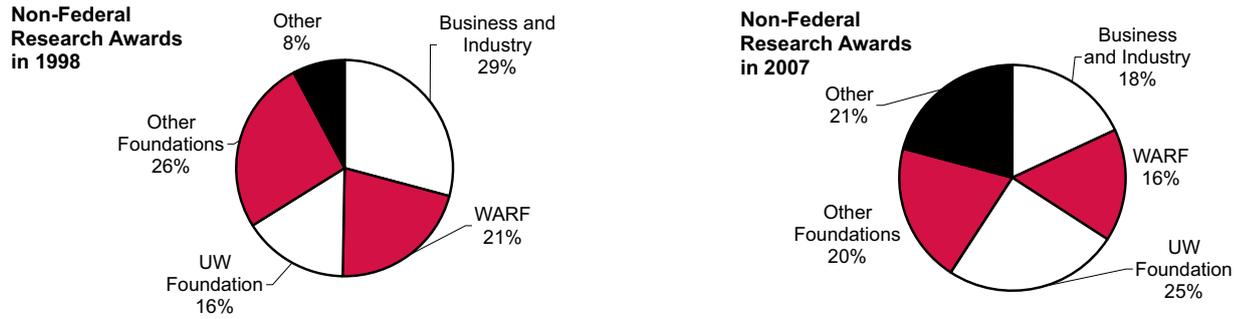


Figure 15. Proportion of nonfederal research expenditures by type, 1998 and 2007 Source: 2007–08 Data Digest, p. 56

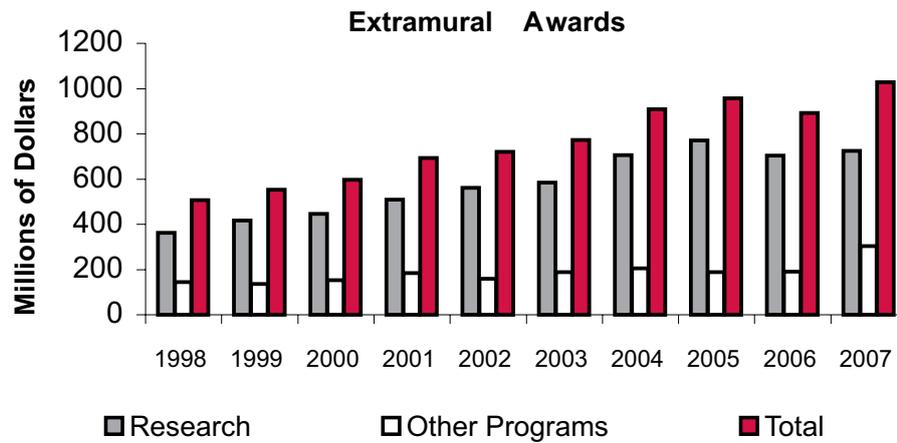


Figure 16. Extramural research support, 1997–2007 Source: Data Digest, p. 47

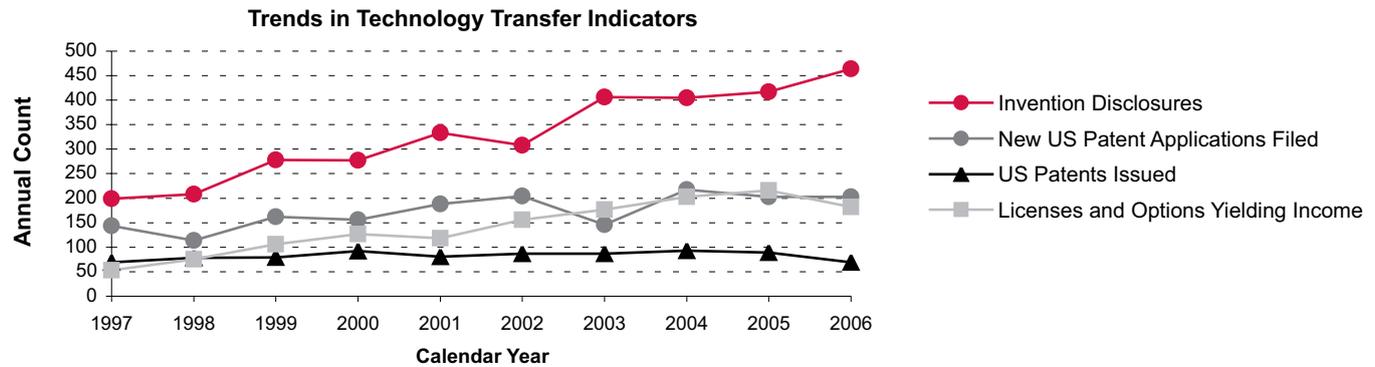


Figure 17. Trends in technology and transfer data Source: 2007–08 Data Digest p. 57

concern on campus that RSP staff members are stretched by the volume of work they face, given the increase in research and federal funding over the last decade. Efforts are under way to address this concern.

Wisconsin Alumni Research Foundation

The Wisconsin Alumni Research Foundation (WARF) (see Overview) works with business and industry to transform university research into real products benefiting society at large (figure 17). Over the years WARF has developed a model of technology transfer based upon true partnership with the UW–Madison and industry, an approach that today makes it one of the most successful long-term benefactors of technological innovation and public welfare in the country.

The official mission of this private, nonprofit organization is to support scientific research at UW–Madison. Since making its first grant of \$1,200 in 1928, WARF has contributed more than \$915 million to UW–Madison, including monies to fund research, build facilities, purchase lands and equipment, and support a bevy of faculty and graduate student fellowships each year.

Centers and Institutes

UW–Madison has 240 centers, institutes, or center-like units.³³ The large number of active centers, institutes, and center-like units at UW–Madison evidences a long tradition of collaboration and cross-disciplinary research and scholarship. It is part of the culture of the institution that faculty, staff, and students work in this manner. Indeed, evidence of this tradition is found in the fact that approximately 45 percent of faculty have multiple department/unit affiliations (including those with salaries split between units and zero-dollar appointments).

A number of these centers and institutes are administratively connected with the Graduate School, including the Biotechnology Center, the Institute on Aging, the Physical Sciences Laboratory, the Synchrotron Radiation Center, the Stem Cell and Regenerative Medicine Center, and the Wisconsin Institutes for Discovery; however, centers and institutes are administratively managed by units across campus.

Interdisciplinary Innovations

Over the last decade, UW–Madison embarked on a number of initiatives that capitalize on the institution’s deep commitment to supporting faculty and staff in collaborative, cross-disciplinary, and cutting-edge scholarship. These initiatives demonstrate that the institutional culture at Wisconsin seeks to promote and extend the boundaries of disciplines and create interdisciplinary activity that has become a trademark of the university. What follows is a description of the Cluster Hiring Initiative, the emerging Wisconsin Institutes for Discovery, and several examples of research and scholarship that highlight the institution’s commitment to collaborative and interdisciplinary activity. Many of these activities evidence a deep commitment to engaging in activities that serve the public and improve the quality of life for all.

Cluster Hiring Initiative³⁴

One example of an innovative strategy to promote cross-disciplinary scholarship is the UW–Madison **Cluster Hiring Initiative**. This initiative, an outgrowth of the campus strategic planning process, was launched in 1998 as part of the Madison Plan, an innovative proposal conceived by then Chancellor David Ward to hire 150 new faculty members to keep UW–Madison at the forefront of research and knowledge, and to advance the state’s economy. The Cluster Hiring Initiative supports the expansion of knowledge that is arising, increasingly, from more than one discipline. Clusters have been formed in areas such as biophotonics, genomics, communication technology, and visual culture. The funding strategy leveraged gift funds (UW Foundation) and patent licensing income (WARF) to secure new state funding specifically targeting new faculty lines.

The stated objectives of the Cluster Hiring Initiative are to:

- enable the campus to devote a critical mass of faculty to an area of knowledge that would not be addressed through existing departmental structures;
- provide for new research tracks and collaborative opportunities;
- address complex societal problems;
- advance the Wisconsin Idea by serving society’s needs through interdisciplinary research, learning, and service;
- encourage and foster cooperation within an already strong faculty and staff;
- create new curricular offerings on the undergraduate and graduate levels; and
- assist in fulfilling other missions of the university, particularly increasing campus diversity.



Oversight of the initiative lies with the vice provost for faculty and staff in collaboration with a Cluster Hiring/Interdisciplinary Advisory Committee. To date, the Cluster Hiring Initiative has authorized 49 clusters with 144 faculty positions in a variety of interdisciplinary areas (138 centrally funded cluster positions, matched by six positions from schools/colleges).

The university recognizes the need to evaluate the success of the Cluster Hiring Initiative and find ways to continuously improve the structures and processes to minimize barriers to success in interdisciplinary and cross-disciplinary research. An initial evaluation was conducted in 2003³⁵ and in 2008, a follow-up evaluation was completed³⁶ with observations and recommendations for future directions.

For the last three years, the institution has hosted an interdisciplinarity conference³⁷ to bring together faculty and staff involved in cluster and interdisciplinary research activities. The conferences focused on questions such as: *What will the interdisciplinary campus of the future be like? How will it be managed and administered? What will the implications be for buildings and grounds, fundraising, tenure and promotion, graduate and undergraduate education, research and collaboration, information management, and public/private engagement?*

In addition, the vice provost for faculty and staff is leading discussions around the issue of tenure guidelines, with particular attention being paid to the ways in which interdisciplinary scholarship is recognized in criteria for granting tenure.³⁸

Wisconsin Institutes for Discovery³⁹

Another example of the institution's commitment to supporting the acquisition, discovery, and application of knowledge in an interdisciplinary context is the Wisconsin Institutes for Discovery. These twin institutes, comprised of the public **Wisconsin Institute for Discovery** and the private **Morgridge Institute for Research**,⁴⁰ will be state-of-the-art facilities intended not only to bring together scientists from a broad spectrum of disciplines, but also to involve faculty and staff in the arts and humanities, education, and outreach, as well as scholars of the interdisciplinary research process itself.

In 2004, Wisconsin Governor Jim Doyle proposed the formation of the Wisconsin Institutes for Discovery with the hopes that it would help to strengthen the state's position in science and technology and stimulate the economy. In support of this proposal, alumni John and Tashia Morgridge pledged \$50 million—the largest individual gift in the university's history—toward construction of the institutes. The Morgridge gift was matched by a \$50 million donation from the Wisconsin Alumni Research Foundation (WARF) and a state contribution of \$50 million advocated by Doyle and approved by the State Building Commission. Once construction is complete in 2010, the \$150 million

facility will encompass the entire 1300 block of University Avenue between Randall Avenue and Orchard Street.

In February 2007, the institutes' research program was officially launched with the naming of eight recipients of Discovery Seed Grants.⁴¹ Their projects encompass methods for discovering new drugs and detecting disease early; treatments for inflammatory diseases, attention deficit disorder and chronic wounds; advanced "micro-lenses" with medical applications; large-scale production of human embryonic stem cells; and studies focused on eliminating gaps in school achievement among different student populations. The scientific studies now under way are addressing some of the thorniest problems facing human health and welfare.

These projects, as well as those in the future, are also expected to enhance UW–Madison's long and thriving tradition of interdisciplinary research, and spur new knowledge, technologies, disease treatments and cures, and regional economic development.

International Institute⁴²

The International Institute, founded in 1996 by the College of Letters and Science and the Division of International Studies, is comprised of 16 international and area studies member programs that promote education and scholarship about every region of the world. Eight of these member programs are federally supported Title VI National Resource Centers. More than 400 faculty members are affiliated with the International Institute as they work to develop innovative international curriculum, interdisciplinary courses, capstone seminars, language programs, and collaborative research seminars. The institute, home to distinguished visitors, including a diplomat-in-residence and researchers from around the world, supports several interdisciplinary, cross-regional research circles in which faculty members and graduate students work on topical issues of global significance. One member program of the Institute is the Center for World Affairs and the Global Economy⁴³ (WAGE), which provides workshops, executive briefings, and information to Wisconsin businesses and government.

Select Examples of Research and Creative Initiatives

Stem Cells⁴⁴

Dr. James Thomson, the John D. MacArthur Professor of Anatomy, in 1998 became the first scientist to isolate and culture human embryonic stem cells. In 2005, the National Institutes of Health awarded \$16 million over four years to UW–Madison to establish a National Stem Cell Bank. Not long after, in May 2007, UW–Madison established a new **Stem Cell and Regenerative Medicine Center**. The center, operating under the joint auspices of the Graduate School and the School of Medicine and Public Health, serves as a focal point for research in stem cell biology and regenerative medicine, a multidisciplinary field that seeks to develop technologies to repair or replace diseased or defective tissues or organs. As many as 50 UW–Madison faculty, and many more graduate and undergraduate students, are engaged to varying degrees in this type of work.

Great Lakes Bioenergy Research Center⁴⁵

A consortium of universities, the U.S. Department of Energy Office of Science, national laboratories and businesses, led by UW–Madison, was awarded one of three major new biology research centers in 2007 to explore the vast potential of bioenergy. The award of approximately \$125 million over five years establishes the DOE **Great Lakes Bioenergy Research Center**, where scientists and engineers will conduct basic research toward a suite of new technologies to help convert cellulosic plant biomass—cornstalks, wood chips, and perennial native grasses—to sources of energy for everything from cars to electrical power plants. The grant is part of the larger Wisconsin Bioenergy Initiative, a statewide effort focused on the development of fuel and energy resources from nonfood sources in ways that promote regional economic growth in the context of good environmental stewardship. The initiative involves faculty, staff, and students from agricultural and life sciences, engineering, business, and letters and science.

Institute for Clinical and Translational Research⁴⁶

A newly created **Institute for Clinical and Translational Research** at UW–Madison will work to transform health research so that discoveries flow along a continuum from basic and clinical investigation to translation into practice, leading to practical improvements in the health of Wisconsin residents. The institute, which is a collaboration of schools and colleges (engineering, medicine and public health, nursing, pharmacy, veterinary medicine) features a strong partnership with Marshfield Clinic and its research arm, the Marshfield Clinic Research Foundation.

Wisconsin Center for Education Research⁴⁷

Established in 1964, **WCER** is one of the oldest and largest university-based education research and development centers, with annual extramural funding of approximately \$25 million. WCER's research awards come from a variety of federal agencies and private foundations. WCER is committed to disseminating research to advance educational practice. It also is deeply involved in training tomorrow's researchers, employing more than one hundred graduate students in varying fields on numerous projects. WCER projects are cross-disciplinary, and researchers come from most areas of specialization within the School of Education, as well as from such diverse disciplines as biology, sociology, English, law, mathematics, engineering, astronomy, and social work. Many WCER projects study the application of technology.

Institute for Research in the Humanities⁴⁸

The **Institute for Research in the Humanities (IRH)** sponsors research in the humanities, promotes interdisciplinary understanding of the humanities, and fosters a stimulating research environment of diverse scholars open to learning from each other. The institute also collaborates closely with many other humanities initiatives on campus, especially the Center for the Humanities. The IRH features:

- Twenty to thirty fellows each year
- Weekly seminars offered by fellows
- Focus on the humanities lectures, with the Center for the Humanities
- Faculty development seminar each semester, with the Center for the Humanities
- Links with campus centers and institutes in the arts and humanities

4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

UW–Madison's Approach to General Education

The purpose of the university's General Education Requirements⁴⁹ is to ensure that every undergraduate acquires the essential core of an undergraduate education that establishes the foundations for living a productive life, being a citizen of the world, appreciating aesthetic values, and engaging in lifelong learning in a continually changing world. These core requirements provide for breadth across the humanities and arts, social studies, biological sciences and physical sciences; competence in communication, critical thinking and analytical skills appropriate for a university-educated person; and investigation of the issues raised by living in a culturally diverse society.⁵⁰ All students entering UW–Madison as freshmen or undergraduate transfer students must satisfy these requirements

The learning outcomes associated with these breadth requirements are discussed in greater detail in the chapter on Criterion 3.

The quantitative reasoning requirements set a high standard for UW–Madison graduates. The threshold is higher than at many colleges and universities: typically college-level algebra is sufficient to meet minimum degree requirements. It is notable that the majority of UW–Madison students complete degrees that have a strong quantitative foundation—approximately 35 percent complete degrees in the physical and biological sciences and nearly half of the institution's undergraduate students complete degrees



in the social sciences. In contrast, the national average for degrees in the natural sciences is about 17 percent. The emphasis on an education that ensures strong quantitative skills is a distinguishing feature of UW–Madison and one that ensures graduates have the skills for the knowledge economy and preparation for civic duty.

In addition to breadth requirements, the College of Letters and Science and the School of Business have a foreign language requirement for undergraduates. UW–Madison is a global leader in foreign language education, with eighty language programs and one of the most active study-abroad programs in the nation. The **Language Institute**⁵¹ provides detailed information on language course offerings, and area study centers, and links to study abroad program information.

Ethnic Studies at UW–Madison

The general education requirements include what UW–Madison calls the Ethnic Studies Requirement. The Ethnic Studies Implementation Committee developed a series of descriptive guidelines to facilitate implementation of the ethnic studies requirement.⁵² Key criteria included specifying that “course material illuminates the circumstances, conditions, and experiences of racial and ethnic minorities in the United States.” When comparative formats are used (either to compare the United States to other nations, or to compare experiences of once–marginalized U.S. groups that have since been assimilated), comparisons are drawn to better understand how persistently marginalized groups negotiate the conditions of their marginalized status.⁵³

The responsibility for assessing student learning as it relates to the general education requirements is vested in the Undergraduate General Education Committee.⁵⁴ The 2008–13 assessment plans make assessment of student learning in ethnic studies courses a priority (see also Criterion 3a). The information presented in support of Criterion 3 evidences the institution’s vision for the student experience that includes the Essential Learning Outcomes. Embodied in these frameworks are the campus’s undergraduate General Education and major-specific discovery and learning expectations and procedures for evaluating the extent to which the institution is successful in ensuring that students are prepared to work in a global, diverse, and technological society.

Wisconsin Experience

As described in greater detail under Criterion 3, the *Wisconsin Experience* is a term the institution has adopted to frame the combination of experiences and outcomes for students at UW–Madison. UW–Madison is engaged in efforts to promote the concept of the Wisconsin Experience in order for students to understand the institution’s outcome goals and objectives, and to seek for themselves opportunities to enhance their own learning and personal growth. At the same time, the institution recognizes the need to figure out ways to assess its impact. Articulating exactly what components and experiences make up the Wisconsin Experience is a crucial step in the process. Once these pieces are identified, UW–Madison will move toward a process of assessing the extent to which each of the components contributes to the desired outcomes. This is a process under development, and comments and suggestions for pursuing these concepts are welcome.

International Experience and Preparation for Global Citizenship

Academic preparation of students for a changing world is addressed in the special emphasis study team report *Preparing Global Citizens* and has been a focus of the institution’s current strategic plan for more than ten years.⁵⁵ Awareness of the need to prepare students for roles in the global society is evidence in efforts to encourage students to participate in study abroad opportunities.

International Student Services (ISS)⁵⁶ processes and certifies the visas of the 3,900 international students each year. In addition, the office has greatly expanded efforts to support the transition, orientation, and success of international students through several means, including programs that encourage interaction among international and American-born college students, such as the BRIDGE (Building Relationships in Diverse Global Environments) program.

The **Division of International Studies**⁵⁷ provides the administrative home for the Study Abroad office. UW–Madison, ranked tenth among research universities for the total number of students who have studied abroad, has students in more than 100 programs on six continents. UW–Madison students study abroad for longer periods of time than the national average—66 percent study for one semester or longer, compared to 45 percent nationally.

As a high priority, UW–Madison annually assesses its progress in increasing the number of students participating in study abroad programs (table 13).

Table 13. Proportion of Students Who Completed Study Abroad During Their Undergraduate Education

Year	Unduplicated Annual Headcount*	% of Graduates who Studied Abroad**	All UW–Madison Students Studying Abroad***
2002–03	957	16	1,320
2003–04	1,053	20	1,441
2004–05	1,148	18	1,609
2005–06	1,116	21	1,611
2006–07	1,136	22	1,616
2007–08	1,470	22	1,846

* UW–Madison programs only.

** % of bachelor's degree recipients who studied abroad through any institution's program.

*** Source: Institute for International Education Open Doors Report; includes participants in study abroad programs at other universities. Table appears in the UW–Madison portion of the 2007 UW System Accountability Report.

A task force on global competencies, appointed by the provost in 2007, developed a framework for developing in students the following attributes:

- Ability to work effectively in a variety of cultures
- Effective communication across linguistic and cultural boundaries
- See/understand the world from a perspective other than their own
- Understand and engage in solving critical global issues
- Understand and appreciate the diversity of society and cultures
- Understand the interdependence of nations in a global economy

The full report, made public in September 2008, is posted online.⁵⁸

In addition, a special emphasis team addressed related issues in its report, *Preparing Global Citizens*. Coupled with the Global Competence Task Force work, these efforts evidence the interest among faculty, staff, and students in deepening their understanding of global issues and how the institution can better prepare students as global citizens and emerging leaders.

Programs for Faculty, Staff, and Students to Advance Diversity and Enhance Campus Climate

In addition to the formal curriculum, the institution supports a number of initiatives that provide students, faculty, and staff with opportunities to develop a deeper understanding of socio-cultural diversity and human relations. The structure of these opportunities varies, but they all provide evidence of the institution's commitment to breadth of knowledge and skills and the development of a community that has the ability to live and work within a global and diverse society.

The **Women in Science & Engineering Leadership Institute (WISELI)**,⁵⁹ a research center located in the College of Engineering, was first established by an NSF ADVANCE

Institutional Transformation grant. Its mission is to promote the participation and advancement of women in academic science and engineering. In addition to research and evaluation projects such as exit interviews with faculty who have left the UW–Madison, WISELI is actively working to enhance the climate in science and engineering for underrepresented groups, and to increase the diversity of those in disciplines, through its programming. WISELI supplies evidence-based content in workshops that adhere to the principles of adult education to faculty and staff throughout the university. The Office for Equity and Diversity and the Office of the Provost have partnered with WISELI to provide workshops for faculty hiring committees, climate workshops for department chairs, workshops for principal investigators, grants for STEM departments wishing to diversify their brown-bag seminars, and grants for faculty/staff whose life events are interfering with research productivity (see also Criterion 2a and Building Community special emphasis team report).

The **Leadership Institute**⁶⁰ offers small group seminar-like discussions for safe and engaging dialogue within a diverse learning community. Participants explore notions of self and others, and the meaning of work and leadership. A major goal is to enhance and build capacities to work and lead more effectively, thereby contributing toward a campus climate affirming and validating diverse world views and ways of being in the world.

Seeking Educational Equity and Diversity (SEED) is a national project on inclusive curriculum. The UW–Madison SEED chapter is for faculty, staff, and administrators interested in multicultural and gender-balanced scholarship and its implications for a more inclusive curriculum and teaching methods. The seminar provides a unique opportunity for participants to meet in a safe and respectful environment to discuss and develop strategies for building inclusive curricula and classrooms. The institution also supports **SEEDED** (Seeking Educational Equity and Diversity for Experienced Doers).⁶¹ A Student SEED also provides these opportunities for students.

Assessing Learning Outcomes and Establishing New Visionary Goals

The special emphasis team report *Preparing Global Citizens* provides a rich description of the institution's current initiatives and documents the ideas of a team of faculty, staff, and students that spent an academic year reflecting on ways in which the institution can better prepare students to be global citizens and leaders in the future. Among their recommendations is the notion that the university develops new architecture with appropriate advanced technology to ensure that classrooms and learning spaces facilitate collaborative work and engagement that is not limited by physical location. The team also recommended the infusion of content across courses to achieve knowledge integration, an emphasis on immersion learning such as study abroad education, language proficiency, enhancing efforts to educate for "global information literacy," and encouraging faculty and staff to also be prepared for global citizenship and leadership.

Beyond these forward-looking recommendations, there are a number of ongoing efforts to assess student learning, determine the effectiveness of the educational programs, and ensure that students are able to live and work in a global, diverse, and technological society. The chapter regarding evidence of meeting Criterion 3 provides detailed information about efforts to assess student learning at the undergraduate and graduate levels.

UW–Madison has a range of strategies in place to evaluate the student experience and serve as a basis for decision-making and program improvement. Both academic units and units that support the academic enterprise are attuned to improvement (see Criterion 3):

- The **National Survey of Student Engagement (NSSE)**⁶²
- The **Undergraduate Survey**⁶³
- A **graduate student** exit survey was implemented in 2008
- **Survey of Earned Doctorates**⁶⁴
- The annual **DoIT Technology Survey**⁶⁵

- The rate at which bachelor's degree recipients participate in **academic enhancement activities**⁶⁶
- **Degree completion rates and time-to-degree**⁶⁷

The units that support the academic enterprise have substantial and ongoing evaluative processes (see Criterion 3d).

4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The university, through allocation of personnel and resources, seeks to ensure that faculty, staff, and students act responsibly as they engage in discovery and application of knowledge. Like many research extensive universities, the UW–Madison has a host of policies and procedures that govern day-to-day operations and help the institution respond appropriately to (rare) cases of misconduct, as well as administrative units that provide guidance for appropriate practice.

Policies

- State of Wisconsin Statute—Chapter 36⁶⁸
- UW System Policies and Procedures⁶⁹
- *Faculty Policies and Procedures*⁷⁰
- *Academic Staff Policies and Procedures*⁷¹
- *Classified Human Resources Policies and Procedures*⁷²
- UW System Administrative Code regarding student academic and nonacademic conduct⁷³
- Research Policies and Procedures, including Conflict of Interest⁷⁴
- Human Research Protection Program⁷⁵
- Intellectual Property Policies and Procedures⁷⁶
- Outside Activities Reporting Requirement⁷⁷
- Information Technology policies⁷⁸

Relevant Administrative Units

- Administrative Legal Services⁷⁹
- Environment, Health and Safety Department⁸⁰
- Office for Equity and Diversity⁸¹
- Graduate School⁸²
- HIPAA Privacy Officer⁸³
- Internal Audit⁸⁴
- Research Animal Resource Center⁸⁵
- Research and Sponsored Programs⁸⁶

The institution offers many online programs and regular, face-to-face training sessions⁸⁷ on topics such as research ethics, stem cell ethics and policies training, animal user training, (and safety training) to ensure that all faculty and staff are fully informed of their responsibilities associated with the research they conduct.

Additional opportunities exist to ensure that faculty, staff, and students have the appropriate information to perform their duties. Examples of such opportunities include the annual orientation for new department chairs⁸⁸ and an array of courses for managers and supervisors.⁸⁹

The **Human Research Protection Program**, including UW–Madison's Institutional Review Boards (IRBs) and the Human Research Protection Program Advisory Committee provide oversight and management of UW–Madison extensive human research activities.⁹⁰ The Advisory Committee is responsible for human research protection policy, and



the IRBs are responsible for oversight and compliance to help ensure that research conducted at UW–Madison strictly follows all federal, state, and campus policies.

The provost recently established a **Health Sciences Conflict of Interest Task Force** charged to review and propose relevant policies and procedures.

Summary of Evidence

UW–Madison provides an array of innovative library and technological resources to facilitate learning, including the shared digital repository and electronic reserves, that evidence a forward-looking approach.

The accomplishments of faculty, staff, and students are recognized through numerous awards that underscore the institution's commitment to learning and discovery. Investment in the Undergraduate Academic Awards office ensures that academically talented students receive assistance to help them be more competitive for prestigious national awards.

The institution invests in an array of professional development programs that advance the mission of the university by providing, for example, valuable opportunities to strengthen cultural understanding.

UW–Madison's research mission is supported through investments in the infrastructure such as the Graduate School and Research and Sponsored Programs. Examples of evidence of the institution's success in this area can be found in the receipt of extramural gifts and grants and the institution's total research expenditures.

The scope and scale of interdisciplinary scholarship, exemplified through the Cluster Hiring Initiative at UW–Madison, evidences the institution's commitment to the exercise of intellectual inquiry.

UW–Madison's efforts to examine the outcomes of its General Education Requirements, described in this chapter and in the chapter on Criterion 3, demonstrate the university's commitment to assess the usefulness of its curricula to students. Global concerns and concerns related to sustainability are very much a part of the ongoing discussions, consistent with recommendations made in the self-study team reports.

Evidence of the institution's commitment to responsible educational and research practices is evidenced through the structures for and enforcement of campus policies and procedures regarding appropriate conduct of research.

Beyond the scholarly endeavors, further evidence of the application of the knowledge generated by faculty, staff, and students is documented in the following chapter, Criterion 5.

Future Challenges and Areas for Improvement

- Support the evolution of libraries and the services they provide as the nature of publishing and digital and print media change.
- Continue to assess and support interdisciplinary research and the implications of interdisciplinarity on campus procedures and practices.
- Continue efforts to resolve the graduate student funding challenge. UW–Madison's enduring strength in the area of graduate education is threatened by resource limitations affecting graduate programs' ability to offer competitive stipends to attract strong graduate students.
- Support efforts to improve and enhance the research infrastructure.

- Assess current course offerings, and, if deemed appropriate, expand opportunities to better prepare students for work in a more global, diverse, and technological world.
- Continue to engage in proactive training and development to minimize risk and liability, particularly in the area of IT security.

Notes

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39. www.discovery.wisc.edu/
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CRITERION FIVE: ENGAGEMENT AND SERVICE



5. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Engagement and service are embedded in the traditional missions of research, education, and service that define the university's role as a major public research university (see Criteria 1a, 1b). The constituencies of UW–Madison are generally widely construed to include the people of the state of Wisconsin and the wider society, regionally, nationally, and internationally. Specific constituent groups are also a focus for service: prominent among those groups are students, their families, their employers, and all those served by UW–Madison students and alumni.

This strong sense of working for the greater good dates back to the earliest days of the university. Some of the most well-known historical examples include: the development in 1890 of a quick and accurate test to measure the butterfat in milk, which revolutionized the dairy industry; methods to fortify food with components of Vitamin D in the 1920s, thereby eradicating rickets; the central role of UW–Madison faculty in establishing the Social Security system as a key feature of the New Deal in the 1930s.¹ Current faculty research on the big issues facing society—climate change, energy resources, regenerative medicine and advances in stem cell research, governance and the future of democracies, the interface between technology and society, global financial markets—feed local, regional, and national practice and policy setting.

On the strength of the breadth and depth of the university's engagement with a range of communities, in 2008 UW–Madison applied for and was awarded the Carnegie Foundation's "Community Engagement" classification status.²

"UW–Madison's commitment to the Wisconsin Idea ensures that we eschew the image of a university as an ivory tower. Our public university strives to yield incalculable benefits to our state and to the overall well-being of society. Life is enriched every time pain and suffering is alleviated thanks to a medical breakthrough, every time an artist or musician brings aesthetic pleasure to the world, every time school children learn more due to instructional improvements derived from university-based research."

Modified from the Discovery and Learning special emphasis report

5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Four examples have been selected to illustrate the ways in which the university meets this criterion: the Wisconsin Idea Project; the extension, outreach, and continuing education enterprise; community relations activities; and widespread use of advisory boards that include community voices.

5a.i. The Wisconsin Idea Project

The Wisconsin Idea Project was initiated in 2006³ as a systemic effort to learn from the citizens of Wisconsin about their expectations, to understand how the university is serving those needs and expectations, and to enhance the university’s relevance to the citizens of Wisconsin. Wisconsin Idea Project activities are organized into four thematic categories—building the economy, advancing health and medicine, educating young and old, and enhancing quality of life—with the following stated goals:

- Communicate the tangible benefits of the university’s extensive public interest work in education, research, clinical, and outreach engagement activities.
- Better manage these activities to create more systemic and sustainable ways for all faculty, staff, and students to have a broader impact on issues of great significance to the state.
- Task faculty, staff, and students with strengthening and reinvigorating the core value and culture of the Wisconsin Idea.
- Consistently communicate the university’s commitment to engage actively with the citizens of the state.

One component of the Wisconsin Idea Project is a series of community conversations that are incorporated into statewide outreach visits made by the provost and chancellor and other key campus leaders in conjunction with the alumni-based Founders Days, UW For You, and Badger Day programs. These conversations are used to gather citizen input and inform the current and future direction of the university. Survey information also informs the university’s understanding of public perception (figure 18.) In 2007–08, a faculty member (Katherine Cramer Walsh, professor of political science) conducted a

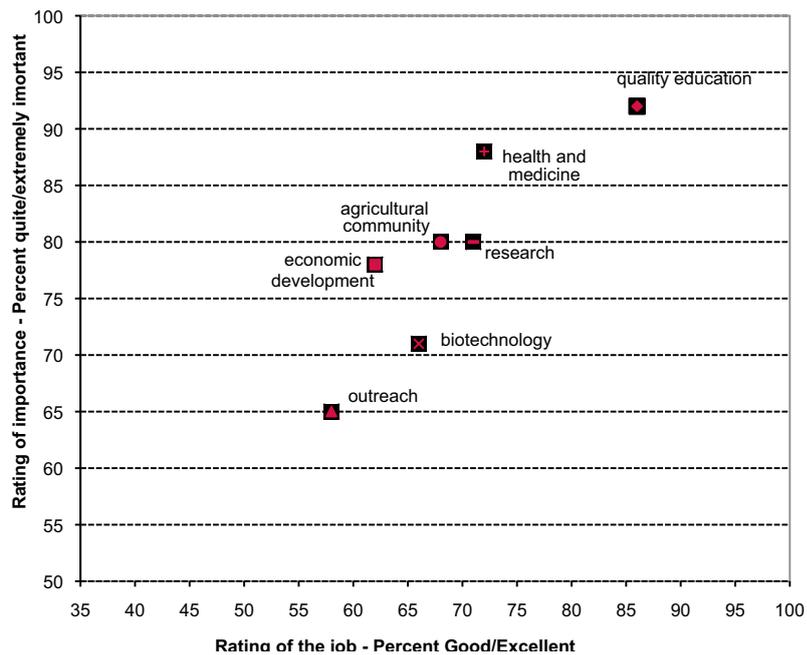


Figure 18. Selected Badger Poll results, spring 2008

Respondents were asked to rate the importance of UW–Madison activities and how good a job the university was doing. The percent of respondents ranking the importance as quite or extremely important and as ranking the quality of the university’s effort as good or excellent is given.

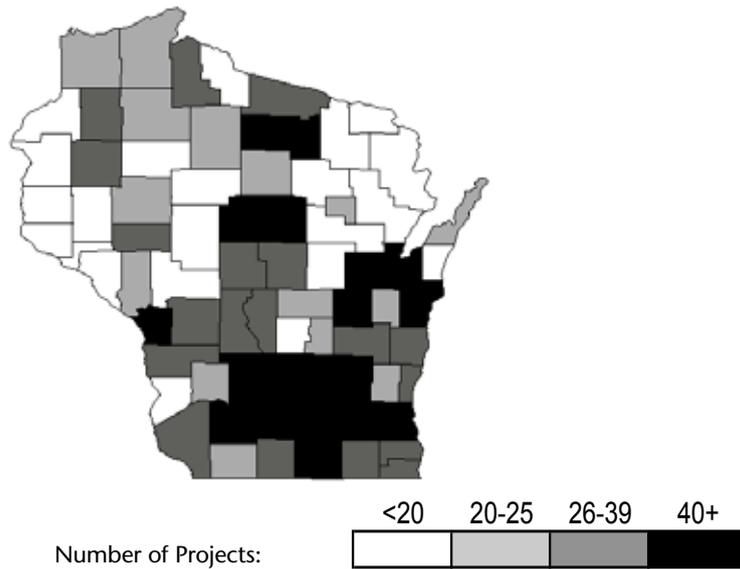


Figure 19. The Wisconsin Idea in Action: distribution of projects in Wisconsin counties

statewide study of perceptions of the university based on community conversations. Walsh has presented her findings with faculty and staff groups,⁴ including campus leaders, and her findings are influencing policy and practice.

Another core component is the systematic collection and tracking of community-engagement projects and activities that are conducted by faculty, staff, and students through an online database called “Wisconsin Idea in Action.” The database is searchable by keyword, subject area, Wisconsin county, or academic unit. As of October 2008, 880 projects or activities had been collected in the database.

The Wisconsin Idea in Action database pulls together information from a series of sources and combines them, for the first time, into reports on community engagement and outreach activities for the schools and colleges and other major divisions. The reports describe how the university is active in each of the 72 counties in Wisconsin (figure 19). These reports allow faculty and staff to analyze areas of rich activity and provide a perspective on gaps. When university leaders visit communities throughout the state, this information is useful as a basis for discussing ways that the university is active within the community and ways to improve the exchange.

A specific example of how the Wisconsin Idea in Action database is being used strategically can be seen with the university’s research, education, and outreach efforts related to K–12 education. The database is a repository for descriptions of scores of science outreach programs on campus. The School of Education, the Center for Biology Education, and the Division of Continuing Studies have initiated a project to coordinate these efforts, to establish a K–12 concierge to help make better matches, to more effectively transfer pedagogical research findings to the classroom, and to support faculty research initiatives to identify which programs most effectively serve K–12 students and teachers.

The Wisconsin Idea Project is evidence that the university has acted on the need to better document and evaluate outreach, service, and community engagement, and to find ways to more effectively leverage existing engagements and plan for the future.

5a.ii. Extension, outreach, and continuing education

The extension, outreach, and continuing education activities of the university are the most visible and deeply rooted ways in which the university identifies and serves its constituencies. This partnership with the public is distributed across the university. In addition, the formal extension, outreach, and continuing education activities are con-

“Outreach is conducted in all areas of the university’s mission: teaching, research and service for the direct benefit of external audiences. Outreach teaching extends the campus instructional capacity through credit and noncredit continuing education and cooperative extension activities including, courses, seminars, workshops, exhibits, publications and telephone contacts. Outreach research extends the university’s research capacity to academic and nonacademic audiences through applied research, technical assistance, demonstration projects and the evaluation of ongoing programs. Outreach service is designed to extend the specific expertise to serve society at large. It may include participation on advisory boards, technology transfer or policy analysis, and consulting.”

Excerpted from Commitment to the Wisconsin Idea: A Guide to Documenting and Evaluating Outreach Scholarship in the Tenure Application 1997, Council on Outreach.⁵

ducted in partnership with the University of Wisconsin–Extension (UW–Extension). UW–Extension partners with UW–Madison and the other universities that comprise the UW System. UW–Extension and UW–Madison *together* exercise a statewide mission to ensure that “all Wisconsin people can access university resources and engage in lifelong learning wherever they live and work,” and to “help the university establish mutually beneficial connections with all its stakeholders.”

The UW–Madison Division of Continuing Studies coordinates and administers the UW–Madison/UW–Extension collaborative partnership on behalf of UW–Madison. The partnership is documented in the **Inter-Institutional Agreement (IIA)**, a \$50 million enterprise involving hundreds of faculty and staff. The review and negotiation of the IIA by UW–Madison’s Division of Continuing Studies is an annual opportunity to define programmatic expectations and the financial resources that will be transferred to UW–Madison to advance the shared outreach mission.

UW–Madison’s **Council of Outreach Deans**, led by the dean of continuing studies and vice provost for lifelong learning, serves as the institution-wide forum for the evaluation and promotion of outreach and a link to the UW–Extension partnership. The Council of Outreach Deans is comprised of representatives from each of the university’s schools and colleges. In September 2008 the council adopted a new charter that refreshed its roles and responsibilities to recognize that a more clearly articulated mission and leadership strategy was consonant with the university’s priorities. The council’s mission is: help make UW–Madison a public university that directly and immediately serves the needs of people, society, and the world; develop a coherent vision for outreach, engagement, and continuing education in support of the Wisconsin Idea; advise and provide strategic leadership on policies, strategies, and infrastructure support to achieve that vision; and communicate that vision to internal and external stakeholders.

The UW–Madison/UW–Extension partnership is comprised of four divisions: Cooperative Extension, Continuing Education, Entrepreneurship and Economic Development, and Public Broadcasting (Wisconsin Public Television and Wisconsin Public Radio). The College of Agricultural and Life Sciences (CAL S) and the School of Human Ecology are the primary partners with **Cooperative Extension**, and they provide the foundation for UW–Extension programs in: agriculture and agriculture business; community, natural resources, and economic development; 4-H youth development; and family living. Altogether, 98 FTE faculty and instructional staff positions (about 150 individuals) in CAL S, and 11 FTE in the School of Human Ecology support the programs and activities in partnership with UW–Extension. About 150 of the CAL S faculty and academic staff hold partial or full Extension appointments, and work closely with Extension staff in every Wisconsin county to deliver information to Wisconsin citizens, businesses, and



organizations. CALS operates 12 agricultural research stations.⁶ Scientists and students of biological and social sciences, natural resources, and agricultural sciences use these outdoor laboratories and education centers. The wide geographic distribution allows researchers to experiment under a variety of conditions of soil, slope, vegetation, wildlife, and climate, and assures that every station can focus on the needs of its area. Cooperative Extension conducts a comprehensive strategic planning exercise about every five years. As part of the exercise, focus groups are conducted in each of Wisconsin's 72 counties to ensure that the priorities of Cooperative Extension programs at UW–Madison and across the state serve public needs.

Credit and noncredit **continuing education** programs are a direct form of community engagement. Serving 160,000 learners annually, UW–Madison's Division of Continuing Studies (DCS)⁷ is the largest and most comprehensive program and service provider in the state. The Division of Continuing Studies uses information compiled annually to evaluate capacity, program effectiveness, continuation or termination of certain programs, and whether some services need to be improved. The annual DCS report to UW–Extension (known as the Critical Analysis Report) includes evaluative information and recommendations for continuing education programming. Recent recommendations to serve constituencies better include enhancing the registration and marketing system, expanding distance-delivered programming, and improving incentives for campus providers of continuing education (see Criterion 5d).

Entrepreneurship and economic development activities are mediated, in part, through the Small Business Development Center (SBDC),⁸ which targets entrepreneurs, small businesses, and those who aspire to start small businesses. It provides an array of services and educational programming including one-on-one counseling for prospective entrepreneurs, programming for business practice improvement, and creation of business plans. The SBDC is a partnership among the U.S. Small Business Administration, UW–Extension, and the Wisconsin School of Business.

Wisconsin Public Television and Wisconsin Public Radio share a long tradition of partnership with UW–Madison, and draw heavily on faculty as contributing program hosts and for program content. UW–Madison faculty and staff bring local expertise and perspective to national issues; and national radio and television programs provide launching points for local explorations. WPR's tradition of "University of the Air," and WPT's new service, "University Place," deliver university content to audiences via broadcast and the Web. WPT also works in partnership with UW–Madison departments to provide video production resources, and with University Communications to produce programs for the Big Ten Network. Together, WPT and WPR extend the university's reach to statewide and national audiences.

5a.iii. Community relations

The quality of the university's relationships with immediate neighbors is monitored through a community relations unit in the Office of the Chancellor. Staff members use feedback and information to learn from the university's neighbors and advance initiatives that serve their needs and the university's. The community relations staff builds town-and-gown relationships by working directly in the community and with civic government. For example, community relations representatives seek municipal and neighbor input anywhere the university owns land and buildings. The Office of the Chancellor has representatives on city committees,⁹ including the City of Madison Downtown Coordinating Committee and the Alcohol License Review Board. The Joint Southeast Campus Area Committee and the Joint West Campus Area Committee were formally established by the mayor and the Madison Common Council in conjunction with UW–Madison to fill a recognized need for more formal two-way communication on land-use planning. These joint committees ensure that the city, neighborhoods, and the university together plan for, consider the implications of, and take advantage of positive land-use opportunities. Decisions rendered by the joint committees are part of the city's formal land-use planning.

Strong relationships among university representatives and community members are necessary for assuring the safety and well-being of students and others in the community. The Office of the Chancellor, Offices of the Dean of Students, and University

Examples of Advisory Boards

College of Agricultural and Life Sciences Board of Visitors

School of Business Advisory Board

School of Education Board of Visitors

The College of Engineering Industrial Advisory Board

School of Human Ecology Board of Visitors

Nelson Institute for Environmental Studies Board of Visitors

The College of Letters and Science Board of Visitors

UW Law School Board of Visitors

School of Medicine and Public Health—Wisconsin Partnership Program Oversight and Advisory Committee

School of Nursing Board of Visitors

School of Pharmacy Board of Visitors

School of Veterinary Medicine Board of Visitors

Division of International Studies Advisory Board

Morgridge Center for Public Service Advisory Board

Police sustain community relationships that prioritize shared interests in the health and well-being of students and community neighbors. For example, the Policy, Alternatives, Community, and Education (PACE)¹⁰ Partnership Council is a mix of university and community people who, through shifts in policies and practices, have successfully reduced the negative consequences of high-risk drinking among students. The university and the City of Madison have joint planning committees for the annual student celebrations at Halloween and in the spring (Mifflin Street block party) that have resulted in safer, more orderly events. The Offices of the Dean of Students and the Office of the Chancellor are collaborating with two community organizations—Downtown Madison Inc. and the University Religious Workers—to educate students about how they can support homeless people they may encounter on the streets while maintaining their mutual safety.

The university has strengthened relationships and collaborations with neighbors in South Madison through Campus Community Partnerships (CCP).¹¹ CCP is home to more than a dozen programs offering services ranging from grassroots housing issues to increased health services, education outreach, the Space Place (astronomy public education center), and the Financial Education Network (which brings many agencies together to provide financial-literacy classes and free tax preparation). Through CCP, UW–Madison is allied with other institutions of higher education to build a gateway to post-secondary education for Dane County residents.

The Odyssey Project¹² is another university contribution that offers Madison community members an opportunity to begin a college education. The program's goals—to provide wider access to college for nontraditional and low-income students by offering a challenging classroom experience, individual support in writing, and assistance in applying for admission to college and for financial aid—are consistently met. More than 100 people over five years have completed the intensive two-semester program.

To fill a need to assist visitors and community newcomers, the Office of the Chancellor established the Office of Visitor and Information Programs (VIP).¹³ VIP responds to approximately two million inquiries annually from prospective students, students, faculty, staff, alumni, visitors, and community members. VIP hosts two welcome centers, the Web-based Ask Bucky information clearinghouse, campus tours, and the Parent Program, which provides a single point of information to help parents support their students. The Parent Program has been enthusiastically received by parents since its inception in 2007. In 2009 VIP will become a unit of the Division of Enrollment Management.

5a.iv Advisory boards

The university learns from constituencies it serves—locally, statewide, and beyond—by the wide participation of hundreds of community representatives on advisory boards. School/college advisory boards are listed here. In addition, many departments and centers have implemented advisory boards because this exchange of information and the direct advice from external audiences is so useful for planning and improvement.

5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

The university's capacity and commitment to engage with constituent groups is evidenced in part through the extension, outreach, and continuing education activities described under Criterion 5a. In this section we illustrate the university's commitment and capacity to engage with constituencies with four more examples: Baldwin Wisconsin Idea Grants, Morgridge Center for Public Service, the Office of Corporate Relations, and the Wisconsin State Laboratory of Hygiene. Selected information about activities in the schools and colleges are provided as additional evidence. References to the affiliated organizations that are critical to the university's capacity to engage with a range of constituencies complete this section.

5b.i. Cross-campus programs and units

Baldwin Wisconsin Idea Grants¹⁵ are supported by a \$21.7 million gift from the estate of Ira and Ineva Reilly Baldwin, former UW–Madison administrators who dedicated their lives to public service. Initiated in 2003, the grants are intended to advance the Wisconsin Idea through the development of new and innovative initiatives, as well as enhance existing outreach activities. Such efforts will help to create partnerships and extend the knowledge, resources, research expertise, and services of the university to community and governmental organizations, business and industry, the general public, and K–12 schools. In 2008, the Baldwin Wisconsin Idea Endowment provided more than \$900,000 in support for 15 projects targeting issues related to education, health, the economy and the environment.

The **Morgridge Center for Public Service**,¹⁶ launched in 1996 with a generous gift from John and Tashia Morgridge, supports the infusion of service learning and community-based research throughout the curriculum (see table 14). The Morgridge Center serves as an institutional resource for faculty, staff, and students to promote civic engagement, to strengthen teaching and learning, and to build collaborative partnerships through public service, service learning, and community-based research. Service learning experiences are typically course-based and require that students participate in an organized service activity and reflect on the service activity to gain an enhanced sense of civic responsibility. Community-based research projects involve a partnership of students, faculty, and community members who do research focused on a pressing community problem or effecting social change. The Morgridge Center supports civic engagement outside the classroom by maintaining an online database of hundreds of one-time and ongoing volunteer opportunities¹⁷ that students use to identify ways that they can volunteer that match their talents and interests. UW–Madison was named to the 2007 President’s Higher Education Community Service Honor Roll with Distinction¹⁸ in recognition of the curricular and co-curricular programs through which students are active in the community.¹⁹ The application for this honor was submitted by the Morgridge Center for Public Service on the university’s behalf.

You are emissaries of the Wisconsin Idea—that the campus boundaries extend to the boundaries of the state and beyond. During your years on campus, most of you participated in multiple service-learning projects, which have imbued in you a spirit of civic engagement and responsibility for the welfare of others. . . . And our world will be a far better place for the many ways in which you’ve prepared yourselves to go out and contribute.
John D. Wiley, Chancellor (2001–08)
Spring 2008 commencement speech¹⁴

Table 14. Service Learning and Community-Based Research Courses

Academic year	Courses at UW–Madison	National average*
2002–03	75	30
2003–04	75	37
2004–05	92	31
2005–06	116	35
2006–07	132	35
2007–08	102	36

*Campus Compact Surveys.

A range of activities across campus are supported by and amplify the efforts of the Morgridge Center:

- In the College of Letters and Sciences, the Office of Service Learning and Community-Based Research increases the momentum for creating new or revising existing courses for undergraduates or graduate students in these areas.²⁰
- One of the First-Year Interest Groups, “Intercultural Dialogues: Foundations in Multicultural Coalition Building,” includes service-learning projects with non-profit agencies that provide direct services, focus on awareness campaigns, or focus on environmental problems.²¹
- The Humanities Exposed (HEX) program²² is changing the culture of graduate education by connecting graduate students in humanities departments with teachers, schools, after-school programs, museums, and neighborhood centers. HEX projects identify community needs and then form sustainable, ongoing relationships to address those needs.
- Senior design courses in all undergraduate engineering programs immerse students in a situation where they work in multidisciplinary teams, integrating prior course work and skills to address problems taken from a real-world context.²³

- The Center for Leadership and Involvement (CLI), a unit of the Offices of the Dean of Students, works with university and community partners, including student-organization advisors, alumni, and national organizations, to support quality learning experiences outside of the classroom, and to empower students to be active, thoughtful, involved community citizens. Over 250 of the more than 800 registered student organizations have a service-learning and community-involvement focus (see Criterion 3c.iii).
- The Wisconsin Union Directorate²⁴ is the volunteer-based, student-led activity planning board of the Wisconsin Union that is focused on service and activism. Among its many activities are the Alternative Breaks Program, community service trips for students over the spring and winter breaks, and the 10,000 Hours Show, an annual celebration of a collective 10,000 hours of student volunteer work in the community (see Criterion 3d.vii).
- Many academic programs require real-world experiences in which students practice their classroom learning in a setting that engages them with people and communities they would serve as professionals. Examples include education, audiology, nursing, medicine, occupational therapy, physical therapy, pharmacy, veterinary medicine, social work, library studies, and law.

The **Office of Corporate Relations**,²⁵ established in 2003, serves as a front door for business and industry at UW–Madison by providing: (1) information about global markets; (2) access to faculty and staff expertise; (3) executive education and professional development programs; (4) licensing of new technology; (5) recruitment of interns and graduates; and (6) resources for entrepreneurs. OCR has handled nearly 2,600 company contacts, reached out through presentations to 200 companies or other groups, and responded to nearly 1,600 requests for information and/or assistance. Via these linkages, companies and other organizations have taken advantage of professional development and executive education opportunities, hired UW students for employment, engaged in joint research efforts and otherwise benefited from faculty and staff expertise available to them. OCR has taken the lead on a \$4 million grant from the Kauffman Foundation that supports a campuswide entrepreneurship initiative (see Criteria 3c).

The **Wisconsin State Laboratory of Hygiene**²⁶ (WSLH) is the state's public environmental health laboratory. For more than a century WSLH has been associated with UW–Madison, unlike many other states in which the public health lab is associated with a state agency. WSLH provides continuing education to working professionals in the nearly 130 hospital and clinical laboratories in Wisconsin. WSLH also responds to public and environmental health crises. From identifying the DNA fingerprint of the exact strain of *E. coli* O157:H7 that caused the 2006 nationwide spinach outbreak to responding to the June 2008 floods that devastated regions of southern Wisconsin, the efforts of WSLH scientists are one demonstration of the university's capacity and commitment to engage with the public.

5b.ii. Selected school/college examples

Every school and college and most academic departments are active in ways that give evidence of the university's capacity and commitment to engage with constituent groups. Because there is a wealth of activity in this area, including the 880 projects described in the Wisconsin Idea in Action database, only a few examples are given here.

The **College of Engineering** is home to 15 industrial consortia with more than 280 industrial/government members, primarily from Wisconsin. One example is the Energy Institute, which draws faculty participants from across UW–Madison and from other regional universities. Its mission is to provide an objective forum for exchange of ideas on energy issues, and to focus, integrate, and transfer knowledge to better understand challenges and identify needs in energy resources, technology, and sustainability. Its vision is to enhance and maintain Wisconsin's national leadership in developing strategies for clean, efficient energy for continued economic growth in the state and nation. In 2007–08, College of Engineering students completed almost 850 work terms (co-op/intern appointments) during the 2007–08 academic year; about two-thirds of the placements were at Wisconsin-based businesses.

In the **School of Human Ecology** the Center for Nonprofits,²⁷ formalized in 2008, is a single point of entry through which the more than 31,000 nonprofit and non-governmental organizations in Wisconsin can engage with university faculty, and students for information and research on nonprofit initiatives. The center coordinates faculty interests and work in relevant areas, and expands the capacity of current and future leaders in the nonprofit sector. Center activities emphasize community building, collaboration, cultural diversity, and human and family issues. The center is also developing undergraduate and graduate curricula directed to the study of community leadership.

The **Nelson Institute for Environmental Studies** hosts the Wisconsin Initiative on Climate Change Impacts (WICCI),²⁸ which combines the cutting-edge computer-modeling capabilities of UW–Madison’s climate research center with the field expertise of Wisconsin’s natural resource managers, to assess and anticipate climate-change impacts on specific Wisconsin natural resources, ecosystems, and regions. This initiative further evaluates potential effects on industry, agriculture, tourism, and other human activities while developing and recommending adaptation strategies that can be implemented by businesses, farmers, public health officials, municipalities, resource managers, and other stakeholders. The project was formed in response to a bipartisan committee of state legislators who asked how climate change could impact their districts and constituents. WICCI develops practical information that can be used at all levels of decision making, both public and private. It is driven by stakeholder input to ensure that WICCI assessments meet the informational needs of Wisconsin citizens, businesses, and institutions in the areas of municipal storm water management, urban heat waves, coldwater fisheries, forestry-based industries, winter tourism, and others. The Nelson Institute also hosts the biennial film festival, *Tales from Planet Earth*,²⁹ which showcases what can happen when art, academic scholarship, and community service are combined in ways that harness the collaborative power of film in deepening public understanding and civic engagement with critical environmental issues of the day. Through WICCI, *Tales from Planet Earth*, and other programs such as the Community Environmental Forum,³⁰ the Nelson Institute has emerged as a leader in environmental initiatives that link the university to the community.

The **Law School’s** clinical projects³¹ (ten training programs in which law students work alongside faculty supervisors to represent community clients in real cases) provide students with the opportunity to develop substantive knowledge, professional skills, and judgment necessary to excel as attorneys; to provide high-quality service in individual cases; and to engage in empirical research necessary to bring about systemic improvements. The Family Court Assistance Project helps make the legal system more accessible to low-income, unrepresented people with divorce, post-divorce, paternity, and restraining order matters. The Consumer Law Litigation Clinic represents low- and moderate-income consumers in individual and class action lawsuits in federal and state courts. The Neighborhood Law Project provides a broad range of legal services designed to enhance the economic well-being of the residents of one of Madison’s neighborhoods. The Center for Patient Partnerships is a national resource for strengthening the consumer perspective in health care and building more effective partnerships among patients, providers, and other stakeholders. The Wisconsin Innocence Project investigates and litigates claims of innocence in cases involving inmates in state and federal prisons in Wisconsin and elsewhere.

In 2005, coincident with the name change from the School of Medicine, the **School of Medicine and Public Health** (SMPH) began to manifest more explicitly the mission of improving the health and well-being of populations, regionally, nationally, and internationally, by advancing public health. The Master of Public Health was launched in the same year. In 2007, the MD program began enrolling students in the Wisconsin Academy for Rural Medicine (WARM),³² created to educate physicians who are committed to working in rural areas of the state where there is a shortage of practitioners. The WARM program aims to graduate 25 physicians annually by 2015. The Wisconsin Partnership Program (WPP)³³ is a unique grant-making entity within the SMPH that is dedicated to improving the health of the people of Wisconsin through community partnerships and collaborations across the UW System and with other health care providers, with the objective of preventing disease, injury, and disability, and eliminating

“The benefits of our faculty expertise to the entire state of course go way beyond the creation of companies and the transfer of technology. They include consultation of a range of different sorts, longstanding productive partnerships between various colleges and industries in the state. Obviously, I should name the partnership between Agricultural and Life Sciences and our dairy and meat industries, agriculture in general, but also the College of Engineering and the School of Business with partnerships that are advancing economic development all over the state.”

Chancellor Carolyn “Biddy” Martin
On Wisconsin event, October 23, 2008

health disparities. The WPP has awarded 129 grants worth \$50 million to faculty- and community-initiated public health projects since 2004.

5b.iii. Affiliated organizations

UW–Madison’s service to its constituencies is amplified by several organizations that are closely allied with the university and its mission and goals. They extend the reach of the university in ways that are critical to making full use of the university’s capacity. These organizations and their impact on economic development, technology transfer, and the translation of research findings to practice, health care, and other societal contributions are described in the Overview and under Criterion 2.

- UW Health and the UW Hospitals and Clinics³⁴
- Wisconsin Alumni Association (WAA)³⁵
- Wisconsin Alumni Research Foundation (WARF)³⁶
- University of Wisconsin Foundation (UW Foundation)³⁷
- University Research Park³⁸

5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Ways in which the university demonstrates responsiveness to the local Madison community and wider societal needs is evidenced under Criteria 5a, 5b, and 5d. This section emphasizes responsiveness to prospective and enrolled students, as populations that depend on the university for service in a direct and immediate way. Evidence is presented in five topic areas: pre-college programs that expand the college-bound pipeline, expanded routes to a UW–Madison bachelor’s degree through dual-admissions and transfer admissions, UW–Madison contribution to an educated citizenry, collaborative programs with other colleges and universities and off-campus program sites and course locations, and UW–Madison’s evolving approach to the use of distance- and distributed-delivery methods.

5c.i. UW–Madison has been responsive to the needs of youth and pre-college populations.

Each year, more than 11,000 young people attend youth programs offered through UW–Madison.³⁹ These programs include dual enrollment for high school students, academic enrichment programs, college-readiness development, music programming, and athletics. Evaluations show that students in these programs strengthen their academic abilities, learn about campus life, and meet new friends. The largest of these is PEOPLE.

PEOPLE (Precollege Enrichment Opportunity Program for Learning Excellence)⁴⁰ is a pre-college pipeline program for middle school and high school students of color and low-income students, many of whom become the first in their families to attend college. Program goals include increasing the number of Wisconsin high school graduates of color who apply, are accepted, and enroll in UW System institutions, and encouraging partnerships that build the educational pipeline by reaching children and their parents at an earlier age. Students participate in a variety of activities year round, which include academic enrichment, early exposure to college majors and career options, internships, research experiences, mentoring, and exposure to campus culture and resources. Parents participate in a variety of college-preparation guidance sessions and provide voluntary support services. PEOPLE began as a high school program in 1999, and added a middle school component in Madison in 2000, a Menominee Indian middle school component in 2003, and an elementary-level partnership in Madison in 2005. In summer 2008, PEOPLE served 1,405 students: 307 college scholars, 644 high school students, 406 middle school students, and 48 elementary students.

The first college cohort of PEOPLE students enrolled at UW–Madison in 2002. These students receive a full-tuition scholarship. Since 2002, approximately 94 percent of PEOPLE students who enrolled as freshmen enrolled in the second year at UW–Madison. As of summer 2008, 51.3 percent of PEOPLE participants who enrolled in the first three cohorts,⁴¹ including 66.7 percent of the first cohort, had graduated from UW–Madison.

A review of the PEOPLE program and other pipeline programs that serve educationally disadvantaged students is planned for 2009 with the goal of identifying ways to strengthen the value that these programs add to the pre-college and college experience and to better integrate them with developing statewide initiatives that are focused on helping students begin to plan for college as early as middle school.



5c.ii. UW–Madison has expanded routes to an undergraduate degree through dual admissions and transfer agreements.

At the undergraduate level, transfer is an important access route to a UW–Madison bachelor’s degree. Because freshman admission is so competitive—the university received more than 25,000 applications for 5,700 spots for fall 2008—transfer admission is promoted as an alternative.⁴²

UW–Madison is part of a UW System-wide guaranteed transfer agreement between the UW Colleges and any UW institution that grants bachelor’s degrees. This agreement, in place since the 1980s, guarantees that students who achieve specified levels of success at the two-year UW Colleges will be admitted if they apply as transfer students.

In 2006, UW–Madison entered into transfer contract agreements with three technical colleges that offer liberal arts college transfer programs: Madison Area Technical College, Milwaukee Area Technical College, and Nicolet College. In 2007, the College of Menominee Nation also entered into a transfer contract agreement. These agreements are similar in many respects to the guaranteed transfer agreements in place for UW Colleges. Qualified students enroll as freshmen at the two-year colleges and are guaranteed admission as a transfer student at UW–Madison two years later if they meet specified academic requirements. An agreement between Madison Area Technical College and UW–Madison’s College of Engineering—the Transfer Blueprint, designed specifically for aspiring engineering students—was established in 2008. All of these agreements are designed to better communicate to prospective transfer students the expectations for transfer and to give them tools to plan for transfer from the beginning of their enrollment in college.

A separate program, UW Connections, is a dual-admissions program offered by invitation only to a select group of UW–Madison freshman applicants. Because of the freshman admission competition, there is not sufficient space to admit all qualified students. Some qualified students are offered the opportunity to start at another institution in Wisconsin for lower-level course work and to subsequently enroll at UW–Madison to finish their bachelor’s degree (see Overview, Criterion 2a, and table 15). The UW Connections program⁴³ is recognized by the public as a sincere effort to compensate for limits on the size of the freshman class. As evidence that the program is widely valued, in 2008 the Board of Regents and the chancellors of all UW institutions requested that UW–Madison expand the program to include not only two-year colleges, but also any four-year UW institution that elects to participate.⁴⁴

Table 15. UW Connections Program

Fall Term	Number of offers	% enrolled at partner institution	% subsequently enrolled at UW–Madison*
2001	764	23	70
2002	1,601	56	63
2003	1,167	57	65
2004	1,516	61	67
2005	1,650	81	73
2006	1,476	76	65
2007	1,757	78	—
2008	1,761	40	—

*Percent of students who enrolled in Connections at a partner institution and subsequently enrolled at UW–Madison, allowing at least two years after first enrolling the partner institution.

5c.iii. UW–Madison is responsive to the people of Wisconsin by contributing to an educated citizenry.

A range of evidence, from formal surveys to story-telling and admissions statistics, illustrates that the people of Wisconsin place a high value on UW–Madison’s core mission of educating degree-seeking students. UW–Madison graduates more than 9,000 students annually and is the dominant producer of degrees at all levels in the state and a relatively large degree producer even on the national level (see table 16). UW–Madison has approximately 370,000 living alumni, 139,000 of whom live in Wisconsin. Over the past decade UW–Madison has improved the quality of the undergraduate experience (see Criterion 3) and the “efficiency” at which students graduate: 82 percent of freshmen graduate in six years and their average time to degree is 4.12 years. Even as UW–Madison makes a substantial contribution to the educated citizenry of the state, there is unrelenting pressure for UW–Madison to expand enrollment, especially at the undergraduate level. Transfer-in options and dual-admissions are valued by many, but have had limited impact on the demand for freshman admissions. To preserve the quality of the undergraduate student experience with the available resources, UW–Madison is planning for a continued freshman class of approximately 5,700 students and overall enrollment of about 42,000. Growth in numbers of graduating students will come from improved retention and graduation rates and increased new transfer enrollments. Other strategies that extend the university’s educational reach, described below, may also prove to be effective in increasing UW–Madison’s contribution to those holding degrees.

Table 16. 2006–07* Degree Production

Metric	Bachelor’s	Master’s	Ph.D.
Number of degrees	6,194	1,944	775
Percent of degrees awarded in Wisconsin**	19	23	70
Rank in Wisconsin**	1 of 37	1 of 35	1 of 10
National rank***	20 of 1,947	40 of 1,566	7 of 680

*Most recent year that comparison information is available. **Includes all institutions in Wisconsin that award degrees at the given level. ***Includes four-year public and private not-for-profit institutions in the United States. Source: IPEDS Completions.

5c.iv. Academic program collaborations with other universities or at off-campus sites are effective strategies for responding to the educational needs of students and communities.

Under certain circumstances UW–Madison best serves students and the community by establishing collaborative arrangements between UW–Madison and other colleges and universities. Examples of such cases include:

- The BS–Nursing collaborative program, referred to as *BSN@Home*,⁴⁵ pools the distance-delivered coursework offered by the five nursing schools in the UW System (UW–Madison, UW–Milwaukee, UW–Eau Claire, UW–Green Bay and

UW–Oshkosh) into a coherent program for students with an associates-level nursing degree to upgrade to a bachelor's degree.

- The Ph.D. art history program has an option in **architectural history**⁴⁶ that is delivered in cooperation with the UW–Milwaukee School of Architecture and its Ph.D. architecture program. Implemented in 2008, the architectural history program agreement makes the overlapping expertise of the faculty in this specialty area from both institutions available to students in the two programs.
- The Master of Science–**Educational Leadership and Policy Analysis**⁴⁷ has two options in addition to the traditional track: Cooperative Program with UW–Oshkosh and Cooperative Program with UW–Whitewater. In the cooperative programs (operational since 1982) students take courses at UW–Oshkosh or UW–Whitewater and earn a UW–Madison degree.
- Certain courses for the **BS–Poultry Science**⁴⁸ major are offered during summer, so that students from other midwestern universities can travel to UW–Madison to take courses unavailable at their home universities. Faculty from UW–Madison and other midwestern universities participate together in teaching these summer courses in this single location.

UW–Madison program faculty and staff increasingly recognize the value of using off-campus locations as a way to serve certain groups of students. The rationale for establishing a program site (50 percent or more of a degree program offered at the off-campus location) or course location (regular courses offered at an off-campus location, but less than 50 percent of a degree program) is framed by high quality and mission fit. Program sites or course locations may be established if the program serves a need not satisfactorily met some other way. Faculty and administrators expect that the academic experience is of the same quality as the corresponding program based at the Madison campus. Although good management dictates that such programs may generate sufficient tuition to cover the direct costs of instruction, they are not viewed as revenue centers.

- To meet the growing demand for BS–Nursing graduates in Wisconsin, the School of Nursing partnered with Gundersen-Lutheran Clinic in La Crosse, Wisconsin, to establish an off-campus program site for the UW–Madison BS–Nursing program in 2002. The program has increased the capacity of the nursing program: in spring 2008, the program enrollment added 47 students to UW–Madison's BS–Nursing class (720 students total). Of the 150 BS–Nursing graduates in 2007 24 had attended the La Crosse program site.
- The School of Library and Information Studies established UW–Madison's first out-of-state course location when they responded to an invitation to make courses available to working librarians seeking to upgrade their skills at the Prairie Area Library System in northern Illinois.
- The Law School established UW–Madison's first international course location at the East China University of Political Science and Law in Shanghai, China, to serve students in the Master of Legal Institutions program. Starting in fall 2009, students have the option of taking some UW–Madison courses in Shanghai. (Most students in this program are international students.)

The university has established policies to guide the development and delivery of off-campus program sites and course locations to assure they provide students with an experience that is comparable in quality to the experience of Madison-based students.⁴⁹ The university will be paying attention to the impacts of these programs and considering strategies to assure program quality and success as interest in collaborations and off-campus programs sites grows.

5c.v. Distance- and distributed-delivery approaches are ways of responding to the educational needs of students and communities.

UW–Madison's educational activities primarily serve traditional-age undergraduates, students in a broad range of graduate and professional programs, and continuing education populations. The university offers a handful of academic programs through distance-deliv-

ered or weekend formats: the BSN@Home BS–Nursing program, Master of Engineering and related outreach M.S. programs in Engineering (distance), the MS–Biotechnology (weekend), the Evening MBA, the MA–Library and Information Studies (distance), and the MS–Educational Psychology: Professional Education program (MSPE, distance). As noted above, there is increasing faculty interest in a diversity of distributed education models. UW–Madison nontraditional offerings have been most successful when targeted to audiences interested in professionally oriented master’s degree programs.

Expansion of distance-delivered course offerings, which increased rapidly in the early part of this decade in response to student demand, faculty interest, and funding incentives, has slowed in recent years (table 17, figure 20). That slowdown is in part attributable to a complex funding history. The use of “credit outreach” funding, which is intended to support courses and programming for nontraditional students, is governed by a UW System policy (UW System ACIS 5.4, programming for the nontraditional market). Nontraditional students are defined as those who are older than typical, enroll part time, and take courses in the evenings, on weekends, or at a distance. Distance course offerings developed for these nontraditional audiences proved to be overwhelmingly popular among traditional degree-seeking students. Consequently credit outreach funding that had been targeted to nontraditional audiences was migrating to the traditional student audience. Starting in 2006, efforts were made to shift funding and enrollments for credit outreach-funded courses back to the intended nontraditional audience. Funding for the development and delivery of distance-delivered courses for the traditional student audience is limited to the Technology Enhanced Learning Grants (see Criterion 4a) and to resources set aside in the schools and colleges.

Table 17. Courses and Course Enrollments in For-Credit Distance Education Courses

	1999–00	2000–01	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08
Courses	152	184	258	289	296	320	339	324	359
Enrollments	4,116	5,314	7,525	8,139	10,947	11,723	10,601	8,633	8,818
Student credit hours	12,331	14,492	18,373	22,708	30,957	32,871	29,375	24,325	24,339

Source: Data Digest. Note: Distance education courses are taught primarily by means of interactive video, recorded electronic media, or the Internet.

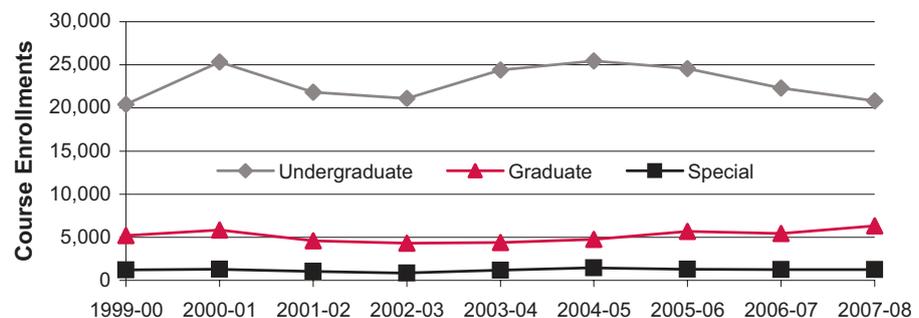


Figure 20. Number of students enrolled in evening, weekend, and distance-delivered courses

Source: Data Digest. Notes: Distance education courses are taught primarily by means of interactive video, recorded electronic media, or the internet. Evening courses are those that start after 4 p.m. Students are counted once for each enrollment; 39 percent of students enrolled in more than one of these courses.

One recommendation of the special emphasis self-study (Global Citizens and Leaders) is to develop a fully electronic campus (e-campus) in which video-conferencing would be as ubiquitous as telephones and computers. Such an e-campus environment would allow faculty, staff, and students to be present to one another across space. E-campus technology is envisioned to introduce tremendous flexibility in how faculty, staff, and students interact and introduces new ways of thinking about delivering courses and programs. Real-time interactions among classrooms, across campus, and among locations in Wisconsin and around the world have the potential to serve much wider groups of students. Although no firm plans exist for implementation, the opportunities of an e-campus are a subject of ongoing discussion.

5d. Internal and external constituencies value the services the organization provides.

5d.i. Public constituencies and faculty and staff value the opportunity to consult with each other.

In addition to working with students, conducting scholarly work, and being active in university service, UW–Madison faculty and staff value the opportunity to engage with the public. A sampling of the venues and structures through which external audiences many access this expertise include:

- University Communications maintains an Experts Database⁵⁰, which offers journalists access to nearly 1,800 faculty and staff who have agreed to talk with reporters on selected topics related to their expertise.
- La Follette School of Public Affairs⁵¹ faculty, staff, and students collaborate with policy makers at all levels of government and at nongovernmental organizations to address policy and administrative problems of local, national, and international importance.
- The Wisconsin Discovery Portal⁵² is a Web-based search tool and directory offering professional profiles of 2,600 UW–Madison researchers. The database is publicly available and searchable by name, research interests, patent numbers or names, company affiliation, and keywords.
- Sustainability@Wisconsin⁵³, a project of the Nelson Institute for Environmental Studies, provides a single Web-based entry point to access information on programs, units, projects, and groups that address sustainability topics and issues.

5d.ii. Cultural and programmatic resources are made available to and are well used by the public.

The interest in and demand for cultural programming illustrates the value that both internal and external audiences place on these resources of the university. The **Arts on Campus** Web site⁵⁴ is a public gateway to hundreds of public lectures and live performances offered through numerous venues including the Wisconsin Union, the School of Music, the Department of Theatre and Drama, the Dance Program, and more. The following examples experience high participation and illustrate this point.

Liberal Studies and the Arts (LSA),⁵⁵ a department of the Division of Continuing Studies, provides nonprofit **programming for the arts and humanities community** through offerings in music, theatre, and the visual arts. Among its offerings are the nationally recognized Writer’s Institute, Write-by-the-Lake Writer’s Workshop and Retreat, the state-

Museums, galleries, and gardens that are free and open to the public

- Allen Centennial Gardens⁵⁸
- Chazen Museum of Art⁵⁹
- Cinematheque⁶⁰, a showcase for films that otherwise might not be shown in Madison
- D.C. Smith Greenhouse⁶¹
- Geology Museum⁶²
- Physics Museum⁶³
- School of Human Ecology Design Gallery⁶⁴
- Memorial Union Galleries⁶⁵ (Porter Butts, Class of 1925, Lakeshore on Langdon)
- Tandem Press Gallery⁶⁶
- Washburn Observatory⁶⁷
- Zoology Museum⁶⁸
- UW Space Place⁶⁹



wide Wisconsin Regional Art Program, the annual School of the Arts at Rhinelander (in its 45th year), the Wisconsin Wrights Play Festival, and theatre production programming. Major partners include the City of Rhinelander, Partners in Arts Education, the Wisconsin Alliance for Arts Education, the Wisconsin Arts Board, the Wisconsin Department of Public Instruction, and the Madison Repertory Theatre. Offerings are heavily subscribed and evolve to serve the interests of the target populations.

The Osher Lifelong Learning Institute⁵⁶ is the umbrella organization for a number of **senior-learning programs** that serve the interests of older adults who are engaged with the academic experience. Through the Senior Guest Auditing program, Wisconsin residents age 60 or older may audit UW lecture courses free of charge. The Participatory Learning and Teaching Organization (PLATO) is a volunteer-led, self-facilitated group that has grown to about 700 members. It draws upon its own membership to provide instruction of interest to its members. The Wisconsin Alumni Lifelong Learning program (WALL) offers a variety of personal enrichment programming targeted toward, but not restricted to, UW alumni. Programs include Grandparents University, weekend Alumni Colleges, day trips to museum exhibits, tours to local businesses and industries, lecture series, and online courses.

The **Wisconsin Film Festival**,⁵⁷ an annual festival sponsored by UW–Madison’s Arts Institute, is open to the public and offers some of the most challenging new work from the world’s great directors. The festival is committed to both high-quality cinema and to socially relevant stories. It supports and encourages local filmmakers, a part of the arts community often underserved by other UW and public arts programs. The success of Wisconsin Film Festival (approximately 30,000 attended in 2008) is frequently cited as an inspiration for other film festivals in Wisconsin, a factor in business development (e.g., one of the first Sundance Cinemas is now located in Madison), and a key component of the state’s new initiatives to spur economic growth by drawing film productions to Wisconsin.

5d.iii. The wide array of continuing education is important to the educational and service missions of the university.

As noted under Criterion 5a, the Division of Continuing Studies, which serves 160,000 students in credit and non-credit instruction annually, is the largest and most comprehensive provider in the state.⁷⁰ Annually, the Division of Continuing Studies reviews the continuing education offerings, evaluates needs and expectations, and makes recommendations for improvements (known as the Critical Analysis Report). Every school and college and many academic departments and programs provide professional development and continuing education opportunities for practitioners in their academic area of expertise, and also, in many cases, for the interested public. Examples include:



- **Professional Development and Applied Studies**⁷¹ (PDAS), Division of Continuing Studies, offers a variety of professional development and educational programs: communications programs, public management and a Certified Public Manager Program, a Substance Abuse Certificate Program, a statewide HIV/AIDS program in collaboration with a statewide network, executive-development programs in collaboration with state government agencies, training for prenatal-care coordinators in cooperation with Wisconsin Women's Health Foundation, and addiction treatment programs with support from national associations that have come together to develop a national training program on the neuroscience of addiction and addiction recovery.
- **The Farm and Industry Short Course**⁷² is a seventeen-week non-degree program designed to serve those interested in learning about production agriculture who do not want to commit to a four-year college program. Courses cover soils, crops, poultry, dairy, meat animals and general livestock, horticulture, agricultural engineering, agricultural economics, human relations and communications. Housed in the College of Agricultural and Life Sciences and founded in 1885, it is the oldest program of its kind. More than 6,000 graduates have gone on to productive careers in agriculture.
- **Office of Education Outreach**⁷³ (OEO), School of Education, offers professional-development programs for practicing educators. The distance-enabled Master of Science in Professional Education, the graduate level master Administrator Capstone Certificate, and selected online courses offer credit/degree opportunities and a variety of noncredit programs on campus as well as in online formats. The office has strong working relationships with the Wisconsin Department of Public Instruction, numerous school districts, and Cooperative Education Service Agencies.

5d.iv. The university uses awards and celebrations to demonstrate that internal and external constituencies value service, outreach, and engagement activities.

Community engagement, public service, and outreach, are recognized through numerous annual awards and celebrations. Among awards and celebrations for students are the Meyerhoff Undergraduate Excellence Awards for Leadership, Service and Scholarship that recognize 26 students annually who have made outstanding leadership and service contributions to the university and/or the surrounding communities while maintaining a record of academic excellence. The Outstanding Community Partner Award is given to a nonprofit agency that excels in providing opportunities for students to engage in and learn from the community through projects related to volunteerism, service learning, or civic engagement. Among several awards for faculty is the William T. Evjue Distinguished Chair for the Wisconsin Idea, created in 2000 to recognize outstanding contributions to outreach and public service. Awards for alumni include the Distinguished Alumni Award, which celebrates outstanding alumni whose achievements exemplify the Wisconsin Idea, and Forward Under 40, an award to honor and recognize outstanding grads under age 40 who are making an impact on the world. The Wisconsin Idea Seminar, to which participants are selected through a nomination process, is a five-day bus tour that immerses 40 faculty and staff in the educational, industrial, social, and political realities of Wisconsin; it has been offered annually since 1985.

Awards and Celebrations Recognizing Community Engagement, Service, and Outreach

- The Wisconsin Idea Seminar, for faculty and staff⁸⁹
- Classified Employee Recognition Award (CERA) for outstanding service to the public and students⁹⁰
- The Robert Heideman Award for Excellence in Public Service and Outreach for staff involved in the public service mission of the university⁹¹
- Gerald A. Bartell Award in the Arts for faculty and staff achievements in the creative arts, in the areas of outreach, public service, and/or other activities involving the larger community⁹²

Continuing Education Units

College of Letters and Science
Community Resources⁷⁴

Continuing Education in Nursing⁷⁵

Continuing Education in Veterinary
Medicine⁷⁶

Continuing Legal Education (CLE),
Law School⁷⁷

Engineering Outreach, College of
Engineering⁷⁸

Engineering Professional Development,
College of Engineering⁷⁹

Executive Education, School of
Business⁸⁰

Extension Services in Pharmacy⁸¹

Farm and Industry Short Course,
College of Agricultural and Life
Sciences⁸²

Nelson Institute for Environmental
Studies Outreach Office⁸³

Office of Continuing Professional
Development (OCPD), School of
Medicine and Public Health⁸⁴

Office of Education Outreach,
School of Education⁸⁵

Professional Development and
Applied Studies, Division of Con-
tinuing Studies⁸⁶

Professional Social Work Creden-
tials & Continuing Education⁸⁷

School of Library and Information
Studies Continuing Education,
College of Letters and Science⁸⁸

- Student Personnel Association Chancellor’s Award for distinguished service to the university community, student services, and professional organizations outside the campus⁹³
- The Morgridge Center for Public Service Excellence in Civic Engagement Student Award for a student who has made community and civic engagement integral to his/her college experience⁹⁴
- Student Organizations Office Contribution to Community Award recognizes a student organization that has contributed to the quality of life outside of UW–Madison⁹⁵
- Meyerhoff Undergraduate Excellence Awards for Leadership, Service and Scholarship recognize students who have made outstanding leadership and service contributions to the university and/or the surrounding communities⁹⁶
- Bascom Hill Society Scholarship, awarded annually to a junior or senior who has a solid academic record, demonstrated leadership capability, and outstanding volunteer contributions.⁹⁷
- Undergraduate Symposium celebrates undergraduate creativity, achievement, research, service learning, and community-based research⁹⁸
- Outstanding Community Partner Award honors the commitment of the university’s community partners⁹⁹
- School of Human Ecology Award for Excellence in Outreach recognizes outstanding contributions to outreach¹⁰⁰
- CALS/SoHE Robert G. F. and Hazel T. Spitze Land Grant Faculty Award for Excellence for a faculty member whose work best applies the tools of science to the practical needs of the state
- Ken and Linda Ciriacks Alumni Outreach Excellence Award recognizes faculty members who deliver enrichment or outreach programs to a primarily alumni audience¹⁰¹
- Van Hise Outreach Teaching Award: created to recognize excellence in outreach teaching
- The William T. Evjue Distinguished Chair for the Wisconsin Idea for outstanding contributions to outreach and service is appointed for a five-year period
- Distinguished Alumni Award celebrates graduates whose professional achievements, contributions to society and support of the university exemplify the Wisconsin Idea¹⁰²
- Forward Under 40 honors grads under age 40 who are making an impact on the world¹⁰³
- Distinguished Business Alumnus Award for alumni who achieve outstanding success in their career and give back to the community¹⁰⁴
- Alumni Achievement Award (School of Education) recognizes a career of extraordinary accomplishment that includes a record of service and leadership¹⁰⁵

5d.v. Tenure guidelines include provisions for tenure on the basis of outreach scholarship.

Evidence that internal audiences value the outreach activities of faculty is the inclusion of provisions for tenure on the basis of outreach scholarship. In 1997, the Council on Outreach produced “Commitment to the Wisconsin Idea: A Guide to Documenting and Evaluating Outreach Scholarship” to provide a “clear and enduring method for describing and evaluating the quality of outreach scholarship within departmental and divisional committee guidelines.”¹⁰⁶ UW–Madison faculty are considered for tenure within one of four disciplinary divisions, each with its own tenure guidelines: arts and humanities, biological sciences, physical sciences, social studies (see Criterion 1e). The Biological Sciences provides a representative example. The granting of tenure is based on evidence of strength in two of three areas: (1) teaching excellence; (2) a record of



professional creativity, such as research or other accomplishments appropriate to the discipline; and (3) service to the university, to the faculty member's profession, or professional service to the public. Typically, excellence in outreach/extension may serve as a basis for tenure for those with a formal appointment of at least 50 percent in an outreach/extension program. Extension activities result in the dissemination of information and the application of the results of scholarly inquiry in basic and applied disciplines for the benefit of society. Evidence of outreach and extension activities would include a synopsis of outreach teaching, research, and service responsibilities; documentation of such activities (e.g., outreach presentations such as lectures, workshops, or individualized advising; publication of bulletins or research related to outreach activities); and evaluation of outreach performance by peers.

Summary of Evidence

Engagement and service are embedded in the university's traditional missions of research, education, and service. The Wisconsin Idea provides a century-old cultural framework through which the university's commitment to the people of Wisconsin and beyond is realized. The university learns from its constituencies and evaluates the capacity to meet needs and expectations through the Wisconsin Idea Project; through the extension, outreach, and continuing education enterprise, and the regular evaluations of service conducted in those areas; through community relations activities that are focused on the Madison community; and through numerous advisory boards that include dozens of community members who are valued for their wise feedback and advice.

Several cross-campus programs contribute to the university's capacity to engage with constituent groups and advance the Wisconsin Idea, including Morgridge Center for Public Service and a range of activities in the schools and colleges; the Baldwin Wisconsin Idea Grant program that provides funding for creative approaches proposed by faculty and staff; and the Office of Corporate Relations that connects the business community with university resources.

The university's responsiveness to constituent groups that depend on it for service is exemplified in programs that develop the college-bound pipeline, collaborations with other institutions of higher education, development of off-campus programs, and the use of distributed educational approaches.

That internal and external constituencies value the service the organization provides is evidenced by the ways that the resources of the university are made available to and



used by the general public: consultation with faculty and staff experts, delivery of a range of programmatic and cultural offerings, and continuing and professional education that covers the full range of the university's disciplines. Awards and celebrations are internal and external expressions of value. The tradition of the Wisconsin Idea is a solid foundation for refining how service and engagement are realized and for moving forward.

Future Challenges and Areas for Improvement

- University leaders, faculty, and staff will continue to make use of the information collected in the Wisconsin Idea in Action database. In conjunction with the Wisconsin Idea Project, university leaders, faculty, and staff will seek to better communicate ways the university is best serving constituencies and identify areas in which greater collaboration and coordination will leverage greater impacts.
- The Council of Outreach Deans, under the newly articulated mission, will become a vehicle through which the university community can advance the Wisconsin Idea in priority areas, such as K–12 connections and health and medicine.
- Supported by the Morgridge Center, faculty and staff will continue to integrate service learning and community-based research into the curriculum and co-curriculum in ways that enhance the Wisconsin Experience for students and serve community needs.
- Strategies for deployment of technology to enrich the educational experience will continue to be a topic of discussion. Campus leaders, faculty, and staff will consider a range of ways to extend the delivery of degree programs, including collaborations, off-campus sites, and distance-delivery.

Notes

1. www.wisconsinidea.wisc.edu/history.html
2. www.apa.wisc.edu/communityengagement
3. The project was initiated in support of the university's strategic priorities for 2007–09. www.chancellor.wisc.edu/strategicplan.old/areasOfFocus/amplify.html
4. www.wiscapc.wisc.edu/publications/attachments/BB047WalshPresentation.pdf
5. www.secfac.wisc.edu/divcomm
6. www.cals.wisc.edu
7. www.dcs.wisc.edu/outreach/conted.htm
8. www.exed.wisc.edu/sbdc

9. www.cityofmadison.com/mayor/mycommit.html
10. <http://pace.uhs.wisc.edu>
11. www.ccp.wisc.edu
12. www.odyssey.wisc.edu
13. www.vip.wisc.edu
14. www.news.wisc.edu/commencement/wileySpring2008.html
15. www.provost.wisc.edu/baldwin
16. www.morgridge.wisc.edu
17. www.morgridge.wisc.edu/students/volunteer.html
18. www.news.wisc.edu/14760
19. www.news.wisc.edu/service%20learning
20. www.ls.wisc.edu/handbook/ChapterFive/chV-10.htm
21. www.lssaa.wisc.edu/figs
22. www.humanities.wisc.edu/HEX/Home.html
23. www.news.wisc.edu/newsphotos/rubblePile.html
24. www.union.wisc.edu/wud
25. www.ocr.wisc.edu
26. www.slh.wisc.edu
27. www.sohe.wisc.edu/centers/cnp
28. www.wicci.wisc.edu
29. www.nelson.wisc.edu/tales
30. www.nelson.wisc.edu/outreach/community
31. <http://law.wisc.edu/fjr>
32. www.med.wisc.edu/education/md/warm
33. <http://wphf.med.wisc.edu>
34. www.uwhealth.org
35. www.uwalumni.com
36. www.warf.org
37. www.uwfoundation.wisc.edu
38. www.universityresearchpark.org
39. www.dcs.wisc.edu/outreach/youth.htm
40. www.peopleprogram.wisc.edu
41. Seventy-six students enrolled in the first three cohorts (2002, 2003, 2004) and have had at least four years to graduate.
42. www.admissions.wisc.edu/transfer/agreements.php
43. www.connections.wisc.edu
44. www.uwsa.edu/bor/agenda/2008/october.pdf
45. <http://academic.son.wisc.edu/bsnathome>
46. www.wisc.edu/arth
47. www.education.wisc.edu/elpa/coop
48. www.ansci.wisc.edu/topic.htm#poultry
49. <http://apa.wisc.edu/approvals.html>
50. <http://experts.news.wisc.edu>
51. www.lafollette.wisc.edu
52. <http://discoveryportal.org>
53. www.sustainability.wisc.edu
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56. www.seniorlearning.wisc.edu
57. www.wifilmfest.org
58. www.horticulture.wisc.edu/allcentennialgardens/Index.htm
59. www.chazen.wisc.edu
60. <http://cinema.wisc.edu>

61. www.hort.wisc.edu/Greenhouse/dcsmith.htm
62. www.geology.wisc.edu/~museum
63. www.physics.wisc.edu/museum
64. www.designgallery.wisc.edu
65. www.union.wisc.edu/art
66. www.tandempress.wisc.edu/tandem
67. www.astro.wisc.edu/Washburn
68. www.zoology.wisc.edu/uwzm
69. <http://spaceplace.wisc.edu>
70. www.dcs.wisc.edu/outreach/conted.htm
71. www.dcs.wisc.edu/pda
72. www.cals.wisc.edu/students/shortCourse
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74. www.ls.wisc.edu/outreach.htm
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77. <http://law.wisc.edu/clew>
78. www.engr.wisc.edu/services/oeo
79. <http://epdweb.engr.wisc.edu>
80. <http://exed.wisc.edu>
81. <http://minds.wisconsin.edu/handle/1793/18768>
82. www.cals.wisc.edu/students/shortCourse
83. www.nelson.wisc.edu/outreach
84. www.ocpd.wisc.edu
85. www.education.wisc.edu/outreach
86. www.dcs.wisc.edu/pda
87. www.socwork.wisc.edu/new_web
88. www.slis.wisc.edu
89. <http://info.gradsch.wisc.edu/wis>
90. www.cnsc.wisc.edu/awards.htm
91. <http://acstaff.wisc.edu/awards/AScall%202008.htm>
92. www.arts.wisc.edu/artsinstitute/awards/bartell.html
93. www.uw-spa.org/
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97. www.provost.wisc.edu/uaa/awards/bascomHillSociety.htm
98. www.learning.wisc.edu/ugsymposium
99. www.morgridge.wisc.edu/students/awards.html
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101. www.news.wisc.edu/15140
102. www.uwalumni.com/home/alumniandfriends/waa_awards/daa/daa.aspx
103. www.forwardunder40.com
104. www.bus.wisc.edu/news/0283.asp
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FEDERAL COMPLIANCE



A. Credits, Program Length, and Tuition

Credits and Program Length

The UW–Madison academic calendar operates on a semester system—a 16-week fall and spring semester and a summer session that includes sessions of varying length, with the 8-week session being the dominant one. The semester length and the assignment of credit hours are established according to practices that are common in higher education, and especially among peer institutions. Faculty guidelines award one credit for 15 hours of lecture, 15 to 30 hours of discussion, or 30 to 45 hours of laboratory, consistent with the Carnegie unit. The university calendar is available through the Secretary of the Faculty.¹

Program length and requirements are consistent with similar programs at peer institutions (generally 120 to 128 credits for undergraduate programs). Detailed information about program length and requirements are communicated to students through descriptions in the *Undergraduate Catalog*, the *Graduate Catalog* and in publications of the professional schools.² Degree program requirements, including length and curricular details, are determined and approved by program faculty and through a governance process, in keeping with broad program policy set by committees of the faculty, the faculty senate, UW System Administration, and the Board of Regents.

UW–Madison is a member of the Committee on Institutional Cooperation (CIC), the American Association of Universities (AAU), the American Association of Universities Data Exchange (AAUDE), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), and other regional and national organizations that provide venues for the exchange of information that allows UW–Madison to compare standards of academic policies and practices with other similar institutions.

Tuition and Fees

Tuition and fees are set annually by the UW System Board of Regents. Detailed tuition and fee information is available via a variety of publications, among them:

- the Registrar's Web site³
- the Data Digest⁴
- the UW System Administration Budget Office⁵



Undergraduates in the School of Business and in the College of Engineering pay a differential tuition surcharge to defray the higher instructional costs of these programs and to fund additional academic and student support to assure top-quality programs (see Criterion 2.b.). For similar reasons, master's level students in the School of Business also pay a tuition surcharge. Law, Medicine (M.D.), Pharmacy (Pharm.D.), and Veterinary Medicine (DVM) professional students pay tuition that exceeds regular graduate tuition because of the high cost of delivering these programs. Peer tuition comparisons are used in the tuition-setting process to evaluate if tuition is consistent with similar institutions. UW–Madison's regular undergraduate tuition has been one of the lowest in the tuition peer group for decades (see Criterion 2.b., *Data Digest*, page 65).

B. Compliance with Higher Education Reauthorization Act/ Title IV

Compliance Considerations Related to the Higher Education Opportunity Act reauthorization of 2008 (HEOA 2008). As of August 2008, UW–Madison was in compliance with the Higher Education Reauthorization Act of 1998, with Ensuring Continued Access to Student Loans Act of 2008 (ECASLA), Higher Education Reconciliation Act (HERA) of 2006 and the College Opportunity and Affordability Act (CCRAA) of 2007. Compliance with financial aid provisions is handled by the Office of Student Financial Aid. Compliance with student-related IPEDS reporting requirements is coordinated by the Office of Academic Planning and Analysis in collaboration with the Division of Enrollment Management and UW System Administration. Compliance with safety reporting is coordinated by the UW Police Department and the Offices of the Dean of Students. Human resources, finance, and budget reporting are handled by the Office of Human Resources and the Budget Office. UW System Administration prepares and submits all IPEDS reports to the U.S. Department of Education on behalf of System institutions.

UW–Madison is actively responding to the numerous new provisions of the HEOA 2008 that establish new requirements for reporting to the Department of Education through IPEDS, additional requirements for public disclosure of information by the university, and new financial aid provisions. UW–Madison has an established pattern of high levels of disclosure of institutional data and information and is planning for the requested information to be made available according to implementation timetables and protocols that are to be set out by the Department of Education and according to policies of the Commission. University personnel also make use of national peer associations and organized groups of counterparts (examples: ACE, AAU, AAUDE, AIR, AAU financial aid directors) to share information and monitor progress to compliance and these peer groups will provide benchmarks for a common standard of compliance.

The Office of Student Financial Aid (formerly Student Financial Services) assures and maintains the university's compliance with the HEOA as it relates to financial aid. They hold current copies of all required documentation:

- Program Participation Agreement (PPA),
- Eligibility and Certification Renewal (ECAR),
- Fiscal Operations Report and Application to Participate (FISAP),
- Compliance audits performed by Wisconsin Legislative Audit Bureau to meet USED requirements,
- Annual reports related to Experimental Site participation,
- Copies of these documents will be available upon request.

UW–Madison’s student loan default rates are among the lowest in the nation, well below the national average. In FY 2006, students borrowing through the Federal Stafford Loan Program had a default rate of 0.3 percent. This compares to the national average default rate of 5.2 percent. UW–Madison’s Federal Perkins Loan default rate for FY 2007 was 1.44 percent; national averages are 7.81 percent. The student loan unit of the Bursar’s office and the student loan servicing unit of the Office of Student Financial Aid make efforts to provide educational materials that make the payment process easy to understand. The bursar’s staff handles exit interviews and billing for all loans except those in the Federal Family Educational Loan Program (FFELP), and the student loan servicing staff work with former students whose loans other than FFELP become delinquent.

Clery Act/Campus Safety Information. UW–Madison complies with federal requirements for the disclosure of rates of campus crime. The annual Campus Safety Report, which includes information required under the Clery Act, is posted at a dedicated Campus Safety Web site.⁶ The Campus Safety Project is a collaborative effort of the UW Police Department, the Offices of the Dean of Students, University Health Services, and the Employee Assistance Program.

C. Distance Learning

In 2006, UW–Madison was granted permission to implement distance-delivered programs without prior HLC approval. The following programs are offered via distance-delivery and this list is limited to programs that are delivered 100 percent asynchronously.

- BS-Nursing (Collaborative Program) (Internet)
- Doctor of Pharmacy (non-traditional) (Internet)
- MA in Library and Information Studies (Internet)
- Master of Engineering-Engineering (Internet)
- MS in Electrical Engineering (Video/CD ROM)
- MS in Manufacturing Systems Engineering (Internet)
- MS in Mechanical Engineering (Video/CD ROM)
- Certificate in Laboratory Quality Management (Internet)

D. Off-Campus Locations

UW–Madison’s Status of Affiliation requires prior Higher Learning Commission approval for new program sites. Course locations must be reported to the commission at the time of the annual report. Like many universities, UW–Madison developed a heightened awareness of these requirements in 2007 due to communiqués from the Commission, scrutiny by the U.S. Department of Education, and increased interest by faculty in establishing off-campus sites.

UW–Madison requires governance approvals for program sites and course locations. Program sites also need UW System Administration and Board of Regents approval. Policy guidelines for approval are posted at the University Academic Planning Council Web site.⁷

In-State Program Sites

BS-Nursing, School of Nursing “Western Campus” site, Gundersen-Lutheran Clinic, La Crosse, Wisconsin. Students are accepted into the BS-Nursing program at the junior-level; they may choose to apply to enroll at the UW–Madison campus in Madison or at the La Crosse program site. The program was first implemented in 2001. In 2007, 24 of UW–Madison’s 150 BS-Nursing graduates completed their studies at the La Crosse program site. In spring 2008, 47 of 720 students in the BS-Nursing program were enrolled at the La Crosse program site.

In-State Course Locations

None

Out-of-State Program Sites

None

Out-of-State Course Locations

The School of Library and Information Studies established UW–Madison’s first out-of-state course location when they made courses available to working librarians seeking to upgrade their skills at the **Prairie Area Library System** in Rockford, Illinois. Two core courses for the **MS-Library and Information Studies** program are delivered through video-conferencing with a UW–Madison-supported instructor on location. Students complete the two core courses this way, and complete the rest of the program through other online, asynchronous distance course formats.

The Law School established UW–Madison’s first international course location at the **East China University of Political Science and Law** in Shanghai, China, to serve students in the **Master of Legal Institutions** program. Starting in fall 2009, students have the option of taking up to 11 credits of the 24-credit program at the course location in Shanghai (students in this program are generally international students and are not eligible for federal financial aid). No more than four courses per year will be offered. This course location was approved by UW–Madison in 2008 and will be reported to HLC in the annual reporting cycle in February 2009.

E. Record of Student Complaints

Students have and use a variety of approaches to communicate concerns, ideas, and complaints at every level of the university. Many of these routes are informal. Formal routes include those described below. For details on how the university addresses complaints and concerns, see Criterion 1.e. and the special emphasis Institutional Integrity report.

The UW–Madison Office of the Chancellor and Office of the Provost keep a log of all mail they receive in a searchable database. Included in these records are communications from students about concerns or complaints. Typically, student concerns are conveyed to the Offices of the Dean of Students or other appropriate units for follow-up and resolution.

Formal routes by which students may lodge complaints include the Office for Equity and Diversity,⁸ which has responsibility for affirmative action and equal employment opportunity compliance, and the Offices of the Dean of Students, which oversees the student academic and non-academic code of conduct.⁹ Information is communicated to students about expectations for conduct and student rights and responsibilities in the *Undergraduate Catalog*, and *Graduate Catalog*.¹⁰ For academic concerns, students are directed to initiate a complaint with the instructor, and subsequently make appeals to the department chair and then to the school/college dean if the concerns are not addressed adequately.

University Advertising and Recruiting Materials

HLC policy requires that when the university makes reference to its affiliation with the Commission it include the Commission’s address, Web site, and phone number. At the time of the 1999 site visit we increased attention to proper reference to the Commission. We have given renewed attention to the inclusion of the local phone number and the URL and reminded our colleagues, through the Campus Communicators Group, about what information to provide. Accreditation is referenced in the *Undergraduate Catalog*, the *Graduate Catalog*, some financial aid materials, and in the *Data Digest*.



Dual and Specialized Accreditation

The university does not hold dual-accreditation. Several programs maintain specialized accreditation in a number of specific programs. A list of specialized accreditations is published annually in the *Data Digest* (pages 98–100).

Notes

1. www.secfac.wisc.edu/acadcal/
2. www.wisc.edu/academics/catalogs.php
3. http://registrar.wisc.edu/students/fees_tuition/1092tuition.pdf
4. <http://www.bpa.wisc.edu/datadigest/DataDigest2007-2008a.pdf>, page 66
5. A three-page detailed listing at www.uwsa.edu/budplan/tuition/0809FeeSchedule.pdf
6. www.safeu.wisc.edu/
7. http://apa.wisc.edu/Program_Review/UAPC_OffCampus_Sept2008.pdf
8. www.oed.wisc.edu
9. www.wisc.edu/students/saja/misconduct/misconduct.html
10. www.wisc.edu/academics/catalogs.php

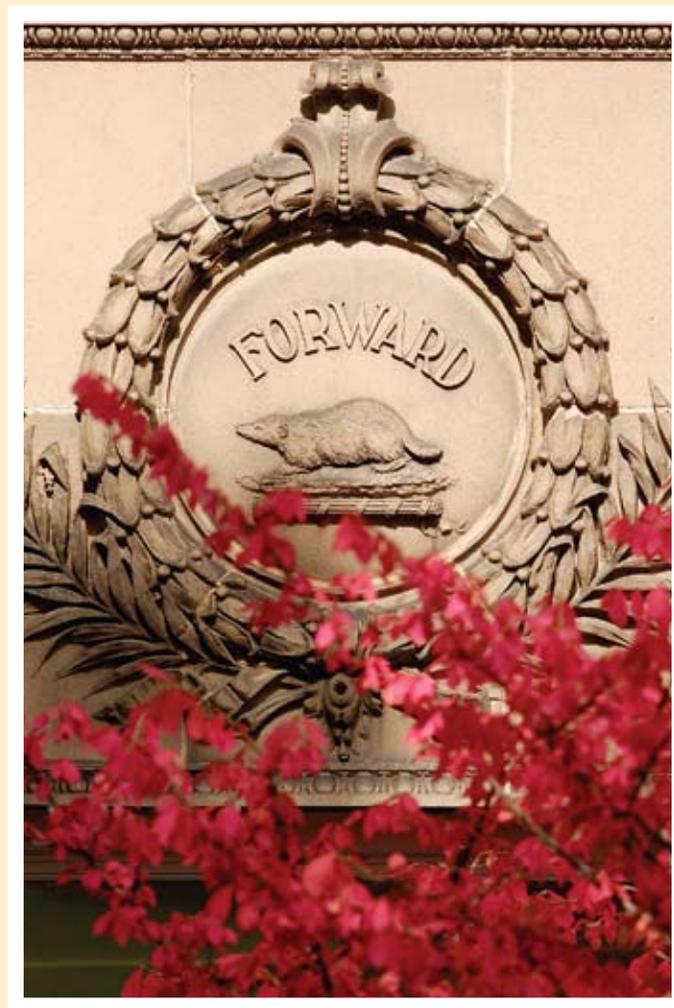
REQUEST FOR CONTINUED ACCREDITATION

The University of Wisconsin–Madison formally requests continued accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools.

The self-study process, including the special emphasis study and the development of the evidence of meeting the core criteria, has given UW–Madison leaders, faculty, and staff a better understanding of the strengths of the institution and opportunities for improvement. This self-study report provides selected examples of evidence that UW–Madison meets or exceeds the expectations of the Criteria for Accreditation and other requirements for accreditation.

PART II

Special Emphasis Study:
What will it mean to be a
great public university in
a changing world?



INTRODUCTION

In this rapidly evolving world, national trends point to dramatic changes—economic, cultural, educational, technological, and environmental—that will demand equally dramatic changes in the U.S. system of higher education. Among these changes are:

- An increased responsibility to prepare every student to productively contribute to a globally interdependent world.
- Greater transparency and accountability, key themes in the report from the Secretary of Education's Commission on the Future of Higher Education, which are at the forefront of national deliberations about higher-education policy.
- Income disparities as one of the most significant barriers to access and graduation for all students, although minority students are affected disproportionately. As state and federal support for universities declines, the issue of affordability will require a shift from merit-based to need-based financial aid.
- The demographic profile of graduate students, which continues to change: More than half of U.S. citizens who received doctorates in 2007 were women, yet only a small proportion were minorities; and international-student enrollment in graduate programs has increased.
- Finally, a focus on sustainability and ethical stewardship of natural resources, which is integral to contemporizing higher education.

Trends in Wisconsin mirror national trends. Because of the rising costs of health care and energy, the state's share of revenue available to higher education is decreasing. This decline in revenue is coupled with a sentiment from the public that its tax burden has become severe. As a result, a growing share of the university's budget is covered by grants from federal and state governments and agencies, and gifts from private donors. The university must examine these complex issues and contribute to finding solutions.

In creating a vision for the next ten years, the Special Emphasis Study teams recognized that changes in the context of higher education must frame their recommendations for the future. Yet, the teams also reaffirmed core values, noting that these values not only form the university's identity and define its emerging priorities, but also allow it to remain true to its unique culture and mission. The UW–Madison legacy, rooted in the



Wisconsin Idea, grows deeper and stronger into the 21st century. In every sphere, synergies result from cutting-edge research, innovative learning, and public engagement. This interconnectedness characterizes the highly valued working-and-learning environment that is UW–Madison’s hallmark.

The theme for the special emphasis study—**“What will it mean to be a great university in a changing world?”**—was carefully chosen to encourage a discussion of the university’s uniqueness and identity in a rapidly changing world. The discussion, which captured the ideas of people both on and off campus, represents the current campus climate. The outcomes of this discussion will be articulated in the next campus strategic plan, leading to positive change undertaken to sustain UW–Madison as a great research university with a public purpose.

The process chosen for the special emphasis study honors the culture and traditions at UW–Madison by being broad-based, inclusive, and transparent. This organic approach was essential for engaging students, staff, faculty, and alumni, and ensuring that ideas from these key constituents were included in the university’s continuous effort to plan strategically for its future.

Over time, this self-study will be remembered as an effort that energetically engaged people to consciously create the future for the university.

The Special Emphasis Study Process

Early in 2007, then Provost Patrick V. Farrell initiated UW–Madison’s 2009 reaccreditation by appointing a project director and deputy director. The goal for the self-study was to expand the breadth of participation and the transparency of the 1999 self-study process, engaging key constituents in laying the foundation for campuswide strategic planning. This process moved forward, in consultation with the Higher Learning Commission, and in February 2008, the university sought formal permission to conduct the special emphasis study on strategic planning. The president of the Higher Learning Commission granted permission in May 2008.

The theme for the special emphasis study, first identified in February 2007 by the provost, the project director, and an ad hoc group of faculty and staff, focused on two key questions:

- **What will it mean to be a great public university in a changing world?**
- **How will the UW–Madison uniquely embody this greatness?**

In March 2007, the project director established a four-member core team, a five-member process team, and a 25-member steering committee composed of faculty, staff, and students (see Acknowledgments). In April 2007, participation and input were sought from UW–Madison’s major constituent groups, including Web-accessible alumni living around the world, students, staff, and faculty (Mathews, et al. 2008¹). The aim of this large-scale engagement was to identify key themes that would be explored by teams in more depth. Three questions were used for this purpose:

- **What about UW–Madison do you most value and want to carry forward?**
- **Ours is a changing world. In this changing world, what are issues for UW–Madison to address?**
- **What will define UW–Madison as a great public university in the future?**

The engagement process was the largest ever initiated on the UW–Madison campus. The provost invited approximately 2,000 faculty, 14,000 staff, and 42,000 students to respond to the Web survey based on the above questions, while the president of WAA invited 138,000 alumni to respond. The reaccreditation project director and deputy director engaged with more than fifty campus governance or advisory groups, totaling more than 500 people, during a four-week period in April and May 2007. They held seven campuswide listening sessions for faculty and staff, organized by disciplinary area. Finally, they held several sessions for employees during second and third shifts, and provided Spanish and Hmong translators. In total, more than 193,000 surveys were



e-mailed locally and around the globe. More than 6,200 UW–Madison community members—a 3 percent response rate—participated in the process by providing their ideas and insights about the future of the university (table 18).

The 25-member reaccreditation steering committee then met for two full days in June 2007 to categorize the 18,668 responses to the three questions into themes. Using Themeseekr—a software tool developed by a UW–Madison graduate student to help sort, categorize, and analyze the survey responses²—the committee identified twenty-three themes (see table 19).

These themes were then vetted with constituent and leadership groups that included the Deans’ Leadership Council, campus executive leaders (the chancellor, provost, vice chancellor for administration, vice provosts, and the Provost’s Executive Group), the vice chancellor for administration’s directors, the Board of Directors for the Wisconsin Alumni Association, student government, and the reaccreditation steering committee. These groups further aggregated the twenty-three themes into a smaller number of integrated themes, which were finalized by the steering committee into six overarching ideas for further study by teams in July 2007. In August, 2007 the six theme teams were formed and twelve faculty and staff members were invited to co-chair the six committees. The committees included faculty, academic and classified staff, graduate and undergraduate students, alumni, and community members, with membership ranging from ten to thirty-five. In total, 190 faculty, staff, students, and alumni served on the teams.

In September 2007, the teams were charged with specific questions and encouraged to host further discussion and/or data collection around the themes. Teams were also directed to discuss key crosscutting questions about distinctiveness, vision, climate and diversity, and infrastructure. After meeting throughout the academic year, team co-chairs delivered final reports in May 2008 and presented key ideas to approximately eighty campus leaders during a half-day retreat, formally concluding the open engagement and teamwork for the special emphasis study.

Engagement Outcomes and Development of the Themes

A clear message was sent through the myriad of responses to the engagement questions: academic excellence has been and must continue to be at the forefront of all we do. Slight variation among theme rankings provides important insights into the priorities for each of the respondent groups, demarcating the current feelings—or, perhaps the challenges—faced by each. This variation must not be ignored, as it provides guidance in how we set our campuswide priorities and how we garner collective support as we consciously and intentionally create our future. It should come as no surprise that

the campus and alumni identified these as some of our key challenges over the next ten years: diversity, quality research and teaching, global awareness, the environment, funding, and the Wisconsin Idea.

These priorities, collectively, represent the wisdom and vision that unite the special emphasis study. They strongly echo the key concepts that helped to shape UW–Madison in the past—the Wisconsin Idea, sifting and winnowing, and shared governance—and will continue to shape it in the future. It is as though the self-study began by asking, “What made the Wisconsin Idea, sifting and winnowing, and shared governance such powerful ideas? And, what lessons might we draw from them to take us into the next century?”

The engagement outcomes, as they translated into six themes for further study, yielded a resounding affirmation of our campus identity. And, among themselves, they powerfully communicate the ways in which UW–Madison is different and how convincingly key constituents make a difference. The six theme teams that comprised the Special Emphasis Study included:

- **Institutional integrity: being a responsible and sustainable public institution**
- **Building a welcoming, respectful, and empowered UW–Madison community**
- **Preparing global citizens and leaders of the future**
- **Integrating the processes of discovery and learning**
- **Creating an impact and shaping the global agenda**
- **Rethinking the public research university**

The theme team reports that follow focus on the ways in which the university values ethics and people; the opportunities it offers to students, faculty, and staff to contribute; its place as a world-class research institution; and its purpose as a public university. Finally, the reports articulate the university’s deep-seated strengths, including interdisciplinary synergy among the liberal arts, sciences, and technology; and commitment to public engagement through a historic and contemporary relationship with the state. Although work remains, UW–Madison can build from an incredible position of strength.

The Six Theme Teams

“Institutional Integrity: being a responsible and sustainable public institution” examines how the university conducts business, in ethical and sustainable terms. To sustain foundations, environment, relationships, excellence, and a funding base, the university must ensure integrity in all that it does and embrace its public-purpose mission. It eloquently acknowledges the university’s sense of “place.”

“Building a welcoming, respectful, and empowered UW–Madison community” looks at the strength of the members of the campus community. The university believes that a well-functioning community provides the necessary foundation for achieving all the university’s goals, and that this community must be built intentionally. The university must nurture diversity and inclusivity, and foster and reward engagement, while promoting civility.

“Preparing global citizens and leaders of the future” focuses on how UW–Madison must be a hub for international learning and research opportunities. The university will achieve this through the intelligent use of emerging information technologies with global agility to foster new partnerships, acknowledging that we will be immersed in a global environment. The university must ensure that it promotes and fosters global competencies, not only among students, but also among all members of the campus community.

“Integrating the processes of discovery and learning” focuses on UW–Madison’s distinctiveness as a world-class research university. This team report asserts that the historic values and traditions that have made UW–Madison great can continue to make us great. However, the university cannot assume that it can simply do business as usual. The growing perception that UW–Madison is facing a “sea change” threatens its mission as a

world-class research university. Declining state funding, combined with waning political support, threaten its competitive edge. The university must heed warnings from faculty and staff about pending impacts of constrained resources, while reaffirming a commitment to the importance of the humanities, social sciences, and the arts.

“Creating an impact and shaping the global agenda” examines the university’s impact on the world through interdisciplinary teaching and research. How can the university engage in, and help solve, emerging challenges to the world? While UW–Madison’s extraordinary people and place make it distinctive, its exceptional reach will continue to make it great. With strategic investments to create a nimble infrastructure, UW–Madison is poised to succeed in enhancing the impact of its interdisciplinary scholarship by addressing emerging global issues.

“Rethinking the public research university” reassesses the public purpose of UW–Madison, and makes clear the model for a world-class public research institution. It asserts that while the Wisconsin Idea itself is not subject to negotiation, the time for reinvigoration has come. The key questions are: How do we make the Wisconsin Idea more integral and a more visible part of the work we do? How do we truly engage and honor the citizens or our state?

Strategic Planning

Following the strategy of the past two reaccreditation cycles, the 2009 reaccreditation project will give way to the next campuswide strategic plan. While this process has varied slightly over the years, this cycle was marked by an earlier initiation of the plan’s creation, with the intent that it more integrally dovetail with the conclusion of the reaccreditation process. To this end, following the conclusion of the reaccreditation theme team work in May 2008, the provost engaged the Leadership Council, Office of Quality Improvement, reaccreditation leaders and the theme team chairs in identifying the most pressing, innovative and bold ideas to carry forward into a new strategic plan. With the arrival of a new chancellor, and the simultaneous economic crisis that descended on the country in October 2008, the plan has taken on a new level of significance as the university braces for severe budget constriction.

Yet, despite the constraints that the university faces, campus leaders view this as a time of unprecedented opportunity. Past successes that resulted from partnerships across the entire university, community and state will become more important and relevant in the future. It is the intent of those involved in the plan’s creation, scheduled for completion by early February 2009, that it will infuse a sense of hope and opportunity to strengthen the campus, while reaffirming its commitment to our core values and mission.



Table 18. Constituent Responses to the 2009 UW–Madison Reaccreditation Self-Study Survey

Constituent Groups	Number	Percent of Responses	Percent of Constituent Group Responding
Students	3,337	54	8.0
Alumni	2,211	35	1.6
Faculty, Faculty-Staff	454	7	21.9*
Academic Staff	145	2	2.4
Classified Staff	82	1	1.6
Total Responses	6,229	99	

* An estimated 20 percent of faculty responded to the survey questions.

Table 19. Theme Rankings by Constituent Groups in the 2009 UW–Madison Reaccreditation Survey.

Themes	Overall	Students	Academic Staff	Alumni	Classified	Faculty	Groups
Academic Excellence	1	1	1	1	1	3	1
Diversity	2	2	3	4	2	6	3
Quality Research	3	4	2	2	3	2	8
Access	4	5	8	5	4	8	5
Campus Life	5	3	18	8	8	16	11
Global Awareness	6	7	6	2	10	7	4
Environment	7	6	11	9	7	9	14
Wisconsin Idea	8	10	4	6	5	5	6
Funding	9	8	7	9	6	1	2
Faculty/Staff Experience	10	9	5	10	0	4	7
Ethics/Values	11	12	9	11	15	15	18
Technology	12	16	12	9	13	20	12
Social Justice	13	11	10	13	12	18	17
Leadership	14	18	14	12	11	10	10
Other	15	15	20	15	19	12	15
Infrastructure	16	13	15	18	9	13	16
Health/Quality of Life	17	14	17	17	18	19	22
Adaptability/Flexibility	18	21	16	14	14	17	9
Out-of-Classroom Experience	19	17	23	19	22	23	20
Marketing UW	20	20	13	16	16	14	13
Grad Students	21	19	19	20	20	11	21
UW Living Laboratory	22	22	22	22	21	22	19
Interdisciplinarity	23	23	21	21	17	21	23

Notes

1. Nancy E. Mathews, Eden T. Inoway-Ronnie, Darin J. Harris, Donald A. Schutt, Maury Cotter and Kathleen A. Paris. *Developing a Self-Study Theme Through Large-Scale Engagement at the University of Wisconsin–Madison*. Higher Learning Commission Annual Conference Proceedings, 2008. Volume 4:75–78.
2. Themeseekr was developed by Erik Andrejko, Department of Mathematics. For more information about this software, contact Erik Andrejko at andrejko@themeseekr.com.

INSTITUTIONAL INTEGRITY: BEING A RESPONSIBLE AND SUSTAINABLE PUBLIC INSTITUTION



“Personal and institutional integrity are critical. If we are to be any different from other institutions selling out to corporate profits, we need to have a greater sense of purpose. We’re here for education and the well-being of the people of the State of Wisconsin, not for administrative careers, personal gain, or even personal aggrandizement.”

UW-Madison student

Interspersed throughout these special emphasis reports are selected responses from participants of the Spring 2007 Reaccreditation survey.

Co-Chairs

Louise S. Robbins, Professor/Director, School of Library and Information Studies
Paul N. Evans, Director, University Housing

Members

Phillip R. Certain, Dean Emeritus, College of Letters and Science
Gregory J. Downey, Associate Professor, School of Journalism and Mass Communication, and School of Library and Information Studies
Kenneth L. Frazier, Director, General Library System
Margaret R. Hawkins, Associate Professor, Department of Curriculum and Instruction
Roger G. Maclean, Associate Dean, School of Business, Reaccreditation Steering Committee Advisor
Kathleen R. Sell, Senior Lecturer, WISCAPE/Integrated Liberal Studies Program
Terrence K. Shelton, Outreach Director, La Follette School of Public Affairs

Advisors

Paula Bonner, President/CEO, Wisconsin Alumni Association
Jo Ann Carr, Director, Center for Instructional Materials and Computing
Walter J. Dickey, Associate Dean and Professor, Law School
Norman C. Fost, Professor, Department of Pediatrics, and Division of Continuing Studies
Raymond Jung Lee Hsu, Graduate Student, English
Bradley T. Hughes, Faculty Associate, Department of English, and Writing Center
Judith Kornblatt, Senior Associate Dean, Graduate School; Professor, Department of Slavic Languages
Carolyn J. Kruse, Director, College Library
Stephen R. Lund, Director, Office of Academic Personnel
Dipesh Navsaria, PL2 Resident, Pediatrics, School of Medicine and Public Health
Noel T. Radomski, Director and Associate Researcher, Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE)
Jacob O. Stampen, Professor Emeritus, Department of Educational Leadership and Policy Analysis
Maura Taggart, Madison Community Member
Michael C. Thornton, Professor, Department of Afro-American Studies; Director, Morgridge Center
Zachary R. Zangl, Undergraduate Student, Political Science, and History

Support Staff

Mathilde Andrejko, Assistant to the Director
Ann E. Zanzig, Facilitator, Office of Quality Improvement

I. EXECUTIVE SUMMARY

In addressing the overall question of “what does it mean to be a great public university in a changing world? our team was charged with considering issues of “institutional integrity,” or how UW–Madison could ensure that it operates as “a responsible and sustainable public institution.”

As we discussed the issues surrounding institutional integrity, we challenged ourselves to engage with three related questions:

- What values drive UW–Madison faculty, staff, students, and stakeholders?
- What ethical responsibilities does UW–Madison bear in pursuit of these values?
- What must UW–Madison do to sustain its ability to ethically pursue its values as a great public research university?

The values we propose to reaffirm and rearticulate are:

- Academic freedom to question, learn, create, and teach
- Contribution to political, economic, and cultural progress
- Stewardship of environmental, intellectual, and cultural resources
- Diversity with regard to goals, backgrounds, and beliefs
- Access to the university without regard to wealth, background, or belief

UW–Madison faculty, staff, and students have developed structures designed to institutionalize a way of acting ethically and with integrity in realizing the university’s values and responsibilities. The ethical responsibilities that accompany these values—beginning with our responsibility within the university to one another and extending outward to our community, our state, and to the global community—are to:

- Keep our promises: integrate our values, words, and actions and keep our promises as articulated in our values.
- Speak the truth: practice truth-telling in conduct of research, teaching, and service; leadership is needed to build trust with the people of the state.
- Avoid harm: provide a safe and welcoming community for all.
- Repair harm when it is done: acknowledge and amend mistakes.
- Practice justice: be and be perceived to be fair.

These values and ethical responsibilities point to a vision of four different types of sustainability, each of which we believe will be crucial to the ethical pursuit of our values in the twenty-first century:

- Sustaining our environment: responsible resource use and land stewardship; creating a campus culture of stewardship through teaching, research, and engagement.
- Sustaining our relationships: keeping the public’s trust, attention, and support through increased engagement, communication, and leadership; reinvigorating the Wisconsin Idea.
- Sustaining our excellence: effective, inclusive, and democratic governance; enabling more effective leadership and bolstering or modifying reward structures to support our values.
- Sustaining our funding: keeping the institution financially strong and agile; negotiating a new partnership with the state that will support undergraduate education, keep us competitive, and facilitate planning.

In order to achieve these sustainability goals, we propose reimagining UW–Madison as a *public purpose university*—a hybrid form that is able to thrive in a new global environment of knowledge production under conditions of declining state support, but which is still willing and able to defend those ideals of social justice, academic freedom, and public accountability that have been the hallmarks of this great public research university.

II. INTRODUCTION AND BACKGROUND

Criterion 3c 

Criterion 5d 

The University of Wisconsin–Madison has been known as a *great public research university* for as long as the term has existed. Not only does excellence in research pervade all of the university’s activities, but classes are taught by people actively engaged in the creation of new knowledge, and the public is served by experts eager to apply their discoveries to social and economic problems.

Over its long history, the university has faced many challenges. It has survived two world wars and a great depression. It has flourished during periods of student apathy toward politics and during periods of protest and activism. It has enjoyed periods of financial prosperity and it has weathered periods of deprivation. Through all of this, it has been committed to its core values of research, teaching, and public service.

Criterion 1a 

The university has excelled by adapting to the changing environment in which it has found itself. It is not an easy feat, because adaptation always involves predicting the future and taking chances. But by remaining true to its primary mission, “to create, integrate, transfer, and apply knowledge,”¹ the university has flourished even as it has adapted to new circumstances.

Today presents just such a moment of change in which UW–Madison must reconsider and rearticulate its core values, its avowed responsibilities, and its potential for sustainability. Our university and our state both face a changing landscape—political, economic, technological, environmental, and cultural. This report, developed by faculty, staff, and students, with input from within and beyond the campus community, looks both backward and forward, not only to reaffirm the long-standing values and responsibilities of our flagship state research university, but also to boldly sustain them through uncertain times.

In addressing the overall question of “what does it mean to be a great public research university in a changing world?” our team was charged with considering issues of “institutional integrity,” or how UW–Madison could ensure that it operates as “a responsible and sustainable public institution.”

To address this question, we developed a core group of nine and an advisory group of fifteen. These groups were made up of faculty, staff, and students, as well as community members. The core group began the process of grappling with the issues and outlined main themes. As themes and ideas developed, we convened the advisory group in order to widen the input. We took advantage of existing documents ideas within our charge, engaged in conversation with members of the Wisconsin Alumni Association Board, and examined the thousands of responses to the Web-based survey of campus and community members. We drew on our individual experiences as members of community groups, governance groups such as department chairs, and committees across campus. In addition we listened carefully to the groups assembled specifically by the leaders of the accreditation effort.

Overview 

Through this process we carefully considered questions of values, ethics, and sustainability. The result is a vision for transforming UW–Madison from a “public research university” into a “public purpose university”—emerging from this moment of challenge with a restructured financial and governance relationship to the legislature, but still focused on and committed to our mission and to the people of the state of Wisconsin.

A. Values

The first question with which our team grappled was: What values drive UW–Madison faculty, staff, students, and stakeholders?

Overview 

Criterion 5a 

Although the phrase “Wisconsin Idea” dates from a 1912 book by Wisconsin State Legislative Librarian Charles McCarthy,² the notion that the University of Wisconsin must sustain a mutually productive relationship with all the people of its state has been present since the university’s founding, and continues to be reinterpreted and reinforced today. While the model of engagement to which it gave birth is now seen as commonplace, at

the time it was regarded as a true innovation guided by the needs of the adult citizens of the state. In considering our university's institutional integrity and sustainability, it is important to hear the words of Theodore Roosevelt in the introduction to McCarthy's book: "In Wisconsin there has been a successful effort to redeem the promises by performances, and to reduce theories into practice." As one historian of the Wisconsin Idea has said, it is "the idealistic and humane concern that knowledge could and should have practical impact on the needs, problems, and aspirations of the people."^{3,4}

In this document we have assembled a core set of values which we feel exemplify the ongoing relevance of the Wisconsin Idea today and call us to a reinvigoration of its guiding principles.

1. Academic freedom to question, learn, create, and teach

The tablet before Wisconsin's Bascom Hall calls us to the "fearless sifting and winnowing by which alone the truth can be found," and it is, we argue, our core value—the one from which all others follow. As both an educational and a research institution, UW–Madison values the production of knowledge in all its forms; however, it also recognizes that the most useful and reliable knowledge is that which is always itself subject to further question. Thus we value, support, and strive for excellence in the entire chain of knowledge production: both theoretical formulation and empirical research; both external publication and classroom teaching; both technological innovation and artistic imagination.

However, it is not only faculty and staff who must assert the value of intellectual freedom in their research, teaching, and writing. Students must assert their freedom to enact their own educational plans and take responsibility for wrestling with the content of their courses. And stakeholders from across the state—whether corporate, civic, or citizen—must enact their freedom to challenge and educate the university with their own stories, needs and ideas. Maintaining an environment where such rational discussion, debate, and discovery can be sustained requires a commitment to peer review of knowledge, democratic self-governance, and civil communication.

2. Contribution to political, economic, and cultural progress

As UW President Charles Van Hise put it in 1904, "the beneficent influence of the University" must reach "every home in the state." But today, through the knowledge-production activities of UW–Madison faculty, staff, and students, that beneficent influence can take many forms. Our goal is that both students and their families value the combined broad liberal education and specific professional training that a UW–Madison undergraduate education offers, with its promise to start a young adult—or even a mature one—on a lifetime of personal and economic well-being. Around the state, we hope that local communities of all sizes value the UW–Madison contribution to general economic growth and informed political debate—both crucial in a political economy that is increasingly technological and globalized. And we need to ensure that cross-cutting social communities of all sorts—whether based on shared ethnic heritage or shared political vision—value the university's commitment to understand and support the diverse cultural histories and achievements of our state's residents, old and new.

Our relationships with all of these stakeholders cannot be taken for granted. Just as we need the people of our state to value our contributions to their well-being, so do we need to value their comments, contributions, and critiques of our performance.

3. Stewardship of environmental, intellectual, and cultural resources

It is often said that the modern environmental movement started in Wisconsin, with UW–Madison faculty, students, and alumni such as Aldo Leopold, John Muir, and Gaylord Nelson. The "land ethic" that was first articulated in Wisconsin reminds us that progress can carry costs—and informed debate about this is increasingly critical in a world subject to both intensified resource use and global climate change. We value not only the stewardship of our natural environment, however; intellectual and cultural resources, whether material archives or indigenous languages, must also be cared for in a world of rapid social change. As an institution, UW–Madison values the ability (and the

Overview

Criterion 1a-b

"I really value the liberal spirit of UW–Madison. UW–Madison students were one of the strongest opponents of the Vietnam War. We, UW–Madison students, are not afraid to voice our opinion when we see something wrong."

UW–Madison student

Criterion 1c

Criterion 2a



responsibility) to carefully consider the ecological, intellectual, and cultural capital that must be left to future generations of Wisconsin residents in order to sustain progress over the long term.

This value points to the fact that stewardship on behalf of the state of Wisconsin carries implications far beyond the boundaries of the state. Questions of environmental sustainability and cultural survival are global in nature; thus, our research, teaching, and service related to these issues must transcend the boundaries of the state (and the nation) as well.

Criterion 1a-b

Criterion 2a

4. Diversity with regard to goals, backgrounds, and beliefs

More than two decades ago, the university initiated its diversity efforts: the 1988 Madison Plan, the UW System Design for Diversity, and the 1993 Madison Commitment, followed by the UW System-wide production of Plan 2008—"a broad and aggressive plan for what we need to do to make institutional improvements necessary to achieve greater diversity on campus" in the new millennium. Simultaneous with this commitment to diversity was a recognition of the importance of interdisciplinary knowledge production, which would bring that same diversity of our faculty, staff, and students to bear on the crucial research problems of the day. The recent and well-deserved attention to such issues can obscure the fact that our state has always been home to a diverse array of cultures and constituencies. Today economic pressures and technological infrastructures make it easier for Wisconsin residents to be exposed to ideas, projects, and communities different from their own—often reaching farther and faster across the globe than ever before. But we must remember that Wisconsin residents themselves, and the interests they hold, are also diversifying in new and exciting ways.

UW–Madison values its role as an intellectual meeting ground at this global crossroads, both for the individual faculty, staff, students, and stakeholders who inevitably bring their diverse life experiences of location, language, gender, sexuality, religion, and ethnicity to bear on their participation in the campus community, and for the diverse range of ideas and projects themselves that these same faculty, staff, students, and stakeholders "sift and winnow" through every day. The university's twin goals of progress and stewardship through knowledge production depend on both encouraging the constant challenge of diverse viewpoints and enabling the common consensus between diverse individuals.

Criterion 1a-b

5. Access to the university without regard to wealth, background, or belief

Finally, UW–Madison recognizes the fact that diversity without equity is an empty promise. Whether through hiring practices for faculty and staff, or admissions practices for students of all sorts, the university values its role as an institution with not only high

standards, but wide access. Historically, when many other universities would not admit Jewish students, the University of Wisconsin did so, demonstrating an early commitment to access regardless of wealth, background, or belief. Upholding this value means recognizing the diversity of social conditions—economic, geographic, educational, and cultural—that discourage or even prevent participation by some while enabling and even encouraging participation by others. Claims that UW–Madison contributes to progress and stewardship within Wisconsin are hollow without the assurance of representation and participation for a range of Wisconsin residents as questioners, learners, creators, and teachers.

But mere presence is not enough. All parts of the university community must be allowed to feel that this is where they belong: where they are safe, where they can disagree or dissent, and where their contributions are honored. If we value diversity and access, faculty and staff at UW–Madison must continually demonstrate respect for each other and all students and stakeholders.

B. Ethical Responsibilities

Given these core values, the second question the team addressed was: What ethical responsibilities does UW–Madison bear in pursuit of these values?

Although we believe that the values which today follow from the Wisconsin Idea are widely shared by most UW–Madison faculty, staff, students, and stakeholders, enacting such values in daily practice is never easy. Indeed, we discovered in the course of our investigations that many people who joined our community in the recent past did not know the historical importance and uniqueness of the Wisconsin Idea or the Sifting and Winnowing commitment, and thus were less likely to embrace them wholeheartedly. We must be much more intentional in communicating these foundational values.

Conflicts over the best way to achieve our values, especially in an institutional environment of diverse participants, multifaceted goals, and material constraints of time, space, and funds, are inevitable. UW–Madison faculty, staff, and students have developed a myriad of structures designed to create ethical norms and institutionalize ways of acting ethically and with integrity in realizing the university's values and responsibilities. But these structures often seem to split our university community along lines of discipline and authority, tied as they are to a diversity of professions, jobs, and roles that faculty, staff, and students must hold. And however well-constructed and understood they may be, our ethical responsibilities seem to be made visible outside of the walls of the university only when we are shown to fall short of them. This section explores and summarizes our most fundamental ethical guidelines, and suggests some ways in which these ethics might be more fully and intentionally enacted and adapted, and better communicated as both the university and the state move forward together into the future.

1. Keep our promises

For UW–Madison to have integrity requires that the university does what it says: it must integrate its values, words, and actions. We must keep our promises as articulated in our values. We must not only invest our rhetoric, but also our reality, in facilitating access to a quality university education; in creating a workplace that honors diversity among our faculty, staff, and students in all the richness that term implies; in engaging the people of the state; in being accountable for our resources and our actions.

2. Speak truth

UW–Madison and the members of its community must tell the truth, not only in the conduct of our research and in the exercise of teaching, but in our communications with each other and the people of the state. While state and federal laws and countervailing values of privacy and fairness may preclude complete transparency, being accountable means revealing any conflicts of interest; exposing our mistakes and accepting responsibility for them; examining our lapses with honesty while planning ways to remedy them; and communicating quickly and clearly with our constituencies. It is at this juncture that leadership is most required, for we earn the trust of the people of the state through

■ Criterion 1c-e

“Ethical decision-making has become an increasingly important issue in every field and an increasingly gray area. Students need to be at least exposed to the bases of ethics in whatever their field may be.”

U.S. alumnus

■ Criterion 1e

■ Criterion 4d

honest and open dialogue, even when we feel we must articulate and defend a position that is likely to draw public opposition.

Criterion 4d

3. Avoid harm

Leadership is also required to build and maintain the structures and processes of accountability. A large, complex community like UW–Madison, more populous and diverse than most cities in Wisconsin, is bound to suffer instances in which the behavior of one member harms others, whether intentionally or not. We are aware, in addition, that the often highly structured distinctions among faculty, academic staff, classified staff, graduate students, and undergraduate students can appear to sanction behavior that creates a harmful work or class environment for some members of the UW–Madison community and damages the whole community. Finding ways to reduce harmful distinctions while preserving essential roles and supporting diversity provides a challenge to existing personnel and governance structures. Students have strongly expressed their desire for a safe environment—physically, intellectually, and emotionally. They too, have an obligation to learn—hopefully from the models we set—their own place as citizens who respect one another.

In engaging our communities in the state, we have a number of safeguards for the protection of research participants, but fewer safeguards for protection of participants in community engagement or service activities. Recent initiatives to improve service learning address some of these gaps. And if we truly value the stewardship of our land and the many cultures that inhabit it, we need to consider safeguards against the loss of irreplaceable environmental and cultural resources. We believe that we must be reflective and have an institutionalized process for querying ourselves about our own integrity, that we must hold ourselves accountable if we fail in upholding this principle. Federal agencies support our efforts to follow ethical principles in funded research; we must find ways to ensure accountability in other areas of our work, such as teaching and community engagement.

“UW–Madison must be the advocate and teacher of this process ... A safe place to examine all the facts and think ‘outside’ the box as necessary to discover just what is correct and solve any issue. In a world that increasingly seems to rely on rationalization instead of reason, a great public university will protect us all by being the place where we can discover truth.”

UW–Madison student

4. Repair harm when it is done

Accountability—at every level of the university community from student to chancellor and regent—includes acknowledging when we have done harm and providing reparations when appropriate. Reparations may mean identifying the causes of our failures and then creating new structures to prevent further harm and to rebuild trust. Again, we are aware that pressures to deny responsibility for a wrong done can be extremely high, especially when reparations may be costly and there may be gradations of responsibility for the harm done, but we believe that the trust built through openness and communication—as well as adherence to our ethical principles—should mitigate our fears of owning our mistakes.

5. Practice justice

The treatment of colleagues both within and without the university and the provision of a system of accountability go to the ethical principle of justice. While justice is a concept that requires tomes to explicate, we here refer to fairness, to equity. UW–Madison must be, and be perceived to be, fair, to treat its members with equity and without fear or favor in matters large and small. Challenges to fairness no doubt occur in such instances as the lack of domestic partner benefits. They are certainly perceived by the general public when an athlete appears to get less or more punishment for an out-of-class infringement than a nonathlete would, or when a woman junior faculty member is mentored with less attention than her male colleague. Equitable access to both university resources and to university procedures of review, redress, and grievance is critical if we are to maintain the trust and enthusiasm of a diverse university population within a diverse state and nation. While a number of procedures for achieving equity or redressing injustices exist within the university’s governance structures, they are often onerous and protracted, limited by outside forces or slowed by inertia; ways should be sought to improve these processes.

Criterion 2c

Criterion 1e

Criterion 4d

III. VISION

The broad values of our university and the ethical responsibilities required to pursue them are indeed shared by many public research universities. But at Wisconsin they have both a particular history and a specific future:

- We are guests on the land of the Ho-Chunk people who lived here before it was “granted” to the university and we recognize that relationship requires our attention.
- Our history is tied explicitly through seminal documents to the Wisconsin Idea and to academic freedom as articulated in the “sifting and winnowing” statement. We have been leaders and models in both community engagement and intellectual freedom since the Progressive Era.
- Our state’s economy is still undergoing a long transition from manufacturing to services, and faces particular challenges in creating a new technological, skill, and knowledge infrastructure for successful global competition.
- Federal grant support focuses attention to the priorities of external funders and thereby runs the danger of reducing the faculty and staff available to more intentionally carry out our commitment to the activities that make up the enactment of the Wisconsin Idea within the state.
- Our state and our nation are becoming more diverse; newer immigrants look and sound different from the earlier northern and eastern Europeans.
- Increasing costs for highways and corrections compete with health care, human services, and education.
- Our environment is feeling both the effects of rapid and poorly planned urban development and the consequences of intensive agricultural production.
- With growing complexity in both the university and state government—and the competition for available dollars to keep up with increasing costs and expectations—controls on university operations have become more confining, making it more difficult to quickly respond to our next issue or challenge.
- And as a “battleground state” in national elections, our politicians are split not only in their views on all these issues, but also in their views on the role that UW–Madison should play in helping to address those issues.

We need a new sustainable model if we are to successfully strive to enact our values as a *great public research university* in an environment of decreasing state funding and increasing state challenges to our operations. If we are to responsibly pursue our values, if we are to continue to achieve excellence, neither reduced state support nor constraining state regulation seems sustainable. In order to thrive and to engage with and for the people of the state on important issues, the University of Wisconsin–Madison needs to become more sustainable in four crucial areas.

A. Sustaining Our Environment: Responsible Resource Use and Land Stewardship

The state of Wisconsin has been the home to some of the greatest naturalists in our nation’s history. It is only logical that the UW–Madison, where many of these great environmentalists worked while students or scholars, should choose to operate in a sustainable way that nurtures and preserves the values of those great founders of the environmental movement—and that respect the sacredness of the lake area to First Nations people. We want to conduct our business of research, teaching, and engagement in an environmentally sustainable way that transforms the university—from its energy use to its curriculum—from an “ivory tower” into a “green ivy tower.”

In our 2005 Campus Master Plan, we named sustainability as first in a list of major components of a successful university, and that plan, now being implemented, embodies sustainability with its choice of land-use values, type of construction, and facilities design so

“UW–Madison must take the lead in environmental issues: make all buildings LEED compliant, invest in on-campus renewable energy, recycle, compost, maintain its left-of-center attitude teaching sustainability.”

UW–Madison student

 Criterion 2

Criterion 2d  as to reach that “Goal #1: Protect, enhance and celebrate our lakeside setting. Develop sustainability guidelines using ‘green’ building materials and techniques. Reduce our impact on the land and better manage energy use.”

Our first evaluation of the impact of measures already taken reveals significant impacts in cost savings and reduced carbon emissions of adopting more sustainable practices. We need further analysis of the impacts of more sustainable practices on our energy use, land use, transportation, food services, buildings, recycling, and waste management. In addition, we need a comprehensive assessment of the extent to which we incorporate principles of sustainability in our courses and whether there should be a general education requirement related to sustainability.

To accomplish that goal we propose the following initiatives:

Criterion 4b-c  **1. Curriculum and research.** Teach in class and by example sustainable environmental stewardship that is technologically and ethically sound that students can carry with them to any other community in the future; focus the intellectual power of the entire university community on solving sustainability needs; and communicate the results.

Criterion 3c  Sustainability is already incorporated into the curriculum in programs from engineering to environmental studies. The Nelson Institute for Environmental Studies has produced a useful Web site that outlines efforts around campus, from A to Z. This extensive catalog shows how disjointed campus efforts are and how often sustainability is pigeonholed into specific classes and groups. Rather, we suggest individual units act in a manner that appreciates that sustainable practice requires a more holistic, interdisciplinary approach with global implications for both research and teaching. It’s not a *system* that curriculum and research needs to pay attention to, but the *ecology* of systems that counts, with additional focus on environmental, social justice, and economic justice issues.

We propose that the provost lead such a campuswide effort through a focused year of discussions, lectures, visiting fellows, and other university outreach efforts to develop and explain the university’s sustainability goals. The provost should in addition make available monies to encourage, develop, and institutionalize interdisciplinary learning opportunities for students, staff, and faculty focused on sustainability.

2. Administration and operations. Conduct everyday business in ways that demonstrate an ethical commitment to sustainable practices. Include a thorough analysis of the strengths, weaknesses, opportunities, and threats that would accompany the adoption of more intensive sustainability initiatives. Review and adopt best use of local resources, including transportation, foodstuff, waste management, and fuel.

Criterion 1e 
 Criterion 2d 
 Criterion 4d  We propose a university sustainability coordinator, a sustainability outreach coordinator, and other “green” officials involved with procurement, housing and dining, energy, environmental management services (EMS), and building and natural areas, among others. The work of these will be aided by sustainability advisory committees on topics including transportation, facilities, EMS, student life, curriculum, energy creation and use, recycling (from coal ash to medical equipment), building construction, construction waste management, surplus, and vendor relations. With the guidance of these groups, and working together with all shared governance groups, the university will create a master plan for sustaining our built as well as our natural environment.

3. Campus culture. Engage all UW–Madison faculty, staff, and students, as well as the communities with which we share our governance and our state, in efforts to solve sustainability needs and to communicate both the problems and the solutions to those beyond our boundaries.

Achieving the goals will require the attention of the entire university community to such mundane things as how we get rid of pests, how we pick up and recycle after football games, how we serve and consume our beverages, and how long we let trucks idle at work sites. We propose expanding and promoting the Nelson Institute Web site as a model for a clearinghouse on sustainability initiatives, including a bimonthly electronic newsletter and workshops for faculty, staff, and students.

4. Community service and engagement. Be an example of sustainability for other government agencies, businesses, organizations, tribes, communities. Learn from our sister University of Wisconsin institutions their best practices. Engage with all these communi-

ties to learn best practices they have discovered and aid in their dissemination.

The university needs to explain its sustainable efforts both internally and externally. With the backdrop of the Wisconsin Idea, the university should begin a “Climate Academy” to coordinate, promote, and support educational presentations on campus, including a yearly conference open to all that celebrates the university and community effort to converge private, public, and social sectors to create a sustainable social and environmental benefit.



■ Criterion 5

B. Sustaining Our Relationships: Keeping the Public’s Trust, Attention, and Support

In order to embody our historic values and our ethical concerns, the university must be able to gain and keep the public’s trust, attention, and support. In order to gain the public’s trust, we must behave with integrity, honor our commitments, and have structures in place that will support, encourage, or enforce the behaviors we espouse. Creating the structures that will support our values and ethical principles will not be easy; nevertheless, the process to create such a system of support may prove to be as important as the product.

■ Criterion 5a

It is time to have a “grand conversation,” with as many of our constituencies as possible, about ethics and values and the structures that are needed to support them. Each of our governance bodies should address the roles we play and how we play them.

We need visible leadership, leadership not only from higher administration and the deans’ level—although most certainly from them—but from all members of the community. We need to invest in learning to communicate both our challenges and our successes. We must communicate in ways that resonate, being proactive and respectful in explaining our values even when we ultimately must agree to disagree with our audiences. Often we are tempted to communicate less when we perceive a possible conflict. We must resist that temptation and communicate more at points of misunderstanding. Leaders must find ways to tell our stories that will deepen the communities’ understanding of the university.

We are obliged to begin a public conversation to redesign the relationship between the state and the university in order that the new relationship be intentional, not determined by the vagaries of the political process. That public conversation must not, however, be confined to a few meetings with invited guests. Rather the university should engage the state’s citizens in an ongoing dialog beginning immediately and continuing through the 2012 centennial of the Wisconsin Idea, through projects undertaken in state communities, and perhaps through a statewide conference open to all who wish to attend. We should ask: What would be the shape of a new relationship? How can we sustain the core values of mutual engagement underlying the Wisconsin Idea in that new relationship? With alternate funding or governance models, how can we assure—or reassure—the tradition of access? These are just some of the questions that require public discussion.

C. Sustaining Our Excellence: Effective, Inclusive, and Democratic Governance

Although the law establishing the University of Wisconsin System outlined the basics of shared governance, through which the roles of the members of the community in relation to each are defined, a growing number of community members feel these guidelines need clarification in order to facilitate reaching our ethical goals. We hear concerns about faculty members, for example, who rely on *Faculty Policies and Procedures* to describe a “letter” by which they must abide, but who fail to embrace the “spirit” of the document and to behave responsibly in areas that are not precisely defined: who

■ Criterion 1d

may exclude academic staff from governance; who treat classified staff members badly without consequence, but terminate a classified staff member for behaving disrespectfully toward a faculty member; or who take advantage of their power differential in relationships of one kind or another with graduate students. It is important that we discover where our processes and structures are not aligned with our desired outcomes and design accountability structures or processes to establish and maintain standards of behavior in a way that will help us to create a climate in which all members of the university community can reach their potential.

We need to consider vesting our department chairs with sufficient authority and providing them with enough training to encourage or enforce our shared ethical values. In addition, given short-term appointments, department chairs may never learn their role—or may hesitate to exercise what authority they have—as the role rotates through the faculty, thus creating a vacuum in leadership in one of the hardest jobs on campus. These issues of training, authority, and short terms are complicated by the fact that departments in many sectors of the campus are being transcended by centers and institutes, which change the locus of control. We should build on the work of WISELI (Women in Science & Engineering Leadership Institute) for search committee training as well as the initiatives of Laurie Beth Clark, former vice provost for faculty and staff, and her colleagues, and Maury Cotter in the Office of Quality Improvement, to develop mandatory training for department chairs, including appropriate compensation for their time if held outside the normal nine-month faculty contract period.

In addition, our reward structures should be reconceived so that faculty—particularly junior faculty—are no longer actively discouraged from the kind of community engagement in support of the Wisconsin Idea which we espouse as a central value of the university and in which we must be effective partners. Currently, by the time tenure is achieved, faculty members have their gaze firmly fixed on particular kinds of research or perhaps teaching, but few are focused on enlarging their engagement with the community. While we demonstrate our values by investing in our junior faculty and do not pit one against another for a finite set of tenured positions, we inhibit their engagement in our service ethic by devaluing it. We need to broaden our definition of excellence in research and teaching to include community-based research in which the learners may not be in the classroom, or the classroom may not be in the university per se. We need a system that articulates community engagement in the Wisconsin Idea as a basic value and expectation of being a member of the UW–Madison community and encourages faculty to make names for themselves not only as researchers or teachers, but also as “social entrepreneurs” or “public intellectuals.”

If we sustain our environment, enhance and reinvigorate our engagement with the state, rebuild trust, and enhance our governance to support our values more strongly, we will have gone a long way toward sustaining UW–Madison as a great university. However, to sustain UW–Madison financially and to provide the flexibility it needs in an increasingly competitive environment, we must also consider new models of funding and governance.

Criterion 4c 

Criterion 2c 

Criterion 3a,c 

Criterion 5c 

D. Sustaining Our Funding: Keeping the Institution Financially Strong and Agile

Criterion 2b,d 

As a result of a slowing economy and a lack of substantial economic and population growth, the state annually deals with fiscal challenges. And this is not a new phenomenon. Legislators have long faced tough funding choices for health care, corrections, state infrastructures, K–12 education, and the University of Wisconsin. With funding either cut or flat, the university has suffered from, at best, a lack of certainty at biennial budget times. This uncertainty has created a funding crisis.

Regardless of the data used to measure the impact of several decades of slow fiscal growth, funding for UW–Madison and K–12 school districts has not kept up with increasing costs. It is difficult for observers to recognize a single crisis point in the decline of “real buying power” in state funding. Some of the cuts to overall funding occur as a result of inflation and are not cuts to total dollars, making the reality of the impact even



more difficult for the public to understand. This lack of understanding is also the result of the university's past ability to adapt to cuts in ways that have minimized the impact on undergraduate instruction. There is also a lack of understanding of the distinction between capital building projects or research, where the university has the capacity to raise federal and private funds designated for specific purposes, and the operating budget that funds education programs. Thus, it seems to both legislative leaders and the public that the university can be cut with impunity since there are so many publicized discoveries and so much visible construction on campus.

What is not obvious to the public is that reduced support today damages the university over the longer term in ways that may take a generation or more to undo, even if funding sufficient to account for inflation and provide for needed program growth is restored—an unlikely probability given the trend data over the past several years and the current economic forecast. When classes are cut; when library collections fail to keep abreast of current literature; when distinguished faculty depart with their grants, their top graduate students, and their capacity for educating Wisconsin undergraduates to go to a better-funded university; when faculty members are not replaced due to lack of funds—the full effects are felt only over the long term.

UW–Madison finds itself in a more complex and competitive higher education sector than thirty years ago. Starting salaries for faculty and academic staff are set by a national market, but annual raises are set by a local market. Thus, on occasion over the past twenty-five years, the state has been persuaded to allocate “catch-up” salary increases. Even so, every year some of our best faculty and staff are lured away by significant salary increases or availability of domestic partner benefits. We in turn try to lure senior faculty to replace them, but often must pay junior faculty higher salaries than those established and productive faculty members who have not sought to leave. This creates salary compression within departments that encourages more outside offers and lowers morale. To make matters more difficult, state rules and labor contracts make it difficult to compete even in the local market for professional and blue-collar classified staff.

An outstanding faculty and staff is the foundation of an outstanding university. The faculty is affected not only by low salaries, but also by the loss of the best graduate applicants to universities that are able to provide more attractive funding. This is a continual downward cycle. When the loss of distinguished faculty and promising graduate students is combined with an annual loss of real dollars, it reduces the attractiveness of the university to prospective—and current—faculty members and graduate students and potentially reduces the quality of undergraduate teaching. Once Wisconsin loses its

esteemed place among public research universities, it will take generations to regain it, if it ever does.

Overview

In addition, although UW–Madison has become quite successful in attracting external funding for capital projects, there is a problem in that even if the project is entirely funded externally, the Department of Administration and the Legislature have created procedures and management processes that significantly increase costs and therefore decrease the scope of what can be accomplished. Processes that are designed to achieve economies of scale for state agencies often fail to recognize the distinctive needs of UW–Madison, which requires flexibility, rapid response, and the ability to apply best practices and current technology in the realms of human resources, information technology, and procurement in order to function efficiently and effectively and to compete globally. The processes can also negatively impact donors who object to the lack of flexibility and the fees which reduce the overall impact of their generous gifts.

All of these situations have strained UW–Madison’s partnership with the state and at times with the people of the state. It has left both ends of State Street unsatisfied with the status quo and unable to do meaningful long-term planning. Amelioration of the state’s economic woes may well rest with UW–Madison, but it is hard to create economic growth without stable financial and political support. The partnership is further strained during each biennial budget cycle and what now has become a regular occurrence, the midbudget adjustment. Redefining the partnership with each budget cycle—and sometimes in between—has harmed the relationship and made it difficult for the university to plan and respond to a rapidly changing world.

Criterion 2b

Just as it is time to reinvigorate the Wisconsin Idea, it is also time to redefine and reinvigorate the financial and governance partnership between UW–Madison and the state. It is time to reconfirm the historic commitment to provide stable state support for higher education. UW–Madison also needs to make a commitment to this partnership by continually demonstrating that it is a good steward of the funds it receives and responsive to the citizens of the state who provide those funds. UW–Madison’s sustainability depends on its ability to thoughtfully use resources and maximize the value received for the investment made by the state.

A new partnership with the state that includes a new model of governance needs to emerge. This new partnership, if done correctly, can strengthen the relationship with the state and its citizens, stabilize funding, and release UW–Madison to act quickly to changing conditions and challenges. We must plan strategically to sustain this great university while there are still some degrees of freedom. We should not wait until the losses are substantial enough to forever change the nature of the university and its accessibility to Wisconsin students, its relationship to the people, and its ability to help solve the challenges of the state.



IV. IDEAS FOR MOVING FORWARD OUR VISION

In order to achieve these goals of sustaining our environment, our relationships, our excellence, and our funding, we propose reimagining UW–Madison as a “public purpose university”—a hybrid form which is able to thrive in a new global environment of knowledge production under conditions of increased competition for resources, committed to enacting and defending the ideals of social justice, academic freedom, and public accountability.

In the recent book *The True Genius of America at Risk*,⁵ Katharine Lyall and Kathleen Sell defined this idea of a public purpose university based on *mission*, as distinguished from the current model of a public university based on ownership and regulation. Briefly, a public purpose university must:

- compete in a market that includes private universities, proprietary institutions, and online academies;
- stand for social justice by maintaining a broad commitment to access;
- be bold in applying the university’s intellectual resources to social and scientific problems, but cautious about promising sweeping solutions to immediate problems;
- be fierce defenders of academic freedom, and the freedom of faculty and students to speak and act on controversial issues;
- work with elected officials to stabilize public investment in the core instructional mission at sustainable levels in exchange for specific, accountable outcomes and services;
- have a governing board that approximates the representation of its major investors: taxpayers, students, research contractors, alumni, and donors;
- have some form of quasi-public status that remains accountable to its stakeholders for appropriate outcomes.

Our team found these imperatives to be quite consistent with the core values and ethical responsibilities of UW–Madison as detailed above. Thus we believe the public purpose university offers a way to effectively address our questions of long-term sustainability, including the key question of economic sustainability.

Thus, most likely, a combination of strategies would need to be developed for this new partnership to work. For example, an agreement might be reached with the state that combines a block grant of tax dollars with a tuition increase and a specified increase in the endowment for financial aid. In this way, we might restructure UW–Madison as a “public benefit corporation.” But however it is assembled, a diversity of funding sources means that there is a concomitant diversity of constituencies to which the university is answerable: the students and their parents, who pay tuition; the governor and legislature, even though the portion of the budget supported by state tax dollars is declining; the external funding agencies that have their own agendas; the major donors who expect the university to be reflective of their values; and the general public, who both pay the taxes and have a sense of ownership in the educational enterprise. There is an internal public, too—the students, faculty, and staff—without which a self-governing academic institution cannot maintain excellence. It is safe to say that the current system of university governance—from the board of regents down to the academic departments—does not reflect the reality of the changing financial pressures on UW–Madison. Governance should be rethought.

Such changes cannot happen overnight. But there are already models in Wisconsin that incorporate the ideas of the public purpose university. The UW Hospital and Clinics were moved out of the university’s (and state’s) budget and regulatory domain and made an independent public authority at a time when the state’s “equity interest” in the hospital was below 5 percent. The move was driven by the hospital’s need to stay financially viable in the rapidly changing, entrepreneurial environment of health care delivery so that it could continue to treat patients and educate medical students.

“I believe the intellectual environment and spirit of innovation is very active and lively in UW-Madison. It presents immense opportunities for self-exploration and cooperation with like-minded students and faculty. Being passionate and creative in handling the many challenges and opportunities that lay in the world is something very evident throughout campus and that positive spirit is something I hope to carry forward.”

UW–Madison student

 Criterion 1a-c

 Criterion 1d

 Overview

Bolder models are found in other states. At the University of Virginia, for example, the law and business schools are now “tubs on their own bottoms” without taxpayer support, and taxed-back by the university to support core costs (such as libraries, general education, and overhead). The entire public university system has evolved into a “charter model” that makes each institution responsible for certain public service outcomes and frees it to operate more independently and competitively. Other universities are considering calling for similar steps.

In one way or another, a sound public-regarding solution must fashion UW–Madison into a public purpose university that continues to be based on service to the public good. The university’s long adherence to the Wisconsin Idea and to its land-grant mission provides a solid strategic base for this effort. Philosophical, educational, political, and practical issues must be hammered out. It will be a challenge, but the preservation of a resource that has been built over more than a century and a half impels us to succeed.

In sum, we recognize that many elements must be addressed if UW–Madison faculty, staff, students, and stakeholders are to consider moving toward a public purpose university in a way that would sustainably preserve our core values and ethical responsibilities. We hope to inspire questions and discussion on the following steps:

- Examine structural models in other states such as Virginia, Pennsylvania, and Minnesota to explore both the state-assisted and constitutional models, which would allow operating outside the rubric of state personnel and other systems;
- Identify realistic and reliable additional alternate sources of income for both the operating and capital budgets;
- Develop a proactive and fully funded state and university financial-aid approach that ties growth in financial aid to growth in tuition and overall need;
- Establish a favorable and separate bonding authority for the university or other substantially increased, capital budget flexibility;
- Gradually phase out state authority over university personnel rules and capital expenditures;
- Enhance effective managerial and administrative capacity in the absence of state regulation—including a change in business practices, with the accompanying challenge to develop new information processing;
- Create a UW–Madison Board of Trustees;
- Create the appropriate legal umbrella of a newly constituted, public purpose UW–Madison, such as a 501(c)(3) public benefit corporation; and clarification of the place of UW–Madison within the UW System of higher education.

V. ISSUES FOR FURTHER CONSIDERATION

We have argued that an interlocking set of core values, ethical responsibilities, and sustainability concerns point to the need for a redefinition of UW–Madison as a “public purpose university.” We hope this report can open a wider conversation about these issues, and we invite readers to respond to some critical questions that we have left unanswered:

- Assuming the values that we have articulated are indeed desirable and widely shared among the diverse constituents of the university, what are some visible ways in which these values might better be embodied in our daily practice of research, teaching, and community engagement, and what are we as a community willing to sacrifice to maintain them?
- How might the concepts of teaching and research be broadened to embrace community-based research that helps to enact the Wisconsin Idea?
- What gaps exist in structures and processes that are currently in place to support the ethical responsibilities that we have identified?
- How can the obstacles to equity that seem inherent in our personnel systems be mitigated?
- What kinds of contradictions might exist between the various sustainability goals that we have advocated—for example, when does sustaining economic growth as an institution conflict with sustaining the health of the natural and social environment and the economic well-being of the state?
- When does sustaining a fair and functional form of internal governance make it more difficult to sustain the public trust? How should such conflicts be addressed?
- How can we make issues of ethics, engagement, and the environment part of the everyday conversation and culture of the university community and ensure that these values are also reflected in our research and teaching missions?
- How can we keep track of our progress on issues as pervasive but personal as the ethics and integrity of the university community? What reflective processes of accountability can be implemented?
- What are the first steps to be taken if we hope to move to the model of the public purpose university outlined above?

We recognize that our task to articulate values and ethics within a framework of integrity and sustainability does not lend itself to easy answers, but rather to tough questions. But engaging those questions with seriousness of purpose and generosity of spirit is imperative to the future of the great University of Wisconsin–Madison.

To fail in sustaining our relationships, our excellence, our environment, or our funding within the framework of our historic values and our ethical responsibilities is to decide to relinquish our claim to being one of the world’s great public research universities.

If we succeed, our faculty, staff, students, and stakeholders will appreciate our ethical practices and efforts to build a community of openness and trust. Every Wisconsin community will be aware of the university’s efforts to live in a more responsible and creative, sustainable relationship not only with the soil and four lakes on which we sit, but with our many state communities. They will understand that their future is intimately tied with the future of the university—and they will have participated, through statewide conversations, in shaping that future. UW–Madison will be perceived not only within the state of Wisconsin, but across the country as once again modeling the Wisconsin Idea that the borders of the university are the borders of the state—and beyond. And it will hold claim to being one of the world’s greatest public-purpose research universities.

Notes

1. David Ward, chancellor, 1993–2000, articulated this simplified form of a longer 1988 mission statement found at www.wisc.edu/about/administration/mission.php.
2. Charles McCarthy, *The Wisconsin Idea* (New York, 1912), www.library.wisc.edu/etext/WIReader/Contents/Idea.html
3. James W. Gooch, *Transplanting Extension: A New Look at the Wisconsin Idea* (Madison, WI: UW Extension Printing Services, 1995), and
4. Daniel Schugurensky, *History of Education: Selected Moments of the 20th Century*. Available at daniel_schugurens/assignment1/1907wisconsin.html
5. Katherine C. Lyall and Kathleen R. Sell, *The True Genius of America at Risk: Are We Losing Our Public Universities to De Facto Privatization?* (Westport, Conn.: Praeger, 2005).

BUILDING A WELCOMING, RESPECTFUL, AND EMPOWERED UW-MADISON COMMUNITY



“Learning about diversity in lifestyle, race, gender, orientations, and religion is an important part of life at UW. But as we learn that it’s okay to be different and that we should respect the differences of others, we also must learn compassion and understanding based on a moral code, especially in light of recent events at Virginia Tech.”

UW–Madison student

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I. EXECUTIVE SUMMARY

The Building Community team of the 2009 UW–Madison Reaccreditation Project was charged with addressing the question: “How can UW–Madison best meet the needs of an increasingly diverse society and community to build a welcoming, respectful, and empowered community?” This question provided the opportunity to engage the campus community in a conversation about the experience of being at UW–Madison. This is particularly timely, as concerns about recruitment and retention of faculty and staff increase in urgency and importance.

In this study, we sought to address the simultaneous opportunities and challenges associated with the changing racial, political, ethnic, geographic, ideological, and economic profile of the campus community by focusing on engagement and community building. The UW–Madison community includes some 41,000 undergraduate and graduate students, and more than 16,000 employees, including over 2,000 faculty, and roughly 14,000 academic and classified staff. Students and faculty are distributed across some 400 degree programs in 12 schools and colleges. This represents a huge change in the past twenty years, and while we may not know what changes the future will bring, we believe that we have an obligation to shape an environment where members of our community can do their best work. As a result, we focus on the experience of being at UW–Madison, as much as what we do when we are here.

The campus community we envision is one where we intentionally build community through common purpose, engagement in campus and broader community activities, and awareness of and respect for the various roles played by our students, staff, faculty, visitors, and alumni.¹ We envision a campus where all members are aware of and respect the rights and responsibilities associated with being part of the campus community, and where campus social and physical structures empower community members to have a voice and to uniquely contribute to collective as well as individual goals. We propose that attention paid to community building and fostering/encouraging inclusion will lead to improved climate, higher retention, and enhanced productivity for all members of the campus community.

In order to create this vision and meet our goals for the next decade, our team identified two major challenges to address and a set of key recommendations. In particular is the challenge of building both a dynamic community and a “flat” campus. How can we balance the incredible opportunity and simultaneous difficulties associated with being as large and as decentralized as we are?

A. Challenge 1: Intentionally Build Community While Nurturing Diversity

The primary challenge in creating a welcoming, respectful, and inclusive campus is that of building community while also nurturing diversity and individuality. Building community requires that the members believe they have something in common and that in a meaningful way they share an identity. That commonality is important, but we also ask, how can we foster a sense of shared purpose and core principles without going so far as to suggest that newcomers should be assimilated into an existing and static community?

Recommendation 1: Deliberate attention paid to being welcoming. First experiences, whether the first day on the job, or the first semester as a student, or the first months as a tenure-track faculty member, can set the tone for a person’s entire experience. A critical part of building community is creating experiences that fully introduce and welcome new staff, students, and visitors as well as support the transitions of continuing community members.

- Initiate a campus campaign similar to “We Conserve”: “We welcome, it’s what we do.” Track success by surveying new employees and students about their level of feeling welcome.

- Create orientations for new employees that are “developmentally appropriate,” that begin before arrival on campus, and that provide a stepwise orientation to campus and their role here. This includes our second- and third-shift workers. We further recommend (1) spreading out the orientation appropriately and (2) focusing not only on the cognitive but also on the affective aspects of orientation—to provide the experiential aspects of orientation. Show new people the ropes, addressing what are the expectations, as well as where am I now? How do I do my job? Who can I talk to, rely on, be friends with?
- Develop and sustain support systems and resources for new employees: e.g., provide adequate and appropriate mentoring, as well as training for mentors and supervisors.
- Designate a “welcome person” within each department, unit, and dormitory to serve as the point person providing welcome and information for those interested. Make this person’s name and contact information publicly available.
- Provide activities and programs to introduce new people to campus and campus to them. For example: (1) a “Bucky Book” for campus—every new employee (and each employee who reaches five, ten, fifteen . . . years on campus) receives a book of coupons for free admission to a performance, a free meal in one of the dining halls, a free game of pool in the union, free parking for a day, etc., and (2) social networking opportunities (interest groups that are not job-related).

Recommendation 2: Foster and encourage activities that positively enhance the Wisconsin Experience for each of us.

- Cross-unit visits to learn more about how the campus as a whole operates.
- Interest groups that are not job-focused.
- Opportunities to participate in service learning, research, outreach, etc., for our students, staff, and faculty alike.

Recommendation 3: Institute a policy of regular climate surveys for formative and summative assessment purposes.

B. Challenge 2: Creating Engagement and Responsibility

In any institution of this size, creating a sense of shared purpose and responsibility and a culture of engagement presents a challenge. It is quite possible to identify those individuals who belong to our “university community,” but this definition obscures the complexity inherent in this group. When we lack a clear and compelling identity, divisions along departmental, or racial, or hometown lines are apt to loom large.² For students, at least, full participation in an institution of higher learning should involve being open to new perspectives, activities, and ideas—should not the same be true of faculty and staff? Yet, how might it be possible to nurture this openness while also fostering a common vision? In addition, how can we provide each member of the campus community with a voice in the community?

Recommendation 1: Initiate and institutionalize a policy of inclusion and engagement. Just as a campaign of “We welcome,” initiate “We engage and we include.”

Recommendation 2: Mandate that a statement of civility and values be publicly posted and distributed. Just as there is a code of conduct for students and for classified staff, so too should we all ascribe to appropriate conduct (related to the rights and responsibilities associated with being here). Embedded within this are ideas about our core values as a campus. What is the Wisconsin Idea for the next century? What is our common purpose? This type of campus-level self-awareness is a critical component in defining who we are as a community.

- Begin a process to collectively generate a statement of campus community values to be disseminated to every new and current member of the campus community.
- Institute programs to foster cultural competency (see full report for additional details).

Recommendation 3: Track “engagement” of faculty, students, staff, visitors, and alumni using a modified version of the National Survey of Student Engagement (NSSE), which would ask about employees’ involvement in furthering the Wisconsin Idea or participation in shared governance, for example.

Recommendation 4: Focus on the Wisconsin Experience for all. Every person who visits, works, or studies here is having a “Wisconsin Experience,” whether they are aware of it or not—indeed, everyone here contributes to the Wisconsin Experience, whether they recognize their power or not. We propose that we be intentional about what it means. What is it that makes this place unique? What does it mean to be at this campus versus another?

The type of high-functioning community we envision doesn’t happen by accident. Over and over, studies have shown that true community requires intentionality on the part of its members. To move forward as a great public university in a rapidly changing world, we must declare our commitment to building community and we must continually nurture that community’s development at all levels. Because a strong community implies a shared identity, we need as a campus a bold statement of who we are and what it means to be here. In addition, because the membership of our community is constantly changing, we need to consistently invite new members to participate in shaping and furthering that identity. Engagement and dialogue are key elements in building and in gauging community. Just as we encourage all undergraduates to shape their Wisconsin Experience by participating in more than the bare minimum of activities required to earn their degrees, so too should we encourage all faculty and staff to shape their own Wisconsin Experience through engagement that goes beyond narrow focus or a specific job description.

Our team itself represents a powerful example of the benefits that can come from diverse groups working together toward a common purpose. This project and the consensus it represents would not have been possible without broad and active participation from a wide array of groups and individuals on campus. Every bold generalization about what community looks like on this campus was challenged by the breadth of experience and context brought by the members of this team, leaving us confident that the claims that remain have proven valid across campus. We have been changed, included, and engaged by the process. Our final recommendation, therefore, is to make use of the human resources and community that have been built in this process.

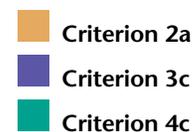
II. INTRODUCTION AND BACKGROUND

A. Charge to the Team and Key Questions

Our team was charged with completing a self-study for UW–Madison that addressed the primary question: “How can UW–Madison best meet the needs of an increasingly diverse society and community to build a welcoming, respectful, and empowered community?” This question was unique to us, and provided an opportunity to engage the campus and the community in a conversation about the experience of being at the University of Wisconsin–Madison and on the value of a campus community comprised of empowered individuals. Unlike several of the other teams, our focus was intentionally inward, as our ability as an institution to serve the larger community, to prepare a diverse and effective workforce, and to foster scholarly pursuits is dependent on our ability to create the inclusive and engaging environment conducive to these.

The resulting report reflects the overarching theme of the self-study: “What does it mean to be a great public research university in a changing world, and how does UW–Madison uniquely embody this greatness?” as well as the following questions laid out in our team charter:

- What is a welcoming, respectful, and empowered UW–Madison community? What would be key indicators?
- What are opportunities or existing successful programs to build upon?



- What are the impediments to creating and sustaining a more inclusive UW–Madison campus community, and what will it take to overcome those challenges?
- How can UW–Madison increase the awareness and connectivity of its many communities on campus?

These questions as stated generated substantive dialogue, and our exploration of how to create a welcoming, respectful, and empowered UW–Madison community progressed organically throughout the nine-month study period. Our findings as reported below address these questions, yet the report is not structured around these four bullet points per se.

B. Context for This Theme

Though the questions listed above constituted the initial charge to our team, one might reasonably begin with a much more fundamental question: why is community-building important? The answer lies in understanding three elements of community—identity, intent, and interactions.³ We build community by developing a shared sense of who we are (identity), why we’re here (intent), and how we behave (interactions).

1. Why is community building important?

- Because establishing a coherent identity within our institution is a necessary precursor to sharing that identity outside our institution. Community-building is therefore essential to the Wisconsin Idea.
- Because a shared intent enables us to identify and pursue coherent, consistent, complementary goals. Community-building is therefore essential to our pursuit of excellence.
- Because positive interactions result in increased productivity and in higher retention rates for students, faculty, and staff (and fewer resources expended as a result of turnover). Community-building is therefore essential to our responsible and effective use of resources.

If one characteristic identifies a strong, healthy, and high-functioning community, it is engagement, a theme that appears repeatedly in this report. In *The Fifth Discipline*, Peter Senge argues that the increasing complexity, pace, and diversity of modern life and work require that we develop flexible, adaptive institutions, or what he calls “learning organizations.” Senge characterizes these organizations as places “where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.”⁴ In his widely read and in-depth study of undergraduates at Harvard, *Making the Most of College: Students Speak Their Minds*, Richard Light argues that student engagement is a key indication of their learning as well as their satisfaction (a result in keeping with the philosophy behind the National Survey of Student Engagement and UW–Madison’s participation in that study). Similar findings appear in much of the literature on learning communities, whose very purpose and success lie in their ability to help students engage with one another and with their learning.⁵

Criterion 3a

Who we engage with matters as much as the fact of engagement. The University of Michigan’s study on “The Benefits of Diversity in Education for Democratic Citizenship” provides a compelling argument that “students who interact with diverse students in classrooms and in the broad campus environment will be more motivated and better able to participate in a heterogeneous and complex society.”⁶ A fascinating 2001 study in *Organization Science* found that the existence of “communication ties which cut across demographic boundaries—and the different sets of information, experiences, and outlooks that such boundaries divide—enriches the research process and promotes greater productivity.”⁷

In short, community building is important because it enables us to achieve our institutional mission.

2. Who is in the UW–Madison community?

The UW–Madison community includes over 41,000 undergraduate and graduate students, and more than 16,000 employees, including over 2,000 faculty, and roughly 14,000 academic and classified staff. Students and faculty are distributed across some 400 degree programs in 12 schools and colleges. The main campus covers more than 900 acres and includes hundreds of buildings. Job descriptions for our 16,000 employees vary enormously and include everything from postdoctoral researchers to deans and directors (i.e., those at start and at the pinnacle of their careers), student services to custodial services (i.e., those who care for our students and for our facilities), contract workers and limited-term employees (LTEs) to long-tenured faculty (i.e., those with short- vs. long-term commitments on campus). Some are unionized, some not. All participate at least nominally in “shared governance.” This size and variety alone present challenges to community building.⁸

One example of a change that has reshaped UW–Madison involves academic staff, who perform a broad array of duties on campus, including instruction and research, but also student services from advising to health care to athletics. The role and number of academic staff have evolved over the past generation, thanks to corresponding changes in funding levels, changes in the available academic workforce, and changes in expectations for what services a campus should provide. At UW–Madison, the number of academic staff grew from roughly 2,500 in 1977 to nearly 7,000 by 2007. The number of faculty during this period stayed relatively constant, at around 2,000.⁹ This means that academic staff, who were once numerically on a par with faculty, now outnumber them by 3 to 1. Have practices or expectations changed to keep pace? What implications does this change have for the experience of those staff members or for the faculty and students with whom they interact?

Classified staff have increased as well, though not as dramatically as academic staff. Between 1998 and 2007, the number of classified staff grew from 4,874 to 5,228 (~7 percent).¹⁰ More significantly, a decade ago 94 percent of classified staff were white/Caucasian; today 88 percent are (during that same period, women have consistently made up approximately 55 percent of classified staff). How has this demographic change come about and what lessons might we draw from that change for the rest of campus?

Although the total number of faculty has remained steady, their makeup has changed as well. Consider, for example, that in the College of Agricultural and Life Sciences, some 45 percent of the faculty have been hired since the year 2000. How has this affected institutional memory and community identity?

Recent changes in higher education further complicate this process of community building. Among the biggest transformations on campuses nationwide during the past decades is the change in the racial, political, ethnic, geographic, and economic profile of campus community members, as well as an increased visibility and awareness of the variety of those members’ sexual orientations, physical abilities, learning styles and abilities, and mental health status. Students, faculty members, and employees alike comprise and interact with a far more heterogeneous community than ever previously.¹¹

In the 1980s, between 6 and 14 percent of faculty hires each year were from minority groups; from 2000 to 2007, that percentage has been between 20 and 27 percent.¹² In 1999, 89 percent of the faculty were white/Caucasian; by 2007, that percentage had dropped modestly to 83 percent. Gender shifts have taken place as well: in the past ten years (from 1998 to 2007), the faculty has shifted from 22 percent female and 78 percent male to 29 percent female and 71 percent male. Demographic changes have shaped the student body as well.¹³ In 1989, 3 percent of incoming freshmen were from so-called targeted minority groups; by 2007, 10 percent of incoming freshmen were from targeted minority groups. Statistics for UW–Madison on first-generation college students have been compiled only in recent years, but since 2005, roughly 20 percent of the members of each incoming class report having no parent who has completed a four-year degree.¹⁴ Though nationwide data do not necessarily reflect the picture at UW–Madison, the trend appears to be toward more students whose families are new to college. Also telling is the trend in financial need and support among new freshmen:

Overview

A Sense of Place

So I must believe that . . . a place is not a place until people have been born in it, have grown up in it, lived in it, known it, died in it—have both experienced and shaped it, as individuals, families, neighborhoods, and communities, over more than one generation. Some are born in their place, some find it, some realize after long searching that the place they left is the one they have been searching for. But whatever their relation to it, it is made a place only by slow accrual, like a coral reef.

From *A Sense of Place*,
by Wallace Stegner

■ Criterion 1b

■ Criterion 2a

in 1989, 31 percent of first-year students were determined to have financial need and these students met 28 percent of this need through “self-help” (loans, work-study, etc.); in 2004, 41 percent of freshmen had financial need, and these students met 35 percent of the cost of their education through self-help.¹⁵

<p>A newcomer to campus in the mid-1980s ...</p> <p>... would have been entering a community where over 90 percent of the faculty were white, over 80 percent were male, and 85 percent had tenure.</p> <p>In 1985, enrollment hit an all-time high of 45,050 students.¹⁶ The record-breaking freshman class contained 6,815 students, 97 percent of whom were white or Asian (i.e., nontargeted-minority) and 52 percent female; two-thirds would have no documented financial need.</p>	<p>A newcomer to campus today ...</p> <p>... would enter a community where roughly 83 percent of the faculty are white, 71 percent are male, and 78 percent have tenure.</p> <p>After dipping below 40,000 in 1996, enrollment has settled at around 41,500. The 2006 freshman class of 5,373 students was the smallest in more than a decade and was 90 percent white or Asian (i.e., nontargeted minority) and 55 percent female; 59 percent had no documented financial need.</p>
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“UW–Madison must be an international university open to and welcoming diversity and the exchange of ideas. We need to find a way to make this place welcoming to all, not too large and intimidating—so that everyone who comes here to learn and grow is able to do so in a positive and comfortable way to the best of their abilities.”

Dane County alumnus

3. The need for intentional community-building

Leaving aside the issue of whether these trends are good or appropriate, the fact remains that our community makeup today is more varied than it was a generation ago. With this remarkable range in backgrounds, values, and beliefs come tremendous opportunity and tremendous challenge. The more homogeneous a community, the less effort required to find common ground and shared purpose. Along with changes in demographics have come changes in perspectives—gone is the time when one might represent the university largely as the bastion of white male faculty and their Wisconsin-born students of European descent.

In 2008, we are compelled to view ourselves more subtly and with more complexity. In other words, it is not that women and minorities and staff members and financially needy students were never a part of the university, but that we are more aware of and attuned to this diversity. Indeed, as we step back to envision the university’s identity, we are reminded of a history and a community on this land that predate the university, adding further depth to what it means to be here, in this place, at this time. The nearly 60,000 members of the UW–Madison community make the campus one of the largest “cities” in the state with all the varied physical, intellectual, socioeconomic, and ideological backgrounds, abilities, and identities of a thriving city.

We can no longer assume a common understanding about the “norms” of community associated with interacting and engaging one another. Further, in this era of globalization and information it is becoming increasingly difficult to do a single job or learn a single subject. Growing interest nationally in interdisciplinarity and our own campus efforts in this area (e.g., the Wisconsin Institutes for Discovery and the Cluster Hire initiative) underscores this need to leverage and foster diverse scholarly perspectives in our classrooms and academic units. All of us, members of majority and minority groups alike, must now attend to the dynamics of community across the diverse roles this campus now houses. Too often conversations about diversity on campuses become synonymous with racial or cultural background or focus solely on the number of minority students or faculty. This is inadequate to achieve true community and more often only serves to polarize and divide.¹⁷ Instead, diversity must encompass difference in all its forms. And the value of diversity must lie not in filling quotas, but in celebrating the learning that comes from authentically engaging different perspectives—fostering this sort of engagement is a key recommendation of this report. It means shifting from the attitude that we must legislate the tolerance of differences to an attitude of actively seeking understanding across lines of difference.

As Wallace Stegner so elegantly suggested,¹⁸ the very identity of the university comes from the people who have shaped it and who continue to do so. We believe, therefore, that being a “great public university in a rapidly changing world” requires that we find

Criterion 4b 

Criterion 2a 

Criterion 4a 

the will and means to welcome, respect, and empower all members of this campus community across social, physical, and cultural divides, acknowledging the challenges presented by such a goal. We believe that community building begins with first encounters—ensuring that UW–Madison welcomes both new members and existing members into new situations and roles. But true community goes beyond such first impressions—day to day we must all commit to treating one another respectfully, which requires acknowledging and exploring differences in our experiences, perceptions, values, and roles. And finally, for all members of UW–Madison to be true partners in this community, we must all feel empowered to participate in and help shape this institution and its future.

This type of high-functioning community engagement doesn't happen by accident. Over and over studies have shown that true community requires intentionality on the part of its members.¹⁹ To move forward as a great public university in a rapidly changing world, we must declare our commitment to building community and we must continually nurture that community's development at all levels. Because a strong community implies a shared identity, we need as a campus a bold statement of who we are and what it means to be here. In addition, because the membership of our community is constantly changing, we need to consistently invite new members to participate in shaping and furthering that identity. Engagement and dialogue are key elements in building and in gauging community. Just as we encourage all undergraduates to shape their Wisconsin Experience by participating in more than the bare minimum of activities required to earn their degree, so too should we encourage all faculty and staff to shape their own Wisconsin Experience through engagement that goes beyond narrow focus or a specific job description.

These ideas have emerged during the past year, beginning with a survey of UW–Madison students, employees, and alumni initiated by the Reaccreditation Project Team and continuing through conversations with hundreds of members of the community. Across all levels and constituencies the message was clear—present and past members of the campus community called for us to focus on the experience of being at UW–Madison, as much as what we do when we are here.

C. Approach to Preparing This Report

With that charge in mind—a focus on the experience of those who are here—we spent nearly nine months building a diverse team of campus community members to address the issue of “building a welcoming, respectful, and empowered UW–Madison campus community.” Team members and affiliations are listed at the beginning of this report. They included classified and academic staff, students (undergraduate and graduate), administration and academic services, and tenured and probationary faculty members from a range of campus units.

The approach we took to generating the report was manifold: (1) The team co-chairs attended listening sessions and meetings with various campus groups and representatives during the time period from July 2007 until April 2008 (for example, the Campus Leadership Council, the Diversity Oversight Committee, and the L&S Equity and Diversity Committee). (2) We met as a team for three three-hour retreats between October 2007 and February 2008 to generate ideas and engage in dialogue about our vision and ideas for moving forward. (3) We held intensive two-hour sessions with an initial core writing team during December 2007 and January 2008 to begin to converge on report structure and content. (4) We held a weekly series of “Coffee Conversations” during February and March 2008 to hone the report and its ideas. (5) We presented our initial recommendations and report structure to various campus leadership groups during February 2008. (6) We met with individual campus leaders (such as the vice chancellor for teaching and learning, the associate vice chancellor for research administration, and the provost) to refine and revise our recommendations and the language of our report. In addition, our conversations with the other theme-team chairs have helped us to place our findings and recommendations in a broader context of re-envisioning the university for the future.

■ Criterion 3c

■ Criteria 3a,c

■ Criterion 4c

1. Details about the retreats

In our first retreat, we addressed the idea of what it means to be “welcoming,” who it is that the campus community (and therefore our charge) includes, what are the needs of an increasingly diverse community and society, and what would constitute “success” for the self-study report. In the second retreat, we explored what it means to be a member of the UW–Madison community, and asked what it should mean. What is a community, and how is one intentionally built? We discussed the characteristics of our campus culture and the values reflected therein, and we identified programs on campus that are representative of the values and welcoming community we desire. In our final retreat, we worked to generate ideas and recommendations for creating a welcoming campus community.

2. Key results

Criteria 3c,d

a. The experience of welcoming and being welcomed can be broken into two parts. First is the welcome a person receives when he or she are in the position of being new. In the course of our time here, we each enter new spaces regularly (literally and figuratively)—new buildings, new offices/jobs, new committees, and so forth—and each entry point is an opportunity to be welcomed (or not). Second is the ongoing experience of feeling included in one’s workplace community, underscoring the importance of the climate of a given unit on campus. We discussed specific factors that contribute to both types of welcome—such as having a good initial experience here, people taking the time to mentor new people and get to know them, as well as the importance of feeling valued as a member of the community for long-term welcome. We recognized efforts under way in certain parts of campus, such as SOAR/First Year Experiences, the Parent Program, and the Wisconsin Idea Seminar, that are designed to welcome new people, as well as programs to support the creation of a welcoming climate (e.g., HHMI chairs training and the campus learning communities).

b. The campus community in its broadest sense includes people from a tremendous range of racial, cultural, physical, and socioeconomic backgrounds and experiences spanning roles from faculty members, students (undergraduate and graduate), post-doctoral researchers, visiting scientists and scholars, alumni, custodial and buildings and grounds services, coaches, administrative services, academic services, as well as represented and nonrepresented classified employees, student employees, and academic and instructional staff. While we recognize this diversity as inherently valuable, we also recognize the challenge it presents in creating community that includes all roles and perspectives. Further, the team (and others we spoke with) felt strongly that inclusion of diverse perspectives must not become synonymous with submersion of those perspectives. We cannot have an attitude that expects all people who come here to “join us and learn to become us” in our Midwestern cultural traditions. Rather, what it means to be a member of this campus is co-created through our respectful interactions with one another and our negotiation of the differences in our perspective and backgrounds. Authentic community is one where difference is respected and engaged rather than submerged or avoided.²⁰ This type of engagement requires an environment that is safe yet not complacent. Ideas are challenged and differences are negotiated. This is embodied in the concepts of ‘pluralism’ as proposed by Dr. Diana Eck.²¹ She states: “Diversity is just plurality, plain and simple—splendid, colorful, perhaps threatening. Pluralism is the engagement that creates a common society from all that plurality.”

Criterion 2d

c. We recognized some compelling and valuable cultural values embodied by this university (see “Who We Are,” page 161). Further, we identified the importance of an institutional statement of values. In a more homogeneous community shared awareness of cultural history and values can be implicitly assumed. In an increasingly diverse society shared awareness of values cannot be assumed. It is essential for community building that we collectively define and make explicit a set of core values or core principles that reflect who we are as an institution. An explicit statement of our values developed from our cultural and institutional past and reflecting our current community goals serves to define not only who we are, but who we strive to be as a campus

community, and to provide a gauge against which to measure our policies, publications, practices, attitudes, and actions. This type of explicit statement of cultural history and collective values is a critical part of community-building. It allows new members a starting point for entering into the community and a set of common goals and purpose that serve to anchor a dynamic community such as ours.

- d. We recognized that there is marginalization on campus of disparate groups based on factors such as race, sexual orientation, and physical ability—and there is clearly a need for programs designed to support these groups for retention and success. We also identified behavior toward and civility among the different groups and roles on campus as a fundamental factor in developing a welcoming and respectful community. In particular, the differences and (often) animosities that exist between academic and administrative services, between classified and academic staff, and between faculty and all campus groups are barriers to a collaborative and collegial, welcoming, empowered, and respectful community. However we define our differences, we need a community that engages with difference and nurtures dialogue, with the goal of improved campus climate and increased scholarly engagement. True engagement is not as simple to achieve as it is to say, and frequently calls on us to engage in what one commentator has called “uncomfortable learning.” Whether our perspectives place us in the majority or in the minority, sharing and exploring our different viewpoints and experiences in a meaningful way may well require us to work through discomfort, but provides the potential for powerful development.
- e. Finally, we identified the need to be intentional about building community. The ability to find a place to ‘belong,’ to feel a part of a community that recognizes and values the individual as well as the collective has been shown repeatedly to be critical for success and retention.²² Left on their own, new people (be they students, faculty members, or staff) to a campus this large and overwhelming may tend to hide in their office, lab, or residence hall room without conscious intervention to include them in campus life. Further, when they do venture out, they may tend to associate with others who are most like them because that is the easiest choice.²³ In order to generate true community (safe but challenging, fostering the growth of its members, engaged), opportunities and guidance must be provided for new members, and existing community members must equally participate. Two major areas we have identified for forward motion are (1) developing a “first-year” experience for every new member to campus and (2) working to encourage and monitor active engagement with the campus community—an intentional, purpose-oriented ongoing Wisconsin Experience for all of our staff, students, alumni, and visitors.

D. Emergent Themes

During the course of our listening and exploration across campus, several themes emerged. In effect, we heard campus community members saying repeatedly that in any campus discussion or effort to “build a welcoming, respectful, and empowered UW–Madison community,” the following are essential. The careful reader will note the similarities and overlap between these themes and the results of our team retreats.

1. Our ability to function/succeed as a great public university into the future is contingent upon our recognition of the value of the role that every person on campus plays—from maintenance staff to students to administrators to faculty members and postdoctoral researchers. Without every one of these, none of us can do our jobs, and we must respect one another accordingly.
2. As a campus, we must operate from a broader, more inclusive definition of diversity. Diversity is “difference in all its forms,” including our backgrounds, perspectives, values, physical abilities, economic status, and sexual identities. Even among members of a given group, diversity exists in perspectives and values.
3. There is a need to cut across traditional campus hierarchies and divisions (e.g., classified and academic staff and faculty, or students from various economic or geographic origins) to create an integrated and engaged campus—further, it is essential to provide means for all campus members to have a voice in community governance.

“A diverse population being able to function in a diverse world includes having access to a wider range of income levels, as well as students with serious disabilities. The campus is welcoming, but we have to make sure that we provide adequate services, including for mental health disabilities.”

UW staff member

-  Criterion 1c
-  Criterion 2a
-  Criterion 3c

-  Criteria 3a,c

-  Criteria 1c-e

4. We must intentionally seek to build and sustain community among all campus students, employees, and alumni. In particular, we must encourage our faculty members to engage with the campus as often as they engage with their professional community.
5. All new campus employees and students must be provided with adequate welcome and mentoring. In particular, we must focus on the first-year experience that every new person has at UW–Madison. This goes beyond orientations that merely describe how to fill out insurance forms.
6. All campus employees, students, visitors, and alumni should have opportunities to sustain and build community by engaging with each other, the campus, and the broader Madison community.
7. Particular attention must be paid to including our classified staff in our welcome and community building. While we cannot alter state rules concerning them, we can include them in campus community and governance more fully than they currently are.
8. The campus must be a safe space to challenge one another and grow in the process. Indeed, the growth and learning of all campus employees, students, and alumni should be a priority. In particular, cultural competency (dealing with difference) and awareness of democratic process are essential for every person. As noted above, safety does not imply comfort—no one should feel threatened on this campus, but everyone can expect to feel some discomfort.
9. No one is exempt from the need to be civil and treat one another with respect. We must foster and support the practice of civility among all campus community members. Incivility becomes particularly problematic when a power differential is involved, as between faculty and staff or students. For this reason, we note in particular one comment we heard on the subject of civility: “The acquisition of tenure does not grant a faculty member the right to treat others with disrespect.” Indeed, no role on campus grants the right to be uncivil to any member of our community.²⁴
10. We are all privileged to be a part of this institution and with our association comes both the privilege and the responsibility to give back in some way. It is important that faculty, students, alumni, and visitors be aware of the rights and responsibilities associated with being part of UW–Madison.



Who We Are and Who We Want to Be

- We are forward thinking. And forward moving. From the context of a rich history/tradition, we use our ideals to make ourselves a world-class university through academic excellence (sifting and winnowing) and engagement to better the world (Wisconsin Idea).
- Integrity. Ethical conduct. Professional behavior.
- We accept/expect stretching beyond an individual comfort zone (no one is excused).
- We don't "fake the funk." We understand, respect, and value people; are genuinely caring and empathetic; welcome/invite/seek a variety of perspectives; challenge assumptions, stereotypes, and preconceptions about experiences and abilities.
- "We dig being different." Our university offers a warm/welcoming climate for a rich and diverse mix of people and ideas.
- We strive for inclusivity—on and beyond campus (thinking of ourselves as participants in/citizens of a global community); policies and practices serve our whole community, not just segments.
- Collaboration—sense of shared agenda across academic, administrative, and support units; interdisciplinarity, academic collaborations; permeable barriers enable interactions across communities; community-based research, outreach, collaborations with the community, county, state, etc.
- We believe in deliberative democracy, participatory decision-making, and strive for shared governance that is truly inclusive: all individuals and units have a "voice" and can participate; contributions are invited/actively sought; we provide opportunities to engage in dialogue and safe spaces for dialogue; we have honest conversations (not empty rhetoric) across levels of hierarchy (without fear of reprisal); it is safe to challenge received ideas/norms/beliefs; opportunities to learn and practice skills ("we listen, hear, put ourselves into the dialogue"); the mechanisms/resources exist for addressing conflicts safely/productively; everyone has a right to disagree and opportunity to enter dialogue.
- Culture of engagement, spirit of service/volunteerism.
- Scholarship-in-action—contributions that change the world (enacting the Wisconsin Idea); using our academic skills/resources to strengthen our own community (leadership and scholarship on organizational development, organizational change, diversity and climate issues).

III. VISION

The campus community we envision is one where we intentionally build community through common purpose, engagement in campus and broader community activities, and awareness of (and respect for) the various roles played by our students, staff, faculty, visitors and alumni.²⁵ We envision a campus where all members are aware of and respect the rights and responsibilities associated with being part of the campus community, and where campus social and physical structures empower community members to have a voice and to uniquely contribute to collective as well as individual goals. We propose that attention paid to community building and fostering/encouraging inclusion will lead to improved climate, higher retention, and enhanced productivity for all campus community members.

Criterion 1c

A. Goals Associated with This Vision

- As a campus, our institutional values are collectively determined and explicitly/ publicly stated. This sentiment is echoed in the values statement from the Institutional Integrity team of the 2009 Reaccreditation Project.
- Our students, staff, faculty, visitors, and alumni can articulate what it means to be a member of the UW–Madison community.
- Opportunities exist for our staff, students, faculty, visitors, and alumni to provide input into and engage in campus community activities and goals—opportunities to learn about other parts of campus; feel welcome; feel invited and encouraged to be part of a larger community; explore and grow intellectually, culturally, and socially; give back. There exists adequate and appropriate opportunity for staff, students, faculty, visitors, and alumni to engage in dialogue around campus goals and challenges (they have a voice and they are empowered to use that voice).
- Quality of life matters, as much as what we do matters. (In other words, the experience of being here is as important as the end product or output while we are here.)
- All members of the campus community recognize that they are respected and valued and can articulate the role they play in creating the Wisconsin Experience.

Criterion 4a

B. What We Are Building From

Members of our theme team and others with whom we spoke reminded us that examples of success are all around us. We were all able to identify one or more times when we felt welcomed on this campus. We could all name times and places and circumstances under which we understand ourselves to be valuable members of this community. Indeed, it is possible to describe a Wisconsin Experience that most members of the community would recognize. Art Hove, longtime member of the UW community and de facto historian-in-residence of this institution, argues that three elements capture what it means to be at UW–Madison:

- First, “we’re all in this together”—the Progressive tradition of the state has left its mark on the university, fostering a spirit of community interdependence and support.
- The second element is what Hove calls “no big deal,” or our disinclination to make a fuss—over ourselves and our accomplishments, or over challenges that face us; one simply gets up in the morning and does what needs to be done.
- And third, there is what Hove refers to as our “inspired goofiness”—from installing flocks of pink flamingos on Bascom Hill to dancing the polka in the renowned Fifth Quarter, we know how to have fun.²⁶

Our present challenge is therefore not to create a sense of community so much as it is to increase the frequency and breadth of that sense of membership.

To illustrate community that does exist on campus, we provide here examples of units and programs that exemplify one or more elements of success. Note that we are not suggesting these examples as perfect, nor necessarily as models to follow, but rather as case studies from which we might draw inspiration for further development. These programs and initiatives can be organized into the following six categories, listed alphabetically:

1. Assessments (programs and data that help the community understand what it is doing well and where improvements could be made)
2. Development (programs that help all members of the community to develop their skills at contributing to and enhancing community)²⁷
3. Exemplars (programs, offices, and units that serve as models in one or more ways of successful community building)
4. Information clearinghouses (programs, offices, and initiatives intended to gather and make available information related to community building)
5. Orientations (programs that help new community members understand and appreciate their new environment and role)
6. Support (programs that help individuals become or remain active members of the community)

As we develop recommendations for future programs, initiatives, and activities, these categories may help us clarify our thinking about them and may also point to models to build from. Below are some key examples from each category. This is not intended as an exhaustive list.

C. Where We Are Headed

First, we believe that the future greatness of UW–Madison will be determined in large part by our willingness to invest in the capacity to build and nurture community at the whole-campus level. This type of environment—respectful and welcoming while also intellectually stimulating and challenging—is the necessary foundation for our continued and future excellence as an institution. This sort of community is distinguished from “pseudo community” by its degree of “pluralism” or willingness to challenge one another respectfully, with goodwill, and the intention to understand. The quote on page 17 by Diana Eck illustrates the value of pluralism in building a respectful, inclusive, and empowered community. We hope to see the campus headed toward a vision of pluralistic engagement and true community.

D. Goals for the Next Decade

During the next decade we hope to see:

- **The campus moving toward truly participatory governance.** Research, academic, and support units will have raised awareness of one another. A faculty member or staff member stopped on the street would be able to articulate what a given unit contributes on campus, and would also be able to explain how the governance system works at UW–Madison. Students and employees will have a full understanding of the Wisconsin Idea and will know how they as individuals can advance ideas or participate in decisionmaking.
- **Programs in place to foster engagement of all campus community members with the campus and broader community.** It will be simply a matter of course that faculty members participate in learning communities and in outreach activities. Staff and students engage in learning communities, and other learning and service opportunities.
- **Explicit attention paid to the experience of being new, and improved orientation and mentoring programs for all students, staff, and faculty members.** We will strive to be known as a welcoming campus and a mentoring campus. As a necessary precursor to comprehensive mentoring, we must ensure prospective mentors have the skills necessary to serve in this role.

Pluralism and the Wisconsin Experience

Pluralism is not the sheer fact of plurality or diversity alone, but is active engagement with that diversity. One can be an observer of diversity. One can “celebrate diversity,” as the cliché goes. Or one can be critical of it or threatened by it. But real pluralism requires participation, engagement. Diversity can and often has meant isolation and the creation of virtual ghettos of religion and sub-culture with little traffic between them. The dynamic of pluralism, however, is one of meeting, exchange, and two-way traffic. . . .

Diana Eck, From Diversity to Pluralism²⁸

 Criterion 1d

 Criterion 5c

 Criteria 3b-c

Campus Initiatives that Build Community

Assessments

Academic Planning & Analysis Data
 Faculty Exit Interviews
 National Survey of Student Engagement (NSEE)
 Women in Science and Engineering Leadership Institute (WISELI) Climate Surveys

Development

CIC Academic Leadership Program
 DELTA/CIRTL Diversity Resources
 Inclusivity Workshops
 Intercultural Dialogues
 Leadership Institute
 Office of Professional and Instructional Development
 Plan 2008 Campus Diversity Forums
 SEED: Seeking Educational Equity and Diversity for Experienced Doers
 Sexual Harassment Information Project
 Theatre for Social and Cultural Awareness
 WISELI Climate Workshops
 WISELI Search Training

Exemplars

Athletics (including community of players and fans)
 CALS Leadership Certificate
 Counseling Psychology
 Diversity Initiatives in Schools/Colleges
 Entomology
 L&S Honors Program (with guiding principles wheel)
 School for Workers

Information Clearinghouses

Center for Integration of Research, Teaching and Learning (CIRTL)
 Creating Community, Office of the Vice Provost for Diversity and Climate
 Office for Equity and Diversity Programs
 WISELI

Orientations

Academic Staff Mentoring Program
 Kauffman Seminar
 New Employee Orientation, OHRD
 Wisconsin Idea Seminar
 Women Faculty Mentoring Program

Support

Chancellor's Scholars
 Collective Bargaining
 Cultural and Linguistic Services, OHRD
 Domestic Partner Benefits
 Dual-Career Couple Assistance Program
 Faculty Strategic Hiring Initiative
 Learning Communities
 McBurney Disability Resource Center
 Ombuds Office
 PEOPLE and other precollege programs
 Summer Research Programs
 TRIO Student Support Services Program
 Vilas Life Cycle Professorships
 Women in Science and Engineering (WISE) residence hall/classes

Note: In Section IV of this report, we refer back to many of these programs to illustrate ideas for moving forward our vision. In addition, the online Supplemental Material provides additional details on several of them.

- **Open acknowledgement and management of the tension that exists between extant and concurrent desires for both hierarchical and flat organizational structures.** While we want every member of the campus community to be empowered and have a voice, we also recognize that there exists a desire to create a more centralized administrative structure. This delicate balance between the advantages and freedoms of a decentralized structure and the efficiencies of a more centralized institution will be a critical area of focus in the next decade.

 Criterion 1d

IV. IDEAS FOR MOVING OUR VISION FORWARD

In order to create the vision above and meet our goals for the next decade, our team identified two major challenges to address and a set of key recommendations. In particular is the challenge of building both a dynamic community and a “flat” campus. How can we balance the incredible opportunity and simultaneous difficulties associated with being as large and as decentralized as we are? We look here in more detail at the challenges facing us as we attempt to ensure a positive and productive Wisconsin Experience for all. In each challenge, we find opportunity and articulate concrete next steps to move us toward a common vision.

A. Challenge 1: Intentionally Build Community While Nurturing Diversity

The primary challenge in creating a welcoming, respectful, and inclusive campus is that of building community while also nurturing diversity and individuality. Building community requires that the members believe they have something in common and that in a meaningful way they share an identity of some kind. That commonality is important, but we ask: how can we foster a sense of shared purpose and core principles without going so far as to suggest that newcomers should be assimilated into an existing and static community?

The value of the diversity that we seek is in its very variety. Of what use is it to bring new members into our community if our intent is simply to make them like us? Rather, what we seek is a community at once confident in its purpose and its philosophy, and yet open to adaptation and growth based on new perspectives and insights. Our team has wrestled with the term “acculturation,” which for some connotes something like assimilation—being swallowed up by a dominant group or culture. In fact, the definition of acculturation is less pejorative: “The modification of the culture of a group or individual as a result of contact with a different culture.” Whatever we might choose to call the process, it is this reciprocal effect that we expect and welcome, and that indeed is inherent in the notion of a university—the coming together of different people and their ideas for the betterment of all participants and the knowledge they create.

Next Steps

1. **As a starting point, we believe it is essential to identify, articulate, and routinely share not only our shared purpose, but also a set of core principles that help guide us in our pursuit of that purpose.**²⁹ Consider the example of the L&S Honors Program (see “In Search of a Wisconsin Solution,” page 166), which suggests that such principles already exist, even if they are not clearly articulated in campus policy (indeed, they may be stronger by virtue of being ingrained).

This example illustrates the idea that there is something unique and special about UW–Madison and its approach to fulfilling its mission. In addition, the changes undertaken by the L&S Honors Program demonstrate that it is possible to seek excellence without relying primarily on numerical scores. If we are committed to finding a “Wisconsin solution,” we can define selectivity in an appropriate and manageable fashion. It is with such examples in mind that our team recommends establishing a set

 Criterion 1c

 Criterion 3c

Criterion 1c

Criterion 3c

In Search of a Wisconsin Solution

“Over the past several months the Honors Staff has been thinking hard about the meaning of Honors in the context of an increasing accomplished freshman class where more than 60 percent of entering students meet the criteria we used for admission just a few years ago. Some of our peer institutions are experiencing a similar increase in student quality, and their response has been to increase the ACT and SAT cut-offs. For example, [one Big 10 school] this year is using a minimum of 34 on ACT for Honors admission. This did not feel like a “Wisconsin” solution to us and given the literature that relates test scores to family income and other variables, we decided last summer to go in the opposite direction of [that Big10 school]. Starting last September, we are sending invitation letters to ALL students that are accepted to the College of Letters and Science where we describe the goals we see of an Honors education and inviting them to consider this. Students who decide to apply are referred to a Web site where we ask information about high school activities, leadership, service, and awards and ask for four short essays—one tapping views of social change and opposing viewpoints, another to tap their ideas about personal growth through college, a third to tap creativity, and a fourth to tap passion.

We have removed all information about high school GPA and mean test scores from our Web site and we are reviewing and making admissions decisions based only on the material described in the application. We are hoping from this process to encourage applications from a broad array of students and we have already found that some of those whose applications we have rejected have those high test scores that [the other Big10 school] is requiring, whereas many of the more interesting and exciting applicants have lower scores.

We hope that with this new process and some other changes currently being piloted that we will soon have a coterie of creative and engaged Honors students who will in their lives exemplify the best of the Wisconsin Idea.”

—From an e-mail by Chuck Snowdon; February 15, 2008

of principles to help guide us in our pursuit of excellence and in our efforts to measure our success.

2. **Focus on deliberate community building.** Our community is large and also dynamic—new members are continually joining, others leave or graduate, and current members are continually taking on new roles. At an institution as large, diverse, and dynamic as ours, we must pay deliberate attention to the elements of building community. The Carnegie Foundation’s list of Activities that Foster Intellectual Communities³⁰ illustrates this idea, and points a-d illustrate how this could be enacted.

The excerpt that follows describes eight activities that foster community within academic departments. Although the recommendations focus on faculty and graduate students, each of the eight activities could be expanded to engage all members of our community in all types of units.

- a. Emphasis on building our institutional capacity to welcome new people and set them up to succeed. To a large extent we do this with undergraduates (SOAR, Welcome Week, FIGs) and faculty (orientation, Wisconsin Idea Seminar). As an institution we are less intentional about welcoming new staff and graduate students (though we recognize that some units and departments do a good job of this) and about welcoming members into new roles and responsibilities (the campus **Department Chairs Training** is a notable exception). During our initial retreat, our team members compiled a list of actions that helped them to feel welcome. One message that emerged consistently was that a sincere welcome recognizes the new person as an individual and helps them to feel valued as a member of the community. We hope that it will become a matter of course that all units on campus know that “we welcome, it’s what we do.” Additional ways to provide a welcoming environment include broadening access to the

Criteria 3b,c

Criterion 4a

Carnegie Foundation's List of Activities That Foster Intellectual Communities³⁰

"Intellectual community is not simply a matter of ambiance, and it does not happen by accident or by magic. Work is required. [T]he need is not only for ongoing nurturing and attention to the quality of intellectual community; it is for concrete actions that promote such community. What follows are actions and activities that have been especially helpful in the diverse settings of the CID (Carnegie Initiative on the Doctorate).

1. Engaging Students Fully in the Life of the Department. A department with a healthy intellectual community is marked by the level to which students are engaged in all of the activities of the department: serving on committees, hosting outside scholars, planning events, mentoring more junior students, and shaping policy.

2. Collaborative Work on Curriculum. Like the work that goes into a mission statement or set of departmental goals, curriculum design and course development can bring people together around questions of purpose.

3. Sharing Research across Boundaries. [S]ometimes the impulse to focus inwardly means forgetting the opportunity for making connections across intellectual arenas. Connections with others in different subareas or fields can lead to new collaborations.

4. Opening Classroom Doors. Departments in which classroom doors are open (metaphorically and otherwise) are settings for building a particular kind of intellectual community that some are calling a "teaching commons" (Huber and Hutchings, 2005).

5. Allowing Risk and Failure. Important breakthroughs are more likely in settings that allow for risk-taking and failure.

6. Setting Aside Time for Reflection. We're well aware that retreats are not everyone's cup of tea, but in an academic culture increasingly captured by "productivity," setting aside time to think, and to build the community in which careful thought is possible, sends a powerful signal.

7. Creating Physical Spaces for Intellectual Community. Much of the research on organizational culture points to the value of informal interaction. [T]he chances that it will happen rise when there are places for informal exchange: coffee machines, kitchens, lounges, bulletin boards, and electronic spaces where department members can connect with others and stay apprised of program activities.

8. Social Events. [S]ocial activities clearly strengthen a community that already has strong intellectual ties. These personal and informal connections not only create goodwill but build foundations for deeper intellectual engagement.

These activities, strategies, and structures are of course only a few of the ways to create and sustain intellectual community. The important point behind them all is that members of a department or program must think deliberately and act purposefully to put in place the elements that will build the kind of culture in which vibrant intellectual life is available to all its members.

—George E. Walker, et al
"Creating and Sustaining Intellectual Community"

prospective employee Web site used by the College of Engineering³¹ and increasing awareness of the campuswide "Living and Working in Madison" page.³² Note that we begin to welcome undergraduate students long before they arrive for the first day of classes; this is a lesson we would do well to extend. The **Search Committee Workshops**, for instance, recommend that search and screen committees see their job as starting with the PVL posting and continuing through the early days on the job, with important work to be done helping the new faculty member transition from candidate to employee (by providing information on housing, access to campus e-mail, and more). We recommend that we have in place a plan to welcome every new employee beginning weeks before they physically arrive on campus and continuing throughout their first year. In effect, we would like to see a "first-year experience" for each new person. This would include a revision of our current approach to orientations. As in the Maslow hierarchy, new people must satisfy survival needs first (where is my office? where do I

Criterion 2a

Criterion 2a 

Criterion 4a 

Criterion 3a 

Criterion 4c 

Criterion 4a 

Criterion 2c 

Criterion 3a 

Criterion 5a 

park?) before they can assimilate information about rules and regulations.³³ New people also need an informal mentor to show them the ropes. We recommend expanding our already excellent programs for new faculty (e.g., the **Women’s Faculty Mentoring Program** and **Academic Staff Mentoring Programs**—see Supplemental Material online) to include all new employees and graduate students. This type of deliberate welcome and attention to the experience of being new will lead to increased retention and productivity. We also note the annual **Academic Staff Institute**, which serves as an orientation for new staff and also a renewal for long-time employees, but which would benefit from increased participation.

- b. Foster ongoing community through “sustaining experiences” and raised awareness of what the various roles are in campus life and functioning. This includes mentoring, learning communities, and simple day-to-day interactions as well as intentional “cross-pollination” or cross-training of staff, students, or faculty members. The simple day-to-day courtesies remind us that our first day’s welcome and orientation was not an aberration, but a reflection of how we do business. Student welcoming, for instance, could be strengthened by a campuswide commitment to university orientation that covers key themes (student safety, health, cultural competency, etc.). Sustaining experiences and engagement for our undergraduate students are articulated in the *Wisconsin Experience* document from the Offices of the Dean of Students.³⁴ We need equivalent opportunities for our employees and undergraduate students. In effect, we recommend the concept of a Wisconsin Experience for all campus groups. We need to identify and articulate what shared values and activities create the Wisconsin Experience for other cohorts (graduate students, faculty, and staff). This would build on and extend programs already in existence, such as the campus learning communities (e.g., SEED, SEEDDED).

In addition, there has been strong support for additional opportunities for engaging in a Wisconsin Experience that combine scholarly and social interactions. For example, our employees would like to be able to identify colleagues with similar nonacademic interests. They would like opportunities to participate in service learning or outreach. This could take form as the addition of networking capabilities to the current My UW Web tools.

Finally, a crucial part of creating an engaged and respectful/civil campus climate is fostering understanding of the critical role played by each member of the community. We recommend support for programs that allow for cross-training or visiting campus units or departments other than our “home.” An example of this is a former program sponsored by the Student Personnel Association³⁵ to once a year have staff spend a week in a different unit learning the duties of staff there. We feel that this could be revived and extended. Much like transparency and an open classroom door fosters a healthy teaching climate,³⁶ so too, transparency about administrative process can foster a healthy and supportive work environment.

- c. One suggestion (from the Academic Staff Institute) was to make the award nomination process easy and common—widely publicize the awards available to campus members, make the deadlines and application materials easy to find (for instance, by maintaining a comprehensive inventory on a single Web site), and Web-based submissions easy to navigate (for instance, by allowing submission of one part of a nomination at a time).³⁷
- d. Many faculty members currently engage at a high level with campus and the broader community, but we would like to encourage more of this. We recommend tracking levels of campus employees and student engagement using an instrument similar to the recent National Survey of Student Engagement (NSSE).³⁸ Initiatives like the Wisconsin Idea in Action program announced recently³⁹ also represent ways to recognize and encourage faculty engagement beyond the classroom or research lab.

3. **As important as campus statements and policies may be, we must also recognize that physical space shapes community as well** (see “Activities that Foster Intellectual Communities,” page 167).⁴⁰ The informal seating areas in Grainger Hall and the Microbial Sciences Building, for example, are in stark contrast to the long, uninviting hallways in the Humanities Building or Ingraham Hall. Food and drink support community building—witness how the interactions in the lobby of Engineering Hall or College Library were transformed with the addition of a coffee bar. The vast size of the campus presents challenges to community as well, which the addition of free bus routes in recent years helps to mitigate, particularly in light of ongoing parking limits. As a reminder of the impact of physical space on community building, our colleagues whose offices are located at Research Park and the Medical Campus both noted how challenging it is to be integrated into the university community. They feel isolated from the people and activities on the central campus. Shuttle buses and the availability of electronic communications help keep this situation from being worse, but cannot match the ease with which those on the central campus can connect with their colleagues.
4. **Understand “diversity” in broader terms.** If we think of diversity goals primarily in terms of numbers, we will be hard-pressed to benefit from whatever diversity we might achieve. While this is understandable from the perspective of measures and accountability, we believe that by focusing on building community that is open, respectful, and inviting, we may well find that our demographics change as well. Further, we believe that a diverse community is the responsibility of and will benefit all members of UW–Madison and derives not from a focus on numbers or quotas, but from developing an institutional culture that values difference in all its forms (e.g., ideological, socioeconomic, ethnic, cultural, physical, gender, and age differences). This emphasis on valuing and engaging with difference is paramount. Given the publicity over loss of faculty and staff due to lack of full domestic partner benefits and the gay marriage amendment vote in 2007, the issue of feeling welcomed and valued is critical in our ability to attract and retain top students, and employees. The principles and practices of the UW System Inclusivity Initiative,⁴¹ currently focused on lesbian, gay, bisexual, and transgender employees, could readily be adapted to a broader range. Quantitative measures provide invaluable information about our status and progress. What the numbers alone cannot capture, however, is the experience (be it good, bad, or mixed) of being here. We note the WISELI Climate Workshops as an instructive model. Participation in the workshops requires that a department begin with a survey on the current climate, and these (largely quantitative) data that form the foundation for fruitful conversations about the meaning and significance of the data. We also note the Leadership Institute, which builds off of two important notions: first, that one need not be in an official position of leadership in order to make a difference; second, that we need not be as diverse a community as we wish to be in order to make progress on community building.
5. **Develop cultural competencies.** Step 4 above calls on us to envision our diversity goals as community building, but this assumes that we have the capacity to do so. Some might ask why, in the face of everything else that is expected of us every day, we should want to add on yet another burden. Others will doubtless question what “cultural competency” means and who gets to decide when we have achieved it. However, we believe that the recent effort by members of the School of Social Work is a good starting point and we recommend building from this.⁴¹ The school’s definition of cultural competence is given in the quote on page 170. In addition, the report from the Global Citizens and Leaders team contains further discussion of cultural competence. The overall goal is to foster an environment in which exploring unfamiliar ideas and experiences is rewarded and indeed expected. As an institution of higher education, such an attitude is familiar in the classroom. Our goal should be to create an environment that is challenging and that promotes growth for all. The sort of “learning organization” that has been described by Peter Senge, for instance, is an organization in which all members feel safe (for instance, in espousing their viewpoints) but not necessarily comfortable (that is, we are likely to hear things with which we disagree and be expected to wrestle with ideas that discomfit us). We believe as a starting point that there is no competence without

 Criterion 2d

 Criterion 1b

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 Criterion 4a

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 Criterion 4c

Cultural Competence, defined by the UW–Madison School of Social Work: *Process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of the individual, families, and communities and protects and preserves the dignity of each.*

NASW Standards for Cultural Competence in Social Work Practice, 2001

Criterion 4c

engagement (like Diana Eck’s pluralism). Further, we believe that encouraging personal and professional development will contribute to the health and growth of the institution. To the extent that we enable each person to contribute fully, we enable this community to help develop effective solutions to complex problems, to “make a difference”—on campus and in the world. Put differently, developing the abilities to listen and engage in dialogue across cultures builds on our world-class research capabilities and the Wisconsin Idea. We will, in short, challenge ourselves and our students to become a better community. It is important to note here that we are not espousing a change in direction for UW–Madison, but rather a renewed commitment to approaches that have long been part of our heritage and strength. The university has consciously made such investments in supporting diversity in the past: the decision in 1860 to become a co-educational institution, the creation of an experimental college (Micklejohn House), the addition of an ethnic studies requirement, and the creation of a campus Peace Corps office are just a few of the examples of the UW–Madison’s progressive tradition.

a. What this challenge suggests is that while programs to recruit and retain new members to our community are important (see the list of support programs in the previous section), we must also put effort into supporting “majority” members of our community. That is, every person on campus bears responsibility for ensuring a healthy, vibrant community—it is not the job of new members to fit in as existing members remain the same, but for all members (old and new alike) to adapt and adjust continually. Professional development, therefore, should be expected of everyone at UW–Madison, not just new folks and not just those who choose to participate (what some refer to as “the usual suspects”). Such development programs should promote cross-cultural awareness and engagement and help people communicate across differences better, move beyond “Wisconsin Nice” to more genuine interaction.⁴³ Again, we are not encouraging indoctrination or so-called political correctness, and we believe that there is no neat end-point at which anyone can say they have achieved cultural competency. In a sense, the development and support programs we might offer are less important than promoting the expectation that ongoing development is a necessary, beneficial, and rewarding part of the Wisconsin Experience. Indeed, this is our vision of Sifting and Winnowing for the twenty-first century—that we provide opportunities for learning, as well as encouraging/fostering/supporting personal growth—not “social engineering.” However, we do also recognize the associated challenge inherent in such a recommendation. There are those who believe that they have done as much as they can and should do to promote diversity, while others are entirely resistant to the topic. Some concrete examples of steps to address this challenge include generating increased participation in OHRD-sponsored or WISELI programs, such as conflict resolution training, or the WISELI Climate Workshops for Department Chairs.⁴⁴ For undergraduate students, it means developing an appreciation for why they are required to take an ethnic studies class (and an assurance that the classes with that designation support the goals of the requirement).

b. We should also make use of our existing resources, for instance by using our research faculty who work internationally in all disciplines to help us understand difference and how we can learn from others, and help us explore our assumptions about how things have to be done, etc. A set of guidelines for establishing a safe, but not comfortable community might include the following: no one is above the law, no one gets to be comfortable all the time, everyone has a voice, everyone has a right to learn and grow, everyone must be challenged not to be insular or self-focused.

c. All position-vacancy listings and job descriptions should include expectations for respectful behavior (as recommended by OHR). Cultural competence must be required for all UW–Madison employees and students and we must provide resources and tools for all members of campus to learn, acquire, and achieve cultural competence (on paid work time).

Criterion 1e



6. **As we articulate our shared purpose and core principles, we must question which of them we consider nonnegotiable and essential to our well-being, and which are open to adaptation.** The former form our true core; the latter may describe how we currently do things, but are not properly part of our formal “Wisconsin Way.” Our identity as a center for knowledge and exploration is what defines us as a university and cannot be changed without a fundamental change in what higher education means. The fact that we are situated in a populist and progressive state (as indicated in the L&S Honors story above) is also a manifest part of who we are (and have been), though how we practice that progressivism may well vary through time. Our commitment to excellence is nonnegotiable, but how we seek or define “excellence” is open to interpretation, as with the Honors staff who opted not to rely on GPA as a criterion. Beware of the “that’s not how things work here” trap. At times, such a response may point to core characteristics that we are committed to maintaining, but it may instead reflect an unwillingness to explore new avenues or approaches and thus a lack of respect for new viewpoints and possibilities. In a research university, it seems appropriate to rely on research as we move forward. Information sources such as WISELI and DELTA/CIRTL, for instance, can help us explore our assumptions about what is essential and appropriate and what is simply common practice.

■ Criterion 1a

B. Challenge 2: Create a Culture of Engagement and Shared Responsibility

In any institution of this size, creating a sense of shared purpose and responsibility and a culture of engagement presents a challenge. It is quite possible to identify those individuals who belong to our “university community,” but this definition obscures the complexity inherent in this group. When we lack a clear and compelling identity, divisions along departmental, or racial, or hometown lines are apt to loom large.⁴⁵ Undergraduates, for instance, refer to a Coastie/Scennie/Townie divide (see online Supplemental Material for a student account). For students, at least, full participation in an institution of higher learning should involve being open to new perspectives, activities, and ideas—should not the same be true of faculty and staff? And yet, how might it be possible to nurture this openness while also fostering a common vision? In addition, how can we provide each member of the campus community with a voice in the community?

In spite of our size, the UW–Madison community already has more of a shared purpose than, say, a city of roughly the same size in terms of population (such as Eau Claire, West Allis, or Janesville). The university exists for the purpose of creating and sharing knowledge, and every member of our community plays a part in that purpose. In addition, we

■ Criterion 2a

■ Criterion 5b

have a wealth of human resources to draw from in shared problem solving and building true-community toward our shared goals. Even as we already provide large numbers of CEOs as well as Peace Corps volunteers, this emphasis on engagement and responsibility provides an opportunity to educate global citizens and leaders.

Next Steps

Too often we take for granted the ultimate purpose of the university. The notion of knowledge production and transfer is so fundamental as to be invisible to us much of the time. With that in mind, our next steps in response to this challenge should serve to refocus us on our ultimate goal and to remind each of us of our part in achieving it.

1. Explicitly acknowledge the contribution of all campus members to our purpose.

One danger in viewing knowledge production as our primary purpose is that not all members of the community contribute to that purpose in the same way. It is easy to see how faculty and students in the classroom are engaged in sharing and acquiring knowledge. It is more of a stretch to see how administrators, maintenance crews, and dining services, for example, are deeply engaged in similar work. Chancellor John D. Wiley has described how former Chancellor David Ward supported the idea that everyone on campus is an educator—by employing a sufficiently broad understanding of that term, it was possible for the grounds crew to see themselves as participants in that pursuit and, indeed, they began to contribute in more concrete ways, including labeling plantings around campus, so that community members could readily learn more about their surroundings. The key here is that (however we ultimately go about it) we must encourage the development of a community that values every last one of its members and respects the varying ways in which we each contribute to our shared home. This respect assumes that each member of the community understands something of the complexity of this institution and knows something of the work done by those with titles different from their own. Whether or not we choose to define all members of the community as educators, our next steps should involve encouraging all members of the community to learn about and interact with units outside of their own. The Kauffman Seminar and the Wisconsin Idea Seminar, for instance, provide excellent opportunities to learn about the breadth of what happens around campus and how it affects the state. (Note though that neither of these programs is broadly available and both exclude the work and the participation of most classified staff.)

Criterion 1d

2. Bring the Wisconsin Idea (and Sifting and Winnowing) into the twenty-first century.

The Wisconsin Idea, supported by the principle of sifting and winnowing, is foundational to creating the culture of engagement and innovation that we seek. We need to take the Wisconsin Idea into the twenty-first century. In so doing, we provide an opportunity for the campus community to engage collectively in the values inherent to the Idea, rooted in our cultural history, and in furthering a common purpose. It is the Wisconsin Idea that sets us apart from other institutions. It also allows us a framework for intentionally encouraging/fostering/supporting growth in our students and employees; it encourages real voice and participation; it enables each person to contribute fully, to help develop effective solutions to complex problems and “make a difference” on campus and in the world.

Criterion 1a

Criterion 5e

3. Since we do not live in a perfect world, and as humans we do not behave perfectly all the time, recourse must exist for those unfortunate times when there is a breakdown of civility and conflict arises.

A variety of resources exist on campus for individuals with concerns and grievances (Office of Human Resources, Offices of the Dean of Students, academic dean’s offices, labor unions, Ombuds Office, etc.). It is important that these resources exist and that people know where to find them, but equally important is that everyone at UW–Madison confidently believe that there is a place to turn if they need it, a faith that this institution is supportive (and “means well”) and that disrespectful behavior is an aberration to be dealt with, not accepted or ignored. Our vision is that people enter this place and move through it with a sense that there are folks out there to help (whether it’s

Criterion 1e

Criterion 4d

with finding peers, being mentored, doing financial planning, lodging a complaint, etc.—it’s a place with resources). A test of this vision would be: if you stopped a member of our community on the street and asked two questions, what would he or she say?

- Do you believe that resources exist on campus to help you (proactively and after the fact)?
- Do you have at least one contact person you’d be comfortable calling to help you figure out who’s the best resource for a given problem?

4. **Clarify the shared governance structure.** Shared governance—the notion that all members of our community have a voice in how this institution operates—is integral to who we are. And yet this philosophy, so simple to state, is so difficult to enact. The reality of some 60,000 voices all having their say is bound to become a cacophony in which few are truly heard. Any attempt to collect the input of all the stakeholders on this campus means a drawn-out process of discussion and approval—witness, for example, the time required to prepare these accreditation reports. Our governance structure is frequently misunderstood to be faculty governance. New effort-reporting guidelines make it impossible for staff members who are fully funded from outside grants to participate in governance (or indeed service of any kind). The job requirements for many classified (and some academic) staff make participation in governance prohibitively challenging—consider, for instance, the nightshift custodial crews, whose work hours tend not to overlap with committee meeting times and whose unions may preclude participation in governance functions. Graduate students are encouraged to pursue their education with single-minded dedication and advisors can discourage them from taking time out to serve on committees or attend governance meetings. Undergraduates, who dominate the campus in terms of their numbers, are often seen (and see themselves) as short-term members of this community, with little stake in the long-term process of governance. Finally, there is the ever-present risk that when everyone is responsible, no one is. In spite of these challenges, our campus remains committed to the idea and the ideal of shared governance. Although efficiency is not a characteristic of our campus decision-making, our inclusive process of deliberation does mean that the decisions we do make are more likely to have the support of members of this community. We can, in short, create stronger decisions with better buy-in through participatory decision-making, at least in the ideal. We are not advocating wholesale changes in the current governance system. Rather, we believe that to achieve the goal of an engaged campus community that shares in responsibility, all members of the campus community must understand how our governance system works, and how we uniquely embody the idea of shared governance here at UW–Madison. This is related to the question of “what does it mean to be us?” Ways that we can support the broadest possible shared governance structure include:

- a. Develop intentional and comprehensive programs of orientation that have as a goal the introduction of new staff, students, and faculty members to the concept of shared governance at UW–Madison, as compared to elsewhere.
- b. Explore ways to ensure that all stakeholders have not only the right, but also the ability and the means, to participate in governance (and in the community more generally, through service, for instance). A step in this direction is a recent proposal from the provost’s office, presented to the Academic Staff Executive Committee: to accommodate effort-reporting-related constraints, we could use overhead revenue to fund 5 percent of those who would otherwise be 100 percent on soft money, and allow them to use this 5 percent to participate in service or governance activities.
- c. Review campus documents (see, for example, *Faculty Policies and Procedures*, Chapter 6) to ensure alignment with the principles and practices of true shared governance.

■ Criterion 1d

V. SUMMARY OF KEY RECOMMENDATIONS

In order to know that we have achieved our vision for the next decade, we need a set of concrete, measurable steps to take and to assess. The new programs and initiatives listed below are structured around the challenges identified previously. For more detailed recommendations, see Section IV.

A. Challenge 1: Intentional Community Building

Criterion 1d

“UW–Madison needs to respect and appreciate all members of the campus community. The campus needs to be welcoming; we as a campus need to examine needs of the workers (flexible schedules and staffing).”

Classified staff member

Recommendation 1: Deliberate attention paid to being welcoming.

- Initiate campus campaign similar to “We Conserve”: “We welcome, it’s what we do.” Track success by surveying new employees and students about their level of feeling welcome.
- Create new orientations that are “developmentally appropriate,” that begin before arrival on campus, and that provide a stepwise orientation to campus and their role here. This includes our second- and third-shift workers. We further recommend (1) spreading out the orientations and (2) focusing not only on the cognitive but also on the affective aspects of orientation—to provide the concrete details and parking permits and how to log in, etc., and also to provide the experiential aspects of orientation. Show new people the ropes, the expectations, and address “Where am I now? How do I do my job? Who can I talk to, rely on, be friends with?”
- Develop and sustain support systems and resources for new employees: e.g. provide adequate and appropriate mentoring, as well as training for mentors and supervisors.
- Designate a ‘welcome person’ within each department, unit and residence hall to serve as the point person providing welcome and information for those interested. Make this person’s name and contact information publicly available.

Provide activities and programs to introduce new people to campus and campus to them. For example: (1) a “Bucky Book” for campus—every new employee (and each employee who reaches five, ten, fifteen ... years on campus) receives a book of coupons for free admission to a performance, a free meal in one of the dining halls, a free game of pool in the union, free parking for a day, etc.; and (2) social networking opportunities (interest groups that are not job-related).

Criterion 4a

Recommendation 2: Foster and encourage activities that positively enhance the Wisconsin Experience for each of us.

- Cross-unit visits to learn more about how the campus as a whole operates.
- Interest groups that are not “job-focused.”
- Opportunities to participate in service learning, research, outreach, etc., for our students, staff, and faculty alike.

Criterion 2a

Criterion 1e

Criterion 4d

Recommendation 3: Institute policy of regular climate surveys for formative and summative assessment purposes.

B. Challenge 2: Creating Engagement and Responsibility

Recommendation 1: Initiate and institutionalize a policy of inclusion and engagement. Just as “We welcome,” initiate “We engage and we include.”

Recommendation 2: Mandate a statement of civility and values be publicly posted and distributed. Just as there is a code of conduct for students and for classified staff, so too should we all ascribe to appropriate conduct (related to the rights and responsibilities associated with being here). Embedded within this are ideas about our core values as a campus. What is the Wisconsin Idea for the next century? What is our common purpose? This type of campus-level self-awareness is a critical component in defining who we are as a community.



- Begin process to collectively generate a statement of campus community values to be disseminated to every new and current campus community member.
- Institute programs to foster cultural competency (see full report for additional detail).

Recommendation 3: Track “engagement” of faculty, students, staff, visitors, and alumni using a modified version of the National Survey of Student Engagement, which would ask about employees’ involvement in furthering the Wisconsin Idea or participation in shared governance, for example.

Recommendation 4: Focus on the Wisconsin Experience for all. Every person who visits, works, or studies here is having a “Wisconsin Experience,” whether they are aware of it or not—indeed, everyone here contributes to the Wisconsin Experience, whether they recognize their power or not. We propose that we be intentional about what it means. What is it that makes this place unique? What does it mean to be at this campus versus another?

As we speak of building community, a powerful example of the benefits that can come from diverse groups working together toward a common purpose may be found in the activities of the Reaccreditation theme teams over the past year. This project and the consensus it represents would not have been possible without broad and active participation from a wide array of groups and individuals on campus. That Soil Science and Athletics, for instance, should have come together to help make this project possible was both unlikely and determinant. Every bold generalization about what community looks like on this campus was challenged by the breadth of experience and context brought by the members of this team, leaving us confident that the claims that remain have proven valid across campus.

As we reach the end of the report-writing phase, it has become clear to our team that, however valuable the report itself may prove to be, the relationships and knowledge networks that our team members have developed with one another and with others on campus and beyond will have a far greater impact on the future of this campus. Countless conversations and collaborations will take place as a result of the connections formed by this project. In addition, the three dozen members of our team now possess a broader knowledge of this campus and its strengths and weaknesses than any of us had when we began this adventure a year ago. Even without intervention, these benefits will strengthen the campus. But what more might be accomplished if we actively chose to encourage the continuation of the connections formed here and the use of the knowledge we have developed? This work will come to naught if the report is allowed to sit dormant. Its value lies in its life, and we believe that life comes from each of us. Our final recommendation, therefore, is to make use of the very human resources and community that have been built in this process. We are ready and willing to serve.

VI. ISSUES FOR FURTHER CONSIDERATION

This report represents the input of the hundreds of stakeholders who have participated in various stages of the Reaccreditation Project and reflects the consensus of the members of our team in particular. Although we have been able to make good progress over the past year in developing these ideas and recommendations, key questions remain for the strategic planning team, which will convene in the coming year. The strategic plan would benefit from the insights of the external review team, based in particular on their experience with other institutions.

- How have other institutions leveraged internal resources to effect institutional cultural change? (In our world of declining resources, especially with the large budget cuts in administration, how do they/we make these recommendations more than just another unfunded mandate?)
- How have other institutions dealt with the tensions between faculty and staff, between “facstaff” and students and so forth, and with those members of the institution who do not participate in campus life beyond the minimum required by their job description?
- How have other institutions generated and adopted statements of institutional core values? How do we avoid pushback from those who claim such statements are an attempt to “brainwash”?
- How have other institutions attempted to centralize an inherently decentralized large university?
- How have other institutions reached out to those (often the majority community members) who think they already have cultural competency and/or think they already do all they can and should do to support diversity?
- What are the unrecognized gaps or weaknesses in our thinking as laid out in this report? What are our strengths in the area of climate and community that we can most immediately build upon?

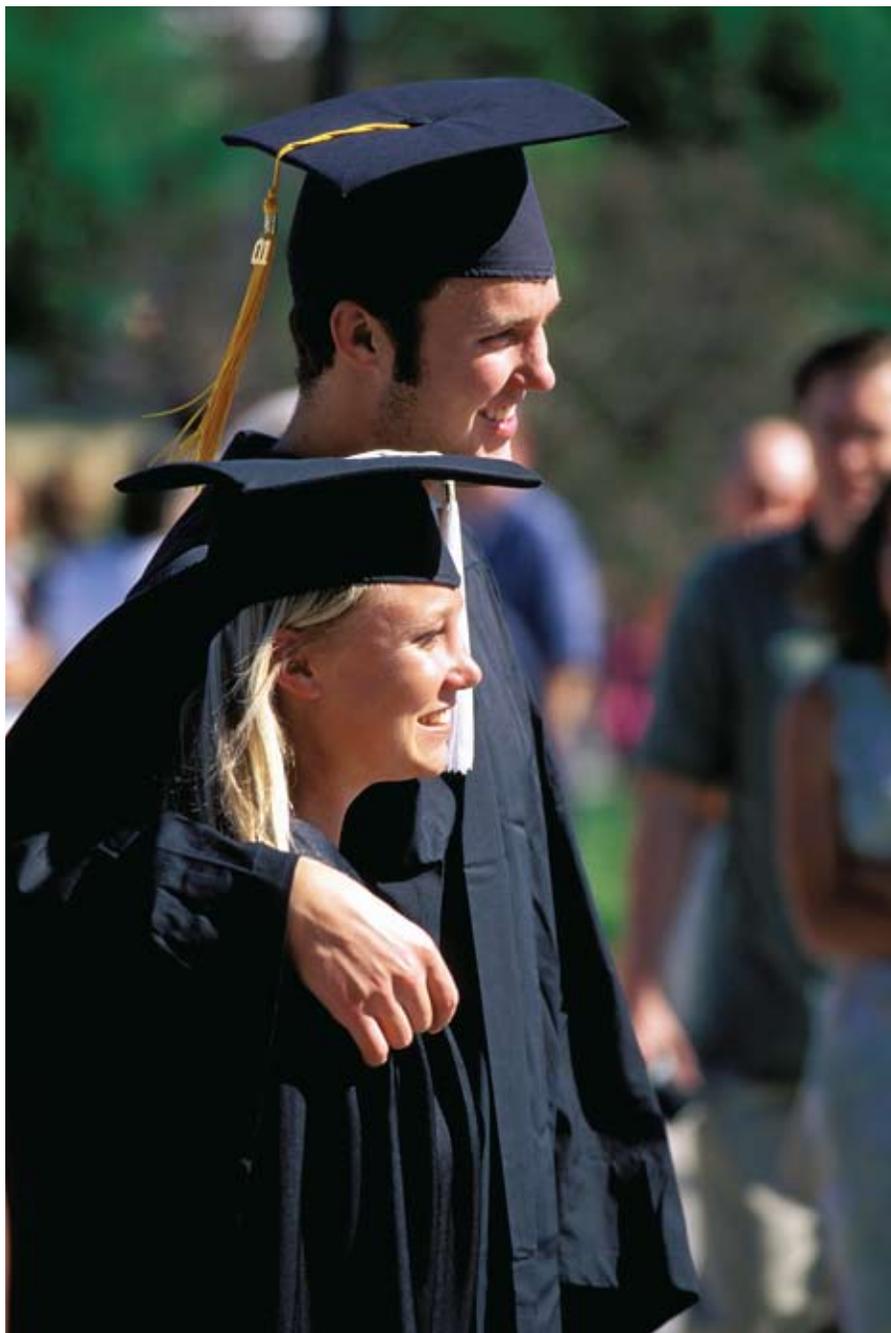
Notes

1. Compare to concept of “learning organization” in P. M. Senge, *The Fifth Discipline: The Art and Practice of the Learning Organization* (Doubleday, 2006).
2. Chip Heath and Dan Heath, *Made to Stick* (New York: Random House, 2007). For more about what makes some ideas continually compelling while others slip away unnoticed, see www.madetostick.com.
3. An interesting essay on the meaning and components of community can be found at <http://en.wikipedia.org/wiki/Community>.
4. *Ibid*, Heath and Heath, *Made to Stick*.
5. www.engr.wisc.edu/services/weel/coalition/bibliography.html
6. www-personal.umich.edu/~pgurin/benefits.html. More research and information on the value of diversity in an educational environment is available through a series of papers commissioned via AAUW’s Making Excellence Inclusive project (www.aacu.org/inclusive_excellence/papers.cfm). UW System maintains a bibliography on diversity and academia at www.uwsa.edu/oadd/equity/articles.htm.
7. A fascinating 2001 study in *Organization Science* argues that “communication ties which cut across demographic boundaries—and the different sets of information, experiences, and outlooks that such boundaries divide—enriches the research process and promotes greater productivity.” Ray Reagans and Ezra W. Zuckerman, “Networks, Diversity, and Productivity: the Social Capital of Corporate R&D Teams,” *Organization Science* 12 (4): 512.
8. As one reviewer of this report noted, “The remarkable range in backgrounds, values, and beliefs reminds me that our campus community is a microcosm for the larger state and in fact global community—including many of the issues (and stressors) that other study groups identified as potential topics for research (poverty, low wages which require two-plus jobs, migration, language acquisition, health care, child care, etc.). Research, teaching, and public engagement opportunities exist within our campus community.” For one approach to such issues, see the proposal for a UW Without Borders group, currently under development.

9. See WISCAPE study at www.wiscapewisc.edu/publications/attachments/pe015elliottstudy.pdf and information about it at www.wiscapewisc.edu/research/Details.aspx?id=2, and updated data at http://apa.wisc.edu/Diversity/FacStaff_GenderEthnic_200708_MH.pdf. An earlier study was conducted by Marc VanOverbeke (WISCAPE project assistant, now on the faculty at Northern Illinois University).
10. http://apa.wisc.edu/Diversity/FacStaff_GenderEthnic_200708_MH.pdf
11. For a more detailed look at how higher education has changed in recent years, see Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate* (New York: John Wiley & Sons, 1990), and Katharine C. Lyall, and Kathleen R. Sell, *The True Genius of America at Risk: Are We Losing Our Public Universities to de Facto Privatization?* (American Council on Education/Onyx Press series on Higher Education, 2005). See also the wide range of literature available on the Millennial Generation, including Neil Howe, and William Strauss, and R. J. Matson, *Millennials Rising: The Next Great Generation* (Vintage Books, 2000).
12. See table 7 in http://apa.wisc.edu/Diversity/FacStaff_GenderEthnic_200708_MH.pdf. All other data in this section, unless otherwise noted, are from <http://apa.wisc.edu>.
13. See http://apa.wisc.edu/admissions/New_Freshmen_Applicants.pdf.
14. For data on UW–Madison first-generation college students, see http://apa.wisc.edu/degrees/First_Generation_Student_Attributes_2008.pdf. For national data see <http://chronicle.com/che-data/infobank.dir/factfile.dir/students.dir/freshmen.dir/96/fffresh.htm>.
15. See http://apa.wisc.edu/admissions/Trends_FinAid_UWMSN_2006.pdf.
16. http://registrar.wisc.edu/students/acadrecords/enrollment_reports/enrolltabs.php
17. See, for instance, Richard Thompson Ford, *The Race Card: How Bluffing About Bias Makes Race Relations Worse* (New York: Farrar, Strauss and Giroux, 2008), and Richard J. Light, *Making the Most of College: Students Speak Their Minds* (Cambridge, Mass: Harvard University Press, 2001).
18. W. Stegner, *A Sense of Place* (Madison, Wis.: Silver Buckle Press, 1986).
19. Richard J. Light, Chapter 7 in *Making the Most of College: Students Speak Their Minds* (Cambridge, Mass: Harvard University Press, 2007), Donald H. Wulff, and Ann E. Austin, *Paths to the Professoriate: Strategies for Enriching the Preparation of Future Faculty* (Jossey-Bass Higher and Adult Education Series, 2005), Jodi H. Levine, "Learning Communities: New Structures, New Partnerships for Learning," Monograph No. 26 (Columbia: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition, 1999).
20. M. Scott Peck, *The Different Drum: Community Making and Peace* (Touchstone, 1998).
21. Diana Eck, "From Diversity to Pluralism," excerpted from *On Common Ground: World Religions in America* (New York: Columbia University Press, 2006), posted at www.pluralism.org/pluralism/essays/from_diversity_to_pluralism.php.
22. *Paths to the Professoriate*, Chapter 10.
23. *Ibid*, Peck, *The Different Drum*.
24. For more on workplace incivility and its effects, see Lilia M. Cortina and Vicki J. Magley, "Incivility in the Workplace: Incidence and Impact," *Journal of Occupational Health Psychology* 6 (2006): 64–80, and Darla J. Twale and Barbara M. DeLuca, *Faculty Incivility: The Rise of the Academic Bully Culture and What to Do About It* (San Francisco: Jossey-Bass, 2008).
25. Compare to Peter Senge's concept of a "learning organization" in *The Fifth Discipline* (New York: Doubleday, 2006).
26. From Art Hove's presentation on the history of the UW, available online through the WAA at <https://mywebpace.wisc.edu/wptishler/web/hove> (see esp. slides 16–25 in part IV).
27. Note that we do not use the term *training*, which implies imparting an established bit of knowledge, but rather *development*, which implies individualized exploration and growth.
28. *Ibid*, Eck, "From Diversity to Pluralism."
29. For comparison, one might refer to the UW System's 11 Principles of Plan 2008 (www.uwsa.edu/oadd/plan/11prncpl.htm), but we note that these are particularly focused on developing racial and ethnic diversity, and not on community building per se.
30. George E. Walker et al., "Creating and Sustaining Intellectual Community," in *The Formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century* (San Francisco: Jossey-Bass, 2008), posted on Tomorrow's Professor Listserv, <http://ctl.stanford.edu/Tomprof/index.shtml>
31. www.engr.wisc.edu/faculty/prospective_emp.html
32. www.wisc.edu/employment/madison.php
33. Maslow's Hierarchy, from Janet A. Simons, Donald B. Irwin, and Beverly A. Drinnien, *Psychology—The Search for Understanding* (New York: West Publishing, 1987).
34. www.wisc.edu/students/wiexperience.htm

35. www.UW-spa.org/mission.htm
36. Parker J. Palmer, "Good Talk About Good Teaching: Improving Teaching through Conversation and Community," *Change*, vol. 25, no. 6 (Nov.–Dec. 1993), pp. 8–13.
37. The Classified Recognition Award was singled out as being particularly difficult to find information about, and the Web submission form criticized for requiring all components of the nomination to be uploaded at once, but without prior warning on the site that this was the case.
38. http://apa.wisc.edu/performance_students_surveys.html
39. www.wisconsinidea.wisc.edu
40. Michael S. Harris and Karri Holley, "Constructing the Interdisciplinary Ivory Tower: The Planning of Interdisciplinary Spaces on University Campuses," *Planning for Higher Education* 36 (3) (2008): 34–43.
41. <http://lgbtq.uwsa.edu/>
42. For more information, see UW–Madison School of Social Work training program given by Tracy Schroeffer, PhD, MSW, MA, "Field Student Cultural Competence Training." DVD available by request.
43. See, for example, Janet Gonzalez-Mena's RERUN process for how to discuss differences. <http://clas.uiuc.edu/fulltext/cl00881/cl00881.html>
44. http://wiseli.engr.wisc.edu/initiatives/climate/workshops_deptchairs.html
45. Ibid Heath, *Made to Stick*, www.madetostick.com.

PREPARING GLOBAL CITIZENS AND LEADERS OF THE FUTURE



"[UW should provide] better international exposure. In today's workplace—especially for me in a technology field—the people I deal with are very diverse. I may be on a shared work team with two Indians, then two hours later, a conference call with Taiwan or China. The culture, language, and work methods can vary greatly in these environments and the ability to deal well with it is a great strength."

U.S. alumnus

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I. EXECUTIVE SUMMARY

One of the biggest changes for the U.S. education system between the end of the twentieth century and the beginning of the twenty-first has been the emergence of the responsibility to prepare every citizen to function within and productively contribute to a globally interdependent world. Members of society can no longer afford to remain ignorant of how their local choices are affected by, and in turn, profoundly affect events all around the globe. For its own part, the University of Wisconsin–Madison has accepted its responsibility as a leading *public* university by embracing the *Wisconsin Idea*.¹ The Wisconsin Idea embodies the principle that education and research should be applied to solve problems and improve health, quality of life, the environment, and agriculture for all citizens of the state, the nation, and the world. In the twenty-first century, fulfillment of this mission will require investing in programs, policies, and infrastructure that ensure we provide a world-class *preparation for global citizenship and leadership* for all learners, broadly defined, both on campus and off.

The most obvious rationale for this mission is to prepare UW–Madison graduates to thrive in the twenty-first-century global marketplace. A diminishing number of professional career opportunities will function in isolation or ignorance of global customers, markets, suppliers, and competitors. We all need to acquire skills to cope with a global economy in which expansion of employment opportunities and markets is accompanied by global replaceability of workforce through outsourcing and migration of labor. To intentionally remain unconnected to the globe will have severe repercussions on the growth of the state’s economy and its citizens and future generations.

Of equal or greater importance is the imperative for every UW–Madison-educated citizen to understand the increasingly interdependent world in which we live. Decisions made locally by individuals or communities have profound effects on other communities in other parts of the world. Examples of how we are personally influenced by conditions and events across the globe that are, in turn, affected by local choices include:

- consumption, distribution, availability, stability, and pricing of raw materials, food, and resources;
- greatly increased human mobility, tourism, population changes, internal and transnational migration, and the opportunities and challenges that these present for local economies, health care, environment, and education;
- the way in which local choices in any one region or country affect global economic, environmental, health, and security conditions;
- the Internet-enabled flow of information and the potential this creates for empowerment, manipulation, economic opportunity, and vulnerability.

Globally prepared citizens and leaders will acquire or understand the importance of learning new skills, knowledge, and values that enable communicating with and understanding others different from themselves. They will understand the importance of sustainable living and possess *global information literacy*—the ability to know what information is needed, where to find it, and how to evaluate and reflect on contradictory sources of information in an increasingly open, rapidly changing, and complex global information environment. Their experience with multiple cultures will translate into understanding how diversity, interdependency, competition, and difference affect our perceptions of and interactions with others around the globe. Preparing global citizens and leaders for the future will require sophisticated and innovative use of new technologies.

At UW–Madison, a great deal of past and ongoing activity supports the preparation of global citizens and leaders; however, much of that activity is localized in particular departments, divisions, and organizations (formal and informal). It is not conducted at sufficiently large, campuswide scales required by the emergent and future state of the world. To adequately prepare UW–Madison’s learners and current leaders for global citizenship and continuing educational leadership, we must transform campus attitudes so that global proficiency and understanding for everyone is a fundamental expectation

“In a changing world, a focus on cultural diversity and international perspectives is a big issue and to attract high quality and diverse students (and promote a good adjustment while they are in Madison) the university could work at making it a place that is comfortable for non-white, non-Wisconsin students.”

UW–Madison student

and visibly celebrated. Explicit language should be inserted into key and prominent documents (campus, division, school, college mission statements and strategic plans, general campus education requirements, etc.) that reflect the campus commitment to this vision. We must turn to strategic partnering as our primary response to challenges, rather than striving to do it all by ourselves, within ourselves. That is, we must emphasize collaboration over isolation, which is both a recommended strategy and a fundamental ethic of citizenship and leadership in a global world. Given the unique cultural traditions of UW–Madison, this transformation will require construction of incentives and elimination of barriers. A top-down, mandated approach will be counterproductive. If we successfully achieve our objectives, it will be evident in the intuition and recognition by everyone of the power and value of diversity as well as in the ways we know to evaluate, discuss, examine, and relate to different cultural information, knowledge, and behavior.

With the above in mind, we emphasize the following strategies and initiatives in our report.

- **Adopting an eCAMPUS as the twenty-first-century agile architecture paradigm for learning, research, and partnering**

Productive interdisciplinary collaborations for education and research that prepare citizens and leaders for the highly interdependent globe require not only diverse expertise, but also abundant space and opportunities for frequent gatherings of collaborating partners. The traditional response has been to construct physical buildings. However, the pace of global change, the rising costs of “bricks and mortar,” and logistical barriers to collecting the requisite diversity of global experts in one physical location favor a new approach. We recommend the eCAMPUS, a nimble, reconfigurable architecture in which individual rooms in an array of strategically located buildings would be equipped with twenty-first-century, high-bandwidth digital connectivity and true teleconferencing capabilities. These separate rooms, when needed, would be linked into a “virtual” large room when occasion required, eliminating the need to construct special-purpose, large auditoriums. Alternatively, clusters of two or three rooms could be linked for smaller-capacity needs. High-bandwidth channels, routers, and routing software should enable instant, intimate, multi-participant videoconferencing from offices, campus-network terminals, or in-the-field terminals for collaborative learning. This vision will provide UW–Madison with high bandwidth capacity for e-collaborations with partners across the campus, the state, throughout the Great Lakes region, across the nation, and to many places around the globe.

- **Emphasizing deliberate cross-infusion of content between separate courses to achieve knowledge integration**

Preparation for global citizenship and leadership will require not only the acquisition of diverse individual knowledge skills, but also their integration to enable understanding and making choices about complex subjects such as adoption of technologies or sustainable practices. Rather than rely on the development of an extensive array of new integrative courses, we recommend deliberate cross-infusion of content and collaborative semester projects between existing but currently separate courses in humanities, economics, law, business, education, communications, mathematics, science, social sciences, engineering, ecology, and the arts.

- **Emphasizing immersion learning**

Cognitive research has established that knowledge construction and retention are most likely to occur when learning involves sensory-rich, emotion-laden, and cognitively complex learning experiences². At the same time, while philosophical and empirical studies have varied in their support for the most effective approaches to teaching and learning in higher education from the nineteenth through the early twenty-first century, there is consistent recognition that relevance and active participation in activities and lessons facilitate learning.³ The most powerful opportunities to teach communication and information-processing proficiencies while understanding cultures and interdependencies should involve immersion experiences rather than merely lectures. Examples

include study abroad; on-campus, simulated cross-cultural or cross-linguistic collaborative course projects; regional, in-state, in-country, or international service-learning experiences; undergraduate, graduate, and faculty research collaborations focusing on local and global problems; and the use of new technologies (see eCAMPUS infrastructure above) for international course project collaborations. Key elements for these learning experiences should include the ability to discuss global and local differences, and global and local interdependency. Faculty, staff, and students must be able to engage in effective communication with others different from themselves (different language, different culture, different values, knowledge, and opportunities) while working on significant issues and problems.

With regard to study abroad, surveys of incoming freshmen indicate that 50 percent hope for study abroad experience during college, yet less than 20 percent ultimately participate in this learning experience. One important recommendation is that all departments and divisions of UW–Madison should minimize or eliminate barriers to study abroad due to curricula or other constraints so that every student interested in enhanced global understanding is able to fulfill their desire for important global learning experiences.

- **Maximizing opportunities and eliminating barriers for acquiring language proficiency**

UW–Madison has the capacity to offer through the academic year or summer institutes more than eighty “ancient and modern” languages to undergraduate and graduate students. Approximately one-quarter of the students at the university afford themselves of the opportunity to study one or more languages. However, the majority of UW–Madison undergraduate and graduate students do not pursue additional language study while at the university. To prepare global citizens and leaders of the twenty-first century, UW–Madison should enable many more of its students to become multilingual. We recommend allowing students to use language courses to satisfy breadth requirements, and making language study more flexible through the use of technology.

- **Hosting a Grand Event**

A particularly powerful method to stimulate innovation, nurture enthusiasm, and showcase important ideas and value is to host a *Grand Event*. This is envisioned to be a high-visibility exposition with a global grand-challenge theme that combines opportunities for serious discussions of global issues with celebrations of global diversity as expressed in languages, literature, arts, cuisine, culture, politics, even approaches to technology. Maximum participation around and across the state would be facilitated by extensive use of the high-bandwidth Internet network that was made fully accessible to all UW System campuses in 2008. Experts and perspectives from around the country and around the world would be included, again by this opportunity for virtual partnering. This event could be coordinated with other events in 2012, such as the centennial celebration of the Wisconsin Idea, or become a more regular event, once the eCAMPUS initiative is put into place.

- **Educating for global information literacy**

We recommend that current instruction programs in information literacy be upgraded to specifically prepare learners to address unique challenges posed by an increasingly global information environment and world. In addition, we must adequately invest in information storage and retrieval resources needed for solving problems in a twenty-first-century global society.

- **Facilitating students, schools, and colleges to use portfolios for self-assessment of their preparation for global citizenship and leadership**

Students should be encouraged to develop portfolios that will allow them to demonstrate to themselves ways in which they have acquired global education through coursework, service learning, and other immersion experiences at UW–Madison. Portfolios should be encouraged within each college and school and major in ways that are individualized and highlight a student’s own ability to reflect critically on his or her learning.

- **Encouraging and supporting administrative, faculty, staff, and graduate student education for global citizenship and leadership**

UW–Madison already offers numerous opportunities for global citizenship and leadership education. However, current efforts must be scaled up, researched for effectiveness, and sustained when appropriate. Effective implementation will require that campus educators and leaders (administrators, faculty, staff, and graduate students) have adequate incentives, support, and training to engage in and do research on new forms of education that are critical to our vision of preparing global leaders in the future. Reducing barriers, highlighting best practices, and providing opportunities for excellence in research and teaching related to global issues will be necessary.

- **Envisioning and promoting the preparation of global citizens and leaders for returning students, alumni, and other members of the state community**

As the flagship campus of the University of Wisconsin System, we should partner with the state and with state, national, and international alumni to prepare state residents for global citizenship and leadership. Through partnerships with other state institutions, as well as alumni, and with the enhanced use of eCAMPUS technologies, we will help more state citizens to achieve higher education, and to remain prepared for active participation in an increasingly knowledge-based, interdependent world.

This vision and recommended implementation initiatives raise additional questions that our study did not have adequate opportunity to address. Those questions include:

- What are the best strategies for motivating all faculty and instructional staff to participate and embrace this vision beyond a few of the “converted”? How can we establish a cultural change in belief in the importance of these ideas and a “buy-in” for moving these ideas forward in the next decade?
- What might be strategies for expanding opportunities for global learning and proficiencies acquisition by graduate students, given the significant constraints they face associated with their financial support via assistantships and fellowships?
- How might we better coordinate goals of developing global citizenship and leadership with K–12 schools?
- How can we foster immersion-learning experiences through eCAMPUS experiences, service learning, internships, and research opportunities in the best ways for undergraduates and graduate students, with limited financial resources?
- Are there ways to encourage flexibility in relation to when students begin or end school so that more cultural, international, and language-immersion experiences might be included?
- Given the improved learning focus that comes with more mature mental and social development in the early twenties, should UW–Madison actively encourage greater flexibility as to when students begin their undergraduate experience or how they progress through their recommended educational experiences as undergraduates, or even graduate students?

II. INTRODUCTION AND BACKGROUND

A. A Changing World

This committee of the 2009 UW–Madison Reaccreditation project focused on preparing global citizens and leaders for the future. The importance of this theme to different university and external constituencies is related to a complex array of values and ideas, as well as changes and developments in Wisconsin, in the United States, and around the globe. These include: preparing for the global marketplace and ongoing changes in economic, environmental, and global security; recognition of global interdependencies and shortages in natural resources; major demographic changes in the United States and around the globe requiring increased focus on world poverty and inequalities in the availability, control of, and use of natural resources; changes in diversity influenced by transnational migration (both increased cultural heterogeneity in regions and nations and loss of indigenous world languages and cultures); rapid changes in the production, use, and communication of knowledge, as well as artistic and visual media production that require critical information literacy skills and training in new technologies; continual excellence in our education in math, sciences, computers, engineering, art, humanities, and information literacy studies; recognition of the importance of both disciplinary and interdisciplinary knowledge; an education that recognizes interdependencies and relationships that exist between UW–Madison, the state of Wisconsin, the United States, and the world, as well as the complex histories and power relations that are part of local, state, national, and global relations; an education that requires recognition that both competition and cooperation are inherent and necessary to thriving as citizens of the state, nation, and global community; and, last but not least, explicit acknowledgement that the Wisconsin Idea⁴ includes education, research, and training that reaches to the borders of the state, and also to the borders of the nation and the globe.

B. UW–Madison Leadership in Global Preparation

As the committee began its work, we identified UW–Madison as already a leader in global education. Some indicators of current leadership include:

- The International Institute leads the nation in having ten Title VI-funded international and area studies. Its sixteen member programs cover every world region.⁵
- UW–Madison is an active founding member of the Worldwide Universities Network (WUN), a consortium of international universities that has developed conferences and research collaborations on numerous critical global topics.⁶
- UW–Madison computer scientists and campus leaders have been instrumental in partnering with other universities in the development of the Internet and Internet II.
- UW–Madison alumni are first or second in the nation year after year in the number of graduates participating in the Peace Corps.
- UW–Madison is home to eleven departments of language, has the capacity to teach eighty “modern and ancient” languages, and is the home of the UW–Madison Language Institute, the National Council of Less Commonly Taught Languages, and the federally funded National African Language Resource Center. In 2007–08, 9,463 students at UW–Madison enrolled in first- or second-year language courses; about 20 percent of students were involved in world languages.⁷
- Students at UW–Madison can apply to more than one hundred study-abroad programs in every continent of the world except Antarctica. Nearly 20 percent⁸ (1,846) of undergraduates and graduate and professional school students participate in semester-long or year-long study abroad programs throughout the world. Many undergraduate and graduate students participate in briefer, discipline-specific study abroad programs, courses, internships, or research projects that involve international study and research.

 Criterion 4b

 Criterion 2a

 Criterion 5c

 Criterion 3c

 Criterion 4c

Criterion 3c Criterion 4c Criterion 4c Criterion 2a 

- Undergraduates can take multiple international or global studies majors in many of the schools, colleges, departments, and divisions (e.g., international studies major, international business major, international agricultural major), as well as internationally focused master's and Ph.D. programs with emphases on global, area, international disciplinary and interdisciplinary research studies throughout the world (e.g., Wisconsin and the Global Economy, Center for International Business Education and Research, Center for Global Health, UW–Madison's Global Studies Program, and the Visual Culture Program within the UW Arts Institute).
- International research circles and centers on critical global topics have been developed to examine important issues as collaborations among faculty and upper-level undergraduate and graduate students at UW–Madison. These are often organized with support of the university's International Institute, and/or with other major universities in the United States and internationally.
- The university is the home to one of the largest number of international student bodies in the United States.⁹ Its graduates, whether in this country or in other nations, already are or will become global leaders in business, higher education, medicine and public health, law, environmental studies, agricultural and land and environmental resources, engineering, science, and biotechnology.

C. Imagining the Future of Global Preparation

UW–Madison is a leader in international and global education. However, our team was charged with “imagining the future,” and not to be content with what we are already doing. Reviews from other U.S. universities and colleges quickly establish that UW–Madison is distinctive in its current leadership in international and global studies, but that it is not unique in recognizing the importance of globalization. Presentations in 2007–08 alone sponsored by the International Institute, the Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE), and the Worldwide Universities Network (WUN) on the theme of “The Global Public University,” have suggested that many major universities in the country, and the world, are focusing in a variety of ways on increasing globalization in their university or college educational plans.^{10,11}

Criterion 4 Criterion 2a 

Whereas the Institute for International Education¹² suggests that not more than ten universities have more than 40 percent of their students engaging in study abroad experiences, some universities and colleges have announced goals for major increases in the number of undergraduates who do study abroad. Princeton University has announced that as many as 10 percent of its students are being encouraged to do international service-learning projects or study abroad before entering the campus as freshmen.¹³ Some have and are developing physical (brick and mortar) branch campuses overseas to provide new opportunities for higher education.¹⁴ In addition, the flow of information is increasingly “open source” or “open access”; scientific journals, e-books, and coursework are now online, for purchase, or freely accessible. UW–Madison is participating in an open-access network for journal publications, as well as in the Google Library Project, which will put the majority of the library's resources onto the Web. Through MITOPENCOURSEWARE¹⁵ MIT is providing free online access to all archival learning material associated with all of its 1,800 university courses (course syllabi, lecture notes, videos, etc.) to anyone in the world.

Criterion 2a,d 

In summary, rapid and dramatic changes in technology, and new economic, political, educational, and cultural opportunities are requiring and stimulating equally dramatic changes in higher education.

D. The State of Wisconsin in Partnership with the University

Criterion 5 

Our committee members acknowledged the resources, and the *trust*, that the state of Wisconsin placed in its university to be a partner in advancing and sustaining the welfare of the state's citizens, as well as all the citizens of the globe. We further understood the responsibility to partner with system campuses, and other educational institutions and constituencies, to develop plans that ensure the welfare of today's citizens while *sustaining* the physical, cultural, and economic health of future state, national, and global

citizens. We, therefore, examined trends in public financing for higher education in and out of the state of Wisconsin, resources that are available to us beyond money, and the implications these ideas and trends had for our vision for preparing global citizens and leaders for the coming decades in the state of Wisconsin.

Higher-education instructional budgets at major research public universities are being squeezed between market competition pressures on salaries for excellent faculty and staff members, traditions of maintaining comprehensive expertise and facilities on each campus, and growing limits on states' abilities to allocate more tax revenues to their public universities. Wisconsin is no exception, and the situation is exacerbated by the fact that Wisconsin and other states in the Great Lakes region lag other states in transitioning from a contracting, labor-based, manufacturing economy to a growing, twenty-first-century, knowledge-based economy.¹⁶ This transformation is impossible without a broad and comprehensive, higher-education capability within the state. Therefore, it is crucial that UW–Madison and the UW System work with the state and come to agreement on strategies to realize a world-class educational capacity for preparing global citizens and leaders within constraints imposed by local demographic and economic realities. It is highly unlikely that any one strategy will suffice. Instead, it will require a combination of new approaches to funding, infrastructural planning and stewardship, and human resource partnerships.

Wisconsin's economy and education face a crossroads. We have the opportunity to transform from historical reliance on a heavy manufacturing/labor economy into a thriving twenty-first-century, knowledge/high-tech/service economy. Or, if we do nothing, we risk significant economic contraction.

Keys to achieving the bright future option include (1) increasing the percentage of population with post-high-school education; (2) promoting the growth of small businesses in the knowledge-economy sectors (high-tech, services) to provide incentives for creative, energetic, and entrepreneurial, well-educated young adults to reside in Wisconsin; and (3) nurturing new markets for Wisconsin (and regional) commercial exports.

Crucial state and regional goals include providing students and citizens of Wisconsin with global understanding and professional skills gained in higher education (four-year, two-year or technical degrees aimed at higher-paying jobs), and recruiting, educating, and making welcome bright students and visitors from the nation and the world. Citizens who stay in or adopt Wisconsin as their state of residence after higher education will remain active alumni and partners. Alumni who leave the state for employment or residence in other states or countries can also be considered partners in future efforts to build collaborative solutions to important state, regional, national, and global problems.

For all the above reasons, it is imperative that UW–Madison adopt an aggressive and coordinated effort to ensure that every student, faculty member, and staff member on campus is "prepared for global citizenship and leadership." Furthermore, consistent with the Wisconsin Idea, UW–Madison must take every opportunity, through partnerships, to ensure the same important learning opportunities are shared as broadly as possible across the entire state, as well as in the nation, and around the globe.

This team was charged with assessing where we are now, and to envision where we should go in the next decade in order to achieve these objectives. In our report, we elaborate the ideal attributes of global citizens and leaders, based upon the discussion above, current scholarship, and the priorities established during group discussions. We describe the attributes necessary to lay the foundation from which metrics should be developed for continuous assessment of our efforts to prepare global citizens and leaders. We outline a decade-long vision, including proposed strategies, for fulfilling our responsibility to Wisconsin, as well as our potential for national and global leadership in this area. The envisioned implementation strategies are perceived to be particularly appropriate approaches at UW–Madison, consistent with existing resources, traditions, experience, and opportunities. In addition we list questions for the external site-visit team that emerged from our team's self-study. Finally, an electronic version of this report¹⁷ includes full copies of all subcommittee reports, including extensive inventories

"As a public university, UW–Madison has a responsibility to share its knowledge base and resources with citizens locally, regionally, nationally, and internationally. Access is crucial, [and] has implications for faculty control of intellectual property rights as well as delivery of knowledge/research to the public (open access libraries). Within the State of Wisconsin, a balance needs to be struck between local and global publics. Knowledge is produced within an international network of scholars; students need to be introduced to this international dimension early in their studies, and the international dimension has to show a return to the State."

UW–Madison faculty

Criterion 4c

of current programs on campus for undergraduate students, graduate students, faculty, and staff that address preparation for global citizenship and leadership.

E. Characteristics of Global Citizens and Leaders

Based upon extensive discussions and analyses of other research and documents,¹⁸ both within our team and in coordination with the UW–Madison Global Competence Task Force,¹⁹ the following characteristics were identified by the our committee of faculty, staff, students, and alumni of the UW–Madison reaccreditation project as the attributes we expect in a globally prepared citizen at UW–Madison.

Criterion 4c

1. **Critical thinking and action**—acts on informed decision-making on local and global issues; asks questions to better understand the cultural, political, economic contexts impacting all sides of issues, and works in collaboration with others.
2. **Intercultural competence and sensibility**—respects all cultures, communicates with diverse audiences across cultures and languages; understands religious, ethnic, and other customs that shape the opinions and actions of others from backgrounds different from one’s own.
3. **Economic competitiveness and the ability to thrive**—ethical and effective work in the global marketplace; ability to balance free-market opportunities with an understanding of global interdependency,
4. **Understand and act upon interdependency between local and global communities**—understands interdependency, respects and recognizes global relationships, sees the link between global and local issues, and respects the importance of each.
5. **Ethical and socially responsible**—measures conduct of individuals and governments by effect on others, seeks win-win opportunities, demonstrates honesty and fairness, recognizes unequal distribution of resources, engages in public service to make the world a safer and better place.
6. **Open and adaptive to change**—learns from others’ ideas, knowledge, practices, and systems; views issues from different perspectives; shares best practices; accepts change as inherent to a globalized world.
7. **Ability to appreciate and guide sustainability and the use of the earth’s resources without harming future use**—recognizes impact of shrinking resources; understands a responsibility for ethical resource stewardship; pursues sustainable, win-win economic strategies; incorporates limitations and constraints in long-range planning.
8. **Solid foundation of personal characteristics, qualities, and behaviors**—demonstrates broad cultural literacy and confidence in multicultural situations; exhibits a desire for lifelong learning; demonstrates respect, humility, and tolerance toward others; educates self on global cultures, beliefs, and religions as needed; assesses accurately one’s own inner resources, abilities, and limits.

Global leaders have the qualities of global citizens as well as leadership attributes.²⁰ Global leaders adapt and comfortably incorporate evolving technologies, tempered by a consideration of local culture and infrastructure and ethical resource stewardship. Global leaders demonstrate multicultural perspectives, distinguishing themselves as students of human behavior and transcending their own culture. They can formulate and articulate long-range visions that can be understood and inspire others from multiple cultures. Global leaders build consensus and enable group actions spanning cultures by appreciating the importance of listening, timing, diplomacy, balance, pragmatism, self-awareness of personal shortcomings, continuous learning, and a strong sense of responsibility for the outcomes.

III. VISION

A. The Campus in 2020

The committee identified the following transformation of attitudes and expectations to define how the campus would look different in the next decade if it was successfully preparing global citizens and leaders for the future.

1. Campus cultural change so that global education is expected and celebrated

The campus at large should emphasize that global competence requires global proficiencies in many areas, and is an expectation of education at UW–Madison. This was identified as the top “vision” from our team—an indication that, despite our achievements to date, we believe that a significant visual, verbal, and active commitment will be needed to back up our proposed efforts and ideas.

The committee agreed that a campus cultural change was needed so that all student, faculty, and staff members on campus recognize their own part in “thinking globally, and acting locally.” Mahatma Gandhi stated, “Be the change you want to see in the world.” The use of these ideas and quotations is not meant to be superficial, nor to suggest an undue reliance on the individual for action, but to stress that we, as a campus community, must lead change at local (individual, school/college, campus, state), national, and global levels.

Given UW–Madison’s strong shared-governance traditions, the committee further concluded that the proposed campus culture change must be accomplished through grassroots buy-in from faculty, staff, and students. Consequently, incentives and removal of barriers must be emphasized over top-down mandates. It will also be necessary to infuse the conversations and campus culture with the understanding and expectation that a commitment to this preparation is taken seriously, is expected, and is not optional if we intend to meet our obligations to our students and our state. Therefore, it is recommended that both general and specific statements of our commitment to global preparation be inserted into key and visible places and documents around campus. Examples include:

- Inserting explicitly worded commitments to global preparation into campus mission statements and strategic planning documents.
- Inserting explicitly worded commitments to global preparation into mission statements and strategic plans of each college, school, or division.
- Making sure that general education guidelines documents (General Education Requirements, Essential Learning Outcomes) explicitly embed a priority on the acquisition of global proficiencies and experiences.
- Innovating various new traditions that visibly celebrate global preparation while communicating to all campus members the expectation that this is expected and valued. Just one example (of an infinite set of possible strategies) is to provide vibrantly colored hoods for students at graduation who have accomplished a meaningful study abroad or global immersion experience.
- Establishing and/or supporting a webmaster who organizes and advertises opportunities for global learning and impact through a single “clearinghouse” Web site location for easy access and navigation.

2. Strategic partnering

The committee’s vision was that pursuit of strategic partnerships should be the instinctive first response across campus to the challenges of preparing global citizens and leaders, rather than attempting to do it all by ourselves. That is, to eschew isolation in favor of collaborations. Such collaborations can be powerfully effective by leveraging diverse knowledge and expertise that cross the boundaries of departments, divisions, institutions, the state of Wisconsin, other states in the Great Lakes region, the Committee on Institutional Cooperation (CIC),²¹ peer institutions, and countries around the globe.

 Criterion 1d

 Criterion 3a

 Criterion 4c

Criterion 2a ■

Criterion 5c ■

Criterion 5c ■

Strategic partnering should be used to improve access to UW–Madison around the state for particular coursework given at UW–Madison, other UW System campuses, or other regional (e.g., CIC) institutions. Given resources, strategic partnering can be used to offer coursework to some students for very selective, yet important needs at both the undergraduate and graduate level. Of course, we wish UW–Madison to remain the major research campus that it is. However, using and respecting resources available at “partner” institutions around the state and the CIC (or elsewhere), we can enhance our ability to provide deep education in areas of student need in ways that we are not now always able to do. This requires a different attitude toward partnerships and collaborations rather than a “we can do it alone” perspective that inevitably encounters realistic resource limits and thus fails to allow access for many to information and degrees. Finally, strategic partnerships can enhance the diversity of conversations in our classrooms in ways that other strategies thus far have not. Students can take approved courses at other campuses as parts of their majors throughout the state²² and the CIC. (This can happen now but it is an option too infrequently used.) Students from other campuses can take some of the courses offered by UW–Madison on site, or through our proposed eCAMPUS linkages. More discussion of these ideas will be part of our eCAMPUS strategy below.

3. Recognition of the power and value of many ways to celebrate diversity

We believe that intercultural competence and the recognition of the value of diverse cultures, identities, and backgrounds is part of skills, knowledge, and values required for global citizenship and leadership. Intercultural competence embodies a respect for and value of diverse cultures and the complex affiliations people have to their “home” cultural identities as well as to others around the world. UW–Madison derives strength from the diverse groups represented in its staff and student body with different histories, regional and group affiliations, and diverse experiences in the United States and around the globe. We expect all members of the UW–Madison community to recognize and respect different knowledge systems and value understanding different cultures and languages both here and around the world. We also recognize the value of breadth and depth in education that allows for critical and ethical reflection about our knowledge about self and others, about the conceptions of diversity itself. Our vision includes recognizing historical privileges, and the histories of inequalities in wealth and natural resources in our state, in our country, and around the world. We want to foster a non-superficial examination of diverse cultural and national or regional relations and interdependencies as part of acknowledging effects of power relations in both reasoning and actions that appear inclusive, but too often exclude.

Criterion 1b ■

Criterion 4b,c ■



4. Global proficiencies for all

Despite the major achievements and many programs currently present at UW–Madison, the team found that only fractions of faculty, staff, students, or administrators are participating in many international opportunities. As part of our effort to “scale up” our efforts, we recognized the importance of cultural and language studies that encourage immersion in our own community and state, as well as outside the country. The proficiencies we identified, therefore, can be enhanced through both local and international education, research, and service activities, with formal coursework and participation in global research partnerships, and with attention to the rich diversity of languages and cultures, strengths, and knowledge systems in our own state and region, in other nations and regions of the world.

With these ideas in mind, we tried to identify programs and efforts with “scale up” potential along with strategies for accomplishing an expansion into broad participation across the entire campus. The list of characteristics of global citizens and leaders mentioned above were the principal focus of our attention toward knowledge, skills, values, and dispositions that should be enhanced. Critical global proficiencies that were particular targets in our discussion focused on outcomes related to greater world cultural knowledge; enhanced language and global information literacy skills; greater attention toward the importance of interdisciplinary knowledge across the humanities, liberal arts, and sciences for both global citizenship and leadership; and, finally, on the need for enhanced skills for everyone in technology, engineering, science, and mathematics areas.

 Criterion 3a
 Criterion 4c

B. Proposed Strategies for Implementation

1. eCAMPUS: the twenty-first century agile campus architecture for learning, research, and partnering

Universities are ideal places for innovating new ideas and envisioning and disseminating new ways of thinking. Of particular importance to preparing citizens and leaders for the highly interdependent, twenty-first-century globe, universities, which house a comprehensive array of diverse human expertise and knowledge resources, are ideal places to develop interdisciplinary responses to complex global challenges. In addition to the diverse pool of human experts, however, productive interdisciplinary collaborations for education and research require abundant space and opportunities for frequent spontaneous and formal organized gatherings of collaborating partners. The conventional response has been to construct physical spaces with architectural features that facilitate or even promote intentional aspects of the interactions. Examples in global education include construction of satellite campuses of American or European universities in globally remote locations. Similar to a trend aggressively pursued by some UK universities, Georgetown and Texas A&M Universities have set up full-fledged, four-year-degree satellite institutions in Qatar, with classes taught by visiting or relocated faculty. Michigan State University opened an international campus in Dubai in 2008, and Cornell University has erected a medical school in Qatar complemented by a research hospital with an \$8 billion endowment. In 2006, Carnegie Mellon opened a satellite campus offering master’s degrees in public policy or information technology in Adelaide, Australia.

The challenges for this type of large-scale, bricks-and-mortar response as a way of supporting interdisciplinary, global-impact collaborations in the twenty-first century include:

- The pace of change is becoming very rapid, while the timescale to implement new large physical space construction requires years, sometimes decades.
- There will be an ever-growing array of complex global problems whose solutions will require an equally large number of constantly evolving partnerships of knowledge and expertise.
- The financial, raw materials, energy, and “carbon footprint” cost of new bricks and mortar is increasing. It has become impossible to accommodate every deserving initiative. Moreover, a distant satellite campus is a “huge and risky

 Criterion 4a

commitment.”²³ Of course, once a building has been custom-designed for one purpose, it is not easily reconfigured for alternative uses.

- For global initiatives, where the needed expertise is spread worldwide, collaborations reliant on physical proximity will encounter rising costs and logistical constraints on the spontaneous physical relocation of globally dispersed partners.

To address the need for collaborative educational and research “meeting spaces” in the twenty-first century, a new, nimble, reconfigurable architectural approach is needed.

We propose the concept of an eCAMPUS. In many ways, the eCAMPUS paradigm is analogous to the transformation of university computing facilities from centralized mainframe computers to distributed microcomputer networks. With an eCAMPUS solution, individual rooms in an array of strategically located buildings would be refurbished and equipped with twenty-first-century, high-bandwidth, digital connectivity and teleconferencing capabilities. These separate rooms, when needed, would be linked to a “virtual” large room when occasion required. Alternatively, clusters of two or three rooms could be linked for smaller-capacity needs. The 10 GB bandwidth Internet2 backbone linking UW–Madison to other CIC institutions and the BOREAS-Net project²⁴ linking UW–Madison to Minnesota, Iowa, and Iowa State universities, as well as Kansas City and Chicago (which is a high bandwidth gateway to the globe), provides us with tremendous latent capacity for high-quality, “just-like-being-there” video linkages. Moreover, the BOREAS-Net leg from Minnesota is being extended into a 10 GB fiber ring in the state that will provide a digital superhighway linkage between the UW System campuses. Thus, we could conduct regular systemwide workshops on global preparation or even share classrooms with our talented instructional partners around the state. We could implement a uniquely UW–Madison version of the global satellite campus trend by bringing the partnering institutions to Madison, but doing it virtually (which, in fact, is a symmetrical experience on both ends of the partnership). Meanwhile, this same infrastructure would be available for research and meeting purposes. This has the added benefit of increasing physical access, enabling full participation by those who have difficulty getting across campus quickly (e.g., during harsh weather, or simply because of the expansive size of the campus). UW–Madison now has backbone capacity for virtual video e-collaborations with partners across the campus and the state, throughout the Great Lakes region, across the nation, and to many places around the globe. This powerful bandwidth resource will be grossly underutilized and, thus, wasted, without aggressive commensurate investment in on-campus connectivity upgrades along the lines of the eCAMPUS.

The potential for research impact is one of the driving forces for the installation of this capacity. However, the potential for education that prepares global citizens and leaders is novel and exciting, but brings special needs if we are to maximize the payoff for installation of the high-bandwidth fiber-optic links.

Criterion 2b

Criterion 3d

One exciting vision includes smaller classrooms that are configured like an IMAX theater. In one quadrant of the room, students are physically present. Projected on segments of the rest of the wall are images from remote rooms, where other students are sitting. An image of the instructor is projected onto a column in the middle of the classrooms, or, in more sophisticated cases, illuminated as a hologram. The video-linked classrooms function like a single lecture hall, including dialogues and discussions among the instructor and all students. Until recently, very high-quality video teleconferencing was realistic only between two sites, because the electronic boxes that mediated between three or more sites—the *routers* and associated software—were unable to provide adequate speed and bandwidth for high-quality videoconferencing between three or more simultaneous sites. Now, however, that last major technological hurdle has been solved, as illustrated by commercial product examples such as Cisco’s Telepresence^{25,26}. To date, the products have been designed for a corporate boardroom configuration. The corporate boardroom configuration would work perfectly for higher-level, lower-enrollment courses. However, it would be an incredibly exciting adventure, and an opportunity for higher educational leadership, to partner with technology companies to develop and beta-test innovative, larger-classroom extrapolations of the technology. Successful realization of this concept would eliminate the need for constructing large, special-pur-

pose auditoriums, replacing them with smaller, more uniform, multipurpose, and agile learning spaces. Note that the technology products are compatible with asymmetric capabilities on the two ends. Thus, with the high-end products installed at UW–Madison as a host institution, participants from around the globe can partner with partial functionality even if all they can afford are laptop computers with webcams. In fact, along with the new classroom architectures, we should install hardware and software that enables instant, intimate, multi-participant videoconferencing from offices, campus network terminals, or in-the-field terminals for collaborative learning.

To be fully successful, the eCAMPUS would include features such as:

- Visually perfect video quality, like “being there.”
- No extra charges to the instructional staff wanting to use the facilities.
- Easy to use as a telephone; not having to think about it.
- Users exploit the technology not only for the visually intimate experience, but for collaborative learning projects in which students (and instructors) gain firsthand understanding of interdependency.
- Ability to join two or more classrooms across campus (to allow partnerships and cross-course content integration in traditionally distinct courses).
- Ability to link two or more classrooms on common subjects from across the state, the nation, or the globe.
- A flexible approach to timetable management to accommodate time zone differences between physically remote, participating sites.
- Agile, reconfigurable architecture.
- Ability to provide more private meeting spaces (e.g., using wireless headsets) for spontaneous “virtual hallway” conversations that are a vital, creative, interactive element of formally organized, productive workshop experiences.
- Financially sustainable mechanisms (e.g., partnering with knowledge media providers such as Wisconsin Public Radio²⁷) to digitally record and archive speeches, seminars or classroom dialogues, and other orally transmitted knowledge from experts around the world that is not otherwise available from other media sources.

Some of the challenges to address in realizing this vision include:

- Achieving the culture change among both planners and users to embrace infrastructure development based upon the twenty-first-century eCAMPUS paradigm, rather than the less agile, more expensive, and more risky “bricks and mortar” paradigm.
- Adopting flexible timetable strategies that maximize usage of the infrastructure and accommodate time zone differences.
- Developing adequate resources to achieve the “easy-to-use-as-the-telephone” feature. The eCAMPUS vision is unlikely to realize its full potential for benefits without financial development from individual and corporate donors. At the same time, in addition to initial capital investments, a critical component of such development must include endowment for maintenance (regular upgrades) and support staff to minimize user stress, to make this exciting, relatively easy, low in cost after initial investments, and continually high quality due to availability of highly trained technical assistance. Thus, legacy gifts for individual eCAMPUS rooms that become integrated into the eCAMPUS should be structured to include capital investments for both hardware and software systems as well as future upgrades and support personnel.
- Creating the incentive for faculty and staff to use the eCAMPUS will require strong support of existing educational and research information (IT) practices and encouragement to explore new growth and to build-in sustainability. Strong support for existing educational and research IT practices also helps faculty to make the transition to bigger ideas, like the eCAMPUS.

“Globalization is in just about every sector of the economy, government, and society. As Western students, we are taught U.S. and Western history ad nauseum, but we lack a basic understanding of why groups in Iraq are fighting, and how and why Taiwan is linked to China, for example. These issues and others like them are starting to affect our daily lives and will continue to do so.”

UW–Madison student

Criterion 5b

2. Deliberate instruction for knowledge integration

The model upon which most of our current curricula, courses, and academic calendar was based evolved during, or even before, the twentieth century. An underlying assumption is that after taking separate courses from a broad diversity of topics such as science, mathematics, communication arts, economics, literature, and history, among others, the student will spontaneously and naturally synthesize the individual skills or ways of thinking into an organic whole. In fact, there is plenty of anecdotal evidence to suggest that many of these individual skills remain compartmentalized in their use and application. It is not correct to assume that all students intentionally apply quantitative reasoning in the midst of a class discussing social or human conditions. Many students will not intuitively grasp the importance of understanding culture or historical methods in a class learning economics, engineering, or environmental science. One of the barriers to spontaneous synthesis of knowledge learned in semester-long and topically segregated courses is physiological. Neuropsychology research has revealed that the brains of most young adults are experiencing tremendous physiological development and transformation through their early twenties. Thus, there are fundamental reasons why many undergraduate students may not, without facilitation, make the linkages between seemingly separate academic subjects and apply them to thinking about global circumstances and issues. However, this also presents an opportunity.

Criterion 3a

Criterion 4b

Two of many possible examples that illustrate important integrated thinking capabilities that globally prepared citizens and leaders should possess are how to make wise choices about technology adoption and environmental sustainability. The former might be called “engineering literacy” or “technology literacy” and the latter might be called “sustainability literacy,” but neither is a skill that we can afford to leave as the sole responsibility of a small percentage of experts among the population. The impact of individual and community choices on technology adoption, resource consumption, and sustainable living are profound and hard to reverse after avoidable poor choices have become part of ingrained habits.

Criterion 3a

Criterion 4c

To adequately prepare global citizens and leaders for today and tomorrow’s highly technological and environmentally interdependent world must start with generally required skills such as critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving.²⁸ But it will require a synthesis of these and more. It will require understanding that good choices require a fundamentally iterative form of critical thinking that goes beyond the constructively skeptical and questioning attitudes that are conventionally regarded as “critical thinking skills.” Engineers would refer to it as the “engineering method” (an analog to the scientific method), but it is a transdisciplinary, problem-solving protocol needed by all global citizens for crafting productive responses to many choices made complex by our local and global interdependencies. One must develop and accept the responsibility to create, innovate, or propose a choice, then gather information, develop possible solutions as alternatives or a prototype (a candidate solution), experiment or re-question, get answers to the questions, reexamine the solution, revise, and test out ideas in research or study partnerships or internships with others (international agencies, businesses, nongovernmental organizations) (e.g., an example is how to deal with conflicts between nations related to scarce resources and scientific innovation), attempt “trial runs,” revise, etc. (e.g., in the case of using solar power for cell phones or computers, global energy solutions, etc.).

Prepared global citizens must master enough quantitative literacy to evaluate their choices or situations in terms of whether the “numbers balance.” They must understand and be able to manipulate rates and accumulations, and deal comfortably with the statistics of probabilistic situations. They must be able to use critical information-literacy skills to evaluate options. They must know cultural and linguistic knowledge to understand complex historical, economic, political, and religious patterns. The metric for competence and mastery should be achieving comfort in quantitatively and qualitatively analyzing things in everyday societal, community, or personal living contexts, instead of giving up and saying “it’s too complicated; I can’t do math,” “I cannot learn languages,” or “I don’t understand that culture.” The difficulty is that when one acknowledges quantitative literacy, one admits to the responsibility to use it correctly

and thoroughly, since there are real ramifications to the impact one's choices has on others, and ignorance no longer becomes an excuse.

With regard to both technology literacy and sustainability literacy, global citizens need to acquire rudimentary understandings of how technology *and* ecology work, while including complex cultural, economic, and historical considerations. This is not the same as learning fundamentals of basic natural or social science, as examples. Most technology (and ecology) works at a "system" level that is understandable but not solely as an extrapolation of fundamental science concepts. This meta- or systems-level understanding is something that every citizen making technology-adoption choices or resource-consumption choices ought to know as part of a twenty-first-century liberal education. Most important, technology and sustainability literacy are just two examples of higher levels of understanding in which the correct choices must be framed consistent with all the constraints. It is a misperception by many (including experts in the fields) that twenty-first-century engineering or environmental or human sciences are specialized professions practiced alone in a cubical or out in the forest or in a contrived laboratory. In fact, these are incredibly social professions because the adoption of a technology or a sustainable practice does not achieve the desired or proper outcome unless it respects all relevant constraints, drawn from knowledge and experience with people. Some of the constraints are hard and immutable, such as physical laws, but other equally critical constraints include economics, politics, laws, cultural practices and traditions, language, history, and differentially available infrastructure.

Therefore, it is proposed that we reexamine and modify curricula across the entire campus not only to achieve the learning of the essential fundamental skills of a liberal education, but also to direct their synthesis into higher-level analytical capabilities needed by twenty-first-century global citizens. This would start with articulating some examples, such as those described above, and make them explicit goals in the strategic educational plans for every student. Recommended implementation strategies are to introduce this type of synthesized learning into existing courses, i.e., cross-course content integration. In a few instances it might be strategically effective to form cross-campus or cross-division collaboration courses (with one possibility being the introduction in early courses taken by nearly 80 percent of undergraduates). In most cases, the objective would be to introduce a single lecture here, or a couple of half-lectures there, where an exercise of modeling engineering methods, technology knowledge, or sustainability literacy is woven into the fabric of a language, history, economics, law, linguistics, marketing, education, communications, math, physics, or chemistry course, and vice versa. Thus, the vision is that engineering or environmental science instructors engage in conversations with colleagues in other fields (e.g., anthropology, cultural studies, arts and humanities, education, global health and medicine, political science, history, economics, agriculture, and law) to come up with anecdotes, exercises, half-lectures, or one-week modules that deliberately begin to demonstrate the synthesis element of problem solving at an early stage, and repeat (for effective learning) the practice throughout the entire curriculum.

Faculty from the humanities, business, economics, political science, law, and the arts, would be similarly involved in the design of learning experiences that are collaboratively injected into engineering or environmental, or other science courses. Two separate courses, (e.g., an engineering and a humanities course) could design a common semester project that would require the students to collaborate to achieve higher levels of learning. Another approach is to encourage module course designs with intentional content overlap that links the ideas and methods in what have traditionally been separated courses. Of course, there are some important barriers to address. One barrier is persistent and pervasive: finding ways and spaces for instructional faculty and staff to think reflectively about their teaching and hold creative, innovation discussions for the collaborative nuggets, or redesigning courses into modular structures that would enhance learning through cross-course content integration. One possible solution might be to start with pilot projects and then archive the examples, large and small, in an easily accessible place for others to copy, rather than reinvent vetted and effective teaching ideas. A second challenge to address is how to motivate "buy-in" by as many instructional faculty and staff as possible.

 Criterion 3a

 Criterion 4c

Criterion 4c

Criterion 5b

Criterion 2a

“The world is getting smaller and Americans are losing their ability to remain isolated and elite in the world. I think it would be fantastic to introduce retreats, workshops, or other alternative learning experiences (less intense and expensive than studying abroad) to help grasp the interconnectedness of the diversity inhabiting our common globe.”

UW alumnus

Criterion 4c

3. Immersion learning

The committee wanted to highlight the importance of problem-based experiences, immersion, and interactive partnerships with others around real-life problems as part of our approach to global preparation. While there is a long history of learning through problem-based teaching in all fields and disciplines, it is important that we reemphasize this strategy as part of global education. Thus, study abroad experiences, discussed further below, would be one important form of immersion experience. Other immersion experiences include service-learning opportunities promoted all over campus by the Morgridge Center for Service Learning,²⁹ which offers (for the current year) ninety separate courses or course experiences, such as Tessa Arenas’s course on “Crossing Borders—Environmental Justice at the Texas-Mexican Border, or the Village Health project course that global health students are taking in Ghana. The Morgridge Center also promotes alternative spring break experiences that immerse students in projects in the United States, such as working in homeless shelters or housing in New Orleans in the aftermath of Hurricane Katrina. A new proposal emerging at UW–Madison will focus on international service-learning projects in different communities.³⁰ Other proposals sponsored by the Nelson Institute for Environmental Studies and led by Professor Herb Wang focus on water resource use in New Orleans.

The concept of immersion in our committee was central to our discussions of another key strategy discussed above—the eCAMPUS. We envisioned groups of students from different parts of the state of Wisconsin, the CIC, the WUN, or in other strategically selected universities around the world focusing together on global problems and solutions. We believe that when students talk with each other across geographical, linguistic, and cultural borders, they gain irreplaceable insights into how to incorporate diverse knowledge and perspectives to solve problems in real-world situations.

Our vision is to exploit eCAMPUS linkages to facilitate and encourage problem-centered, collaborative immersion experiences that complement class lectures, dialogue (synchronous and asynchronous), readings, podcasts, or different media presentations. Even in those classes structured for large lectures, new technologies allow for inviting speakers from around the world to deliver video-linked lectures or engage students in dialogue that stimulates new ways of thinking through both asynchronous and synchronous technologies. In addition, small seminars, honors courses, upper-level classes, service-learning opportunities here and overseas, and community-based projects on-site in Madison or in places around the world could be used to a greater extent than they already are to foster intercultural competencies and research skills and knowledge. It is through these hands-on experiences that students construct an intuitive understanding of complexity and interrelationships between different factors that lead to undesirable outcomes and that differentiate why there are generally no one-size-fits-all solutions to global challenges.

a. Study abroad

The most obvious form of immersion learning that is important for global preparation is meaningful study abroad. There is significant evidence of—and support for—studying and doing research abroad for undergraduate and graduate students in virtually every field and discipline of study at UW–Madison. Currently, 20 percent of UW–Madison students (primarily undergraduate) study abroad through the nearly 100 programs organized by the university; some others study abroad on their own, or through programs organized by other universities. Data from the academic year 2006–07 show that there were 1,616 (1,738 including all other programs) UW–Madison students, primarily juniors and seniors engaged in a study abroad experience.³¹ The majority of these students were female (1,123 female versus 493 male) and Caucasian (1,434 out of the total 1,616). Major fields of study in which students engaged in study abroad were business and management (155), foreign languages (195; there were no further breakdowns by language), the humanities (100), social sciences (363), and physical and life sciences (147). Programs with nearly 100 students abroad included engineering (90) and fine or applied arts (85). Most other programs had closer to 50 students abroad in 2005–06.³²

After a review of the above data, along with data on outcomes related to study abroad (see sub-committee report in electronic appendix³³), the committee recommends increasing study abroad experiences for students. In the next decade we seek increased participation in study abroad such that every student expressing interest as a freshman in study abroad has the opportunity to participate in this type of learning at some point in the college experience. Based upon a recent survey,³⁴ this would translate to a minimum participation of 50 percent of our undergraduates in study abroad.

We understand that financial resources, time limits to degree programs, and major curriculum requirements are important factors in students' ability to participate in study abroad experiences. Therefore, we offer several suggestions:

- Each college, school, and division should set study abroad as a priority for its students, and develop a study of constraints or barriers students face and incentives needed to expand study abroad learning opportunities. Each academic division should develop a plan of action to encourage students, faculty, and staff to mitigate or eliminate the barriers and implement the incentives as broadly as possible.
- UW–Madison should find ways to make studying abroad more affordable, given that students often have to give up jobs and lodging to participate. A study of these factors should be conducted on ways to overcome or reduce financial barriers for students, such as scholarships, reduced tuition, housing, travel, or lower institutional fees.
- Benefactors, including businesses that would benefit from international interns, or donors who believe that studying abroad is of great benefit for global citizenship and leadership, should be sought by the university administration in conjunction with the Wisconsin Alumni Association (WAA) or the UW Foundation.
- Faculty and instructional staff course loads should be made more flexible in terms of timing and location of courses such that short-term immersion or study abroad learning experiences could be encouraged and, wherever possible, included as regular parts of academic course loads. Examples might include winter break, intercession, or summer courses overseas that immerse students in coursework under faculty direction, with readings and problem-based experiences.
- International service-learning courses of 1–3 credits can be offered for students at all levels, including freshmen through graduate students. Students might be encouraged to do study abroad in a supervised experience before starting their coursework at Madison or to consider study abroad as a break between high school and college. Alternatively, they could be encouraged to take study abroad as their last educational experience at UW–Madison, once coursework is complete, and before beginning employment or further graduate school.
- Our large international student population, as well as our large international alumni community could be drawn on to develop unpaid and paid internships, or to supervise students' international studies, especially alumni who teach in colleges or universities throughout the world. Colleges or schools that have or are currently developing sections of required UW–Madison core courses taken for full credit at international campuses (e.g., business, engineering) could partner with willing UW–Madison graduate students from those countries to serve both as course TAs and as hosts to the students taking those courses and visiting those countries for the first time.³⁵

b. Languages

Strong preparation in one or more languages other than one's native language is an important goal for preparing global citizens and global leaders. World languages not only serve as invaluable means of communication, but also represent crucial repositories of cultural values, customs, and assumptions. We believe that global expertise and leadership is enhanced by the the development of multilinguistic skills. In support of this objective, UW–Madison should maintain its historical excellence and breadth in world languages (80 modern and ancient languages). However, as we move to strengthen the number of students with proficiency (reading, writing, speaking), fluency, or competence

“More than ever, it is necessary for people to be equipped to succeed in a global community. Language is the key to this success. By the time a person completes university they should be fluent in at least one other language besides their native language. Furthermore, there should be a requirement to study abroad or have international internships. In every walk of life—whether medicine, political science, law, education, business, communication, etc.—language and communication skills are pivotal.”

UW–Madison student

Criterion 4c


in languages other than their native language, we do not recommend adding additional requirements onto existing programs. We recommend (1) that barriers be removed for greater language study at UW–Madison, (2) that we provide encouragement and incentives for students to achieve proficiency and fluency in multiple languages, and (3) that we think creatively about the way language instruction and language learning is delivered and occurs.

Currently the locus of language teaching is spread across many departments and programs. The ten federally funded Title VI programs, housed in the International Institute, bring depth by offering language courses that are not commonly taught and often have lower enrollments than other languages. The new Language Institute serves as a portal for finding where languages are taught on campus, and it also houses the interdisciplinary doctoral program in second language acquisition (SLA), which provides research-related coursework. All these entities—language and literature departments and related programs, the Language Institute, and the SLA program—face resource challenges that must be addressed in order to sustain these campus resources for language learning in the next decade, and beyond, at UW–Madison.

More could be done to allow students to integrate language study into undergraduate and graduate programs. Language courses are not recognized either as humanities or social science credits in the university's breadth requirement. This implies that language courses do not have cultural content, and are merely a tool for communication. This (lack of) curriculum status is not accurate given that the language courses include linguistics content, which is a fundamental gateway into understanding other cultures. It also serves as a disincentive for undergraduate students to continue language study toward higher proficiency, or to learn additional languages within many desired majors. We recommend, therefore, that there be greater flexibility in how students can meet the breadth requirements. Specifically, we recommend that up to two semesters of language study be recognized as one option to fulfill the humanities or social science credits in undergraduate breadth requirements. We recommend that many students be encouraged to incorporate language study while at UW–Madison as part of their portfolio of global proficiencies, and that majors across the campus examine their curriculum to look for ways to provide students with time to elect language study. In addition, options for language-related service-learning in Madison, the state, and beyond should be explored as ways to integrate different approaches to learning through immersion with increasing proficiency in multiple languages.

Currently proficiency in languages is measured by grades received and credits taken. We recommend that students have the opportunity to certify language proficiency. These certifications should be included as part of a student's global proficiency portfolio. While proficiency examinations require extra payment by students, they are worthwhile as documentation on resumes for future employers, and are recommended for this reason as well as self-assessment of learning. While many students can afford certification, financial assistance should be targeted toward economically disadvantaged students. Certification programs or minors can also be developed in more languages, allowing some students to complete their majors with a minor that will add to their global competence and support their ability to do internships, study, or research abroad. Certifications and minors should be available to graduate as well as undergraduate students.

New ways to deliver coursework in languages should also be utilized. For some students in some majors, the five-times-per-week, fifty-minute sessions required in many language courses are a prohibitive deterrent. Short-term immersion programs, including service-learning-related courses in local and state communities may increase language proficiency while students are also doing service and learning (service learning). In addition, emerging technologies promise to provide new ways to enable a wide range of linguistic interaction. The eCAMPUS enables instruction and learning partnerships with faculty and students from other institutions or other countries, providing new opportunities for fluency and proficiency. The necessity to communicate in other languages about problems within one's subject area provides incentives for greater fluency, knowledge of technical terms, and complementary views of content that will help students beyond graduation.

The use of new partnerships for language study has already been piloted in at least one innovative partnership with other CIC institutions. Different courses in Spanish are provided to students on a rotating basis between UW–Madison and other CIC faculty and instructors via Internet delivery or videoconferencing. Costs for developing coursework and maintaining high-quality delivery of instruction represents one barrier to increased use of this currently successful pilot program. The advantage of this approach, however, is that the great demand for Spanish language classes might be able to be met through a combination of different course offerings on the UW–Madison campus, through well-designed Internet course-delivery, through new eCAMPUS videoconferencing partnerships with other universities in and out of the United States, and through immersion-oriented service-learning opportunities that will build on cultural and language proficiency. With new flexibility in the delivery of language instruction, more opportunities would be available for undergraduates, graduate students, and, potentially, for other state residents or alumni who recognize the need for language instruction.

4. A “Grand Event”

A particularly powerful method to stimulate innovation, nurture enthusiasm, and showcase important ideas and value is to host a *Grand Event*. This is envisioned to be a high-visibility exposition with a global grand-challenge theme that combines opportunities for serious discussions of global issues with celebrations of global diversity, as expressed in literature, arts, cuisine, culture, politics, and even approaches to technology. UW–Madison would appoint a senior-level event organizer (e.g., Provost Fellow) to coordinate planning and preparation for the event. Although UW–Madison would lend its vast resource and expertise pool to the event’s organization, the event should be a statewide partnership experience, involving every UW System institution and any other educational institution that wishes to participate. The planning for the event would begin several years in advance, and students and instructors would incorporate preparatory experiences into their courses, connected to the Global Grand Challenge Theme. During the actual event (which might run over the course of one or several weeks), interdisciplinary team discussions would be hosted to examine, debate, and iteratively develop proposed responses to the Global Grand Challenge Theme. Local community members would be encouraged to visit the nearest UW System campus during the event, to participate in the cultural experiences or the Grand Challenge discussions. Local and area businesses, alumni, and alumni and community organizations should be encouraged to participate, not only for what they can offer in terms of global experiences, diverse cultural opportunities, and resources, but also as ambassadors to promote the Grand Event as a welcome and enriching experience for everyone.

Maximum participation around and across the state would be facilitated by extensive use of the high-bandwidth Internet network that became fully accessible to all UW System campuses at the end of 2008. Experts and perspectives from around the country and around the world would be included, again by this opportunity for virtual partnering. The Global Grand Challenge discussions could incorporate a WUN-hosted international discussion, for example. UW visibility and value, statewide, nationally, and globally, could be promoted and enhanced. An aggressive campaign to promote the event would also include a commensurate campaign to develop state-of-the-art, high-capacity infrastructure, such as the eCAMPUS facilities, and the abilities to “virtual host” a large and diverse array of participating sites. We envision lasting infrastructural and stature benefits similar to those appreciated by a city that hosts the Olympic Games. Strategic advantages may be achieved by coordinating this event with other events in 2012, such as the centennial celebration of the Wisconsin Idea, or by becoming a more regular event, once the eCAMPUS initiative is put into place.

5. Global information literacy

Information literacy is a set of abilities requiring individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”³⁶ Information literacy has become a global issue in the last decade. Members of our team, working with library colleagues at UW–Madison,³⁷ identified spe-

Criterion 2a

Criterion 4b

Criterion 2b

Criterion 4c

“Preparing students with the adaptability to compete on a global basis is critical. Most future graduates will have numerous ‘careers,’ and will need to be ready to reinvent themselves as the world changes. What can UW do to get them ready and help them in the future?”

UW alumnus

cific attributes of information literacy that must be stressed to prepare global citizens and leaders for the future:

- Determining the extent of information needed by framing research questions in a global context. Specifically, researchers must have an understanding of publication types and the economics of information dissemination outside the U.S. These skills are needed to identify what merely economic or politically intentional filters may govern the information available on a topic in an increasingly online information environment and to evaluate that information for reliability and biases. Perspectives, terminology, etc., may vary considerably depending on which countries, ethnic groups, religions, and cultures are involved.
- Accessing the needed information effectively and efficiently, especially when that information resides in less easily accessed places. Many discovery tools (e.g., article databases) highlight publications in English and publications from the United States in particular. To ensure accurate global coverage, students, staff, and faculty must know how to identify, navigate to, and utilize tools with global scope, including those that include resources relevant to a global regional issue, recorded in local languages other than English.
- Learning to apply global information literacy skills in situations where choices have consequences. To produce information-literate graduates prepared for the globalized world, students must be engaged in a variety of authentic tasks in their chosen fields that require them to practice incorporating global information effectively and responsibly to accomplish a specific purpose. It is imperative that the immersion learning experiences described earlier in this report be intentionally designed to incorporate practice and assessment of global information literacy.
- Understanding the economic, legal, and social issues surrounding the ethical and legal access and use of global information. In a culture of remixing content, students must know what constitutes plagiarism and the ethical use of information created by others. These rules are more complex in a global information environment. For just one example, information that is well-known to indigenous people on novel therapies and practices or arts and artistic practices must be respected.³⁸

Criterion 3a

Learning outcomes and performance-assessment indicators for information literacy are enumerated in the Information Literacy Competency Standards for Higher Education. Several standardized assessment instruments have been developed to measure students' information literacy in the context of specific courses.³⁹ However, we recommend that at UW–Madison these standardized tests be complemented or used in conjunction with authentic assessments such as capstone projects, immersion experiences, global project partnerships, or portfolios of student work that we are advocating constitute part of the core of global citizenship and leadership preparation.

Criterion 4c

Much of what needs to be done to ensure global information literacy among UW–Madison students can be accomplished by evolving or extending established and highly successful, large-scale initiatives already in place. For example, a campuswide Library & Information Literacy Instruction Program already collaborates with faculty, instructional staff, and campus administrators to pursue its primary mission of ensuring that students develop the information literacy skills, attitudes, and knowledge that they need in order to become efficient, effective users and producers of information. More than twenty campus libraries participate in presenting over 2,300 instructional sessions annually, reaching over 31,000 campus library users. The cornerstone of the Library & Information Literacy Program is the undergraduate Communication Requirement. Except for the small percentage of students who test out, all incoming freshmen are required to take Course A of the Communication Requirement within their first year. Course A includes an information literacy component, taught by campus teaching librarians, that is integrated with the other course components. The module consists of two parts: CLUE, a multimedia, library skills tutorial and a classroom session in one of the campus's electronic library classrooms. Therefore, our team recommends that an intentional initiative, including necessary resources, be dedicated to upgrade this module not only to instruct the information literacy competencies in a general context, but also to

specifically prepare the students to address unique challenges posed by an increasingly global information environment and world. Some specific examples are given below.

In addition, we must not take for granted that the libraries provide a full array of services and expertise that facilitate the discovery of and access to global resources at the individual level. These include the obvious and complex infrastructure associated with access to a necessarily vast local and global repository of print, video, audio, and electronically archived media, but also a library liaison to each academic department, an area studies program, in-person reference across campus, remote reference services in synchronous and asynchronous modes, online tutorials, interlibrary loan services, and document delivery. UW–Madison will be literally crippled and unable to fulfill its obligation to the Wisconsin Idea if this resource and stewardship infrastructure is lost. Hence, an obvious but necessary reminder from our team is that the campus must continually renew its commitment to accomplish and support this mission, which, when it functions smoothly, can be so “seamless” to users that it can be taken for granted.

■ Criterion 3b

6. Portfolios

Portfolios as a method of self-assessment and self-reflection have been developed around the world as a way to understand proficiency and assess one’s own learning from elementary school through graduate school. Our committee recommends the voluntary use of a *global portfolio* for undergraduate and graduate students to document and reflect upon one’s acquisition of global competencies and experiences. The portfolio system has been examined by the Campus Global Competency Task Force and is also supported by that committee for the campus. Students could develop their portfolios as extension of K–12 portfolios, as electronic portfolio systems, or in other school-, college-, or major-sensitive ways.

■ Criterion 3a,c

■ Criterion 4c

Our conception of the portfolio is one in which students would add coursework taken; papers or projects that reflect upon their experiences with global education, immersion, and service-learning experiences; global programs and study abroad; languages learned; language fluency certifications earned; and examples or portraits made by students about global citizenship and leadership values, skills, knowledge, and dispositions. Recommended portfolio guidelines could be developed within colleges and schools to reflect particular experiences, specialized skills, and types of knowledge to be included, but the portfolio’s contents would primarily be determined by individual students as a personal learning diary. Students may elect to use parts or all of their portfolios with potential employers or in graduate or professional school applications. However, the primary role envisioned for portfolios is for students to self-assess and self-guide their learning, with special emphasis on global citizenship and leadership. It is important to highlight that portfolios are neither recommended as a new form of standardized assessment, nor as student marketing tools. On the other hand, portfolio content voluntarily made available by students or alumni may provide valuable means for the university to market itself to prospective students, parents, and citizens throughout the state.

7. Graduate student, faculty, and staff education and opportunities for global citizenship and leadership

UW–Madison provides numerous opportunities across most colleges, schools, and divisions for faculty, staff, and graduate students to participate in global citizenship and leadership. For example, as stated earlier, there are ten federally financed area studies programs with lists of affiliated faculty participants demonstrating some of the ways in which our faculty at UW–Madison are active in international and interdisciplinary studies and research around the world.⁴⁰ Other programs and resources include the International Institute,⁴¹ the Worldwide Universities Network (WUN),⁴² the Center for World Affairs and the Global Economy (WAGE),⁴³ the Center for Global Health,⁴⁴ the Center for International Business Education and Research or CIBER,⁴⁵ the Global Legal Studies Center,⁴⁶ the East Asian Legal Studies Center,⁴⁷ the Ph.D. in Development Studies of the College of Agricultural and Life Sciences, the NSF-supported Certificate on Humans and the Global Environment,⁴⁸ the NSF-supported program on Biodiversity Conservation and Sustainable Development in Southwest China,⁴⁹ the Center for Sustainability and the Global Environment (SAGE; housed within the Nelson Institute for Environmental

■ Criterion 4a

Criterion 5b

Studies⁵⁰) and the internationally known Land Tenure Center (LTC; also housed within the Nelson Institute⁵¹), the International and Comparative Education Research Group,⁵² graduate degree programs in International Studies of Curriculum, Pedagogy and Instruction administered by the Department of Curriculum and Instruction, and the Engineers Without Borders program in the College of Engineering.⁵³

While the 2007 Open Doors Submission Data⁵⁴ on study abroad opportunities suggests that one hundred graduate and professional students engage in study abroad at UW–Madison, this underrepresents the number who have fellowships and/or engage in research abroad for master’s and Ph.D. programs. In addition, it fails to highlight the large number of international graduate students at UW–Madison who are engaged in studies here and in their home countries each year.

Despite the growth of programs and opportunities, the recommendations of the committee focus on increasing opportunities and support. The summary of our subcommittee working on this issue stated: “There still appears to be very limited campus support for graduate study or research overseas, and such support is especially limited for the master degree students.”

Examples of initiatives where increases of support or opportunities are recommended:

- There are relatively few language study fellowships, or travel fellowships available for students or faculty, though, of course, there are some (e.g., FLAS Fellowships, Vilas Travel Awards, Fulbright Fellowships; Social Science Research Fellowships, and campus fellowships targeted toward international study, such as the Scott Kloock-Jenson Memorial Fund, and others.)
- There is no comprehensive UW–Madison Web site listing campus support for graduate student study, travel, and research abroad. All departments on campus should be regularly surveyed for this information, which should be listed on an integrated Web site.
- Graduate students are seldom able to participate in international exchange programs arranged with international universities. Cost is the greatest barrier. There is not only the out-of-pocket cost for travel, but also the potential for losing UW–awarded teaching, research, and project assistantships. At present, these assistantships are tied to being on campus. Giving up a TAship opportunity in order to pursue a year or a semester of study at a UW–affiliate foreign university would also burden the graduate student with the full weight of UW tuition fees. Giving up the federal financing of a research assistantship that is not internationally oriented would be discouraged by many faculty advisors, mentors, and sponsors, as well as students. Were some means found to resolve this issue, it is likely that many more UW graduate students would participate in WUN and other international exchange programs or other research and study abroad.
- Foreign Language Area Studies (FLAS) fellowships provide important opportunities to help globalize graduate programs across the campus. Federal funding for these fellowships through UW’s eight Title VI National Resource Centers have capped tuition coverage below that required for graduate students who are not residents of Wisconsin. This creates a disincentive for global and area studies programs to expand this critically important means of globalizing graduate education. Were increased monies to be found to cover tuition fees or, alternatively, were all FLAS awardees permitted to pay in-state tuition fees during the fellowship period, a major expansion of these granting opportunities might be possible in future Title VI National Resource Center competitions.
- Most of the global graduate opportunities listed above, available to all students, are limited to one or two awardees per year.
- Given the large number of international students at UW–Madison, perhaps some opportunities for linking graduate student support for international study, travel, and research could be creatively linked to major UW undergraduate study abroad programs already in place. Graduate students might be employed in various ways to support such programs, potentially carrying some department-level commitments



for multiyear funding in the form of teaching, project, and research assistantships to Division of International Studies programs in specific regions/countries.

- UW–Madison faculty, staff, and administrators should continue to seek means to help with visas for international students who wish to stay, study, and work in the United States, as part of the development of global leaders.
- UW–Madison should invest maximum effort to maintain linkages with UW alumni in other parts of the world to draw upon their enthusiasm and capabilities to facilitate leadership initiatives, research, and in-depth international study opportunities for all students, faculty, and staff members. These opportunities may exist on campus (enabled by the eCAMPUS), in Madison, across the state or nation, or in other countries.

8. Envisioning preparation of global citizens and leaders for returning students, alumni, and the citizens of Wisconsin

This committee's vision for 2020 includes a focus on returning students, alumni, and, pursuant to the Wisconsin Idea, the citizenry of Wisconsin. Each constituency shares the need for continuing exposure to cultures, specific language proficiency, new techniques, and so on. Each has the same requirement as traditional undergraduate and graduate students for ongoing access to the most up-to-date course content, research, research applications, and experience to keep them well informed and competitive. Further, each may well have current real-world experience as global citizens and leaders that can be shared, thus contributing to the command of global cultures and practices as they evolve in real time. Each can become purchasers of service, donors of time, and donors of dollars.

Envisioning how to meet our obligations to these constituencies while leveraging the rich trove of experience they offer is informed by the following observations.

- Returning students have the same needs as traditional undergraduates and they often bring the benefit of current, practical experience to the learning equation.
- UW–Madison has more than 340,000 alumni (with known addresses), living and working in virtually every state, and approximately 15,000 of these alumni currently reside overseas, representing more than 150 countries. It is not hard to imagine that virtually every field of endeavor is represented by this important constituency. Our vision is that there are powerful latent opportunities to address

■ Criterion 5a

■ Criterion 4c

Criterion 1a

the net out-migration of young college-educated citizens (the so-called brain-drain challenge for Wisconsin and other Great Lakes states) by more actively engaging this pool of human resources—an important percentage of which reside outside of Wisconsin.

- The citizens of Wisconsin, whether or not alumni, are another important constituency. It is not hard to imagine that virtually every field of endeavor in the state already experiences the impact of globalization on methods and markets: teaching to multiple cultures, sourcing raw materials from abroad, selling products overseas, collaborating with employees in other countries, keeping up with new techniques in medicine—the list can go on. Certainly, it is the mission of the Wisconsin Idea to bring the benefits of the university to the citizens of the state.

Members of these constituencies have much to offer. Our vision includes their increasing and active involvement. Such participation could take place on campus, in more traditional ways. However, we also envision taking advantage of technology (the eCAMPUS) and accessing remote locations and resources through partnerships with UW System institutions and technologically compatible organizations (multinational businesses, for example). We envision the development and exchange of information through interactive courses and modules. We envision the development of study and travel-abroad programs for these constituencies—including fostering of service components—with manageable time commitments. And we envision more of our alumni—especially those who are actually living abroad—to play roles in study and travel-abroad programs, collaborative research, and innovative learning and thinking.

These constituencies represent important pathways to extend the reach and relevance of UW–Madison. Demands and needs grow for paid offerings, and part-time learning opportunities—some with degrees attached, others more experimental and innovative and shorter-term. Such courses or new opportunities would increase the pool of real-time experiences to be shared with others. Many may actually increase the pool of donors of time and talent—contributing their experiences to others, such as in seminar settings. Alumni (anywhere in the world) and many citizens of Wisconsin (whether or not alumni) could be sought as partners to expand the pool of needed internships and/or on-site orientations for students, faculty, and staff—highlighting the global or multicultural nature of a particular field of endeavor, whether business, agriculture, education, medicine, law, or public health. Some will become donors of dollars, supporting undertakings of specific importance to them.

New knowledge is generated at an increasingly rapid pace. Practical applications of such knowledge and competitive information, in general, are accelerating within industries, and within and across different regions of the world at dizzying speeds. These realities require us to expand our universe of resources, methodologies, and instructional approaches, including making use of new knowledge, new technological advances, and recognizing new local and global needs. Expanding learning opportunities for and with returning students, alumni, and the citizens of Wisconsin is not just a “nice to have” option. It will make all the difference in keeping UW–Madison’s offerings as broad-based and relevant as possible.

Notes

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INTEGRATING THE PROCESSES OF DISCOVERY AND LEARNING



"I value most the absolutely terrific teaching by a faculty drawn from all over the nation and the rest of the world. They prepared me (in ways I did not even recognize at the time) to have a successful, thirty-plus years as a teacher. As I soon found out, I was better prepared than 95 percent of the grads from other schools. Those teachers exhibited the very finest qualities: depth and breadth of knowledge, enthusiasm about their subject matter, and excitement about research. Their excitement was infectious. So how could I exhibit less? Because of them, I am convinced that I, too, helped make this world a better dwelling place."

U.S. alumnus

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I. EXECUTIVE SUMMARY

Through the support of state, federal, and private funding and the extraordinary efforts of faculty, staff, and students, UW–Madison continues to sustain a world-class reputation. Our university ranks second in the country in overall research expenditures in a recent report by the National Science Foundation and eighth among public institutions in the annual rankings by *U.S. News and World Report's* 2008 edition of *America's Best Colleges*. This community of excellence has created a learning environment to inspire the quest of new knowledge, either as undergraduate, graduate, or professional student learners or by making new discoveries through research, scholarly activities, or other out-of-classroom experiences. Excellence in research has also allowed us to integrate our research approaches into our teaching, which enables us to enrich the learning experiences of our students in a manner only possible at a research university. The dissemination of this knowledge benefits our state by providing an educated citizenry, a trained workforce, and new or expanded businesses, and by catalyzing additional discoveries and technologies outside the university, which improve the lives and the economic well-being of the citizens of Wisconsin, and exemplify our historic embrace of the Wisconsin Idea. Our goal over the next ten years is to do everything possible to maintain this excellence and continue our tradition of integrating discovery and learning. In that spirit, we outline both our strengths and our challenges and offer recommendations to sustain and strengthen those traditions. We present four visions to reach this goal.

Vision 1. Ensure a World-Class Research and Teaching University in a Time of Limited Resources

Our commitment to teaching and the discovery of new knowledge through research and scholarly activities extends across the university and is reflected in our national rankings in all divisions: Arts and Humanities, Physical Sciences, Biological Sciences, and Social Studies. Yet academic and scholarly excellence requires continual attention to acquiring new resources (both public and private), new facilities, and new personnel. In addition, to remain competitive nationally, we must provide an infrastructure and environment that encourages and rewards faculty, staff, and students for their dedication and achievements. Because federal funding for research has not kept pace with inflation for the past several years, a major funding stream that supports our outstanding research activities is vulnerable. The percentage of the state tax component to the university budget has also been slowly declining, adding further uncertainty to our ability to remain competitive through the next ten years. The arts and humanities and the social studies are particularly susceptible in such times, because there are fewer financial resources available to buffer against economic uncertainties or pressures. Despite these financial challenges, our priority is to ensure that our undergraduate, graduate, and professional students reap the benefits of first-class instruction at a world-class institution, where research and teaching, discovery, and learning continue to be mutually reinforcing endeavors. We also want to maintain a culture that embraces the tenets of the Wisconsin Idea to bring the advances from the university to the state of Wisconsin. Our challenge for the next ten years is to acquire the resources to maintain academic and research excellence throughout the university and not allow any of the major pillars of academic scholarship to weaken.

We thus recommend to:

- reaffirm to our citizens and legislators the benefits resulting from support of all scholarly activities at UW–Madison;
- strategically raise funds for the arts and humanities, social studies, and social sciences for a building to house and establish the Wisconsin Institute for the Humanities and Society;
- support continuing efforts to raise funds to provide resources to implement the master plan for new facilities on the east end of campus;

- provide market-level compensation for faculty and staff to both recruit and retain outstanding educators;
- identify and emulate best practices in research and teaching, for the benefit of undergraduate, graduate, and professional students alike.

Vision 2. Promote, Foster, and Support Interdisciplinary Research

The culture of collaboration and interdisciplinary work has been a vital part of our academic excellence and this synergy must be rewarded and supported. Our institution has a long tradition of faculty, staff, and students interacting across disciplines, and in 1998 a “cluster hire” program for hiring faculty whose research was interdisciplinary was created. The interdisciplinary interactions by these faculty, as well as those with traditional departmental affiliations, have enhanced our research and scholarly activities as well as provided student learners the opportunity for interdisciplinary course work. While the cluster hire program and the work produced by interdisciplinary faculty are of exceptional quality, the institutional infrastructure needs to evolve to maximize the interdisciplinary facet of their work. For example, some cluster hire program faculty report that to achieve tenure, a traditional departmental model was easier to follow. Our investment in interdisciplinary faculty has also had a positive role in encouraging collaboration and formation of interdisciplinary research programs—e.g., the BACTER Institute.¹ We do not yet have an administrative infrastructure to guide integration of interdisciplinary work and grants into the traditional funding mechanisms of departments.

We thus recommend to:

- enhance interdisciplinary research and programs by increasing resources that sustain interdisciplinary endeavors, including (1) recruiting new faculty through the cluster hire program with interdisciplinary competence, (2) funding for joint ventures between departments and interdisciplinary units, (3) providing access to common space for research and creative productions, and (4) informational technologies that enable storing, archiving, and sharing of digital materials for researchers in all campus units;
- help ensure the success of junior interdisciplinary faculty by (1) improving the mentoring of interdisciplinary junior faculty, especially those with split appointments, (2) continuing to develop appropriately flexible standards to be used by departments, interdisciplinary units, and divisional committees for the equitable evaluation of interdisciplinary research and creative work; and (3) amend current divisional committee eligibility guidelines to allow membership of faculty with a minor (less than 50 percent) appointment in a department that is already represented on the committee;
- enhance research initiatives and collaborations by (1) increasing the de minimis in effort-reporting to encourage exploratory research between funded researchers on projects not yet funded, and (2) developing an equitable system for indirect cost-sharing that encourages grant-funded interdisciplinary projects;
- establish campuswide procedures and policies to increase our success at obtaining and completing large, interdisciplinary research or scholarly programs;
- enhance interdisciplinary educational opportunities that support the creation of cutting-edge courses that do not fit into traditional department or college curricula;
- enhance the public visibility of interdisciplinary work by encouraging and supporting the presentation of interdisciplinary research in publicly accessible formats, especially in cases where such formats constitute an appropriate alternative to conventional academic publications.

Vision 3. Increase Competitiveness in Graduate Education and Research

Graduate students are critical to the research and teaching missions of the university and epitomize the importance of integration of learning and discovery in education. As a campus, we are enormously proud of the contributions of our graduate students. Our graduate programs are routinely ranked within the top 25 in the country (many are in the top 10–15) and the campus is generally recognized as a leader in graduate education. In addition, nearly 25 percent of our Ph.D. and 35 percent of our M.S. students remain in Wisconsin after graduation, further contributing to our state's economy and economic development. Thus, we place high value on training and mentoring graduate students. Yet, the pressures of flat state support and extramural federal funding, combined with the increased costs associated with supporting graduate students as research or teaching assistants, threaten to reduce the number of graduate students that can be supported from grants, fellowships, gifts, or departmental funds, jeopardizing our research and teaching missions. Graduate student support costs include the stipend to support the teaching or research activities, fringe benefits to pay for health insurance, as well as a tuition-remission surcharge to recover tuition costs for research or project assistants; all three components have increased at rates well above inflation over the last ten years except for teaching assistant stipends, which have remained relatively flat.

It is important that our graduate students develop a range of skills, academic and professional, that equip them to carry out research and scholarly activity in the diverse, global communities of scholars. Faculty advisors, with institutional support, need to be increasingly intentional about how they mentor students and in making sure that they have adequate professional development activities. We outline four goals in graduate education that should be addressed to maintain our outstanding cohort of graduate students.

It is equally important that we continue to invest in enhancing the diversity of our graduate student population. The proportion of graduate students who are minorities has remained constant over the last ten years at about 8–9 percent. To retain our international position of prominence, as a leader in graduate education, UW–Madison must be intentional about increasing diversity in this arena.

We thus recommend to:

- solve the graduate-student funding problem by evaluating the possible solutions put forth by campus or college task forces that range from (1) identifying new sources of support to offer competitive graduate student stipend packages, and (2) reducing the tuition-remission surcharge by following the recommendations of the Tuition Remission Task Force, to (3) reducing the cost of tuition to trainees and fellows by pursuing in-state tuition resident status. We recognize that each solution requires new funding and that each of these potential actions may influence the ability to implement others;
- examine how campus administration, including the Graduate School, can improve its decision making and communication of policies that affect funding of graduate students so that faculty and departments can engage in a dialogue with campus on the impact of funding decisions on our research, teaching, and outreach missions;
- increase the diversity of our graduate student population by (1) reviewing the effectiveness of existing admissions, recruitment, and retention programs; (2) increasing the pipeline of qualified Ph.D. students by developing new partnerships with M.S. programs on and off campus, sustaining our partnerships with colleges and universities that have a large underrepresented student population, and supporting summer research programs that are targeted to underrepresented students; (3) support and expand department-based best practices to recruit and retain underrepresented graduate students; and (4) support faculty-initiated programs to recruit and retain underrepresented students;
- Advance best practices for graduate student mentoring and professional development by (1) continuing to provide students with opportunities for professional

development; (2) creating a culture where graduate students are encouraged to acquire these skills; (3) developing a workshop and materials to improve faculty-mentoring skills; and (4) establishing a requirement that all graduate programs develop an advising and orientation program for incoming students as well as initiatives to proactively monitor and mentor students' development on a regular basis.

Vision 4. Advance and Articulate the Wisconsin Experience for Undergraduate Education

UW–Madison continues to provide exceptional educational experiences for its undergraduate students both within and beyond the classroom, resulting in our students graduating into exceptional leadership roles. In a state that is relatively sparsely populated, largely rural, and with a low percentage of its population possessing college degrees, we have created a university that graduates exceptional national leaders: More Peace Corps and Teach for America volunteers are UW–Madison graduates than almost any other university in the country. More leaders of major corporations have graduated from UW–Madison than any other university in the country. We are among the top producers of faculty members who teach at research-intensive institutions around the world. Finally, many local, state, and national elected and appointed officials are our graduates.

We thus recommend to:

- endorse campuswide liberal education goals of learning (e.g., LEAP), and strengthen the alignment of undergraduate education to these goals;
- reaffirm academic excellence for all undergraduates, ensured by strengthening the comprehensive nature of UW–Madison;
- advance our commitment to academic excellence and the Wisconsin Idea by cultivating, nurturing, and offering high-quality, integrative experiences that blend in- and out-of-class learning;
- develop valid and eclectic ways to assess the effectiveness of our efforts to enhance learning for all undergraduates.



II. INTRODUCTION AND BACKGROUND

A. Charge

The charge of the self-study team “Integrating the Processes of Discovery and Learning” was to examine how we can build upon the amazing strengths of UW–Madison as a pre-eminent research university by enhancing the integration of research and learning, while providing students (undergraduate, graduate, professional) with extraordinary learning opportunities.

The specific questions from our original charter were:

- How will we enhance the integration of the teaching and research missions in our new “public university”?
- How are research and learning integrated to best address world problems and improve the quality of our lives?
- How do we effectively strengthen and reward our culture of collaboration and interdisciplinary discovery and learning from classroom to community?
- How can we enhance graduate education through a reexamination of our processes of discovery and learning?

B. Importance of the Theme “Integrating the Processes of Discovery and Learning”

While “integration of the processes of discovery and learning” can have different meanings depending on the audience, we considered this process in a broad sense, such as when the discovery of new knowledge through research or creative work stimulates the learning process. Because we are a research university, the integration of discovery and learning represents a core principle underlying our approach to education, especially for students who engage in research or other forms of discovery. The wide access to research and other types of in- and out-of-classroom experiences at our university should have a broad impact on what and how our students learn. The campus shares a fundamental faith in the importance of discovery and learning, which in their many forms are also essential to the quality of life citizens enjoy in a free and democratic society. In our report, we only briefly acknowledge the many aspects of this process that we do well. Rather, we emphasize the challenges in maintaining this core value, which cuts across most of the university. For practical reasons, we were able to focus on only a few topics in our report.

C. Approach to Developing This Report

Our team held six meetings to discuss the above questions, define our goals, and develop our recommendations. During the first two meetings, we discussed our questions from the charter, decided what would be our focus, and began outlining four areas for further examination. We were greatly aided in this process by our facilitator, Darin Harris from the Office of Quality Improvement. In between meetings, we collected data from various campus resources (expert support was provided by Jocelyn Milner, director of the Office of Planning and Analysis). The two co-chairs met with the dean of the Graduate School; and one co-chair met with Professor Doug Henderson of the College of Engineering; Darrell Bazzell, vice chancellor for administration; and David MacDonald, chair of the Task Force on Tuition Procedures for Fellowships and Traineeships. At two meetings, we worked in groups to develop our recommendations, which were then reviewed by the entire team at two subsequent meetings. Comments were solicited from the team for our draft documents and incorporated into the final document.

The goal of combining discovery and learning rests on helping students find ways to connect their living and learning experiences in both formal and informal learning environments. This combination of learning will constitute students’ “Wisconsin Experience”—which makes getting an education at UW–Madison unique and meaningful.

Criterion 1a **D. Background**

For well over a century, UW–Madison has been widely regarded as a premier university. Through the support of state, federal, and private funding and the extraordinary efforts of faculty, staff, and students, UW–Madison continues to sustain a world-class reputation. Guided by a visionary ideal, the Wisconsin Idea, we have built an enviable academic reputation based on the lofty goal of excellence in teaching, research, and service, while also serving the citizens of Wisconsin in a wide range of off-campus activities including community involvement and leadership, outreach teaching, and extension (where the latter involves shared federal, state, and county funding of outreach activities in agriculture, natural resources, community development, family living, 4-H, etc.).

Criterion 5a Criterion 5b,d 

Over the course of the twentieth century, our university endeavored to meet the high expectations of our citizenry, offering undergraduate and graduate students, alike, the strongest academic programs possible while expanding our larger service to the state and also meeting the high standards set by a very competitive national, even international, academic community. Our community of excellence has created a learning environment to inspire the quest of new knowledge, either as undergraduate, graduate, or professional student learners or by making new discoveries through research, scholarly activities, creative work, or other out-of-classroom experiences. Excellence in research has also allowed us to integrate our research approaches into our teaching, which enables us to enrich the learning experiences of our students in a manner only possible at a research university. The dissemination of this knowledge benefits our state by providing an educated citizenry, a trained workforce, new or expanded businesses, and by catalyzing additional discoveries and technologies outside the university, which improve the lives and the economic well-being of the citizens of Wisconsin, and exemplify our historic embrace of the Wisconsin Idea. Our goal over the next ten years is to do everything possible to maintain this excellence and continue our tradition of integrating discovery and learning. In that spirit, we outline both our strengths and challenges and offer recommendations to sustain and strengthen those traditions. We present here four visions to reach this goal.

Criterion 3c Criterion 4b,c **III. VISIONS**Criterion 1a,c **Vision 1. Ensure a World-Class Research and Teaching University in a Time of Limited Resources**

The value of a research-extensive university. An understanding of history and the place of universities in society guides our deliberations. When they first arose centuries ago, universities educated and trained a small number of young men to serve and strengthen the professions and to advance the interests of church and state. The modern university is now a more socially inclusive, multipurpose institution whose educational role has expanded enormously in our global, increasingly knowledge-based economy. As in the past, the university in the twenty-first century will continue to serve vital intellectual, social, and economic needs. Ensuring a comprehensive university is critical to accomplishing our research mission, and to providing an outstanding education to the citizens of Wisconsin. Few public universities have been able to attain our stature as both a great public and a great research institution. Indeed, in ten years, we would predict that because of mounting economic pressures nationwide, only a handful of public universities would rank among the leading research universities in the United States. Our challenge is to ensure that UW–Madison remains one of them. In addressing our charge, we concluded that as a first priority, the university must remain a top-tier research university.

Criterion 1a Criterion 5a 

Commitment to the Wisconsin Idea. Our recommendations reaffirm our historic commitment to the Wisconsin Idea, recognizing that the boundaries of our university are coterminous with the geographical boundaries of the state. That tradition cannot be honored by sitting still or running in place. The boundaries of knowledge have grown exponentially over the last century, and an educated citizenry is strengthened by access

to the deep well of knowledge generated in the arts, humanities, agriculture, medicine, business, engineering, sciences, and other academic domains. Training minds that are well disciplined and have mastered a breadth of knowledge has long been a hallowed goal of higher education. In addition, we now recognize that we live in a dynamic world. To address age-old problems such as poverty as well as new ones on the immediate horizon requires citizens who can think critically, creatively, and imaginatively and with full regard for the ethical dimensions of personal conduct and concern for the common good. Addressing timeless concerns as well as those of immediate interest in improving everyday life rightly affirms our respect for the intrinsic value of discovery and indicates to citizens and students our continual engagement with the world and its perennial and emerging concerns. We outline some of the challenges we now face.

Challenge: Effectively communicate our wide-ranging value to the citizens of Wisconsin. Our commitment to the Wisconsin Idea ensures that we eschew the image of a university as an ivory tower. At every opportunity, our public university must reaffirm to our citizens and legislators that an economically secure university yields incalculable benefits to our state and to the overall well-being of society. Life is enriched every time pain and suffering is alleviated thanks to a medical breakthrough, every time an artist or musician brings aesthetic pleasure to the world, every time school children learn more thanks to instructional improvements resulting from university-based research. These are but a few of the many examples of how higher education makes a positive difference in the lives of citizens, not just those formally educated at the university. The generation of knowledge and the search for truth have long been central to our academic mission. It remains basic to our commitment to excellence in teaching and research and in service to our state and to the larger society.

Challenge: Limited resources. While the university has been enormously successful relative to the rest of its peers in securing extramural funds, nationally, federal funding for research has not kept pace with inflation for the past several years. Thus a major funding stream that supports our outstanding research activities is vulnerable here and across the country. In addition, the percentage of the state tax component to the university budget has also been slowly declining, adding further uncertainty to our ability to remain competitive through the next ten years. The arts and the humanities, and social studies are particularly susceptible in such times, because there are fewer financial resources available to buffer against economic uncertainties or pressures. Thus raising money through private donations will be even more critical in achieving our goals.

Challenge: Noncompetitive faculty salaries. The pursuit of excellence in research, teaching, and service will be possible only if our university attracts and retains our outstanding faculty, staff, and students. However, our faculty salaries rank in the bottom half among our peer group of public universities, with full professors ranking at the bottom, a sign of our vulnerability.² Losing faculty, staff, and potential graduate students to wealthier, well-endowed universities jeopardizes our academic and research enterprise. It threatens our capacity to offer the highest quality instruction to undergraduate, graduate, and professional students. It also undermines our rich and productive interdisciplinary research traditions, which have often enabled faculty and staff to cross departmental and disciplinary boundaries, which has in turn led to countless innovations and breakthroughs in science, the arts and humanities, and the social sciences.

Challenge: Maintain our academic strength across all divisions (Arts and Humanities, Biological Sciences, Physical Sciences, and Social Studies). No single program area, department, or school alone can provide the broad knowledge and specialized skills that help shape an educated person, whether teacher or student. We have long been a multipurpose university, and the boundaries of knowledge as reflected in our research and teaching have thus grown over time to include far more than was contemplated when the University of Wisconsin was founded in the mid-nineteenth century. The challenge of every leading university is to maintain an essential balance between instructing others in the specialized knowledge and skills necessary for success in different areas of study and ensuring that the boundaries of knowledge between academic departments and disciplines remain open. This latter trait is a hallmark of our university and one of our

 Criterion 5a,d

 Criterion 2b

 Criterion 2a-b

 Criterion 1a

 Criterion 4b-c

unique characteristics as an institution. A humanist unaware of the latest developments in science has a diminished capacity to help us understand our world.

The same is true of a scientist unfamiliar with how artists see and understand reality through their particular scholarly lenses. Science and the arts, the humanities and the professional schools, the social sciences and social studies: these and other pillars of the university for many decades have collectively supported and enriched our material and intellectual life. Despite this, there has been erosion in morale in the humanities and social sciences, which threatens the very core of our comprehensive university. Many departments face serious concerns about how to maintain academic excellence given the lack of competitive salaries campuswide. For example, the political science department has lost a significant minority of its faculty, and so has another esteemed department, geography. These are departments with a venerable history of scholarly distinction. The history department, another perennial power in academe, has lacked the resources to hire in areas of European history to replace key faculty members; it currently has one historian of the ancient world, its senior medievalist will soon retire, and it does not have a single faculty member in Chinese history, a very serious concern given China's rising stature in world affairs and our desire to be leaders in globalization. Other examples of the weakening of particular departments can be cited, but the point should be clear: our esteemed position as a great public, comprehensive university is under serious threat.

We now outline four goals for Vision 1, which addresses these challenges. Specific recommendations to achieve these goals are also provided. In the executive summary, the goals and specific recommendations are combined together under the recommendations listed for each vision.

Criterion 2

Goal 1. Ensure excellence in academic areas that lack access to traditional major sources of extramural support

Undergraduate, graduate, and professional students alike deserve an education equal to the best. This can be achieved only if we have the institutional capacity to maintain academic excellence. It will require determination and hard work from faculty and staff, and exceptional and determined academic leadership. Ensuring academic excellence throughout the university, from the sciences to the humanities, is essential. The overall quality of undergraduate and graduate instruction depends on shoring up and enriching areas that lack access to major external funding and sustaining and enhancing support for those that do.

While the full range of disciplines is necessary to a vibrant community life and academic community, knowledge generated in the arts and humanities will never have the market value of other disciplines, and thus cannot provide the amounts of extramural funding obtained by the biological and physical sciences. It should be noted that our campus ranks first nationally in research expenditures in nonscience disciplines (see NSF report³), indicating that we are quite successful in competing for the small amount of dollars that are available to support research and other creative works. Thus, a case can be made that more effort should be placed in fundraising in the arts and humanities, and social studies. We predict that such an investment will lead to new partnerships across campus and in the long term, new sources of funding streams to improve the campus facilities and support for arts and humanities.

Criterion 2b

The important role of gifts to campus. Leading private universities in particular have raised billions of dollars for their endowments, ensuring their competitive edge in the academic marketplace, and sustaining the arts and humanities. While there is little doubt that the impact of external resources has played a decisive role in maintaining our strength in the sciences and medicine at UW–Madison, historically there has been a dearth of resources available for the arts, humanities, and social studies. The University of Wisconsin Foundation, which is our fundraising organization, and the Wisconsin Alumni Research Foundation (WARF), which invests funds back into the university from university-generated patent revenue are key sources for providing private (non–state GPR funds) support to the university. The newly established Wisconsin Institutes for

Discovery—funded with state, WARF, and other private monies—will help sustain our academic reputations in the sciences. The research towers for the School of Medicine and Public Health are funded largely by federal, private, and corporate resources and will help promote basic and translational medical research. Likewise, the generous gift to the School of Medicine and Public Health by Blue Cross Blue Shield to create new programs in public health should propel public health education and research and improve the health of Wisconsin's citizens. John and Tashia Morgridge have been particularly generous benefactors to the university providing gifts to many different areas, including financial grants for Wisconsin undergraduates, the Wisconsin Institutes for Discovery, and the Morgridge Center for Public Service. Finally the recent, generous infusion of WARF dollars into graduate fellowships in the humanities and other divisions was not only welcome but also essential, given the difficult state of university budgets.

Fundraising for the arts and humanities. Despite these generous gifts and awards, we remain very concerned about those areas of campus, so vital to our teaching, research, and service missions, that do not have as much access to federal grants or considerable extramural support as the sciences. It is inconceivable that we can continue to be a great public university unless we demonstrate a commitment to the arts and humanities, social sciences, and social studies. Our ability to deliver a high-quality, state-of-the-art education to undergraduates and graduate students depends upon our attending full speed to this serious concern. Thus fundraising for the arts and humanities, social sciences, and social studies must be a priority to maintain a comprehensive university.

Creation of a Wisconsin Institute for the Humanities and Society to synergize teaching and research. Knowledge in the modern university is often highly specialized, but the lines of communication among various schools, disciplines, and program areas must be widened and strengthened in every way possible. As noted later, cross-disciplinary study has long been a fruitful means to ensure that scholars are flexible and nimble as they respond to new public concerns, whether they involve discovery of the sources and prevention of disease, the preservation of the languages and cultures of native peoples, or improving the computational skills of the coming generation attending the nation's schools. The arts and humanities enrich lives everyday, and maintaining excellence in our undergraduate and graduate teaching requires that they hold an eminent place on our campus.

We propose a new capital campaign leading to the establishment of a new building and institute, the Wisconsin Institute for the Humanities and Society. This facility would house, coordinate, and concentrate programs and efforts now diffused across campus, including but not limited to the current Center for the Humanities and the Institute for Research in the Humanities. It should include such centers as the Center for the Study of Upper Midwestern Cultures (and others too numerous to mention) as well as the proposed Wisconsin Alliance for Global Solutions; this latter initiative could thus serve as a suitable bridge to the newly established Wisconsin Institutes for Discovery. If campus administrators make the establishment of this institute a priority, in addition to raising money for a building, fundraising could be more easily achieved for endowed chairs and professorships; lecture series that exemplify the Wisconsin Idea of community outreach; and fellowships and scholarships for graduate and undergraduate research in the humanities, social sciences, and social studies. Individual departments have, with the guidance of the UW Foundation, made great strides in fundraising. The scale and cross-disciplinary goals of a new initiative will require a coordinated effort of campus leadership and the Wisconsin Alumni Research Foundation to make its establishment a reality. In 2012, the Wisconsin Idea will enjoy its one-hundredth birthday and a capital campaign capitalizing on this landmark achievement may provide a fundraising theme for this building.

Overview
 Criterion 4
 Criterion 5b

Criterion 2b

Criterion 2b
 Criterion 4

Criterion 4

Recommendations

- Establish a Wisconsin Institute for the Humanities and Society and begin a capital campaign to raise funds for a new building to house this interdisciplinary institute.
- Identify critical needs for fundraising in the humanities and social sciences, especially those that could lead to other cross-departmental ventures or other “Big Ideas.”

Goal 2. Ensure excellence in faculty and staff

Elite, well-funded private and public universities have increasingly and successfully raided the faculty of economically vulnerable institutions; they have lured the best and the brightest with enhanced compensation, better funding packages for graduate students, library support, and state-of-the-art facilities. States that hope to improve their economies and the overall well-being of their citizens are similarly eager to invest more heavily in higher education. Attracting and retaining the best faculty and staff at the UW–Madison will therefore be a challenge but must be a priority over the next decade. Certain policies must therefore be pursued vigorously to enhance our academic position vis-à-vis our private and public competitors.

Excellence depends upon adequate funding, but it cannot be achieved unless we continue to build the most welcoming and productive environment for faculty and classified and academic staff (see Building Community report). The failure to do so will undermine most aspirations to excellence in research, teaching, and service. Faculty have traditionally been recruited from a national or international pool of candidates. While state employment rules limit flexibility in the appointment of classified staff, it remains clear that the shared goal of excellence is essential and benefits everyone. Integrating faculty, classified, and academic staff into a shared universe of mutual respect and commitment to excellence is imperative.

Recognizing the fiscal realities that the state will face in the coming years, university leaders must pursue every legitimate opportunity to convince the legislature that the economic health and overall well-being of Wisconsin rests upon a well-educated citizenry and workforce. More human resources must be invested in this effort; this will require more efforts from administrators, faculty, staff, alumni, and others concerned with the short- and long-term welfare of our university.

Recommendations

- Pay market-level compensation to faculty and staff.
- Reaffirm to our citizens and legislators the benefits that accrue to the state resulting from their support for the UW–Madison.

Goal 3. Enhance faculty excellence and development in teaching and research

A university, especially a public institution such as ours, has always aspired to excellence in research, teaching, and service. While its research mission is the distinguishing feature of a university (as opposed to a college, for example), the synergy that exists between research, teaching, and service is a central part of the Wisconsin Idea, both in theory and practice. We applaud the numerous, ongoing efforts throughout the university to expose undergraduates to research, as students learn the skills necessary to the art of discovery and learning. We applaud the many initiatives under way to identify best teaching practices, which hopefully can be emulated by others. To cite a single prominent example, the Delta Program⁴ on our campus is a concerted effort to improve classroom instruction, specifically teaching on the university level in science, technology, engineering, and mathematics. This program promises to reveal new insights on such important issues as collaborative learning and how to ensure academic excellence and success among a more diverse student body. Excellence in research and teaching are not mutually exclusive goals; we have an old and worthy tradition whereby many of our most esteemed research scholars regularly teach undergraduates,

Criterion 2c-d

“There is a focus on excellence, but it is from a much more human perspective than I’ve seen at other universities. The connections between students and faculty is much more sincere and positive. This is very important to me, and I feel it creates an environment that stimulates far more growth and valuable experience.”

UW–Madison student

Criterion 3b-c

Criterion 4a

bringing their latest research findings and those of their colleagues and peers worldwide into the classroom.

A tradition of interdisciplinary research. While our university has long maintained national and international pride of place for its highly ranked departments, schools, and academic units, it is also critical that we continue to support the numerous faculty, who also have multiple or joint appointments, thus energizing faculty research and teaching and breaking down barriers between departments, disciplines, and areas of study. This culture of collaboration, which is fairly weak at many universities, has been a vital part of our historical development and is elaborated on in Vision 2. In particular, our Cluster Hiring Initiative to increase our number of interdisciplinary faculty has been successful in fostering interdisciplinary work and collaboration. Maintaining this synergy across traditional academic lines and programs of study is essential. Thanks to such efforts, we have enviable reputations in areas as diverse as foreign language teaching and environmental studies. Encouraging interdisciplinary research and teaching also has the salutary effect of attracting a more diverse faculty, themselves often educated to think beyond familiar disciplinary boundaries. The Cluster Hiring Initiative may also provide an excellent opportunity for initiating the cross-disciplinary objectives of the Wisconsin Institute for Humanities. A cluster could attract faculty in history, economics, business, public health, etc., whose focus would be on a global discipline such as Chinese or Asian studies. This would aid not only in invigorating humanities and social studies, but also in establishing a presence in a critical area of global importance.

Integration of research and out-of-classroom experiences with teaching. Since the creation of knowledge and its widest dissemination, both in the classroom and through other means, is a primary goal of the university, systematic efforts should therefore be undertaken on our campus to study how well undergraduates are exposed to research, the effects of technology in reshaping the future classroom, and the role that cross-departmental research, teaching, and service plays or should play on campus. Follow-up studies are necessary to show the possible contributions of cluster hires to maintaining our traditional culture of collaboration, and the ability of departments to hire faculty in core areas central to their mission. We need to continue to value teaching and research alike, learning as much as possible about how to extend best practices in teaching in the disciplines, area studies, and the array of academic pursuits that help define our comprehensive university.

Recommendations

- Continue to identify and emulate the best practices of teaching available and ensure that undergraduate and graduate students can master state-of-the-art research skills.
- Do everything possible to ensure that cross-disciplinary scholarship, in research and in teaching, remains protected and supported at our university.

Goal 4. Maintain the infrastructure to support our comprehensive university

Facilities. Excellent facilities and equipment are necessary for attracting and educating the best students, faculty, and staff. Since 1990, \$1.125 billion has been spent on new buildings, major additions, and major renovations. Currently under construction are projects valued at \$496.97 million and projects in planning valued at \$398.6 million. Thus the campus has made remarkable progress in its commitment to provide excellent facilities. The long-range vision and plan for the campus is outlined in the Campus Master Plan 2005, where continued upgrades to facilities and building replacements are described. The challenge to meet many of these goals is in the funding.

Computational infrastructure. Electronic resources and computing play an increasingly important role in scholarly activities. UW–Madison must ensure that the campus computational infrastructure and security continue to keep pace with or exceed national standards. The 21st Century Network project is modernizing the campus network, providing more reliable, secure, and faster access. Over the next ten years, we must continue to be vigilant about updating these resources to provide a world-class research

 Criterion 4b

 Criterion 3c

 Criterion 4c

 Criterion 2d

 Criterion 2d

 Criterion 3d

 Criterion 4a

environment. This campus also has exceptional advanced research computing capabilities, such as Condor, that enable a wide variety of high-throughput, computationally intensive projects. Access to this type of advanced infrastructure tends to be local and originate from grassroots efforts of individual principal investigators and teams of investigators. While it is expected that research on computing is a research endeavor led by researchers, it is important to recognize and embrace the advances emerging from this work and expand access to the graduate researchers and staff throughout the campus to fully reach the potential these technological advances offer.

Computing, ubiquitous wireless networks, and access to up-to-date computer hardware and software are key to the research and teaching activities of graduate students. Training on basic software is available without charge to the participants through the Division of Information Technology; however, this training does not cover software tools that support basic productivity for students in specific disciplines. In addition, licenses for this type of software may be too expensive for individual research groups to provide for graduate student use. The output of graduate student research and creative endeavor is often digital, yet many graduate students work in research settings where data management systems they need to acquire, store, back up, and safeguard their research data may be inadequate or lacking.

Recommendations

- Maintain the currency of the campus network systems.
- Develop sustainable methods for peer-led software training that includes problem-solving approaches in specific disciplinary areas. The programs at the Computer-Aided Engineering Center (College of Engineering) and the Social Sciences Computing Cooperative may serve as models for training initiatives in other areas.
- Explore options for sharing costs of software licensing to increase affordability such as coordinating site license purchases and/or establishing key server systems.
- Study the feasibility of centralized campus facilities and services for data storage, backup, and archiving.
- Implement the Campus Master Plan, especially for the east end of campus and pursue fundraising for these projects.

Criterion 4b

"[In the future, UW–Madison will be defined by its] ability to carry out research and education across disciplines and with a variety of partners and being perceived as the go-to organization for advancing knowledge required to meet the challenges of a changing world."

UW–Madison alumnus
Dane County resident

Vision 2. Promote, Foster, and Support Interdisciplinary Research

Interdisciplinary research has long been and will continue to be at the creative center of the UW–Madison's mission. Confronting complex environmental, social, cultural, economic, and medical changes and challenges, whether local or global, requires the collaborative, visionary efforts of faculty and staff across multiple disciplines. An interdisciplinary campus engaged with the constant ferment of our larger world is likewise essential for attracting and retaining the best faculty, as well as for preparing students to be active thinkers, workers, and citizens.

The Cluster Hiring Initiative, begun in 1998, was an incentive plan designed to facilitate interdisciplinary strategic hiring. This plan resulted in the funding of 49 clusters including 147 new faculty members with full or partial centralized cluster funding. Aligned with senior "cluster coordinator" faculty who had already been engaged in work across academic disciplines and campus units, new cluster hires have built networks of affiliated faculty, created new curricula, undertaken pioneering research and creative work, and presented their accomplishments through both conventional and innovative formats. For example, the strategic approval of numerous biological science clusters (Bioethics, Biomedical Engineering, Biophotonics, Chemical Biology, Computational Systems Biology, Molecular Biometry, Structural Biology, Symbiosis, Zebrafish Biology, and more) has vaulted the university to a position of international prominence in these areas. The report of the Cluster/Interdisciplinary Advisory Committee to evaluate the Cluster Hiring Initiative was released in April 2008.

In addition, campus infrastructures poised to assist researchers seeking external funding for integrative research programs will help us maintain strong support from outside the university. For example, several interdisciplinary initiatives, notably the Wisconsin Institutes for Discovery, the Wisconsin Bioenergy Initiative, the Institute for Clinical and Translational Research, and the Center for the Study of Upper Midwestern Cultures have attracted funding from outside the university and brought together research partners from on and off campus to work on large-scale projects.

In order to retain our preeminence as leaders in interdisciplinary research, we must effectively address five broad, often overlapping goals: (1) departmental structures; (2) faculty positions and tenure guidelines; (3) research initiatives and infrastructures; (4) student programs and opportunities; and (5) public visibility. Increased funding, both internal and external, will benefit each area, yet open minds and strategic methods are equally critical.

Goal 1. Develop structures within academic departments to enhance interdisciplinary research and programs

Formal interdisciplinary units have been an integral part of campus life since at least 1927, when the Experimental College was established. The Women's Studies Program and numerous ethnic, area, and international studies programs, to cite a few examples, began to flourish in the 1970s, while the creation of the Biotechnology Center in 1984 heralded the steady growth of interdisciplinary programs in the sciences, engineering, and medicine. Currently the campus includes more than 260 interdisciplinary research centers and institutes, 63 certificate programs, and many departments whose varied tracks and faculty interests epitomize an interdisciplinary stance.

Despite the evident presence and worth of interdisciplinary campus units, however, some departments resent, even resist, their growth. While such sentiments may be attributed in small part to the canonical, status quo stance of some senior faculty, far more frequently they stem from the steady loss of faculty lines, inadequate or non-existent space for departmental staff and research activities, and the understandable fear that, during periods of economic decline, more support for interdisciplinary programs results in correspondingly less support for departments. Hence the important responsibility of departments to value both their center and their various peripheries may favor the former over the latter when times are hard.

Recommendations

To ensure symbiotic relations among disciplines, while sustaining the intellectual boundary-crossing critical to a great university, we must continue to foster collaborative research and creative work across departments and complementary units through increased communication and the reduction of interdepartmental barriers. Most crucially, we must:

- Increase access to resources that sustain interdisciplinary endeavors, including internal funding for joint ventures between departments and interdisciplinary units, common space for research and creative productions, and informational technologies that enable storing, archiving, and sharing of digital materials for researchers in all campus units.
- Address the critical core staffing needs of campus departments, while at the same time strongly encourage departments to make increasingly active alliances with kindred campus units by recruiting new faculty possessing both disciplinary and interdisciplinary competence.

Goal 2. Ensure the success of junior interdisciplinary faculty

Challenges of cluster hire and interdisciplinary faculty in achieving tenure. Untenured faculty who have contributed to clusters have typically faced greater challenges than junior faculty whose contracts do not require interdisciplinary efforts. Each must meet the expectations of his or her home department, yet many who have split appointments must do the same for a second unit. Likewise more than a few cluster appointments span two colleges (e.g., Agricultural and Life Sciences, and Letters and Science) and expecta-



tions are further complicated by contractual affiliations with one or more centers. Thus some junior cluster faculty, who are especially dedicated to interdisciplinary work, have been regarded by their home departments' disciplinary centrists as having an unfair entitlement. Still other junior cluster faculty have been constrained by departmental demands against engaging in too much interdisciplinary work prior to gaining tenure.

Cluster faculty appear to be tenured at the same rate as noncluster faculty.⁵ Yet, to thrive, some cluster hire faculty report that untenured cluster faculty must successfully absorb and satisfy sets of standards and practices that are seldom congruent, justify conducting research that some of their diverse colleagues might regard as betwixt and between, and make a case for presenting their work in formats or outlets that, because they are pioneering and avowedly interdisciplinary, may not be recognized by some colleagues as sufficiently prestigious. Even so, divisional committee guidelines work against the inclusion of senior faculty with split appointments whose experience provides a concrete understanding of the challenges faced by interdisciplinary junior faculty. Currently two members of the same department, even if one has only a partial appointment, cannot serve simultaneously on a given divisional committee. To cite a recent example, a faculty member with a 75 percent appointment in astronomy and 25 percent appointment in physics was ineligible, in keeping with current rules, to serve on the divisional committee because, even though there was not a member from astronomy, there was a member from physics.

Recommendations

To ensure ongoing and future success of interdisciplinary work, we must continue to hire faculty whose expertise spans disciplines; learn from and build upon successful interdisciplinary hiring processes that involved departments, programs, centers, and colleges working together; and foster increased communication between disciplinary and interdisciplinary campus units, as well as divisional committees regarding the status of junior faculty who have contractually explicit interdisciplinary responsibilities. Most crucially, we must:

- Systematically improve the mentoring of interdisciplinary junior faculty, especially those with split appointments;
- Develop appropriately flexible standards to be used by departments, interdisciplinary units, and divisional committees for the equitable evaluation of interdisciplinary research and creative work;
- Amend current divisional committee eligibility guidelines to allow service of faculty with a minor appointment in a department that is already represented on the committee.

Goal 3. Enhance research initiatives and infrastructures

Initiatives and infrastructures that catalyze and facilitate interdisciplinary research and creative work between participants from different campus units have been and will continue to be essential to the university's continued excellence. Future-oriented building projects ranging from the ever-expanding medical school complex, to the recently transformed engineering campus, to the emerging Wisconsin Institutes for Discovery, to the establishment of the Arts Institute and corresponding development of an "arts district" are among many examples wherein the spatial proximity of disciplinary diversity fosters a creative intellectual commonwealth. Plans afoot to house complementary arts and humanities units under the same roof augur comparable synergy. Several internal funding sources, including the Graduate School's research competition and the Baldwin Wisconsin Idea Endowment, support the conduct and dissemination of interdisciplinary research, while interdisciplinarity has become an important criterion for such significant external granting agencies as the NIH and NSF. The campus libraries and the Division of Information Technology offer training, technical assistance, digital laboratories, and Web space and networks supportive of research. And competitive cluster-enhancement grants offer administrative support to emerging research efforts.

Funding and administrative challenges to interdisciplinary research. At the same time, there is a considerable dearth of arts and humanities research support relative to the sciences. Federal grants from the National Endowment for the Arts, for example, never

Criterion 2b

Criterion 4a

exceed \$100,000 and are most commonly awarded in amounts of less than \$30,000; nor is funding appreciably better through the National Endowment for the Humanities. Small awards in the sciences, in contrast, are many times the amount of large awards in the arts and humanities. Meanwhile the levying of tuition-remission charges on project and research assistantships has reduced graduate student participation in interdisciplinary research since there are seldom either grant funds or the equivalents of departmental gifts to cover the added \$4,000 per semester. The new rules for effort-reporting for campus researchers supported by research grants also hinders collaborations outside of grant-funded projects because of the newly imposed 1 percent de minimis limit on non-project-related activity.

At the same time, the current system in some parts of campus that channels indirect costs to only one campus unit further inhibits the development of interdisciplinary grant applications because of the funding inequities. Some units are reluctant to let investigators from their academic unit work on grants in cases where the indirect costs go to another unit.

Recommendations

In support of research initiatives and infrastructures, we must continue and, when possible, increase current efforts, while exploring low-cost methods to help collaborators from different disciplines find one another, possibly through an online “matchmaker service,” as well as through the annual campus-sponsored conference on interdisciplinarity. Most crucially, we must:

- Provide administrative assistance to faculty seeking and implementing externally funded interdisciplinary research programs.
- Address the arts and humanities/sciences funding divide.
- Waive or otherwise ameliorate tuition (or tuition-related) charges for graduate student researchers.
- Evaluate the de minimis for effort reporting.
- Develop policies for indirect cost sharing that encourage grant-funded interdisciplinary projects.

Goal 4. Enhance interdisciplinary educational opportunities

Undergraduate and graduate students alike seek interdisciplinary research experience in growing numbers, through both their courses and assisting with or independently undertaking projects. From 1996 to 2006, interdisciplinary certificate programs increased markedly from 25 to 63, while the number of students earning certificates more than doubled from 345 in 1996 to 745 in 2006. The latter figure might have been larger had not such certificate programs as Jewish Studies and Religious Studies also developed undergraduate majors. There are such joint graduate programs as the Ph.D. in History and History of Science, and the M.A. in Urban and Regional Planning and Public Affairs, as well as units like the Nelson Institute for Environmental Studies that are active in brokering joint graduate degree programs. Likewise from 2000 to the present, 38 doctoral students have been approved by the Graduate School to earn joint Ph.D. degrees with two majors, while 37 students on the master’s and doctoral levels have either earned or been approved for interdisciplinary “special committee degrees,” with several concentrating in such areas as folklore, mathematics and computation engineering, public policy, and textile art and design. Additional interdisciplinary certificate and degree programs are in development (e.g., clinical investigation, computational biology/bioinformatics, museum studies, visual culture). Dual campus degree programs with research opportunities are also in the works, notably the joint venture in architectural history involving UW–Madison’s Ph.D. in art history and UW–Milwaukee’s Ph.D. in architecture. Increased numbers of cross-listed courses and new tracks within existing departments further support interdisciplinary ferment, as does the elimination of the L&S 10 Credit Rule, which had formerly limited students’ ability to take more than a few courses in a department outside their major.

 Criterion 3c

 Criterion 5c

Many certificate programs, however, struggle to offer their students research opportunities. Graduate and undergraduate research fellowships, special funding for field schools, and aforementioned faculty grant support for students have all declined in recent years. Likewise interdisciplinary certificate programs sometimes lack adequate administrative support, while would-be certificate and degree programs such as comparative ethnic studies have moved slowly because of administrative and fiscal challenges.

On the graduate level, would-be students who wish to pursue an advanced degree in any of the university's numerous, prestigious, and emerging interdisciplinary programs are regularly denied acceptance or simply apply elsewhere—despite the presence of faculty, courses, and research initiatives aligned with their interests—because they must enroll in an established degree-granting unit that regards their candidacy as a marginal fit.

Recommendations

To ensure graduate and undergraduate acquisition of interdisciplinary research skills and participation in related research projects, we must continue to support the interdisciplinary aspects of departmentally based degree programs; encourage undergraduates to augment their major with a certificate; explore opportunities for resource sharing between complementary programs; sustain and monitor special committee degrees, some of which might merit formal degree programs; and create new opportunities for interdisciplinary student research and creative endeavors. Most crucially, we must:

- Empower the Graduate School to admit, on an experimental basis, promising graduate students who wish to pursue special committee M.A., M.S., and Ph.D. degrees in interdisciplinary fields not currently defined by existing programs.

Goal 5. Enhance the public visibility of interdisciplinary work

Excellent interdisciplinary research and creative work is too important to be confined solely to student and academic audiences. The interdisciplinary research and creative efforts of university faculty, staff, and students are frequently, justifiably featured in local and national media, including public radio and television. The newly launched Big Ten Network may provide another means of publicizing campus-based interdisciplinary research and creative work.

Some interdisciplinary research and creative work, however, in addition to being the subject of media attention, is best presented primarily through publicly accessible means rather than through conventional journal articles and books with more exclusive academic orientations. Arts faculty and staff, of course, have long been involved with creative public exhibitions and performance, yet their colleagues in the humanities, social sciences, and sciences have increasing opportunities to present their findings through sophisticated Web sites, museum exhibits, films, radio documentaries, and the like. CALS faculty, especially, share their work through such modes as Extension with constituencies around the state, often collaborating with local communities. Elsewhere on campus, the Baldwin Wisconsin Idea Endowment, instituted in 2003, has made possible such interdisciplinary research-based outreach projects as Wisconsin Weather Stories (involving the Department of Atmospheric and Oceanic Sciences, the Folklore Program, the Wisconsin Arts Board, and K–12 science and language arts teachers) and Native Star Stories (involving the Department of Life Sciences Communication, the Space Science and Engineering Center, the American Indian Studies Program, and tribal educators).

Recommendations

As a public research and land grant university with a unique relationship with our state and its legislature, we must continue to collaborate with appropriate external organizations on projects with public impact; and persist in sharing our interdisciplinary work with the larger world through public media, forums, and communiqués. Most crucially, we must:

- Encourage and support the presentation of interdisciplinary research in publicly accessible formats, especially in cases where such formats constitute an appropriate alternative to conventional academic publications;

Criterion 4



Criterion 5b-c



- Partner with UW System and CIC institutions, as appropriate, to develop the most effective means of presenting interdisciplinary work to a broad public audience.

■ Criterion 5a,d

Vision 3. Increase Our Competitiveness in Graduate Education and Research

Graduate students are critical to the research and teaching missions of our university. Research carried out by our graduate students drives the discovery and knowledge engine of our university; it is one of the unique attributes of our university, which enhances our ability to recruit excellent faculty and staff. Our graduate students elevate our teaching by passing their enthusiasm and knowledge to our undergraduate students and moreover, many courses depend on graduate student teachers. In addition, approximately 25 percent of our Ph.D. and 35 percent of our M.S. students remain in Wisconsin after graduation,⁶ further contributing to our state's economy and economic development. Thus, we place high value on recruiting, training, and mentoring graduate students.

■ Criterion 2b

Yet, the pressures of flat state support and extramural federal funding, combined with the increased costs associated with supporting graduate students as research or teaching assistants, threaten to reduce the number of graduate students that can be supported from grants, fellowships, gifts, or departmental funds, jeopardizing our research and teaching missions. Graduate student support costs include the stipend to support the teaching or research activities, fringe benefits to pay for health insurance, fees, etc., and a tuition-remission surcharge to recover tuition costs for research or project assistants. All three components have increased at rates well above inflation over the last ten years except for teaching assistant stipends, which have remained relatively flat. Because of limited resources and increasing costs associated with graduate education, we are now at a crossroads. Will we continue to invest in graduate education to maintain our excellence as a top-tier research institution?

As leaders in graduate education, we also recognize that while the number of minority students obtaining M.S. and Ph.D. degrees at UW–Madison has remained relatively steady over the past ten years, the numbers do not yet reflect the diversity of our state and the nation, limiting our ability to capitalize on changing demographics. Finally, integrating the training of our graduate students into a rapidly changing global landscape is a constant challenge. Mentoring and professional development skills require continual evaluation to ensure the training of outstanding graduate students and capitalize on their creative and intellectual potential. Here, we outline four goals in graduate education that should be addressed to maintain our outstanding cohort of graduate students.

■ Criterion 2a

Goal 1. Resolve the graduate student funding problem

■ Criterion 2b

Ten years from now, we must be able to compete for the brightest and most diverse graduate students to maintain our standard of excellence as a top-tier institution. Yet, graduate education is at great risk because costs to programs and faculty have risen beyond their available resources. Over the last ten years, the cost to a grant or department for stipends and the tuition-remission surcharge for graduate assistants have dramatically increased and now threaten the ability of graduate programs to fund their students. If nothing is done to reverse these trends, the quality and quantity of graduate students could decrease and have a profoundly negative impact on research and teaching at our university (see figure 20 and table 20, for current trends).

The increase in the cost of graduate tuition has created a burden for funding prestigious fellowships and training grants. Over the last ten years, tuition for a nonresident graduate student has increased \$10,000, from \$14,395 to \$25,454, while resident tuition has increased \$4,500 (table 21). In addition, fringe benefit costs have increased by more than 100 percent in the same time period. Since the majority (65 percent) of graduate students are classified as nonresidents, the overall costs of fellows and trainees have risen substantially in the past decade, creating a burden for (1) the Graduate School, which normally funds a portion of the tuition costs for trainees and fellows, and (2) faculty or departments, who often fund fellows' tuition. The increases in tuition and fringes have outpaced the amount available from the Graduate School, thus creating a budget

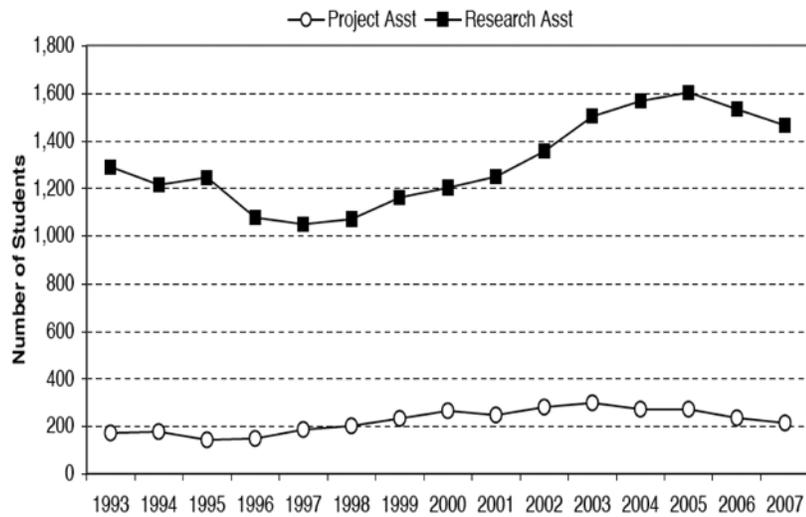


Figure 20. Number of UW-Madison Research and Project Assistants Support from Federal Funds

Table 20. Number of Graduate Student Project and Research Assistants 1993-2007.

October Payroll

October Payroll	Project Asst	Research Asst	Total
1993	173	1,291	1,463
1994	178	1,215	1,392
1995	143	1,246	1,389
1996	149	1,077	1,226
1997	187	1,049	1,236
1998	203	1,070	1,272
1999	233	1,162	1,395
2000	266	1,202	1,469
2001	248	1,249	1,497
2002	282	1,357	1,638
2003	299	1,503	1,802
2004	272	1,568	1,840
2005	272	1,604	1,876
2006	236	1,533	1,769
2007	215	1,466	1,681

Source: Academic Planning and Analysis, Office of the Provost, UW-Madison, 5/1/2008

shortfall, and causing some departments to have to ask students *not* to seek external fellowships for which they would otherwise be eligible. Because the Graduate School can no longer afford to fully supplement the tuition component of traineeships, a task force was appointed to find an equitable solution to this. No qualified students who have been awarded highly competitive prestigious fellowships from funding agencies or foundations should be turned away because of insufficient university resources to pay the tuition component.

The cost to programs of the tuition-remission surcharge has increased dramatically over the last ten years. About a decade ago, the types of graduate student appointments that were granted waivers of tuition (remissions) changed. This policy led to more graduate students eligible for tuition remissions, and together with the large increases in tuition during the last ten years, dramatically increased the amount of tuition dollars waived. The history of tuition-remission policies and how tuition remissions factor into the base

Table 21. Trends in Academic Year Tuition and Required Fees

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
UW-Madison										
Tuition & Fees										
Resident Undergraduate	\$ 3,408	\$ 3,738	\$ 3,791	\$ 4,089	\$ 4,426	\$ 5,139	\$ 5,866	\$ 6,284	\$ 6,730	\$ 7,188
Non-Resident Undergraduate	11,588	13,052	14,189	15,976	18,426	19,139	19,866	20,284	20,730	21,438
Resident Graduate	4,928	5,406	5,887	6,361	6,880	7,593	8,320	8,738	9,184	9,642
Non-Resident Graduate	15,190	17,110	18,597	20,500	22,150	22,863	23,590	24,008	24,454	24,913
Annual Percent Increase										
Resident Undergraduate	5.1	9.7	1.4	7.9	8.2	16.1	14.1	7.1	7.1	6.8
Non-Resident Undergraduate	5.5	12.6	8.7	12.6	15.3	3.9	3.8	2.1	2.2	3.4
Resident Graduate	5.0	9.7	8.9	8.1	8.2	10.4	9.6	5.0	5.1	5.0
Non-Resident Graduate	5.5	12.6	8.7	10.2	8.0	3.2	3.2	1.8	1.9	1.9
Average of Other Public Big Ten Institutions (excluding UW-Madison)										
Tuition & Fees										
Resident Undergraduate	\$ 4,605	\$ 4,786	\$ 5,012	\$ 5,484	\$ 6,302	\$ 7,043	\$ 7,634	\$ 8,215	\$ 8,867	\$ 9,424
Non-Resident Undergraduate	12,716	13,248	13,847	14,972	16,747	18,427	19,763	20,966	22,197	23,507
Resident Graduate	5,559	5,760	6,029	6,516	7,348	7,980	8,627	9,245	9,921	10,549
Non-Resident Graduate	12,834	13,311	13,927	14,929	16,582	18,054	19,248	20,424	21,603	22,804
Annual Percent Increase										
Resident Undergraduate	4.3	3.9	4.7	9.4	14.9	11.8	8.4	7.6	7.9	6.3
Non-Resident Undergraduate	4.0	4.2	4.5	8.1	11.9	10.0	7.3	6.1	5.9	5.9
Resident Graduate	4.0	3.6	4.7	8.1	12.8	8.6	8.1	7.2	7.3	6.3
Non-Resident Graduate	3.9	3.7	4.6	7.2	11.1	8.9	6.6	6.1	5.8	5.6

Notes: The rate shown for UW-Madison non-resident undergraduates in 2001-02 does not include a 2.2 percent rate increase that took effect in Spring 2002. The other public Big Ten institutions include Illinois, Indiana, Iowa, Michigan, Michigan State, Minnesota, Ohio State, Penn State and Purdue. Sources: AAUDE Survey of Academic Year Tuition & Required Fees at AAU Public Universities, and the University of Virginia Survey of Tuition & Fees.

Source: 2007–08 Data Digest

budget can be found in the report by the UW–Madison Tuition Remission Task Force.⁷ While a tuition-remission surcharge to recoup some of these tuition dollars from gifts grants and sponsored research was in place before 2007, this policy did not recoup sufficient funds, resulting in a base budget deficit. The policy before 2007 also led to inequities in the amount of the surcharge per student, because the formula was based on the percentage appointment rather than enrollment status. In addition, not all appointments or funding sources were subject to the surcharge, placing the largest burden on graduate appointments funded from federal grants.

To address these issues, the Tuition Remission Task Force recommended a new formula, which in 2007 led to a large increase in the tuition-remission surcharge and in the number of graduate assistant stipends that were now “taxed.” For example, in 1999, the average cost of the tuition-remission surcharge in a typical program in the biological sciences programs was \$4,000, whereas in 2007, the cost increased to \$8,000. Because this policy also changed the type of graduate appointment subject to the surcharge, this placed a huge financial burden on many graduate programs *including* those that previously did not pay the tuition-remission surcharge.

The impact of the 2007 tuition-remission surcharge policy on graduate recruiting and education has been of great concern to graduate programs across campus; these concerns have been articulated in the report from Letters and Science (*Report of the College of Letters and Science Graduate Student Stipend Committee* [March 2007]).⁸ As described in this report, many departments lack the resources to pay the cost of tuition-remission surcharge even when stipend support is available, resulting in a cutback on the number of students admitted. In addition, because grant awards typically have a three- to four-year cycle, the increase in the tuition-remission surcharge decreased the number of students that could be supported from existing grants and accordingly, put research productivity in jeopardy.

Together with increases in tuition remission, the total cost of supporting a research assistant in the biosciences (average for a typical biological sciences program: \$22,331 in 1999 compared to \$36,942 in 2007) is now nearly equivalent to the stipend of a first-year postdoctoral research associate, who already has a Ph.D. Many faculty members have expressed great concern that postdoctorates will replace graduate students because of the high price tag associated with the training of graduate students balanced

Table 22. Average 2006–07 Stipends for Graduate Assistants

For Half-time Appointments at Public AAU Universities

University	Teaching Assistants	Research Assistants	Other Graduate Assistants
V	\$19,052	\$20,781	
X	\$16,783	\$17,484	
Z	\$16,663	\$16,412	
S	\$15,889	\$16,238	
Q	\$15,741	\$15,116	
G	\$15,705	\$17,286	
O	\$15,698	\$17,091	
K	\$15,660	\$16,022	
C	\$15,053	\$17,746	
Y	\$15,024	\$14,713	
E	\$14,997	\$16,314	\$11,696
T	\$14,890	\$15,214	\$14,816
P	\$14,486	\$15,969	\$13,745
U	\$14,323	\$16,060	\$13,012
I	\$14,261		\$11,430
A	\$14,244	\$15,926	
M	\$14,070	\$14,528	\$12,487
W	\$14,067	\$17,118	
B	\$13,813	\$21,050	\$14,638
F	\$13,521	\$14,174	
J	\$13,514	\$12,065	
H	\$13,316	\$14,426	\$12,120
UW-Madison	\$13,282	\$15,120	\$13,310
N	\$13,119	\$14,335	\$10,597
R	\$12,547	\$13,121	\$11,162
L	\$12,244	\$13,041	
D	\$11,858	\$14,952	\$10,925

Notes: All average stipends are for graduate assistants on the basis of half-time appointments for an academic year (9- or 10-month) contract. The following public universities are included: Purdue, SUNY Stony Brook, Maryland, Oregon, Florida, Michigan St., San Diego, SUNY Buffalo, Pittsburgh, Indiana, Irvine, Kansas, Minnesota, Ohio State, Santa Barbara, Colorado, Davis, Wisconsin, Texas A&M, Berkeley, Michigan, Illinois, Rutgers, Washington, Iowa, Nebraska, and UCLA. Source: Academic Planning and Analysis, Office of the Provost, UW–Madison, 2/5/2008

against the need for productivity to renew grants in a funding climate of diminishing resources. Already, several large cross-campus bioscience graduate programs (microbiology, cellular and molecular biology) have decreased the number of admitted students in response to the rising costs of graduate student support and the downward turn in federal funding of grants.

“Graduate funding absolutely needs to be a top priority in campus planning.

UW–Madison student

In addition, TA salaries have become seriously noncompetitive with peer institutions. As indicated in table 22 and the *Report of the College of Letters and Science Graduate Student Stipend Committee* (March 2007), stipends for teaching assistants have not kept pace with increases at peer institutions. Peer institutions routinely use multiyear stipend packages to recruit students, with TAships accounting for one to four years of the package, depending on discipline. Setting TA stipend levels is a complex issue at UW–Madison because of the way TA salaries are negotiated and the previous agreement made with the TA union to cap salaries in favor of tuition waivers. Nevertheless, the current data in this report and table 22 demonstrate that UW–Madison TA packages are not competitive with their peers, thus eroding our ability to compete for the best graduate students.

Recommendations

We recognize that each solution requires new funding and that each potential action may affect the ability to implement others. Thus, each recommendation must be carefully considered to consider the larger impact. To achieve our goals, we recommend that our campus:

- **Offer competitive stipend packages (including health insurance).** The campus must be diligent in identifying new sources of support to fund graduate students. Where multiple-year packages are necessary to compete, colleges or schools should develop a safety net fund for departments to ensure multiple-year offers in the rare case where resources for support do not materialize.
- **Reduce the tuition-remission surcharge by following the recommendations of the Tuition Remission Task Force.** The increase in the surcharge was intended only as a short-term solution; as noted by the Tuition Remission Task Force, long-term resolution of the budget deficit must address the cause of the budget deficit and eliminate it from the budget, thereby reducing the surcharge. Thus, we strongly endorse the recommendations of the Tuition Remission Task Force to find alternative mechanisms to fund the tuition-remission shortfall.
- **Reduce the cost of tuition to training grants and fellowships.** Currently there is a task force studying possible solutions to reduce tuition costs for fellowships and traineeships, including changes in residency requirements, tuition waiver options, and increased funds from a variety of sources, both public and private. We recognize that a reduction in tuition alone would still create a campus budget shortfall that would also require a solution, and that many stakeholders must participate in the solution to this crucial issue.

We must be able to compete for the brightest and most diverse graduate-student population to maintain our standard of excellence as a top-tier institution. To recruit outstanding students, we must offer competitive stipend packages, and make funding graduate support costs to departments, grants, fellowships, and gifts more affordable to accomplish our research and teaching goals.

Goal 2. Improve the proactiveness of the Graduate School in communicating and establishing graduate student policies related to funding and recruiting

The Graduate School has a key role in overseeing both research and graduate education; there is no doubt that the strength of our graduate programs has benefited from this synergy. Yet, there is a perception among faculty that the Graduate School has not been sufficiently proactive in solving the current graduate student funding problem, which is necessary to maintain our strength in graduate education and if not remedied, research productivity will erode. The obvious negative impact on securing extramural grants (already a difficult situation for federal grants) and recruiting of faculty and students is of concern. Thus, how these problems are being solved needs to be better communicated to the faculty.

Another challenge in graduate education is coordinating and anticipating programmatic needs for developing new graduate programs or accessing new trends in graduate student recruiting. Screening applications and recruiting of prospective graduate students by departments or programs is a time and resource-intensive activity that is critical to obtaining an outstanding pool of graduate students. In general, this is a strength of our campus. Yet, there are large differences across campus in recruiting practices that appropriately reflect our different disciplines and cultures; different disciplines have different needs and a one-size-fits-all solution is neither practical nor desired. However, while maintaining programmatic control over recruiting allows “local” responses to changes in some recruiting practices (e.g. stipends, types of visits, program curriculum), we lack any infrastructure or incentive to respond to national trends that would require cross-campus coordination of efforts (e.g. formation of umbrella programs, new degree programs, cross-disciplinary training, developing new Graduate School resources) or to identify changes that have a broader impact on campus recruiting (e.g. stipend levels, training grant policies). Graduate School coordination, planning, and communication are needed in this area.

Recommendations

The Graduate School should be more proactive in considering and communicating policies that affect funding of graduate students, and establishing best practices in graduate recruiting and identifying new programmatic needs. We thus recommend to:

Criterion 2b

- **Determine how to best communicate with faculty on issues related to graduate student funding and other policies.** The campus committees for fellowships in each of the four divisions may be an appropriate resource for addressing these questions and determining how communication can be improved;
- **Develop best practices and trends in graduate student recruiting.** Data should be collected and reviewed by the Graduate School on a yearly basis to identify changes in recruiting trends and stipend levels, to establish best practices in recruiting, and to communicate this information back to departments and programs (this already occurs to a certain extent in the Biological Sciences Division). General materials for advertising the university, its cross-campus strengths, and the community of collaboration should be developed and distributed to all programs and departments. The Graduate School should partner with colleges and schools to respond quickly to needs for new graduate programs, particularly those that cross traditional disciplinary boundaries.

Criterion 2a

Goal 3. Increase the diversity of our graduate student population by developing new programs and pipelines

Criteria 1a,b

We must continue to make diversity of the graduate student population a priority and significantly increase the population of underrepresented graduate students in the next ten years. The number of underrepresented Ph.D. candidates and their success rate in graduation has remained relatively steady during the past ten years.⁹ A few programs stand out for their successes in recruiting underrepresented students, particularly National Institutes of Health (NIH) training grant programs and the Graduate Research Scholars (GRS) program in engineering. Their successes point to possibilities for new approaches in this area.

Role of the Graduate School in recruitment of underrepresented graduate students. The Graduate School through its Office of Graduate Student Diversity Resources and Fellowships Office has historically managed the resources, such as Advanced Opportunity Fellowships (AOF) and travel to targeted colleges or conferences, and to some extent coordinated these efforts. The Graduate School also sponsors a Ronald E. McNair Scholars program and Summer Research Opportunities Program (SROP) with approximately 12 different programs on campus, designed to increase the pipeline to graduate school for a diverse population. The Multicultural Graduate Network is aimed at retention, professional development, and community building, and works in cooperation with the GRS communities and the Graduate Student Collaborative (GSC) on a series of events, workshops, and presentations throughout the year.¹⁰ However, despite these efforts, the campus has not significantly increased its success rate in recruiting underrepresented graduate students during the past ten years. These programs (as far as this committee is aware) have not been reviewed nor have they been subject to input from other successful external programs.

Recently, the Graduate School has shifted some of the responsibility and corresponding budgetary authority to schools and colleges by establishing GRS communities¹¹ following the successful model of the College of Engineering. However, it is unclear whether this shift of resources will be more successful than the previous model without developing specific criteria for success and accountability. Thus, all these programs need to be reviewed on a regular basis.

Increasing the pipeline of qualified applicants is a critical need. While recruitment is certainly one key component to increasing the representation of graduate students, developing partnerships to increase our applicant pool is just as critical. In the biological sciences, some effective partnerships have been established. For many years, two faculty members in the Department of Bacteriology made frequent trips to University of Puerto Rico campuses, which provided a steady flow of applicants to the microbiology programs. More recently, a graduate of the UW–Madison Department of Bacteriology Ph.D. program encouraged applicants from the University of Puerto Rico–Mayaguez, where he is currently a faculty member, to apply to UW–Madison. In addition, the School of Education has established a successful partnership with UC–Irvine in counseling psychology and other social science programs, and faculty in all divisions have established

relationships with Howard University, the University of New Mexico, Xavier University of Louisiana, and others. The Graduate School helps to establish formal and informal partnerships with schools that have large numbers of underrepresented students. The effectiveness of those partnerships still needs to be documented. Building and maintaining bridges with colleges and universities that have large numbers of underrepresented students should be a priority.

The UW–Madison Center for Biology Education administers a large number of summer research programs in the Integrated Biological Sciences Summer Research Program,¹² which provides a source of underrepresented student applicants. A number of other programs (including programs in the physical and social sciences) are described at the Graduate School’s Web site.¹³ There is a perception that we could improve recruiting efforts among this group of students by developing a systematic process to increase their application rates to our campus, either through follow-up contacts when returning to the home institution or through more active education about the application process, the strength of our programs, and funding opportunities. The Graduate School is in the process of developing a large-scale tracking program that will include UW–Madison and other CIC SROP students and applicants, McNair scholars from around the country, and contacts with prospective students made at graduate fairs, conferences, and other campus visits, whether at partnership or other schools, which should aid in this goal.

■ Criterion 5c

Partnering with master’s program—the SFSU model—for increasing the pipeline of qualified students. One model that has worked nationally in the biosciences to increase recruitment of Ph.D. students is to build connections with a small number of colleges that train underrepresented master’s-level students in the biological sciences and provide a pipeline of qualified students to Ph.D. programs. Dr. Frank Bayliss of San Francisco State University presented data at UW–Madison in 2007 on placement of master’s students from SFSU in top-tier, U.S. Ph.D. programs in the biosciences. Funding from NIH and NSF supports master’s students at SFSU, providing them with stipends and the competencies necessary to be successful in top-tier, biologically oriented Ph.D. programs. Establishing other successful partnerships as exemplified by SFSU should be vigorously pursued.

Retaining underrepresented students. The Department of Counseling Psychology can be seen as an example of a “best practice” department in its efforts to recruit and retain students of color. The department determined that climate was one significant barrier to past efforts. Thus, the department rewrote its mission and vision statements in order to put diversity and social justice at the core, and then undertook efforts to align all aspects of the program with the new, and renewed, mission/vision. The department (1) comprehensively reviewed and made changes to courses, methods of delivery, and requirements to overcome obstacles that stood in the way of student recruitment and retention; (2) comprehensively reviewed and made changes to mentoring and support (financial and otherwise) practices to make them more effective; (3) redoubled efforts to recruit faculty of color; and (4) created a comprehensive marketing campaign to promote the academic mission. The department’s comprehensive approach not only resulted in tripling enrollment of students of color within the past eight years, but also moved the department’s national standing from a second-tier program to one that is in a perennial tie for first. Details of the department’s strategies and programs can be found at the School of Education’s Web site.¹⁴

The role of faculty-initiated programs. Douglass Henderson, professor of engineering physics and a campus leader in developing initiatives for improving diversity, developed the Graduate Engineering Research Scholars (GERS) program based on a model at Rice University. This model has been replicated across campus, launching the Community of Graduate Research Scholars (C–GRS) in the College of Letters and Science; Science and Medicine Graduate Research Scholars (SciMed–GRS); and Education Graduate Research Scholars (Ed–GRS). Professor Henderson and Professor Molly Carnes, School of Medicine and Public Health, brought UW–Madison into the large NSF-supported network of Louis Stokes Alliance for Minority Participation programs with a proposal establishing the Wisconsin Alliance for Minority Participation. This NSF grant set up an alliance with twenty-one institutions throughout the state including the thirteen UW System four-year campuses to increase the number of ethnic and racial minorities graduating with degrees in a science or engineering major.

Further capitalizing on national funding initiatives to support graduate training of ethnic and racial minority students, Professor Carnes led a team of investigators including Professors Ian Bird and Gloria Sarto (School of Medicine and Public Health) and several key academic staff (Drs. Chris Pfund and Angela Byars-Winston) who received a \$2 million grant from the NIH to increase the successful recruitment and retention of diverse graduate students in the broad area of women's health. Professors Henderson and Carnes along with Drs. Chris Pfund, Jennifer Sheridan, and Manuela Romero, also submitted a proposal to the NSF to establish the Wisconsin Institute for Research and Evaluation on Diversity in Science, Technology, Engineering, and Mathematics, which would provide an administrative umbrella for diversity programs in STEM areas on campus. Together, they are seeking grant support to establish the North Country Alliance for Graduate Education, consisting of UW–Madison, UW–Milwaukee, and the University of Minnesota, whose goals are to increase the number of underrepresented minority students earning Ph.D.s in science, technology, engineering, and mathematics, and those pursuing academic careers, as well as transforming the cultural norms within these institutions.

Recommendations

Despite the best efforts and intentions of many faculty, students, and staff, and the competitiveness of our graduate programs, we lack an effective strategy to increase the diversity of our graduate student population. Thus, we must develop effective and accountable programs for increasing the number of and retaining underrepresented graduate students at UW–Madison. We recommend that we:

- **Review campus programs for increasing graduate student diversity.** To improve our success in this area, we recommend that the campus review the efforts of the Graduate School and other units that administer programs with goal to enhance recruiting and retention of underrepresented graduate students. An external panel of experts should review the GRS programs and the programs housed within the Graduate School diversity office. The review panel should provide advice and recommendations on how to improve our recruiting strategies and how to establish criteria for achieving campuswide success and accountability.
- **Develop partnerships with M.S. programs to increase the pipeline of qualified students.** Our campus should strengthen its relationship with San Francisco State University and the master's program developed by Dr. Bayliss. We also suggest that our campus should identify other master's programs at UW–Madison, in the UW System, and in the Midwest and South to create new partnerships,



using the SFSU program as a model. We should support existing master's programs at UW–Madison such as Afro-American studies, which already provides a pipeline of qualified Ph.D. candidates to the history Ph.D. program.

- **Continue partnerships with colleges and universities that target recruitment of undergraduates for graduate degrees.** We recommend the formation of cross-disciplinary faculty teams that work together to increase recruitment of underrepresented students across all divisions. The Graduate School should be responsible for organizing visits of the cross-disciplinary teams to targeted colleges and universities, where they would meet with administrators, faculty, staff, and students. They should continue in their efforts to develop a database to aid graduate programs track prospective graduate students.
- **Continue to support summer research programs targeted to underrepresented students to increase the pipeline.** We recommend that all tenure divisions should have summer research experiences for undergraduates as a way of increasing the applicant pool for Ph.D. programs. The campus should help colleges and schools identify external funding sources that would support these summer programs and develop a process to increase application and recruitment of students who have participated in a summer research program.
- **Support faculty-initiated programs.** Faculty-driven initiatives are particularly important in achieving diversity goals, but faculty have limited time and resources to engage in these activities. Campus should support these efforts by providing some relief from other duties when a faculty member takes on a significant administrative duty. In addition, administrative as well as budgetary support should be provided to facilitate establishment of new programs.
- **Continue to support and expand department-based best practices to recruit and retain students of color.**

Goal 4. Develop best practices for graduate student mentoring and professional development

Criterion 4a

Mentoring. We have an outstanding population of graduate student who are preparing to become our next leaders, entrepreneurs, researchers, and teachers. We are fortunate to have exceptional faculty to help students acquire research skills. While faculty mentoring is a key component of the Ph.D. training experience, little training is available to faculty to learn mentoring skills. In addition, we have a large disparity in the orientation and advising programs available to first-year graduate students across campus. Graduate students are an investment in our future and we should use campus resources to improve mentoring and advising for all graduate students.

The value of graduate student professional development. To be competitive in a rapidly changing world, graduate students will need skills in addition to their formal Ph.D. training. For example, interdisciplinary training, collaborative skills, and a broad global and cultural understanding will be an asset to many students in the next decade. While faculty and graduate students understand the short-term value of training outstanding students, it is less clear to what extent their long-term success is considered. In the short term, well-trained students provide critical research needed to sustain research efforts. However, long term, the success of former Ph.D. students is used as one criterion in evaluating faculty. For example, if a student aspires to become a faculty member, teaching experience and expertise are critical professional skills. Thus development of professional skills must also be provided and encouraged. Currently, many opportunities are available for professional development at UW–Madison (e.g., The Graduate School's Professional Development Web site,¹⁵ Delta, library-based writing instruction, ethics courses, etc.) but these experiences are not always well publicized or their importance to career building is not always appreciated or reinforced by thesis advisors. Other opportunities to be considered are internships in industry, business, or other venues; programs to develop leadership skills; and communication with the public sector.

Best practices for first-year orientation and advising programs. Much effort and resources are spent in recruiting graduate students to our campus. Despite this, not all graduate programs have an advising and orientation program for new graduate stu-

dents to increase their chance for success. Many graduate programs in the biological sciences have a structured orientation and advising program and a general example is described here. Typically students arrive a week before classes begin, where registration, payroll, and health insurance are explained. Students are also introduced to the faculty and students in their programs through a variety of planned events. The process by which students find a thesis advisor is also clearly explained; in most biological sciences departments, this consists of a series of three rotations where students select three faculty members to carry out research for a period of four to six weeks. Students typically meet with a “first-year” faculty advisor who provides essential academic advice until a thesis advisor is selected. Some programs assign student mentors to new students, who are usually third- or fourth-year students, to help integrate incoming students into the graduate experience and the culture of a department. At the end of the fall semester, most students will have identified a thesis advisor, and then advising and mentoring are transferred to this advisor and the student’s committee.

Recommendations

We must create a culture to facilitate the best possible mentoring and training of Ph.D. students. Faculty and students should recognize that the more prepared our students are to face the challenges of the future, the more successful our students will be, and the more it will enhance the reputation of the university and the faculty. The following recommendations should be viewed as a win-win situation.

- Develop a workshop to improve faculty-mentoring skills. A yearly workshop for both new faculty and new graduate students should be created to learn how to be a good mentor and mentee, using the model of the current workshop offered by divisions for junior faculty and their mentors. The workshop would also identify existing resources at the UW–Madison that are available to faculty to aid in mentoring graduate students.
- Create a culture where graduate students are encouraged to acquire professional development skills during their graduate education. Faculty should allow students additional time to acquire teaching experience and other skills during their Ph.D. training. We should also continue to support the efforts of the Graduate School in developing the professional development skills of graduate students.
- Require that all graduate programs develop an advising and orientation program for first-year students.

Criterion 3a,c

“The thing that I value most about my time spent in Madison has been the classroom experience. For the first time in my life I feel intellectually engaged, and I love that feeling.”

UW–Madison student

Vision 4. Enhance Undergraduate Education at UW–Madison

Advance and articulate the Wisconsin Experience for undergraduate education at UW–Madison. UW–Madison continues to provide exceptional educational experiences for its undergraduate students both within and beyond the classroom. The university has consistently produced more Peace Corps and Teach for America volunteers than almost any other institution of higher learning in the nation, and it has produced more CEOs of major corporations than any other college or university. We graduate leaders who positively change the world. We attribute this to our university’s unique grounding in its service mission (the Wisconsin Idea) and the state’s progressive-movement history; we also attribute our success to our ability to support rich and varied opportunities for undergraduates to blend in- and out-of-class learning. Our ability to graduate exceptional leaders is due to the unique Wisconsin Experience that we offer to our students.¹⁶

The comprehensiveness of our university, and the “balance” of excellence across our divisions, is the foundation of our success. We consistently rank in the top three universities in the nation for external research funding, and first in funding in the social sciences. Our undergraduates are thus exposed to excellence everywhere they turn on campus. We offer an extremely rich array of academic programs and majors.

- We offer 135 majors at the bachelor’s level, 153 majors at the master’s level, 107 majors at the doctoral level, and 7 professional programs.
- We are one of only a handful of universities that contain their medical, law, and other professional schools on one contiguous campus.

- We offer to our undergraduates 9 capstone certificates, and 39 certificates overall; we offer 22 certificates to our graduate and professional students. In each of the last three years, about 700 undergraduates have earned certificates.

While we have continued to do an excellent job at preparing college graduates for a variety of employment opportunities, we must continue to retool and remain nimble in the face of rapidly changing needs, abilities, and student expectations. Admission to UW–Madison has become more competitive due to heightened demand, necessitating a balance between selectivity and accessibility. Understanding who represents the incoming classes and remaining flexible in response to future shifts in this population will require that faculty, staff, and administrators remain cognizant of students' changing needs and expectations, particularly as technology and increasing costs continue to transform higher education.

It is our responsibility as faculty and staff to help students recognize and achieve identifiable educational goals through their breadth, general education, and major requirements; as in the past, we need to provide students with educationally rich opportunities and experiences both inside and outside the classroom.

Integrative learning at UW–Madison. In a recent issue of *Liberal Education*, Mary Taylor Huber et al. noted “a growing consensus that breadth and depth are not enough ... [and that] the most promising initiatives for integrative learning are about finding strategic points of connection, threading attention to integrative learning throughout (and between) an institution’s various programs, and encouraging and scaffolding students’ own efforts to connect the parts.”¹⁷

Indeed, AAC&U’s Liberal Education and America’s Promise (LEAP) defines integrative learning as being “demonstrated through the application of knowledge, skills and responsibilities to new settings and complex problems.” UW–Madison is well poised to provide a strong educational commitment to this objective with, for example, the Morgridge Center and service learning, our First-Year Interest Groups (FIGs) and Undergraduate Research Scholars (URS) programs, Chadbourne and Bradley residential learning communities, International Academic Programs, and many other initiatives that provide excellent opportunities for students on this campus and beyond. What distinguishes UW–Madison from other public research universities is our history and commitment to the Wisconsin Idea—the dual commitment to address important problems in the state and nation through our research, teaching, and service, while extending the borders of the university beyond the borders of the state. In essence, we provide a unique education to our students through their Wisconsin Experience. Excellence must be the touchstone, whether in formal or informal learning environments.

The challenge lies in effectively implementing integrative learning in its various iterations. Although this currently happens through disciplinary majors and breadth requirements, creating meaningful cohesion between campus-sponsored or related student experiences remains a challenge. Developing critical thinking skills, engaging in inquiry-based analysis, understanding how to apply knowledge to practice, and recognizing the value of empathy and understanding as the nation grows smaller through technology but remains ethnically, religiously, and racially diverse: such concerns already undergird undergraduate education. How these talents and skills become manifest in one’s education varies, of course, across disciplines. Different ways of knowing distinguishes disciplines and programs of study across campus, and students should engage in the many ways scholars study and solve problems and pursue intellectual pursuits that produce informed, thoughtful, creative, productive, and responsible citizens.

Regardless of their majors, undergraduates should rigorously pursue their studies with an eye toward both future employment and their expanding roles as members of society. Setting learning outcomes obviously varies by discipline and area of study, and the aim of undergraduate education is always broader than one’s major. Program faculty and staff encourage students to become and remain active learners, not passive recipients of knowledge. This goal is common to all sound education, leading to success in the present and in the future, long after one’s formal education comes to an end.

■ Criterion 4c



We should continue to expect our students to achieve in the classroom and the laboratory, and to integrate the knowledge they gain in various courses and disciplines and use it to solve real-world problems. Existing models, such as capstone courses and internships, should be fostered and expanded into majors in which they do not yet exist. In addition, service-learning opportunities should be incorporated into the curriculum whenever possible, in both advanced and introductory courses. This could be facilitated by relying on recent graduates, such as those working in their respective fields or those serving in organizations such as the Peace Corps. Forming alliances with county extension agents and field-based employees of other state or federal agencies should be used to identify service learning opportunities or to pose real-life problems that could be addressed or discussed in the classroom. We must capitalize on the enormous resources available on the UW–Madison campus to provide diverse approaches to learning, recognizing that many different instructional paths may lead us toward academic excellence.

Recommendations

Combining discovery and learning is best achieved by connecting learning and living, in and out of the classroom, as well as in formal and informal learning environments. This has aptly been described for undergraduates as the Wisconsin Experience. To formalize that experience, we offer the following recommendations.

- The campus should ensure that all students aspire to and embrace the basic tenets of liberal education, campuswide. We support AAC&U's LEAP Essential Learning Outcomes for several reasons: (1) they articulate Liberal Education skills, abilities, and competencies that apply equally as well across disciplines and levels throughout the university; (2) they articulate outcomes that easily translate to practical skills, abilities, and competencies; and (3) they capture student learning outcomes that higher education—and especially excellent public research universities—are able to offer to their students.
- Departments, programs, and academic units must honor the ideals of liberal education and ensure that undergraduates, whatever their majors, are able to reach the Essential Learning Outcomes. The foundation of a high-quality undergraduate education is a rich and integrated experience that blends classroom and lab-based instruction with out-of-class learning experiences. Whether in classrooms, through service learning or study abroad, or the mastery of general education and major-specific requirements, undergraduates must see the many aspects of learning as symbiotic, mutually reinforcing, and intellectually rigorous and engaging. Departments, program areas, and, indeed, every area of academ-

ic instruction should work to link their various contributions to undergraduate learning to more universal, campuswide goals.

- We encourage programs that state clear learning goals, combine in-class and out-of-class learning, utilize small groups of diverse learners (diverse in background, learning style, and year in school), and are actively mentored by faculty and staff.¹⁸ Analyses show that students are more likely to succeed when they participate in these types of programs. Many students have already benefited from such learning experiences. In particular, we should encourage experiences in arenas in which UW–Madison excels: involving students in research and generation of knowledge, in global and cultural competencies, in leadership and activism, and in opportunities that apply knowledge to real-world settings. These four types of opportunities comprise the best of students’ Wisconsin Experience.
- The campus must support faculty and instructional staff to meet the broad goals of liberal learning for all undergraduates. We need to cultivate and develop even more opportunities for faculty and staff to have the capacity to teach students as effectively as possible both in and out of the classroom. This will range from professional development in traditional classroom-based settings, to productive mentoring, to using technology wisely, to creative ways to team-teach and reach across disciplines. Both Delta and WISELI provide excellent examples of how professional development can be provided to graduate students, faculty, and instructional staff. In particular, the literature is clear that traditional models of passive learning, already abandoned by many faculty, should be substituted with collaborative and other innovative approaches to teaching, learning, and discovery.
- Finally, we have a long tradition of assessing student learning, as evidenced in our history of regularized program reviews, general education assessment, and our university’s ability to make educational program decisions based on learning outcomes.¹⁹ We can continue to seek ways to assess the effectiveness of our teaching on student learning. There is no single gold standard of evaluation, but UW–Madison’s assessment audit exemplifies one strategy, as does further exploration of the feasibility and utility of an ePortfolio, leadership record, or other means to help students capture and reflect on the clear and positive educational outcomes obtained through their in- and out-of-classroom experiences.

 **Criterion 3c**

 **Criterion 4c**

Notes

1. www.bacter.wisc.edu
2. <http://apa.wisc.edu/FacultySalary/AAUP%20peer%20comparison%20for%202007-08.pdf>
3. www.nsf.gov/statistics/infbrief/nsf07336
4. www.delta.wisc.edu
5. Report of the Cluster/Interdisciplinary Advisory Committee to Evaluate the Cluster Hiring Initiative July 2008, www.clusters.wisc.edu/pages/show/1#evaluation.
6. http://apa.wisc.edu/degrees_alumni.html
7. www.secfac.wisc.edu/TRTFFinalReport.pdf
8. www.ls.wisc.edu/Graduate%20Stipend%20Committee%20Report-Final.pdf
9. http://registrar.em.wisc.edu/students/acadrecords/enrollment_reports/diversity.php
10. <http://info.gradsch.wisc.edu/education/diversity>
11. <http://info.gradsch.wisc.edu/education/diversity/gradscholar.html>
12. www.wisc.edu/cbe/srp-bio
13. <http://info.gradsch.wisc.edu/education/diversity/srop>
14. www.education.wisc.edu/cp
15. <http://info.gradsch.wisc.edu/education/gspd/skills.html>
16. The Wisconsin Experience campaign is championed jointly by the Office of the Provost and the Offices of the Dean of Students; see www.provost.wisc.edu/teach.html and www.wisc.edu/students/wiexperience.htm.
17. www.aacu.org/liberaleducation
18. For a summary of the research behind these findings, see Ernest T. Pascarella and Patrick T. Terenzini, *How College Affects Students: A Third Decade of Research* (San Francisco: Jossey-Bass, 2005). Our local analyses are consistent: analyses by the College of Letters and Science Office of Student Academic Affairs finds that programs that engage small groups of diverse students (diverse in abilities as well as background) with faculty, staff, and older students have a significant and positive impact on first-semester success and subsequent graduation. These analyses were done on FIGs, URS, and other similar, small-group programs.
19. For a sample of recent reports and learning outcome assessments, see Office of Academic Planning and Analysis, <http://apa.wisc.edu>.

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I. EXECUTIVE SUMMARY

A. The Challenge

Growing population . . . globalization of the economy . . . diminishing energy resources . . . changing patterns of climate . . . new challenges to governance . . . loss of biological diversity . . . increasing numbers of dispossessed people and refugees . . . losses of traditional cultures . . . emerging diseases . . . mounting concern about rogue states, terrorism, and weapons of mass destruction . . . growing potential for international conflicts over disparities in resources and living conditions . . .

The history of the twenty-first century—and the ultimate success or failure of our civilization—will be defined largely by our collective response to these challenges.

Although we recognize the importance of these pressing global problems, U.S. universities have been slow to confront them. When looking across the major research universities of the United States, the most visible initiatives one sees are focused on more immediate, market-driven problems, such as those stemming from breakthroughs in biotechnology, drug research, nanotechnology, and information systems. While these are all critical areas of research and inquiry, they do not directly address the most pressing concerns listed above—including those linked to poverty, environmental sustainability, security, terrorism, climate change, global hunger, and human rights.

Why aren't U.S. universities making these global challenges a top priority? Where are the university institutes and departments on human rights? Terrorism? Security? Sustainability? Hunger? If we are not making these a top priority, who will?

B. Our Response

Where most universities have failed to accept the most pressing challenges facing the world, the University of Wisconsin–Madison is poised to succeed.

At UW–Madison, many faculty, staff, and students are already working on the cutting edge of these important global issues—not only in expanding our understanding of our changing world, but also in connecting this understanding to decision making, public policy, and real-world practice. More than nearly any other university, our faculty, staff, and students are personally dedicated to pushing the frontiers of interdisciplinary research, and to using this new knowledge to make the world a better place. The Institute for Research on Poverty, Nelson Institute for Environmental Studies, La Follette School for Public Affairs, International Institute, and the Division of International Studies have established themselves as leaders in these arenas. These are tremendous strengths to build upon.

Here we propose a major initiative for the university to address pressing global problems. This strategic investment will propel UW–Madison to the forefront of applied problem solving, and engage the university broadly in the global arena.

C. Our Approach

Over the course of three separate retreats during the winter of 2007–08, our team met to discuss what it meant to this campus to “Create and Impact and Shape the Global Agenda.” Drawing upon these discussions, as well as other conversations with hundreds of experts, across the university community and beyond, we compiled a vast list of “urgent global challenges.” It is a daunting list, ranging from climate change to disappearing cultures, from emerging infectious diseases to civil rights, from nuclear terrorism to bioethics. Such a list can initially appear disjointed, or simply a roster of gloom and doom.

But we were able to discern a short list of underlying patterns behind the diverse global challenges. In fact, our team defined four major, overarching themes that embodied the broadest, most exciting, and most relevant areas where the university can act as a global agenda-setter for the twenty-first century:

- ***Sustaining the human-environment system.*** As we learn more about the changing nature of the global environment, we find that the conditions of our ecosystems and natural resources—including the air, water, land, and biological diversity we depend on—are deteriorating rapidly. It has become especially clear that understanding these global environmental changes requires attention to the interconnections among social and ecological systems across scales, from the village to the globe. At the University of Wisconsin–Madison, we have a rare opportunity to transcend disciplinary divides to make a more meaningful impact on global environmental issues. Already, UW–Madison has pursued new experiments in cross-disciplinary institution building in this critical area, and is poised to do much more.
- ***Improving the human condition.*** The world faces tremendous challenges to public health, international peace, security, education, and prosperity. Many of the world’s poorest people already face immediate, life-or-death threats from disease, water scarcity, food shortages, environmental pollution, conflict, and violence. Additional concerns about international equity and justice increase dissatisfaction with the current distribution of power. Given these pressures—combined with increasing concerns over terrorism, globalization, and human rights—we must improve our understanding of the underlying drivers of human health, security, and conflict.
- ***Reimagining governance.*** Old ideas about the geography and institutions of governance no longer capture the complexity of today’s experience. A more modern approach takes three interrelated views to the study of governance: (1) new studies of governance must cross traditional state boundaries and revisit assumptions about state sovereignty; (2) emerging forms of global governance will alter definitions of citizenship; and (3) reforms and research in global governance are encouraging new forms of experimentation. UW–Madison is uniquely poised to reimagine the role of governance, and its many changing forms, in today’s world.
- ***Using ethics and meaning to guide the future.*** A strong, self-conscious commitment to values must underpin the newest and most important work in universities. These values will grow from conversations between technical and humanistic thinkers at all stages of the research process—conceptualization, analysis, publication, and application. An emphasis on values will seek to assure a deep connection between the global and the local, including attention to diversity. An emphasis on values will deepen the applied dimension of our research, ensure that our work advances ideals of justice and equity, strengthen our sensitivity to social and cultural identities, and keep the importance of serving the greatest public good foremost in everything we do. Without a focus on values as the glue that holds the multiple dimensions of the university’s work together, we cannot have the global impact we seek. With clear-eyed attention to values and meanings in our research we have an opportunity to make our work serve a broader and more enduring public audience.

These themes are ambitious and practical, scholarly and policy-relevant. They bring the university to the globe, and the globe to the university.

D. A Call for Institutional Transformation

Our university is filled with pioneering scholars in very diverse disciplines. Although these scholars consistently produce groundbreaking research, their work is frequently completed in near isolation from the work of colleagues in other disciplines. Similarly, researchers on campus often operate with little connection to the policy institutions, businesses, and other groups outside the academy that have non-academic uses for their knowledge. Specialization—within disciplines and between the university and other parts of our society—has limited the global reach of our research on campus.

At this juncture, reinvigorating the Wisconsin Idea requires new institutional incentives for both interdisciplinarity and real-world problem solving. We need to nurture careers

that mix specialization and generalization, academic rigor and pragmatic application. We need to make contributions to global human flourishing—not discipline-centered metrics—the long-term standard for our faculty and staff, our students, and our institution as a whole.

E. Investments in Intellectual and Human Capital

We believe that the university should make critical investments in intellectual and human capital, which will require clear priorities and strategic decision-making.

Our university does not have the resources to do everything. Many of the successful investments in intellectual capital from prior years are not entirely appropriate for the global agenda of the university in the twenty-first century. In particular, we believe the university needs to give more attention to investments in activities that encourage broader interdisciplinary collaboration, deeper partnerships between academic researchers and outside stakeholders, and more extensive intellectual risk-taking.

Our team suggests several such investments:

- A transformed sabbatical program. One relatively easy program to implement would be a new “internal sabbatical” system. This system would encourage faculty and academic staff to take sabbaticals on campus in groups, focusing on new, cutting-edge, collaborative areas of work, and, in many cases, launch major, new UW–Madison-based projects.

Faculty teams would apply as a group for this innovative program. Successful proposals should show potential for creativity, truly collaborative activities, long-term institutional benefits, and a commitment to engaging in outreach and other real-world outcomes.

To make the internal sabbatical system effective, the university would need to provide central space for sabbatical faculty and academic staff, so that they may work on (or near) campus, but away from their regular offices. Furthermore, basic administrative and IT support would need to be provided to each team. In the early stages of the program, the internal sabbatical program might choose to focus on targeted, innovative research themes—perhaps leveraging investments made in the cluster-hiring program, or priorities highlighted in this document.

- Shift allocations of annual Graduate School fellowship and research competitions. Aiming high requires a more strategic allocation of internal research funding and graduate fellowships. We believe that the Graduate School should set aside a fraction of its graduate fellowships and annual research competition funds from WARF for specific thematic research priorities, initially matching those in this report. These themes should be explicitly interdisciplinary, covering the entire campus, and designed for broad and deep global impact. The themes should change over time.

We believe the Graduate School should use these global themes to guide its initial strategic investments of resources. For example, the Graduate School might consider disbursing some graduate fellowship money as small graduate training grants to groups of faculty working on dynamic projects that address research priorities and promise to recruit some of the best Ph.D. students—in organized cohorts—to UW–Madison.

We also believe that a more strategic Graduate School research vision will help to encourage the Wisconsin Alumni Research Fund (WARF), outside stakeholders, and others to increase their resource allocations to the campus as a whole for intellectual development. By targeting research resources we can also expand research resources for everyone.

- Advanced leadership training. Another critical element of investing in our human resources is to provide in-depth leadership-training opportunities to our faculty and staff. Such a program would allow for new kinds of professional opportunities—especially in linking our faculty and staff to colleagues in media, government, business, and the nonprofit sector.

At this juncture, reinvigorating the Wisconsin Idea requires new institutional incentives for both interdisciplinarity and real-world problem solving. We need to nurture careers that mix specialization and generalization, academic rigor and pragmatic application. We need to make contributions to global human flourishing—not discipline-centered metrics—the long-term standard for our faculty and staff, our students, and our institution as a whole.

Many faculty and staff, especially those in midcareer and senior positions, would greatly benefit from advanced leadership training, helping them to extend their work beyond the university and connect to outside partners. We envision a program that would involve two major, weeklong units: one focused on leadership, public communication skills, and media relations; the second focused on building partnerships across government, industry, and nongovernmental organizations (NGOs).

F. Investments in New Institutional Structures: The Wisconsin Alliance for Global Solutions

The global societal challenges discussed above are very complex. To address them successfully, we must understand their causes and consequences clearly, and we must confront them directly. As repositories of knowledge and agents of discovery and innovation, universities can lead the way. Yet when persistent problems evolve and new ones emerge, our traditional funding sources—government and private foundations—are often slow to react, and valuable time is lost. Even when funding is timely, we lack mechanisms for translating the fruits of research—good ideas—into action. We need a new institutional structure for mobilizing and publicizing our most innovative and exciting global research. We need a new institutional structure to make our university *the* place for global solutions in the twenty-first century.

We propose the creation of a new institutional space on campus explicitly committed to engaging in, and solving, the world's most challenging problems—the *Wisconsin Alliance for Global Solutions (WAGS)*. A primary purpose of this organization would be to nurture the kinds of cooperation among scholars that would not occur otherwise, and to build long-term partnerships between the university and our outside partners in business, media, government and civil society. The Alliance would not focus on one particular project, but instead focus on evolving research themes (initially those listed above, but changing every several years to reflect new global challenges), and aim to create long-term partnerships across the campus and beyond.

The Wisconsin Alliance for Global Solutions would be a hub for truly interdisciplinary innovation and external engagement. That is our deepest goal—to nurture innovative answers to the pressing problems of our new century.

We believe that WAGS would:

- make UW–Madison the world's "go-to place" for solutions to our most challenging global problems;
- make UW–Madison the key, trusted "matchmaker" for innovative partnerships—among academia, government, industry, and civil society—to solve specific global problems;
- and make Wisconsin a respected incubator for energy, engagement, and creativity among students to change the world, unleashing a new generation of leaders to solve these great societal challenges.

If successful, WAGS would make the UW *the* place for finding and sharing new global solutions in the twenty-first century. The innovations emerging from WAGS would draw attention and application around the globe. They will also inspire more work of the same kind around campus. Most significantly, WAGS would not become a single-issue think tank, but continually remake itself to encompass new research and address new problems. This, after all, is the deepest mission of a great university.

The Challenge

Growing population . . . globalization of the economy . . . diminishing energy resources . . . changing patterns of climate . . . new challenges to governance . . . loss of biological diversity . . . increasing numbers of dispossessed people and refugees . . . losses of traditional cultures . . . emerging diseases . . . mounting concern about rogue states, terrorism, and weapons of mass destruction . . . growing potential for international conflicts over disparities in resources and living conditions . . .

The history of the twenty-first century—and the ultimate success or failure of our civilization—will be defined largely by our responses to these issues.

Although we all recognize the importance of these pressing global problems, most U.S. universities have been slow to confront them. Looking across the U.S. academic landscape, the most visible initiatives are in two different arenas. The first is focused on breakthroughs in technology-driven science and engineering, particularly in biotechnology, nanotechnology and information systems. The other is focused on maintaining the core areas of traditional scholarship within the humanities, social sciences, and natural sciences. At many universities, there is an increasing tension between these two foci, especially where resources for traditional scholarship are drying up. While these are all critical areas of research and inquiry, they do not directly address the most pressing concerns listed above—including those linked to poverty, environmental sustainability, security, terrorism, global hunger, and human rights.

It is an interesting paradox that intellectual leaders across the country clearly recognize the urgency of pressing global challenges, yet many of our top-tier universities are not making them a highly visible priority. Why aren't all U.S. universities making these global challenges a top priority? Where are the university institutes and departments on human rights? Terrorism? Security? Sustainability? Hunger? If we are not making these a top priority, who will?

One possible reason for the failure of U.S. universities to focus on these critical global problems is the lack of broader societal and market support for them. Most funding agencies, private foundations, corporations, and legislatures—with some notable exceptions, such as the Gates Foundation and Google.org—have not made these issues a high priority either.

Another reason for this failure is that many of these global challenges are complex and rapidly changing. They defy our traditional disciplinary approaches to knowledge. Given these circumstances, how will higher education, and UW–Madison in particular, rise to meet these challenges?



II. REAFFIRMING THE WISCONSIN IDEA

Criterion 1a 
 Criterion 5a 

Many colleges and universities are struggling with the balance between investing in new, technology-driven research and preserving excellence in the broader array of fundamental disciplines. At many universities, there is a sense that two forces pulling at the fabric of the campus, sometimes leading to a feeling of “either us or them,” resulting in an even stronger sense of a *two cultures* divide.

There may, however, be another way to look at this problem. Instead of focusing on the two-way tension between the need for investing in technology-focused research (e.g., biotechnology, nanotechnology, and information technology) and the need to strengthen the broad array of scholarly disciplines (i.e., from across the humanities, social sciences, and natural sciences), perhaps a moderating, third perspective should be introduced—a perspective that focuses on serving the greatest public good.

We need to shift the focus of the university away from the false choice of having *either* strength in technology-driven research *or* strength in broader scholarship across the humanities, social sciences, and natural sciences. That choice is based on a false understanding of resource dynamics, and ignores many of the underlying forces at work on the academic landscape, including the fundamental shift in public support away from the traditional mission of state universities.

Instead of focusing on this false choice, we posit that there is much to be gained from a creative and respectful dialogue across three axes of consideration:

- How can the university maintain excellence in all areas of scholarship—ranging across the humanities, social sciences, and natural sciences—even if their immediate “return on investment” is less tangible and direct? How do we continue our investment in these critical fields and demonstrate their benefit to society through broader public education, long-term payoffs from new knowledge, and an enriched human spirit?
- How can the university accelerate research and development in areas of intense societal and market interest? Today, these investments are largely focused on astonishing breakthroughs in biotechnology, nanotechnology, and information technology, which are likely to transform the world around us. How can we maintain this technology-driven research excellence, and make critical breakthroughs in other arenas in the future?
- And how can the university best serve the public good? How can the university contribute to the world—not only in terms of new technological innovations, but also in terms of pressing global challenges, such as those linked to poverty, environmental sustainability, security, and human rights?

In the future, a good university will focus on the first two questions. But a *great* university will address all three, and nurture innovation at their intersection point. Creativity and risk-taking across traditional disciplines are essential and they must be incentivized.

At Wisconsin, we should understand this lesson especially well. We have long held that we have a moral obligation to *serve the greatest public good*, even if current societal forces, or the need to preserve our scholarly excellence, do not drive us there. But, instead of focusing attention only on problems that have immediate technological solutions, or those that stem from our deep scholarly traditions, we must also find ways to respond to our complex, and often neglected, societal challenges.

As a *great public* research university, we have a special obligation to connect a major portion of our work to the needs of the state, the nation, and the globe. That is our stated mission. As we approach the one-hundredth anniversary of the Wisconsin Idea, we need to renew its practice and remind ourselves of its deeper meaning.

III. AN OPPORTUNITY FOR UW–MADISON

“The Future is up for grabs. It belongs to any and all who will take the risk and accept the responsibility of consciously creating the future they want.”

—Robert Anton Wilson

Where most universities have failed to address the most pressing challenges facing the world, the University of Wisconsin–Madison is poised to succeed.

At UW–Madison, many faculty, staff, and students are already working on the cutting edge of these important global issues—not only in expanding our understanding of our changing world, but also in bringing this understanding to decision making, public policy, and real-world practice. More than nearly any other university, our faculty, staff, and students are personally dedicated to pushing the frontiers of interdisciplinary research, and to using this new knowledge to make the world a better place. These are tremendous strengths to build upon.

Furthermore, UW–Madison has a special ability to conduct new research and outreach efforts to help countries work together to solve emerging global problems. Issues such as climate change, global poverty, international terrorism, human rights, unequal access to education, and emerging threats to public health all implicate core sectors of global and national economies. International institutions, governance regimes, and legal concepts must evolve to become much more robust systems that not only address these global challenges effectively, but also more faithfully reflect and accommodate deep-seated national differences in political culture. Put simply, we need to find ways for people around the world with vastly different access to financial, technological, and natural resources, and often very different cultural traditions, to live together as a global community in peace and security. We believe UW–Madison can help bring this about.

Over the last few decades, the university has launched several major initiatives in international affairs, human rights, global environmental sustainability, poverty, public health, economy, and global security. These include the Human Rights Initiative, the Center for Sustainability and the Global Environment, the Institute for Research on Poverty, the Population Health Institute, the Center for World Affairs and the Global Economy, and the International and Environmental Affairs and Global Security cluster hire through the International Institute. Yet neither UW–Madison nor its peers in these areas—Yale, Duke, Michigan, and UC–Berkeley—have built cohesive, campuswide programs in addressing our society’s greatest global challenges. Only Stanford University appears to have organized its strategic plan, and fund-raising goals, around these priorities. Their efforts are inspirational, but there is much more we can do based on our strong faculty, our research breadth, and our deep tradition of public service.

Here we propose a dynamic reinvention of the university to address pressing global problems. This strategic investment will propel UW–Madison to the forefront of applied problem-solving, and engage the university broadly in the global arena. For several reasons, we believe this is the opportune time to make this transformation.

- **There is a growing demand for global solutions and leadership.** The scope and pace of change in global affairs is growing more rapidly than ever before. In response, government agencies, transnational corporations, and nongovernmental organizations have greatly expanded their international policy and decision-making programs. There is now an urgent need for managers, administrators, and analysts with greater knowledge of these issues, as well as for scholars with greater awareness of public affairs.

Most important, there is a need to expand the awareness of the average citizen of the complexities of our global challenges. UW–Madison should offer world-class undergraduate and graduate programs in these important areas.

 Criterion 4b
 Criterion 5a

 Criterion 5a

Criterion 1a,b 

Criterion 5a 

- **It is time to rethink the geographic focus of the Wisconsin Idea.** Many of our key constituents—including legislators, business leaders, alumni, and parents—encourage us to focus entirely on problems of Wisconsin, not the world outside.

Most of the challenges in our state—whether surrounding the need for high-paying jobs, entering new global markets, sustaining our agriculture, or handling our energy and environmental challenges—are inherently national and global in scope. The solutions to Wisconsin’s greatest problems require exactly the global perspective that only the university can provide.

We believe that we should be even more assertive in addressing national- and global-scale challenges. Although we are a state-supported institution, our obligation to serve the public good does not stop at the borders of Wisconsin. In fact, global and international work does not dilute our obligation to the state; it reinforces it. By addressing problems across regional, national, and global scales, we believe we will better serve the citizens of Wisconsin.

- **Opportunities for attracting support are growing rapidly.** Many donors and private foundations are beginning to focus on these emerging global challenges. Large private foundations—including Packard, Gates, Pew, MacArthur, Ford, and Rockefeller Brothers—also support the integration of natural and social science toward solving emerging international problems.

In addition, there is increased funding for assessment and action in these areas through the World Bank, the IMF, the UN Environment Program, the UN Development Program, and the Global Environmental Facility. Our proposed initiatives would help position UW–Madison to compete effectively for these awards.

- **Wisconsin is ideally positioned to embark on this innovative endeavor—if we act soon.** The university has highly ranked Ph.D. and professional programs across all fields of study that attract many of the nation’s top graduate students every year. Reflecting its global impact, UW–Madison hosts the ninth largest population of international students in the country. The university also has more specialized centers of excellence—across regions and topical areas—than any of its peers. These include the sixteen regional and topical programs (seven of which are federally supported National Resource Centers) linked within UW–Madison’s highly acclaimed International Institute, as well as the Nelson Institute for Environmental Studies, the Center for International Business Education and Research, the Institute for Research in the Humanities, the Center for Global Health, and many others. With more collaboration, these centers are the tools for making a valuable global impact.

Criterion 2a 

Criterion 4 

The global societal challenges of the twenty-first century require a more nimble, interdisciplinary, and innovative university. They require innovative institutions and new incentives. Most of all, they require strong vision and leadership from the campus community.

This report is our effort to outline how we might reform our great university to not only preserve what we do so well, but also adjust for the challenges and opportunities of our time.

IV. OUR VISION: ORGANIZE UW–MADISON AROUND EMERGING GLOBAL CHALLENGES

“Our task is to look at the world and see it whole.”

—E.F. Schumacher, *A Guide for the Perplexed*

Human activities in the twenty-first century are changing our world at unprecedented rates, and on unprecedented scales. We often find it difficult to keep up.

In the early phases of our deliberations, we asked our team, “What are some of the greatest challenges to the world?” Also, during the early stages of the reaccreditation exercise, our leadership team conducted extensive polling and listening sessions across the campus, asking where we should be focusing our attention as a university.

We pulled together an extensive list of global “grand societal challenges” that concerned our students, staff, and faculty. Here is a small sample from that list:

- environmental sustainability
- critical shortages of resources (e.g., water, energy)
- managing the global commons (i.e., biodiversity, the global atmosphere)
- urbanization and population growth
- global poverty, development
- threats to global public health; emerging diseases, risks of bioterror, environmental health
- human rights: gender questions, rights of women, role of culture / religion
- inequality: equity and inequity dynamics
- global security; peace and security
- management and access of information
- changing role of intellectual property
- changes in governance
- interpersonal fragmentation
- emerging social networks
- changing nature of governments, NGOs, multinational corporations (MNCs), open source communities, social networks
- balancing individual freedoms versus collective responses
- living in an “age of extremes” (income, military power, resources)
- polarization; religious conflict
- changing concepts of citizenship /membership to civil society?
- conflict and role of cultural filters: polarization
- systems of meaning
- questions of ethics: what guides the use of technology, markets, power?
- maintaining social and cultural identity/support structures

This is a daunting list. But when considering it further, we observed that the topics could be roughly organized into four major themes:

- **sustaining the human-environment system**
- **improving the human condition**
- **reimagining governance**
- **using ethics and meaning to guide the future**

“What will define the UW as a great university is the role it chooses to take in the great debates of our time. From climate change to globalization, educating the leaders who will tackle these and other issues will go a long way to defining the UW as a great university.”

U.S. alumnus

These themes are not all-inclusive, but they capture most of the specific research topics suggested in discussions. They also embody the broadest, most exciting, and most relevant areas where the university can act as a global agenda-setter for the twenty-first century. These themes are ambitious and practical, scholarly and policy-relevant. They bring the university to the globe, and the globe to the university.

A. Theme 1: Sustaining the Human-Environment System

We are at a unique point in history—a time when different disciplines are coming together to forge an entirely new understanding of the planet. This comes not a moment too soon. As we learn more about the changing nature of the global environment, we find that the conditions of our ecosystems and natural resources—including the air, water, land, and biological diversity we depend on—are deteriorating rapidly. It has become especially clear that understanding these global environmental changes requires attention to the interconnections among social and ecological systems across scales, from the village to the globe.

Numerous events, including famines in Africa, the tsunami in the Indian Ocean, outbreaks of SARS and avian influenza, rapid climatic changes in the Arctic, and catastrophic landslides across deforested slopes in China, Haiti, and Latin America have demonstrated that social and environmental systems are both tightly interwoven and vulnerable to a range of forces—from globalization to climate change and the loss of biological diversity. There is a pressing need for new approaches that can analyze coupled human-natural systems and contribute to their sustainability. Accomplishing this will require new knowledge that integrates the natural and human sciences, at multiple scales, and engages new ways of understanding and intervening.

Criterion 4b,c

At the University of Wisconsin–Madison, we have a rare opportunity to transcend disciplinary divides to make a more meaningful impact on global environmental issues. As an initial step, the university has pursued some limited experiments in cross-disciplinary institution-building in this critical area. For example, in 2000, UW–Madison established the Center for Sustainability and the Global Environment (SAGE), administered by the Nelson Institute for Environmental Studies, a center of excellence for research on global environmental change. Subsequently, the university funded novel, interdisciplinary faculty clusters in International Environmental Affairs and Global Security, and Energy Source and Policy. While this is a great beginning, we need to expand upon this commitment and transform the institutional infrastructure of the university to meet four challenges: fill critical gaps left by disciplinary inquiry, integrate natural and human science research, foster international and global education, and link research to civic action and public policy.

B. Theme 2: Improving the Human Condition

Already, many of the world's people face immediate, life-or-death threats from disease, water scarcity, food shortages, environmental pollution, conflict, and violence. In addition, there are tremendous global challenges posed by a lack of access to education and information as well as the challenges posed by migration/immigration and urbanization. Additional concerns about international equity and justice increase dissatisfaction with the current distribution of power. Given these pressures—combined with increasing concerns over terrorism, globalization, and human rights—we must improve our understanding of the underlying drivers of human health, security, and conflict.

The world faces tremendous challenges to human well-being, whether in terms of public health, international peace, security, education, or prosperity. Numerous international leaders, military planners, and scholars have suggested that we will soon see an era when wars are fought not only over ideology but also over dwindling natural resources. Past historical experience has shown how conflicts over access to natural resources—such as oil, fisheries, and fresh water—have exacerbated international tensions and given rise to violence, terrorism, and war. While many of these conflicts are rooted in inequities resulting from past colonialism and imperialism, international resource conflicts will

become even more complex as the world struggles with the state of global resources such as the atmosphere, marine fisheries, and the genetic resources of tropical forests.

Instead of addressing particular problems of resource scarcity or intrastate conflict in separation, we believe that cutting-edge work in each of these areas needs greater integration. Scholars of ethnic conflict must engage in deeper dialogues with experts on poverty. Scholars of education must work with experts on media, information systems, and communications technology. Scholars of history, literature, and the arts must connect with experts on urban planning as well as experts on migration and immigration. Scholars of public health must collaborate more closely with experts on governance and security. Improving the human condition—and ensuring progress toward an era of human flourishing—requires an integrated global vision of human societies. This vision can come only when groups of researchers think beyond political labels and disciplinary boundaries.

C. Theme 3: Reimagining Governance

Presumptions about the standard geography and institutions of governance no longer capture the complexity of contemporary experiences. For the purposes of nurturing new research with long-term global impact, the university should nurture three inter-related approaches to the study of governance. All three involve collaborative interdisciplinary international research.

First, new studies of governance must cross traditional state boundaries and interrogate assumptions about state sovereignty. Research on politics and society is largely organized around state boundaries. Many of the pressing challenges of our contemporary world—environmental degradation, terrorist violence, and economic inequality—transcend these boundaries. State institutions often lack the resources, the authority, and the insight to address challenges of this scope. In place of territorial-bounded states, transnational bodies—including the European Union, the United Nations, the World Trade Organization, and other diverse entities—are emerging as important governing institutions. We envision researchers at UW–Madison contributing to an emerging discussion of these developments and more innovative ideas about new forms of transnational governance and problem-solving.

Second, emerging forms of global governance will alter definitions of citizenship. Loyalties, forms of accountability, and basic social habits will change as people look to new figures and institutions for leadership. This is the social and cultural side of globalization that often gets neglected. By bringing together scholars of global change with experts on domestic society, UW–Madison is poised to become a pioneer in both understanding and reformulating citizenship for the twenty-first century. This work has direct relevance not only for daily behavior, but also for the management of resources and spaces in the global commons, where cultures of individual cooperation and duty are as important as enforced rules and regulations.

Third, reforms and research in global governance are encouraging new forms of experimentation. Theoretical work points to new designs for building authority and legitimacy. Policy work focuses on implementation of various designs and their consequences. Governance as practice, in various professional settings, emphasizes experimentation, adaptability, and innovative leadership. Making the university more effective in contributing to a global agenda will require a more determined integration of research in theory, policy, and practice.

D. Theme 4: Using Ethics and Meaning to Guide the Future

A strong, self-conscious commitment to *values* must underpin the newest and most important work in universities. These values will grow from conversation between technical and humanistic thinkers at all stages of the research process—conceptualization, analysis, publication, and application. An emphasis on values will seek to assure a deep connection between the global and the local, including attention to diversity.

■ Criterion 4b

Many of the pressing challenges of our contemporary world—environmental degradation, terrorist violence, and economic inequality—transcend these boundaries. . . . We envision researchers at UW–Madison contributing to an emerging discussion of these developments and more innovative ideas about new forms of transnational governance and problem-solving.

Ethical issues have recently arisen in many different global arenas such as corporate ethics, bioethics, military ethics, and political ethics. Furthermore, ethical considerations frame the other themes outlined in this report: fairness in the global distribution of resources, balancing the economic benefits and ecological effects of industrial development, fostering inclusive but also efficient forms of international governance, and respecting cultural and religious traditions while promoting basic human rights, among others.

Criterion 4d

Some of the most compelling recent work in the humanities and social sciences—especially in fields such as history, philosophy, anthropology, sociology, comparative religion, and comparative literature—concerns the ways in which different values and frameworks of meaning affect different groups’ perceptions of shared circumstances and their willingness to deliberate together about their shared fate. Understanding these differences is crucial to formulating workable solutions for enduring problems. We must ask: what good is sophisticated technology if people around the world cannot agree on the underlying ethical values that should guide its wise and sustainable use?

UW–Madison is fortunate to have several of the world’s top-ranked departments in the humanities and social sciences, as well as the first and now renowned centers for area studies—just the resources needed to infuse our work with crucial discussions of ethics and meaning. An emphasis on values will deepen the applied dimensions of our research, ensure that our work advances ideals of justice and equity, strengthen our sensitivity to social and cultural identities, and keep the importance of serving *the greatest public good* foremost in everything we do. Without a focus on values as the glue that holds the multiple dimensions of the university’s work together, we cannot achieve the global impact we seek. With clear-eyed attention to values and meanings in our research we have an opportunity to make our work serve a broader and more enduring public audience.



V. INSTITUTIONAL TRANSFORMATION AT THE UNIVERSITY OF WISCONSIN–MADISON

Our university is filled with pioneering scholars in very diverse disciplines. Although these scholars consistently produce groundbreaking research, their work is frequently completed in near isolation from the work of colleagues in other disciplines. Similarly, researchers on campus often operate with little connection to the policy institutions, businesses, and other groups outside the academy that have nonacademic uses for their knowledge. Specialization—within disciplines and between the university and other parts of our society—has limited the global reach of our research on campus.

At this juncture, reinvigorating the Wisconsin Idea requires new institutional incentives for both interdisciplinarity and real-world problem-solving. We need to nurture careers that mix specialization and generalization, academic rigor and pragmatic application. We also need to make contributions to global human flourishing, not just in our discipline-centered metrics, but as a long-term goal for ourselves, our students, and our institution as a whole.

The global themes we identified above are not all-inclusive, but they capture some of the broadest, most exciting, and most relevant roles the university can play as a global agenda-setter for the twenty-first century. Our institution, in particular, has a great opportunity to reinvigorate the Wisconsin Idea for a globalized world. To do this, however, will require a frank recognition of the challenges rooted in standard modes of behavior. To meet our potential in a challenging world we must not be content simply to continue business as usual.

A. Interdisciplinary, Real-World Problem-Solving

We need to advance a new GLOBAL AGENDA to address these issues. As indicated above, many of the most interesting and relevant research questions are not confined within traditional departments and programs. Environmental sustainability, an improved human condition, global governance, and ethics and meaning require significant cross-disciplinary work with strong institutional backing.

These efforts must include more than ad hoc collaborative arrangements. Our university needs a regularized integration of expertise, mind-set, and vision across areas of scholarly inquiry. Integrated research will cross not only disciplines, but also scales of inquiry—from local to national to global. Integrative research of this kind, and its public applications, should receive more attention from the UW–Madison administration, the University of Wisconsin Foundation, and WARF.

We need to engage in real-world problem-solving. Integrated research across departments and disciplines will allow for more effective problem-solving, while also preserving academic integrity. By organizing research to address shared problems and themes, scholars will have more freedom for innovation and more connection to real-world applications. The university should nurture research to follow interesting lines of inquiry, not inherited institutional divisions. This approach will produce not only more relevant work, but also more daily interaction with outside partners and stakeholders who have insights and resources to offer. The Wisconsin Idea for the twenty-first century will emphasize innovation and problem-solving, across and beyond traditional disciplinary domains.

B. Making Universities More Nimble, But Still Robust

The hiring, promotion, and funding bases for university activity insulate the institution from many short-term market pressures, allowing for long-term research perspectives. This is a great strength. It is also a weakness. Universities can be rigid and slow to react to pressing challenges and opportunities. We need to design a university structure that remains insulated from immediate market swings, but also encourages nimble, robust response. The university should not seek to exert immediate influence on society, but

■ Criterion 1
■ Criterion 2a

■ Overview
■ Criterion 5b

■ Criterion 4a

■ Criterion 2c

rather than settling for innovation on a forty-year career scale, we must learn to adjust to global challenges on a five- to ten-year scale. The world's problems emerge quickly, often with little (apparent) warning. The university must be ready to meet new problems before it is too late.

C. What Is the Right Structure for Wisconsin?

We need real structural change to pull this off. The above challenges require much more than band-aids on existing university institutions. We do many things well, but there are many more things we need to do. This will require real change in key institutions—colleges, departments, promotion committees, and funding streams. We need to take a long, hard look at our institutions and ask which ones serve our needs, which ones do not. We should preserve department privileges when they serve research and teaching purposes, and look for better ways to integrate their work among units.

We need to avoid the “garbage can” model. The tendency of the university, like all large organizations, is to match existing institutions to problems they were not designed to serve. What scholars of organizations call the “garbage can” model¹ of connecting incompatible purposes and solutions avoids short-term conflict, but it often stifles long-term effectiveness. The tendency to avoid fresh thinking and rely on old habits undermines our efforts. We need to stop deploying the wrong tools simply because those are the only tools readily available. Instead, the university needs to strengthen institutions that continue to serve important purposes, redesign institutions that are not fully appropriate for needs, and discard institutions that no longer meet our priorities. We also need to act creatively and build new institutions for contemporary challenges and opportunities. Instead of the garbage can we need a burst of institutional innovation. The university of the twenty-first century will not look the same as the university of the past.

Criterion 2c,d

RECOMMENDATION 1: INVESTMENTS IN INTELLECTUAL CAPITAL

The key to continuing and renewing UW–Madison's greatness as a global actor is to increase investments in intellectual capital. Recent budget difficulties have proven most harmful in this area, limiting some of the basic resources for retention and development of faculty, academic staff, and graduate students. We do not expect a major infusion of state resources in the near future. We believe, however, that the university can take a series of steps to make more effective use of existing resources and increase non-state funding. The university can realistically do more to give faculty, academic staff, and graduate students additional opportunities for innovative global research.

A. Increasing Strategic Investments by UW–Madison

Investments in intellectual capital require clear priorities and strategic decision-making. Our university does not have the resources to do everything. Many of the successful investments in intellectual capital from prior years are not entirely appropriate for the global agenda of the university in the twenty-first century. In particular, we believe the university needs to give more attention to investments in activities that encourage broader interdisciplinary collaboration, deeper partnerships between academic researchers and outside stakeholders, and more extensive intellectual risk-taking.

But innovative global research is risky. The complexity and the diverse partners for this research mean that many promising projects will fail. The university needs to recognize this and encourage an acceptance of it. Faculty, academic staff, and graduate students should receive more material and cultural support for taking intellectual risks that promise big global payoffs. The university should provide consistent targeted investments of time and money for the conceptualization of bold projects, the training required to carry them through, and the work that can bring them to fruition. We must have the courage to aim high.

Criterion 2b

Criterion 4

B. Revisit Allocation of Annual Graduate School / WARF Gift Funds

Aiming high requires more strategic allocations of our internal research resources within the university. At Wisconsin, we are extremely fortunate to have an annual gift from the Wisconsin Alumni Research Foundation (WARF) to the campus, managed through the Graduate School. This annual gift is currently targeted to supporting graduate fellowships and small annual research awards to faculty and staff. Here we propose a strategic model for reallocating a portion of these funds.

First, we propose to shift part of the funding used to support graduate fellowships on campus. The current allocation of graduate fellowships by the Graduate School focuses mainly on individual students (not on groups or cohorts) across the campus, judged mainly by their individual GRE scores, GPAs, and letters of recommendation. These fellowships are distributed across departments and programs, largely reflecting the quality of student applicants, but also with a view of “sharing the wealth” across our many graduate programs. This is a fine model, and it supports many outstanding students at the university. But is there another way to support outstanding students, with a more strategic focus on emerging research themes?

Here we suggest a graduate fellowship allocation model, where some of the fellowships are set aside to support integrative graduate training programs. These fellowships would be awarded to interdisciplinary faculty teams, coming from at least two departments, to establish graduate training programs in emerging areas of scholarship. We envision that these graduate training grants would support a small number of students (three to six) per year, for several years, in new cross-disciplinary fields, perhaps starting with themes identified in this report.

These new integrative graduate training programs would blend some aspects of our highly successful Cluster Hiring Initiative and the Integrative Graduate Education, Research and Teaching (IGERT) program of the National Science Foundation. By enhancing the cross-disciplinary opportunities on this campus, this investment of fellowship dollars would pay the double dividend of supporting outstanding graduate students *and* investing in new, strategic areas of interdisciplinary scholarship in emerging fields. This shift in resources does not remove support for anyone on campus; rather it provides some incentives (and strategic direction) for more cross-disciplinary collaboration in our graduate education and research.

Second, we propose to shift some of the Graduate School/WARF funds used each year to support faculty and staff research. The current model for funding allocation is very supportive of individual research projects, especially among junior faculty, and is a critically important source of support. This is the most practical place to begin investing in research themes, global priorities, and risk-taking.

While the traditional model of funding has largely focused on individual research awards, the Graduate School has recently expressed an interest in receiving multi-investigator proposals, especially in interdisciplinary areas. To encourage this further, especially for projects in high-priority, strategic areas of research, we propose that the Graduate School explicitly allocate a fraction of its annual research funding (20 to 25 percent) to collaborative projects in emerging, cross-disciplinary areas. Furthermore, we propose that the Graduate School create a joint subcommittee of the existing research committees, explicitly charged with promoting and reviewing cross-disciplinary research activities.

This modest reallocation of the annual Graduate School/WARF research funding should flow to collaborative work with a high potential for global impact, largely by seeding innovative partnerships across different parts of the campus. The product of an annual grant could be an innovative partnership for global impact, as much as a research paper or a book chapter. We believe these annual research investments should target broad global impact in traditional and nontraditional forms.

We would like to see cross-disciplinary research themes—particularly those connected to global challenges identified in this report or those connected to highly successful cluster hire initiatives—articulated as part of the Graduate School’s annual competition. These themes should be explicitly interdisciplinary, covering the entire campus and designed for broad and deep global impact. And these themes should change over time.

■ Criterion 2b

■ Criterion 4b

■ Criterion 2b

We believe the Graduate School should use these global themes to guide its strategic investments of resources. Faculty, academic staff, and graduate students should be encouraged to connect their research with the articulated themes, and they should receive research funding and other support for doing so.

In our model, the Graduate School would continue to allocate the majority of the WARF gift funds to individual graduate fellows, faculty, and staff, but it would also make the support of integrative research and training themes a priority. Done properly, this would not come at the expense of anyone on campus. Instead, it would encourage a more integrative, global vision for the campus, inspire its constituents to work toward this vision, and contribute to real-world impact.

We also believe that this renewed Graduate School research vision would help to encourage the WARF, outside stakeholders, and others to increase their resource allocations to the campus as a whole for intellectual development. By targeting these internal resources we can also expand resources for everyone.

RECOMMENDATION 2: INVESTMENTS IN HUMAN CAPITAL

In an era of constant change, when the world's "problem times" are significantly shorter than university "career times," it is important to have ways to regularly renew our faculty and staff. Traditional models of career stewardship—hiring someone into a discipline that remains nearly constant for thirty years—are no longer able to respond to our rapidly changing world. We need to find *ways to renew our human capital*—especially faculty and staff in whom we are making career-long investments—to better match the global pace of change.

Criterion 1d

Furthermore, we must consider ways to enhance more innovation and collaboration within the university, so that we can employ our intellectual capital in new, creative ways. Rather than staying within the "mineshfts" of knowledge for an entire career, we must find ways to encourage more cross-disciplinary, and especially more externally engaged, scholarship on campus—using our *existing* human capital. To encourage cross-disciplinary work, we must eliminate institutional biases against it in promotion and funding committees and build incentives for it in the culture of daily behavior at the university.

Criterion 4b

This university is far ahead of many others in terms of the encouragement it gives to faculty and staff to work across disciplinary and departmental lines, through initiatives such as the cluster hires, campuswide collaborations, and through our many research circles, programs, and centers. But the focus of assessment, promotion, and reward remains largely departmental and disciplinary—even where faculty members hold joint appointments. To further enhance our interdisciplinary work, the university will need to strengthen the mechanisms for evaluating and rewarding those activities, by ensuring that all of the units for which faculty members work are fully involved in the annual merit assessment and other career milestones (e.g., promotion, post-tenure review, nominations for chairs), rather than leaving the main responsibility to individual departments alone.

These are significant challenges to all U.S. universities, and it will take tremendous effort to find solutions to all these issues. Below, we make several specific recommendations to help the University of Wisconsin–Madison *renew* our human resources.

A. “Internal Sabbatical” Program

One relatively easy program to implement would be an institution-wide “internal sabbatical” system. This system would encourage faculty and academic staff to take sabbaticals *on campus* in groups, focusing on new, cutting-edge, collaborative areas of work.

The current sabbatical system is extremely helpful, and provides an opportunity for our faculty to “recharge their batteries” (but often at another institution) or truly focus on finishing a major scholarly project (e.g., a book or manuscript). However, these sabbaticals do not:

- enhance collaborations on the UW–Madison campus (instead, we encourage collaborations at other institutions, but not our own);
- provide opportunities for group research projects, including the groundwork needed to jump-start new research ventures, new curricula, or new outreach activities;
- reflect the modern reality of dual-career families, where the traditional sabbatical arrangement (where the whole family could often drop everything to follow the faculty member to another city) is often unworkable.

Our “internal sabbatical” idea would encourage small *groups of faculty* from across the campus (from at least two different units) to take sabbaticals together, in Madison, where they would work to enhance cross-disciplinary scholarship and, in many cases, launch a major, new UW–based project.

This proposal would *not* replace traditional sabbaticals, but rather provide an option for more collaborative, research-focused, institution-enriching activities.

Some hypothetical examples of group sabbaticals include:

- A team of faculty from engineering, biochemistry, bacteriology, environmental studies, and policy studies work on a major synthesis of the pros and cons of new biofuel technologies, developing a series of new research articles, white papers for government and industry leaders, and public-policy briefings.
- A group of faculty and academic staff from a variety of disciplines develop a new approach to forming university partnerships with industry, NGOs, and governments in the state of Wisconsin, amplifying the Wisconsin Idea.
- A group of faculty and academic staff from the humanities, social sciences, biological sciences, and engineering collaborate to write a major report on how the basic definition of international security has changed in the twenty-first century, and how government leaders and organizations should respond.
- A team of faculty from the social sciences (e.g., history, sociology, education, anthropology, political science, economics, and global health) craft a report to assess barriers to children’s welfare and economic opportunity around the world.

To make the internal sabbatical system effective, the university would need to provide some central space for sabbatical faculty and academic staff, so that they may work on (or near) campus, but away from their regular offices. Furthermore, basic administrative and IT support would be provided to each team.

Ideally, these internal sabbatical spaces would be highly integrated into an emerging “eCampus” infrastructure, as suggested by the Global Citizens and Leaders team. We are very excited by the synergies between their ideas in this area and our own.

Faculty teams would apply, as a group, for this innovative program. The proposals should show potential for creativity, truly collaborative activities, long-term institutional benefits, and a commitment to engaging in outreach and other real-world outcomes. Following the sabbatical year, the groups would be required to document their activities, and provide an assessment of the key outcomes of their work together. They would also be asked to outline how their collaboration will continue in the years after the group sabbatical.

■ Criterion 4a

In the early stages of the program, the internal sabbatical program may choose to focus on targeted, innovative research themes—perhaps leveraging investments made in the cluster-hiring program.

This program would require a significant investment from the university, but we believe that it could be adapted largely from the existing sabbatical system, and be financially viable.

B. Advanced Leadership Training

Criterion 4a

Another critical element of renewing our human resources is to provide advanced leadership training opportunities to our faculty and staff. Such a program would allow for professional renewal opportunities, and the ability to extend our faculty and staff to engage in new kinds of partnerships. The need for new leadership and communication skills is pressing.

Basic research, by itself, is no longer enough to meet the growing needs of a rapidly changing society. We are entering a new age of human history, where traditional views of science, technology, economics, culture, and policy may no longer be appropriate. In particular, the scholarly community must find ways of blending basic research with practical outcomes. This is best achieved through innovative partnerships with nonacademic partners.

Furthermore, university scholars must provide more effective leadership in these complex times. We must work to communicate new ideas directly across numerous boundaries, so that they are clearly presented to policy makers, business leaders, and the general public. We must work to negotiate solutions to complex problems.

Criterion 5c

As a result, many faculty and staff, especially those in midcareer and senior positions, would greatly benefit from advanced leadership training, helping them to extend their work beyond the university and connect to partners in government, industry, NGOs, the media, and civil society.

One particularly effective model for this is the Aldo Leopold Leadership Program, run out of Stanford University with support from the Packard Foundation and the Ecological Society of America, which focuses on midcareer faculty from the environmental sciences. This program involves two major, week-long units: one focuses on leadership, communication skills, and media relations; the second, held in Washington, D.C., focuses on building partnerships across government, industry, and NGOs. This is a truly intensive course, led by some of the best media- and government-relations people in the country.

Such a program could also be extended to professional, graduate, and undergraduate students. However, it would be most useful to tailor these programs for particular programs—whether in Ph.D. research programs, professional programs in business, law or medicine, engineering, or undergraduate liberal arts programs. Ideally, each school and college at UW–Madison would work to incorporate elements of these leadership programs into its existing framework.

RECOMMENDATION 3: WISCONSIN ALLIANCE FOR GLOBAL SOLUTIONS

As discussed above, the greatest challenges facing the world today are complex and multifaceted. To address them successfully, we must understand their causes and consequences clearly, and we must confront them directly.

As repositories of knowledge and agents of discovery and innovation, universities can lead the way toward global solutions. Yet when persistent problems evolve and new ones emerge, our traditional funding sources—government and private foundations—are often slow to react, and much valuable time is lost. Even when funding is timely, we often lack the internal mechanisms for translating the fruits of research—good ideas—into action. As a result, we need a new institutional structure for mobilizing and publicizing our most innovative and exciting global research.

Here we propose the creation of the Wisconsin Alliance for Global Solutions (WAGS)—a hub of interdisciplinary innovation focused on developing solutions to the pressing global problems of our century. WAGS would focus on the twin missions of supporting interdisciplinary scholarship and real-world problem-solving. The alliance would nurture research, teaching, and broader societal engagement, building on a broad mix of specialization and generalization, academic rigor, and pragmatic application.

WAGS would become a focal point on the campus for finding the solutions to global emerging challenges, initially concentrating on the four themes identified above: sustaining the human-environment system, improving the human condition, reimagining governance, and using ethics and meaning to guide the future.

These themes would serve as initial rallying points within WAGS, drawing together expertise from the humanities, social sciences, natural sciences, professional schools, and beyond. Over time, these themes will change and evolve, so that the alliance avoids the trap of becoming a single-issue think tank. An advisory board of faculty, staff, distinguished alumni, and members of the public would be charged to “re-make” the themes for WAGS every five years.

A. What Would WAGS Do for the University of Wisconsin–Madison?

WAGS would make UW–Madison the world’s “go-to place” for solutions to our most challenging global problems, such as:

- finding solutions for sustainable bioenergy, to improve our energy, environmental, and food security;
- offering a new development agenda for problems of terrorism and impoverishment in “failed states”;
- advancing strategies to improve Wisconsin’s—and the United States’—competitiveness in the “global knowledge economy.”

WAGS would make UW–Madison the key, trusted “matchmaker” for innovative partnerships to solve specific global problems, including:

- working group of governments, NGOs, and MNCs to promote democratization and good governance;
- consortium to create “open source” biotechnology to combat malaria, HIV in developing countries;
- team of scholars, policy makers, and business leaders to model connections between migration/immigration, urbanization, and economic development.

■ Criterion 4b

“UW–Madison has to foster the discussions that will provide the next generation with the skills to discover solutions for poverty, environmental issues and international conflict. Teach ALL students how to think outside the box and challenge the status quo in whatever major or program they enroll.”

U.S. Alumnus

Finally, WAGS would make Wisconsin an incubator for energy, engagement and creativity among students to change the world. WAGS would unleash a generation of new, creative problem-solvers into the world.

WAGS would be a new network on campus *explicitly committed to the development of global solutions, stemming from the intersection of basic and applied research, innovative teaching and learning models, worldwide outreach and communication, and broader societal engagement across all disciplines.* The purpose of this alliance would be to nurture the kinds of cooperation among scholars and outside stakeholders that would not occur otherwise. The network will aim to catalyze long-term partnerships across the various units on campus and beyond.

It is important to note that WAGS is only a *part* of our overarching proposal to focus the university on pressing global challenges. WAGS is a focal mechanism for building global research efforts around guiding themes, and is interdependent with the other reforms proposed above.

Our team does not seek to redesign the university. Nor do we envision eroding the fundamental mission of creating new knowledge. We are suspicious of grand, all-encompassing plans for change. Instead, we propose to create a dynamic, new institutional anchor on campus that will begin to move the institution in an exciting new direction. We hope to catalyze exciting interdisciplinary research and “real-world” applications by transforming the experience of faculty deliberately and consistently, with effects that we hope would ripple through the campus as a whole.

If successful, WAGS would make UW–Madison the real-world *the* place for finding and sharing new global solutions in the twenty-first century. The innovations emerging from WAGS would draw attention and application around the globe. They would also inspire more work of the same kind around campus. Most significantly, WAGS would not become a single-issue think tank, but continually remake itself to encompass new research and address new problems. This, after all, is the deepest mission of a great university.

B. How Would WAGS Be Structured?

WAGS would not be a traditional institute or center. It should not become a new bureaucracy. Instead, WAGS would be an umbrella network to help integrate the existing loci of excellence and innovation across campus (figure 21). It would draw upon informal

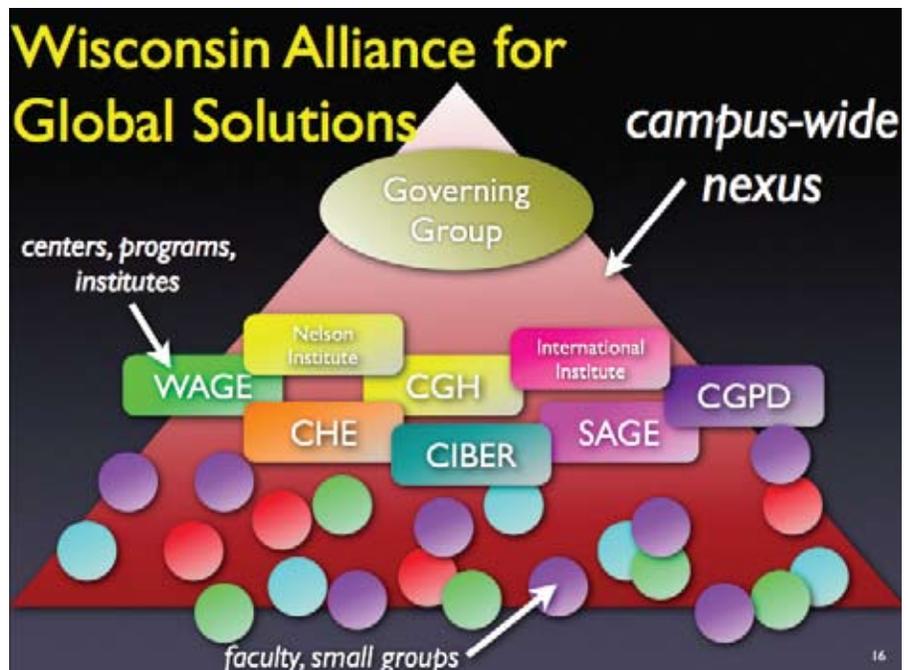


Figure 21: WAGS provides a flexible structure for organizing small groups, programs, and centers across the university—providing an umbrella for supporting work on pressing global problems.

faculty groups, existing programs and centers, and the array of schools and colleges across the campus.

WAGS would also work closely with the existing centers and divisions of the university. It would not govern the various faculty groups, programs, centers, departments, or schools and colleges. Instead, it would help to coordinate, integrate, and catalyze their work for maximum global impact. Above all, WAGS would nurture vibrant horizontal lines of communication between innovative groups—breaking down the institutional walls that create silos in a still largely vertical university structure. WAGS would make the university a more creative, but still a grassroots, intellectual matrix.

Do We Need WAGS?

Before embarking on any new structural investment, the university should carefully ask whether such a structure is necessary.

We have considered alternative models for WAGS, including the possibility that such an activity could be led by an existing campus unit, including our standing schools and colleges, or an interdisciplinary unit such as the Nelson Institute for Environmental Studies, the International Institute, the La Follette School for Public Affairs, the Graduate School, or the new Wisconsin Institutes for Discovery.

Each of these existing units has tremendous strengths, and a few come close to some (but not all) the core missions of WAGS. Unfortunately, we determined that no existing unit conducts the scope and breadth of work that WAGS envisions—flexibly bringing together the “best and the brightest” from across the entire campus to advance cutting-edge, solutions-based research, teaching, communications and outreach, and societal engagement on the most vital, cross-disciplinary problems challenging the globe today. While many existing units have exceptional capacity in world-class research and development, interdisciplinary scholarship, building international collaborations, external communications, or facilitating broader societal engagement and outreach, no single unit has all these qualities in a single place, in the proportions envisioned by WAGS.

Furthermore, all the existing units have a strong, but naturally limited (often by definition) constituencies. None links activities across the *entire* campus.

Rather than wedging the mission of WAGS into an existing unit and declaring success—something that often happens within universities—we feel strongly that these global challenges deserve the full-time attention of a new, innovative campus structure, purposefully designed for this goal.

These challenges are too important to leave to a less-than-optimal structural solution.

The administration of WAGS would remain small, flexible, and nonintrusive. The director of WAGS would be a faculty member with a strong commitment to interdisciplinary global research. He or she would chair the WAGS advisory committee, composed of the director and twelve others drawn from the faculty, academic staff, distinguished alumni, and the public at large. All members of the advisory committee would have proven records of activity with innovative global impact. All members would also have personal familiarity with university research and with non-university activities in business, government, nongovernmental organizations, public advocacy, or public policy.

The advisory committee would help to articulate the research themes to focus WAGS efforts. The assumption is that themes would change frequently, probably on a staggered three- to five-year cycle. The research themes would provide the director with an agenda around which to mobilize faculty, centers, and non-university constituencies. The research themes would also form an agenda for fund-raising from foundations, federal and international agencies, and private donors.

The director would work closely with the chancellor, WARF, and the University of Wisconsin Foundation to align fund-raising with the exciting initiatives nurtured by WAGS. The director of WAGS should, accordingly, have a title equivalent to dean or vice chancellor.



Overview

Criterion 5b



To be successful, WAGS would need critical investments of space, operating budget, seed funding, access to major donors, and other resources.

WAGS would need enough space for offices (for staff and fellows), public events, seminars, and collaborative research work. There are many possible configurations of this space—either in a single, integrative space or a distributed, interconnected space. Building on the proposals from the Global Citizens and Leaders team, we envision the possibility of a highly distributed set of spaces, connected through new, collaborative technological solutions, as part of a CISCO-based, “eCAMPUS” initiative (see Global Citizens report). We therefore propose that WAGS be allocated sufficient space in several locations across the campus, with an appropriate budget for remodeling and high-tech teleconferencing capabilities. While this represents a significant campus investment, it is far less than the cost (in capital, operating and debt-servicing dollars) of new construction, and it is ultimately far more flexible.

A distributed, high-tech, space solution for WAGS has many advantages. First, it is more likely to engender day-to-day participation of our faculty members, staff, and students, compared to a single space on campus—typically far removed from the primary offices of likely WAGS participants. Second, it is much more cost-effective and space, efficient than building a new space, and utilizes existing locations on campus far better. Finally, the appropriate eCAMPUS technology solutions have the advantage of increasing our ability to communicate with other institutions—from academic, government, business, and nonprofit sectors—across the region, the nation, and the world. As an organization that is thinking of twenty-first-century solutions, what better space solution is there than a decentralized, highly wired one?

To function properly, WAGS would also need critical investments of funding—both in terms of core operating costs and seed funding for new initiatives. We anticipate a small initial budget of \$1 million, drawn from various funding sources around campus. Building on its promise and early work, we expect that WAGS could attract significant capital from outside sources for a much larger annual operating budget. We expect that WAGS would work closely with the chancellor’s office, WARF, the UW Foundation, and the state government to initiate a major fund-raising campaign, with extensive publicity. The campaign would aim at charitable foundations, private donors, and federal government sources. Initial discussions with all these constituencies have indicated palpable enthusiasm for this kind of initiative among potential donors.

C. How Would People Participate in WAGS?

WAGS needs a capacity to operate at a range of scales, and flexibility to adapt to the needs of particular projects or tasks. As such, WAGS would be organized in the broadest and most flexible way possible—allowing for multiple modes of participation. Initially, WAGS will support a wide array of activities, including:

- short-term (one to two years) faculty and staff projects, in collaboration with outside partners, coordinated with “internal sabbaticals” proposals, described above;
- medium-term projects (three to five years) that can be accomplished by a small group of faculty, staff, and outside partners co-located on campus for a limited period—a sort of temporary center;
- long-term projects (six to seven years) that may require greater investments of time and resources—a semi-permanent, center-like activity, but with clear “sunset clause” provisions.

In addition, WAGS should have a capacity to act in other modes according to the needs of the task or project. Some projects might be served by co-location (possibly off campus) in summer for intensive collaborative work, with faculty returning to their normal duties and loci in the academic year. Other projects might need “intellectual venture investments,” principally in the form of faculty and staff time, to develop major proposals to outside funders.

We envision that WAGS would have a number of resident “Fellows,” attached to particular projects and themes, drawn from the university and outside partners in industry, government, academia, and civil society. It is especially important for the mission of WAGS that nonacademic partners are well represented. While WAGS Fellows are a critical part of the alliance, we would also maintain the capacity for flexible, less-expensive innovative activities that do not fit the “Fellow” structure but are nonetheless important. We envision that a selected group of scholars and outside partners would rotate through the center every one to five years, following the models articulated above.

It is very important that, at any given time, projects linked to WAGS represent a wide range of disciplinary approaches. WAGS would not succeed if it becomes identified with a single or narrowly configured approach to solving global problems. WAGS must embrace—indeed, reach out to—the full array of expertise represented both on and off campus. The regular rotation of associated projects and Fellows, as well as the rotation of designated “themes,” would ensure the constant revitalization of WAGS as its affiliates tackle rapidly changing global challenges. WAGS cannot afford to stagnate, nor can it succeed without broad participation from faculty and staff campuswide over time. Its flexible, evolving structure ensures that it would remain both dynamic and inclusive.

WAGS Fellows will integrate their new interdisciplinary and real-world thinking into their ongoing research and teaching. We expect, however, that participating scholars would receive some significant release from department and university administrative duties. They should also receive a modest research stipend to help finance some of their new research while at the center.

D. Outcomes from WAGS

We conceive of WAGS as an important reform in the university with major payoffs. Our goal is not to deal with all challenges at once, but to spark positive ripples with targeted investments. WAGS would be an experiment to inspire new dynamism, catalyze new ideas, and implement new solutions.

We believe that WAGS will deliver the following outcomes:

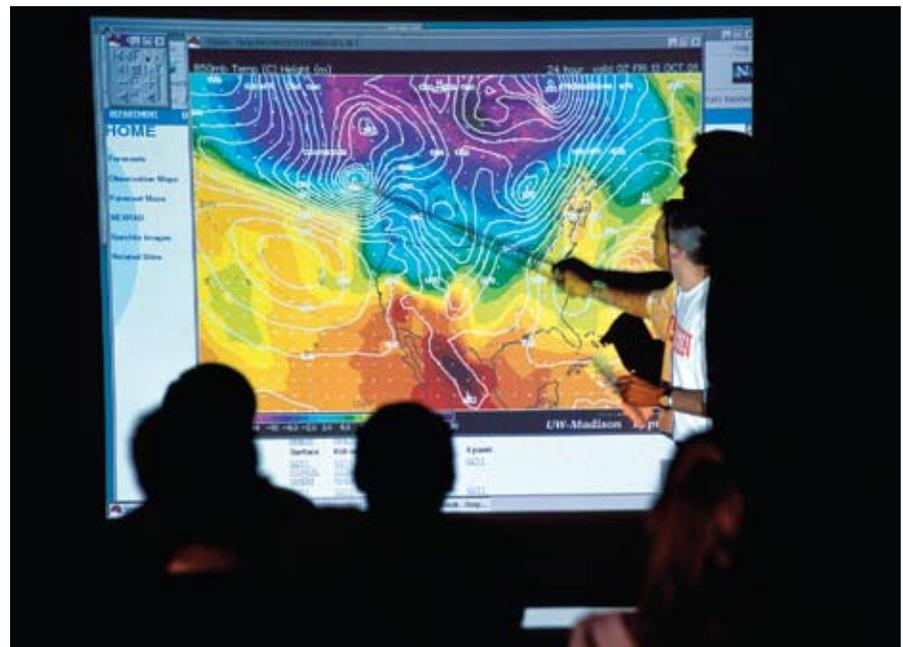
A “Big Idea” for UW–Madison in the twenty-first century. WAGS can be the “big idea” for the university in the twenty-first century. It would capture what we do best—innovative, interdisciplinary global research—and allow us to do it even better. It would identify us as *the* place for research that is changing the world. It would make the university *the* leading global research institution. We should aim for nothing less.

Tell a unique, powerful story to the world. This is a simple, unique, and compelling story for us to tell outside stakeholders about the university. It allows us to update and reinvigorate the Wisconsin Idea around the time of its one-hundredth anniversary. WAGS would allow the university to set both a substantive research agenda and a positive narrative for how we are improving the state, the nation, and the world.

Rallying point for raising new resources. We are confident that there is a hunger for what WAGS promises among major foundations, corporations, and private donors. In our experience, many of our university's most generous donors are excited by evidence that our university is mobilizing in creative ways for new global challenges. WAGS would inspire our outside stakeholders and attract new outside supporters. We believe that WAGS can serve as a rallying point for an ambitious University of Wisconsin Foundation fund-raising campaign. Other universities have raised very large sums for lesser visions. We can offer more vision and more capability than our counterparts through WAGS, and we can surely attract more non-state money. We can build the resources to be a true global leader.

Note

1. Michael D. Cohen, James G. March, and Johan P. Olsen, "A Garbage Can Model of Organizational Choice," *Administrative Science Quarterly*, vol. 17, no. 1. (March 1972), pp. 1–25.



RETHINKING THE PUBLIC RESEARCH UNIVERSITY



“The UW–Madison living community is saturated with a respect for and urgent pursuit of knowledge that will benefit our state and the world; that physical setting, architecture, teachers, researchers, students, and the people of Wisconsin continually conspire to create an atmosphere of optimism; that the pursuit of understanding of our history, our current world, and the future will lead to a better state and a better Earth.”

Wisconsin alumnus

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Susan C. Hagness, Professor, Department of Electrical and Computer Engineering

Charles B. Hoslet, Director, Office of Corporate Relations

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Michael M. Knetter, Dean, School of Business

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F. Javier Nieto, Chair, Department of Population Health Sciences

Kenneth W. Potter, Professor, Department of Civil and Environmental Engineering

Pamela L. Ruegg, Professor, Department of Dairy Science

John B. Sharpless, Professor, Department of History

Peyton L. Smith, Assistant Vice Chancellor for Extended Programs, Office of the Provost

Thomas W. Still, President, Wisconsin Technology Council

R. Richard Wagner, Former Chair of Dane County Board of Supervisors, UW–Madison Alumnus, MA '67, PhD '71

J. Randal Wallar, Associate Director, Morgridge Center for Public Service

Anne E. Whisner, Civic Engagement Coordinator, Morgridge Center for Public Service

Support Staff

Mathilde Andrejko, Assistant to the Director

Maureen J. Cotter, Facilitator, Director, Office of Quality Improvement

I. EXECUTIVE SUMMARY

The University of Wisconsin–Madison is both a great research university and a great public university. Through the power of the Wisconsin Idea, these two roles merge to create a great public research university. In this context, the definition of being public is a mutual commitment between UW–Madison and the people of Wisconsin to support and enhance one another and the global community.

A great public research university must address great public challenges and goals. In the next decade, we seek to more intentionally couple the intellectual capacity of the university with the identified needs of the state, the nation, and the world. For UW–Madison to enhance its role as the exemplar of a great public research university into the twenty-first century, faculty, staff, and students must see and embrace their roles as contributing to the public good, and must engage with the issues and opportunities that face the people of both Wisconsin and the global community.

Our overarching recommendation for the next decade calls for UW–Madison to more strongly embrace the Wisconsin Idea for the public good, and to demonstrate that our connections and responsibilities with the people of Wisconsin and the global community are opportunities for the very best work that a great public research university can do.

We will foster aligned and sustained public work by faculty, students, and staff; build partnerships with the public; enhance public access to the opportunities and resources of the university; and change our organizational and reward structures to encourage public work. Our educational mission is one of our strongest embodiments of the Wisconsin Idea.

The university's current work is already rich in engaged citizenship and demonstrates the power of good ideas applied to solving social, economic, health, educational, environmental, and other challenges faced by people in Wisconsin and across the globe. We also recognize the public good of the university's commitment to ensuring that hardworking, talented Wisconsin students, regardless of background and means, can obtain one of the finest educations and degrees in the world. UW–Madison begins the twenty-first century from a position of impressive tradition and strength.

We nonetheless assert that UW–Madison has substantial untapped ability to address the opportunities and issues identified by the state and global public. We also assert that engaging that capacity will require intentional commitment and action by the university community to advance the public good. Finally, we assert that such a commitment will lead to enhanced prestige and recognition of UW–Madison in research, in education, and in leadership for all public research universities. In ten years, UW–Madison will attract—and produce—the finest public intellectuals: scholars, researchers, teachers, and students who intentionally connect their intellectual power to serving the public good.

We have in our midst at UW–Madison remarkable talent and knowledge by which to join with the public in this work. Still needed is a new model for the university that aligns that talent and fosters interdisciplinary engagement of the UW–Madison community with major public issues.

A. Recommendations: What We Do

1. Aligned and sustained public work

We seek systemic and enduring impact for the public good. This goal will require, and motivate, interdisciplinary connection across the campus, a long-standing strategic goal of the university.

- 1.1 Develop and implement interdisciplinary systems that enable aligned and sustained engagement of the university with public opportunities and challenges.
- 1.2 Develop funding and resource models that promote aligned, sustained engagement on timelines appropriate to the goals.

- 1.3 Develop a broad, inclusive understanding of the role of the humanities and the arts within coherent, sustained engagement for the public good.
- 1.4 Focus university-wide attention on a select few of the foremost public opportunities and challenges.

2. Partnerships with the public

We envision establishing a highly collaborative relationship between the university and the public. Being a public research university means having public conversations and establishing public relationships.

- 2.1 Establish ongoing and mutual communication with the public.
- 2.2 Develop modes of operation to work collaboratively with the public.
- 2.3 Develop institutional partnerships for impact throughout Wisconsin.
- 2.4 Enhance knowledge transfer to bring economic benefit to the public.

3. Expanded access of the public to the opportunities and resources of UW–Madison

The university is a resource of and for the people of Wisconsin. All Wisconsin residents—whether or not they are enrolled students at UW–Madison—should have access to the teaching, research, and other benefits of the university. In return, access of the public brings diverse perspectives to the campus.

- 3.1 Enhance financial aid programs as one of the highest priorities of UW–Madison.
- 3.2 Invest in programs and technology to broaden public access to the university.
- 3.3 Become the trusted and accessible source of expertise for the public.
- 3.4 Expand the sharing of academic programs and courses with other universities in Wisconsin, regionally, and beyond.

4. Engaged students serving the public

Forty thousand students represent tremendous capacity for connecting the knowledge and research capability of the university, and of the students themselves, to the public. We seek to increase the role of students in connecting the intellectual capacity of UW–Madison in public work.

- 4.1 Integrate the Wisconsin Idea throughout the academic and nonacademic student experiences.
- 4.2 Embed the Wisconsin Idea in student recruitment and admissions.
- 4.3 Work with the state of Wisconsin to develop programs that encourage UW–Madison students to stay in or return to Wisconsin after their education.

5. Recognition of the impact of UW–Madison for the public good

Exceptional public work already occurs at UW–Madison. Making widely known the public work of the university is critical to developing support, trust, and further opportunities with the public.

- 5.1 Develop and support more powerful strategies of communicating our public work to members of our public.

B. Recommendations: Systems That Enable

To accomplish these goals, significant changes must occur in the university's governance and organizational structures, its rewards systems, the way it implements budgets and allocates funds, and the infrastructure that supports that work. Public work requires easy movement between the academic center of the university and the public domain outside, and it requires that faculty and staff be able to forge relationships with the public and with one another across disciplines. We make the following recommendations for systems that will enable coherent and sustainable engagement with the public.

6. Organizational structures

- 6.1 Develop criteria for merging, reorganizing, and regrouping departments, centers, colleges, and units to better promote interdisciplinary public work.
- 6.2 Make clear that UW–Madison wishes to hire more faculty who value the Wisconsin Idea and public work.
- 6.3 Create an administrative structure that increases awareness of and connects the excellent public work across the entire university.

7. Rewards

- 7.1 Create a task force, reporting to the provost and the Faculty Senate, to develop guidelines and criteria that will adequately protect and reward faculty at all ranks who engage in high-quality research and teaching that involve explicitly public work.
- 7.2 Align the criteria and policies of Divisional Committees and other university structures (including those in the departments) that oversee the granting of tenure, promotion, and mentoring in a way that gives meaningful weight to intellectual work done in the public sphere.
- 7.3 Define the extent to which units must include considerations of public research and scholarship in their criteria for merit and other professional rewards.
- 7.4 Establish rewards for excellent work in the public sphere—like the Hamel Family Fellowships—that have the prestige and the dollar equivalents to current WARF awards that principally value pure research (e.g., Romnes, Kellett, WARF named professorships).

8. Budget and funds

- 8.1 Design greater flexibility in budgeting lines.
- 8.2 Develop criteria for budgeting decisions that promote public work.
- 8.3 Establish grant support for addressing issues of importance to the public.
- 8.4 Develop cost-sharing strategies that do not disadvantage units whose public work does not generate significant revenue.

9. Processes and infrastructure

- 9.1 Fully invest in CIC broadband.
- 9.2 Make better use of technology to avoid redundancy, to share resources, and to increase access.
- 9.3 Streamline industry-sponsored research agreements.

The responsibility of UW–Madison in the twenty-first century to benefit both the people of Wisconsin and the global community represents a powerful opportunity to leverage alignments of local and global work. We envision an implementation of the Wisconsin Idea in which the state of Wisconsin becomes our laboratory for the world, and in which the world is our laboratory for Wisconsin. The research and education achievements of UW–Madison on behalf of and in concert with the people of Wisconsin will be internationally recognized and respected.

II. INTRODUCTION AND BACKGROUND

Criterion 1a

“The Wisconsin Idea is what separates us from other universities. This speaks to the focus of our research and outreach educational programs but more important, a student body that embraces commitment to the community and the betterment of society.”

UW–Madison faculty member

A. Foundational Ideas

The Wisconsin Idea in the twenty-first century carries a tension between our responsibilities and connections to the local and global publics. In this tension is an exciting vitality for the university that serves well both Wisconsin and the world.

A great public research university must address great public challenges and goals. In the next decade, we seek to increase the University of Wisconsin–Madison’s public roles, and to more intentionally couple the intellectual capacity of the university with the identified needs of the state and the world. Ultimately, our connections and responsibilities to the people of Wisconsin and to the global community are opportunities for the very best work that a great public research university can do.

UW–Madison is one of the world’s great research universities, and one of the nation’s great public universities. For the university to enhance its role as a great public research university over the next ten years and on into the twenty-first century, faculty, staff, and students must see and embrace their roles as contributing to the public good, and be engaged with the issues and opportunities that face the people of both the Wisconsin and the global communities.

Our definition of “public” in this context is “a mutual engagement between the university and the people of Wisconsin to support and enhance one another and the global community.” We see this definition as an extension of the Wisconsin Idea, promulgated at the beginning of the last century, which held that the boundaries of the university were the boundaries of the state, and which explicitly committed the university to serve all the people of the state. One hundred years later, the Wisconsin Idea remains vital in spirit and importance.

Given the global connections of knowledge and information, of economies, of channels of communication, and of people, the original exposition of the Wisconsin Idea has become limited in scope. The Wisconsin Idea of the twenty-first century must recognize the close connections of Wisconsin and global issues, and affirm the symbiotic relationships of their solutions. The broadened responsibility of UW–Madison to benefit both the people of Wisconsin and the global community adds an exciting vitality that well serves the university, the state of Wisconsin, and the world.

Criterion 5c

Our overarching recommendation for the next decade calls for UW–Madison to more strongly embrace the Wisconsin Idea for the public good, and to demonstrate that our connections and responsibilities with the people of Wisconsin and the global community are opportunities for the very best work that a great public research university can do.

UW–Madison comprises a remarkable collection of talented individuals—faculty, staff, and students—committed to the public good. We have found the university’s current work to be exemplary of engaged citizenship and of the power of good ideas applied to social, economic, health, educational, environmental, and other needs in Wisconsin and across the globe. We also recognize the public good of the university’s commitment to ensuring that hardworking, talented Wisconsin students, regardless of background and means, can obtain one of the finest educations and degrees in the world. The UW–Madison begins the twenty-first century from a position of impressive tradition and strength.

That said, we assert that UW–Madison has substantial untapped capacity to address the rich opportunities and pressing challenges of the state and global publics. We also assert that applying that capacity will require an intentional commitment by the university community to embrace its capability to advance the public good. This is not an “apple pie” statement without consequences. In fact, the implications for how UW–Madison functions would be major and demanding. Such a commitment of the university will lead to enhanced prestige and recognition in research, in education, and in leadership among public research universities.

In this report we provide key ideas, specific recommendations, and approaches for UW–Madison such that all members of the university community have the opportunity to apply some facets of their work to the public good. Our recommendations are designed to allow members of the university and the public to work together across disciplinary, community, and bureaucratic boundaries; make UW–Madison a public space in which members of the university and the greater community share a physical space and common intellectual and civic ideas; and make UW–Madison accessible to all who wish to make use of its resources and the expertise found among its students, faculty, and staff.

In ten years, UW–Madison will attract—and produce—public intellectuals: scholars, researchers, teachers, and students who intentionally connect their intellectual power to serving the public good. Students, faculty, and staff of UW–Madison and the people of Wisconsin will see themselves as collaborating for a better Wisconsin and a better world. And throughout the world, UW–Madison will be recognized as a truly great public research university.

B. Publicity: Why the Wisconsin Idea Is Still Important

In today's world, publicity usually means the gaining of attention, and is equated with celebrity. Here we use a more classical meaning of "publicity": the conditions that create a public space where civic engagement and the free and vigorous exchange of ideas, regardless of the status of the people advancing them, foster a greater good for the individuals so engaged. One of the most significant meanings of "public" resonates back to the 1861 Morrill Act's insistence that land-grant universities should serve the sons and daughters of the working class. The Morrill Act meant to provide practical training in the arts and sciences that would serve the growing middle class, and to provide students with a clear sense of the contemporary culture, language, and skills that they would need to succeed as fully involved members of the public sphere.

The Morrill Act and the GI Bill of 1944 are among the most significant and successful contemporary public initiatives in support of higher education for the broad public good. We approach the centennial anniversary (2012) of *The Wisconsin Idea* by Charles McCarthy, within which President Theodore Roosevelt wrote that "all through the Union, we need to learn the Wisconsin lesson of scientific popular self-help, and of patient care in radical legislation." This is a propitious time to recognize and reaffirm that the ideas of the Morrill Act form the very foundation of who we are as UW–Madison.

We also stress that the greatness and international reputation of UW–Madison as a research university rest upon these roots. Many accomplishments for which UW–Madison is most renowned spring from the ideals of the Wisconsin Idea. These include applications of Vitamin D, shared university governance, iodized salt, the conceptualization of Social Security and Worker's Compensation, *The Dictionary of American Regional English*, blood-thinning drugs, the Innocence Project, development of Fast Plants, and pioneering stem cell research.

As we begin the twenty-first century, we assert that it is vital that UW–Madison remains aligned with its foundational ideals. We see UW–Madison as a premier research university in the country because of its willingness to engage with the public, to provide an education whose outcome is critical to economic health and citizenship, and to include members of the public in its mission—not just those who gain admission to the university but also those who share in its goals to foster the public good.

We cite four reasons why the Wisconsin Idea and, more broadly, the explicit recognition of our publicity remain essential to a vital future for UW–Madison.

1. As the UW–Madison, each of us bears a covenant with the state.

Each reaccreditation of the university has an obligation to (re)affirm that we are the University of Wisconsin–Madison. That bond to the state ties us to the past, to the present, and to the future. Our origin as a state land-grant university has already been noted. Lest 150 years seem too long of a time to reach back for definition of who we are, our current commitments to the state are seen everywhere on campus: at the



Teacher Education building; at Agricultural Hall and the barns of west campus; at the UW Hospital with the MedFlight helicopter flying overhead; and among the 25,000 students from Wisconsin as classes change. The new Wisconsin Idea in Action database currently lists more than 600 outreach initiatives.¹

Criterion 5c ■

Equally important, the university's commitments to Wisconsin are seen throughout the state: 90 percent of the pharmacists in the state; 3,000 nurses and 1,800 librarians, in most every town; thirteen agricultural research stations; more than 6,000 K–12 teachers and principals across the state; touring artists; Cooperative Extension offices and faculty in every county; respected voices and programs on Wisconsin Public Radio; and alumni among business and civic leadership.

UW–Madison today represents the cumulative investment of the people of Wisconsin and of the university over more than 150 years. In recognition of those who came before us, each of us bears responsibility for maintaining and enhancing the Wisconsin Idea for the future university community and the future people of the state. We are a public trust.

2. The Wisconsin Idea is an essential component of our identity.

UW–Madison is one of the world's great research universities. That said, it is not the only great research university, or indeed the only great state research university. So we find ourselves always competing with others for the very best in faculty, students, and staff. In terms of funds, we typically do not compete from a position of strength.

Nonetheless, we often succeed in attracting the very best, specifically because we are UW–Madison. Part of being UW–Madison is, of course, a tradition in forefront research, a dedication to the best in education, our pledge of academic freedom, and our setting in a wonderful city by the lakes. But a major part of being UW–Madison is an internationally recognized identity for commitment to the public good, for commitment to the people. Great public intellectuals choose to come to UW–Madison because of the Wisconsin Idea, because of our land-grant history, because of our tradition of shared governance by all.

However, great ideas are emulated by others. UW–Madison is not the only university with a strong commitment to the public good. Without a major recommitment to leadership in the Wisconsin Idea, we will assuredly lose that competitive advantage.

3. There is much need in the state and the world.

Criterion 5b ■

Together, UW–Madison and the people of Wisconsin face many opportunities and challenges. It is critically important to create a knowledgeable citizenry that contributes to the public good and engages in that public discourse required for a vital democracy. It is equally important that the basic research and applied work of the university contribute centrally to resolving major public challenges and developing rich public opportunities. Finally, the university must illuminate and bridge the cultural and economic differences and disparities that both enable and prevent people from working together. *In short, UW–Madison must be an engine for the public good.* We have in our midst at UW–Madison the talent, the knowledge, and the will to join with the public in this work. It is much needed.

4. Engagement with the needs of the state is politically essential.

Criterion 5d ■

The people of Wisconsin provide nearly 20 percent of the operating funds of the university, including 75 percent of faculty salaries. Even though the level of state funding in absolute dollars regrettably has decreased, the support of the people of the state remains the foundation for both the education and the research missions of the university.

In this context, the recent findings of Professor Kathy Cramer Walsh are a concern. She visited a wide array of Wisconsin communities beyond a fifty-mile radius from Madison, where she asked—in coffee houses, gas stations, VFW halls, and community centers—what people think of when they think about UW–Madison. The answers were telling. First, most people really *didn't* think much about UW–Madison. Those who did thought about Badger sports first, followed by medical research (particularly the stem-cell work

recently in the news), and the university's high reputation as an educational institution. To a large extent, they did not see UW–Madison as playing a role in their lives, with the exception of possibly educating their children. Our conversations with legislators similarly revealed a primary, if not sole, emphasis on UW–Madison's educational role. That the university might represent a source of knowledge and methodologies relevant to the issues with which they were wrestling was largely absent.

At the same time, a University Committee survey of UW–Madison faculty found that the issue most often cited as requiring shared-governance attention was university relations with the state (and especially the legislature). We suggest that the findings of both Professor Cramer Walsh and the University Committee are closely connected, and all the more accentuated in tight economic times. We also suggest that the resolution of both, as well as the future vitality of the university, will be linked to the people of the state seeing UW–Madison, through both education and research, as a major contributor to solutions for the state's needs rather than yet another challenge to the state's limited budgets.

C. The Current Context for Implementing the Wisconsin Idea

In order to move the Wisconsin Idea into the twenty-first century, it is necessary to acknowledge several substantial challenges to its implementation. In 2007, about 30 percent of the UW–Madison budget—more than \$650 million—was provided by sponsored research, primarily through federal funding. This research funding is a tremendous benefit for Wisconsin. Most of the funds are expended in the state, and the advances in knowledge benefit all people. Nonetheless, much of the funding is not for research directly targeted at addressing issues in Wisconsin, which limits the freedom of the investigators to also turn their intellectual attention toward the Wisconsin public. Solving this challenge will require a change in mindset within the university community, and within funding sources.² The degree to which research on reducing diabetes in Uganda will benefit the people of Wisconsin depends on our intentionality in making that connection.

Similarly, in many disciplines professional prestige and promotion are largely if not entirely divorced from direct public impact, and even when public impact is considered, impact on Wisconsin per se is not favored preferentially. This is true both internationally and within the university itself. Thus it is a rare letter of recommendation for promotion or a rare highly prestigious award (consider, e.g., the Romnes, Kellett, Vilas, and Hilldale awards) that emphasizes achievement beyond research accomplishment. Such a reward system does not promote commitment to public roles of the university.

A different challenge rests upon the recent difficulties in UW–Madison and UW System relationships with some state policy makers. In discussions with state legislators, with the Wisconsin Alumni Association Board, and with residents as highlighted in Professor Cramer Walsh's study, time and again we were told that a major obstacle to supporting the public work of UW–Madison is a lack of trust: in the university's leadership, in the university's faculty, and in the mission of the university (which is seen by some as elitist). Among policy makers who support our work, several said that they don't know (or know enough) about the public work that is currently taking place, and questioned whether we are sending the right people to talk with them about it. Clearly, serving the public good will require strengthening our relationship with the public. This is another dimension of being a public trust.

Of course, exceptional public work already takes place at UW–Madison, in which members of the university community are fully engaged with the people of Wisconsin. The Morgridge Center for Public Service, the Center for the Humanities, the Gaylord Nelson Institute for Environmental Studies, the Wisconsin Partnership for a Healthy Future, and many others focus on the public dimension of the university's work. Our continuing education enterprise served 161,353 learners (2006–07) seeking professional development and personal enrichment in more than 2,000 noncredit programs. Our extensive academic and sports precollege programs draw in some 14,000 youth each year. Attendance at UW–Madison arts events both on campus and throughout the state is about 150,000 people annually.

 Criterion 2b
 Overview

 Criterion 4a

However, because of the size of the university and its decentralized structures, this public work is often unknown even to members of the university community. The lack of effective systems to align these efforts is ultimately inefficient and expensive, and substantially raises the bar for broad participation (by both the university and public communities) and for the development of new initiatives.

Finally, explicit in our definition of “public” is a responsibility of UW–Madison to benefit both the people of Wisconsin and the global community. To a certain extent this requires finding a balance between efforts that may compete for resources. We suggest that this also represents a powerful opportunity to connect local and global work whose net impact is greater than the sum of the parts. We envision an implementation of the Wisconsin Idea in which the state of Wisconsin becomes our laboratory for the world, and in which the world is our laboratory for Wisconsin. The research and education achievements of UW–Madison on behalf of and in concert with the people of Wisconsin will be internationally recognized and respected.

D. Charge to Our Team: Rethinking the Public University

Our charge was to rethink and define the meaning of “public research university,” the concept that underlies the entire reaccreditation initiative. The charge notes that “the separate ideas encompassed by the terms ‘public,’ ‘research,’ and ‘university’ are fundamental.” The team undertook specifically the question of how the public status and role of UW–Madison can enhance its leadership as a great public research university.

Specific questions in the charge included:

- What will define the “public research university” of the future?
- Who is our public?
- How can (or how should) the university be of service to the public?
- How can the university be seen as a public space?
- How can the university become more accessible to and better serve the people of Wisconsin?
- How can the Wisconsin Idea guide our definition of our future role and responsibility to the state of Wisconsin in a global society?

The team was also charged to consider cross-cutting themes such as diversity, technology, and systems that enable. The issue of diversity is integral to the question of access that we have considered at length—to what extent can we better provide access to all those who wish to become involved in the university’s work? Broadly, we seek in our recommendations for the university to be a leveler across the state for access to a wide variety of opportunities, including but not limited to education. We also consider diversity issues with respect to those who have easy access to knowledge (especially through modern technology) and those who do not. The question of systems that enable (and to some extent prevent) the very best public work is addressed extensively in our report in terms of budgeting, rewards systems, governance, and other university structures (such as the organization of colleges, divisions, and departments).

E. Approach to Our Work

Our team was composed of twenty-three people representing a broad cross-section of the university and local communities, including faculty from the colleges of Agricultural and Life Sciences, Engineering, Letters and Science; faculty from the schools of Business, Education, Medicine and Public Health, Nursing, and Veterinary Medicine; the divisions of Continuing Studies and International Studies; academic staff members from university administration; community members and alumni of UW–Madison; and student representatives. The team met nine times between October 2007 and February 2008. Team meetings were facilitated by members of the Office of Quality Improvement.

At its first meeting, the team discussed its charge, had a freewheeling and open discussion about the idea of the public research university, and created a schedule of six

subsequent two-hour meetings. During these meetings, the team heard from other representatives from across the university whose units and areas represented a wide array of implementations of the Wisconsin Idea, including Cooperative Extension, the School of Medicine and Public Health, the Morgridge Center of Public Service, and the Center for the Humanities.

The team undertook to identify key constituencies of the university in the state of Wisconsin, ultimately settling upon communities and people, policy makers, the private sector, and students. The team also defined three key facets of the university's work—education, research, and engagement/problem solving. Here we made the (admittedly boundaryless) distinction between research purely for the advancement of knowledge and research with the express purpose of addressing a real-world problem.

The team then subdivided into four working groups according to constituency, with the overarching charge of determining “What do we do? With whom?” We emphasize the wording “With whom?” From the very beginning it was clear that a theme of our work was going to be the importance of a mutual, collaborative relationship between the university and the public. The working groups met to define their constituencies, to undertake research on university work being done with those constituencies, and to meet with members of those constituencies. In this effort we were aided enormously by the contemporaneous work of the Wisconsin Idea Project and its resulting database, and by the Office of Human Resources. Each working group created a document that defined its constituency, identified the key issues of importance to its constituency, and made key recommendations on how the university might work more effectively with the public (as defined, in part by that constituency), including specifically which systems would need to be transformed in order to do this work.

The team concluded with a four-hour retreat at which members distilled and integrated the key ideas and recommendations, and discussed the changes required to achieve these goals. Sections III and IV of this report present the key ideas and specific recommendations, respectively, of the team. Between November and February, members of the team met with key legislative members to discuss their perception of the university's public mission, as well as key issues facing the state.

III. VISION FOR THE FUTURE

What should be our bold visions as we move forward in the next ten years at UW–Madison? How can we make the university a more explicitly public entity, working with the people of the state and the broader global community? How can we ensure that our students see the education gained here as having a real impact upon the lives of the people of the state of Wisconsin, or the states in which they will work, or upon the global agenda? How can we promote faculty and staff work that is thoroughly engaged in the public sphere and has applicability to the issues of importance for the state and global communities? How can we reward such work in a way that continues to promote and ensure scholarly and intellectual excellence?

A. Key Ideas

Five ideas compel us and provide the framework for the recommendations that follow.

1. Aligned and sustained public work

While it is impossible for us to appraise all the activities that UW–Madison faculty, staff, and students undertake each year on behalf of the people of Wisconsin, the result would surely be inspiring. That said, because of the short duration of the funding support for many of these activities, especially in cases of external funding, many of these initiatives might be characterized as “1,000 points of flashing light.” A common concern expressed by Wisconsin communities is that our interventions have been too brief to accomplish their goals.

I value the university's contributions in a greater context. UW–Madison is not just an educational institution. It provides cutting-edge research and valuable insights in to current issues. It also provides the state with an educated work force [that] will carry us through the coming generations.

UW–Madison student

In our vision, conversations, plans, and actions in every corner of the university will include public engagement in the same way that they currently include teaching and research. Furthermore, these conversations will cross the university community. Ultimately, it will be the very integration of teaching, research, and public engagement across the campus that will mark UW–Madison as a remarkable public research university.

Criterion 5b

In addition, our investigations show that it is common for multiple parts of the university to be working with the same constituency, unbeknownst to one another. This situation describes a missed opportunity for systemic and enduring impact, *and* a missed opportunity for interdisciplinary connection across campus, a long-standing strategic goal of the university.

This situation calls for a bold new model for UW–Madison that promotes aligned and sustained engagement of the university with major public issues. Specifically, the university should move aggressively toward:

- systemic approaches toward public issues
- interdisciplinary coherence of public work
- adequate durations of engagement for sustained impact

Arguably, these goals might be stated for almost any initiative of the university. We suggest that compelling public opportunities and challenges can provide the common human bond to motivate the major changes necessary to supersede disciplinary and organizational boundaries.

These goals are embedded in a vision for UW–Madison in which our public engagement is highly integrated within the mission, the organizational structures, and the daily business of the university. We are not suggesting merely the addition of an “Institute of Public Research” or a peripheral “Office of Public Outreach.” In our vision, conversations, plans, and actions in every corner of the university will include public engagement in the same way that they currently include teaching and research. Furthermore, these conversations will cross the university community. Ultimately, it will be the very integration of teaching, research, and public engagement across the campus that will mark UW–Madison as a remarkable public research university.

2. Partnerships with the public

Often, scholars at UW–Madison select and pursue their work according to personal interests and external funding opportunities; thereafter they make their work public—for example, through public talks, seminars with stakeholders, teaching in K–12 schools, public writing, or exposure through the media. This unidirectional approach to the Wisconsin Idea is implicit in the word “outreach.” Such outreach is an important role of a public university, for in so doing the university provides discovery and intellectual leadership, opens new windows for the public, and identifies key directions for the common good. The current scope and breadth of outreach activities by the university community is outstanding.

As a complement to this approach, we envision also establishing a highly collaborative relationship between the university and the public. In the best spirit of the Wisconsin Idea, UW–Madison should work *with* the public to identify major opportunities and challenges toward which we could direct our intellectual energy in concert with members of the public. Our constituents know well the challenges and opportunities that face them, and their voices can help guide the intellectual energies of the university. At the same time, the university should provide insights that anticipate the opportunities and challenges of the future for the public. Thus we suggest that being a public research university requires having public conversations and establishing public relationships.

Equally important, and currently less developed, UW–Madison should work *with* the public to develop and implement solutions and to take advantage of opportunities. At their best, UW–Madison has much to offer the people of Wisconsin and the people of Wisconsin have much to offer UW–Madison. Either working alone is limited by perspective, by knowledge, and by person power. By working in partnership, with the public, other institutions of higher education, the private sector, or government agencies, the benefits of UW–Madison for Wisconsin will be amplified manyfold.

3. Expanded public accessibility to the opportunities and resources of UW–Madison

UW–Madison is a resource of and for the people of Wisconsin. It is the people’s university to which the people should have access. Of course, a primary access route will be as students at UW–Madison, but all people should have access to the teaching, research, and other benefits of the university. In addition, access of the public brings valuable and diverse perspectives to the campus.

“Accessibility” means that there should be no walls between the university and the public, whether physical, organizational or psychological. Rather, the university should build bridges to the public. While UW–Madison remains one of the most selective public universities in the country, it should not be seen as an exclusive university. The public should understand that resources at UW–Madison are attainable, approachable, and accessible. Similarly, the university’s physical landscape should be welcoming to all people, as it is their university.

An important goal is to spread access to the university more evenly throughout the state. The broad reach of new information technologies greatly increases the opportunities for access at a distance, and allows the university to serve both the state and global publics. However, it is essential that we recognize the widening divide between the haves and have-nots with respect to digital technology and access. Furthermore, the value of access via personal contact—even if only by voice or image—must not be minimized in a world where such interaction is less and less available.

An equally important goal is to spread access to the university more evenly across other dimensions of the public. We must always recognize and value that the demographics of the people of the state are in some ways different from those of the university. Twenty-five percent of the Wisconsin public have four-year college degrees; perhaps 7 percent have attended a research university. Forty-five percent of the Wisconsin public live outside cities, while 30 percent live in the Milwaukee metropolitan area. Four percent of the public are first-generation. Half have annual household incomes below \$49,000³. The university and these publics have much to learn from each other, but often are not yet comfortable with each other. Our recommendations for access seek to change that dynamic.

4. Engaged students serving the public

UW is rightfully proud of its long tradition of national leadership in placing students in service to the public, ranging from the Peace Corps and Teach for America to chief executive officers in the private sector. Forty-four percent of undergraduates participate in campus or community volunteer service. The Morgridge Center for Public Service is a leading example of the commitment of alumni, students, and the entire university to enhancing opportunities for students to serve the public good.

Nonetheless, the more than 40,000 students of the UW–Madison community represent a tremendous capacity for connecting the knowledge and research capability of the university, and of the students themselves, to the public, and vice versa. Much of this capacity remains untapped. We seek to enhance the role of students in connecting the intellectual capacity of the UW–Madison with the public.

Several principles must guide the implementation of this idea of enhancing the role of students in connecting the intellectual capacity of the university with the public. First and foremost, the best interests of the students are paramount. We must seek to identify opportunities that *both* add value to the experiences, education, and life paths of the students and enhance the public good.

Second, we specifically seek to connect the newly developed intellectual capacities of the students to the public good (in contrast to, but not replacing, service work). Through their work in classes, research experiences, and learning communities, the students of UW–Madison carry with them the intellectual capital of the university. That intellectual investment and capability can be much more intentionally connected to the public good.

■ Criterion 5a

■ Criterion 5c

Third, engagement of students in the Wisconsin Idea occurs both during their time at UW–Madison and throughout their lives beyond the university. Thus our recommendations focus both on development and engagement while UW students and on continued service to the public, and especially to Wisconsin, both in the public and private sectors.

Finally, we stress the importance of both undergraduate and graduate students in the connection of the intellectual capacity of UW–Madison with the public.

Criterion 5d ■

5. Recognition of the impact of UW–Madison on the public good

Exceptional public work already occurs as UW–Madison partners with members of the public and the global community to engage issues of local as well as global importance. This work can go unnoticed by all but those immediate publics involved; indeed even in those cases the linkages to UW–Madison are not always clear to the people involved (especially in the case of Extension activities). Making widely known the public work of the university is critical to developing support, trust, and further opportunities with the public.

B. What Success Would Look Like

If these key ideas were to guide UW–Madison, what might the results look like in 2018?

- UW–Madison will be a national model for innovative approaches to working with the public, and providing resources to the state and the global community. It will become, in other words, a model public research university for the twenty-first century.
- The partnerships of UW–Madison and the public will have enhanced the university's international status and reputation.
- UW–Madison will be a great public research university that serves the public good in both the state and the global communities.
- UW–Madison will have effectively turned its attention to helping revitalize the city of Milwaukee in partnership with the Milwaukee public, with UW–Milwaukee and with other Milwaukee colleges and universities, and with an array of public and private sector entities.
- Our constituencies in the state will be aware that there are valuable resources on campus for their benefit.
- Policy makers (including state legislators) will have a greater understanding about the work done at UW–Madison and how it is of public benefit.
- UW–Madison will have established collaborations with other UW System institutions, businesses, and local organizations to engage with rural communities across the state, particularly those with higher levels of isolation and deprivation.
- UW–Madison will continue to have a significant role in the development of new economic benefits for the state, originating directly from UW activities (start-up companies, new industry, etc.).
- UW–Madison will have played a central role in improving K–12 education in the state.
- Wisconsin civic culture will be invigorated by an investment in the humanities and the arts, to the benefit of Wisconsin communities throughout the state.
- Challenges and opportunities for the state of Wisconsin will have been identified collaboratively, and the university will have found ways to deploy its intellectual energy toward them.
- People of the state will place their trust in the university, and will see it as an open and transparent institution. Equally important, the university community will place its trust in the public.
- The people of the state, and the university itself, will see the central role of the humanities and the arts in developing an educated, involved, and vital citizenry.



- Repeating Professor Cramer Walsh’s study will find that a greater number of people in the state can identify ways that UW–Madison improves their lives.
- More faculty and staff will be engaged, through their research and teaching, in Wisconsin Idea work, and will be supported through (new) reward structures and systems that recognize the high value of this work.
- Students who wish to come to UW–Madison, and turn their intellectual energies toward the state (either while they are at the university or after they graduate) will be encouraged and financially supported.
- All members of the university community—faculty, staff, students, and administrators—will know and value the Wisconsin Idea.
- More students who come to the university will stay in or return to the state after graduation.
- Faculty, staff, and students working at the university and the public will see the state as a laboratory for addressing global problems.
- The student body at UW–Madison will look more diverse, in terms of cultural background, in terms of economic background, in terms of the ratio of traditional and nontraditional students, and in terms of the students’ willingness to engage in work serving the public during and after their time at the university.

IV. KEY RECOMMENDATIONS

How do we accomplish all of this? We recommend the following actions, both in what we do as a public research university (section A), and in the systems and rewards structures that the university uses to promulgate its values (section B).

A. Recommendations: What We Do

These recommendations are organized within the five key ideas and are not intended to overlap with visions and recommendations coming out of other reaccreditation teams. Overlap is unintentional and serendipitous.

Because the *Global Agenda* and *Global Citizens* teams have been charged with making recommendations regarding shaping the global agenda of the university, our recommendations focus on initiatives with the Wisconsin public. Assuredly, these boundaries will be, and should be, very porous. Even so, we reaffirm that UW–Madison bears a special responsibility to the Wisconsin public. Similarly, the *Discovery and Learning* team has been charged to consider educational and research excellence, and so we presume and build on that excellence here. Forefront research and education must be primary goals of UW–Madison, because both are necessary for the Wisconsin Idea to succeed.

Criterion 2d

Criterion 5

1. Aligned and sustained public work

Recommendation 1.1: *Develop and implement interdisciplinary systems that enable aligned and sustained engagement of the university with public opportunities and challenges.*

UW–Madison is a highly decentralized organization that has been very effective in fostering the success of the individual researcher, typically with external funding that requires flexibility in order to follow the time-varying goals of funding agencies. We are proud of our successes with this model, and rightly so. The challenge to the university is how to develop aligned and sustained effort without losing the strength of individual creativity and commitment, how to develop alignment across organizational structures, and how to maintain flexibility in response to advancing research and changing issues.

The answer to this challenge will require a campuswide intellectual, communal, and administrative effort to invent new approaches that enable interdisciplinary coherence and sustained engagement in public initiatives. We suggest that these “systems” will need to:

- foster systemic engagement with public issues
- promote intellectual excellence and forefront scholarship through public engagement
- integrate seamlessly with public partnerships
- reward public engagement
- facilitate cross-disciplinary research and communication
- link existing funding and personnel and create permeable boundaries for their flow across the university
- assign clear leadership and responsibility for engagement at all levels of the administration and shared governance, from faculty and staff to the chancellor
- apply the assessment capability of the university to measuring impact
- provide adequate management and administrative support to permit success
- be flexible to evolving research and public issues

In the course of our investigations, we heard numerous requests for this recommendation from leaders of public initiatives trying to develop coherent and sustained initiatives on their own. One such call came from Drs. John Frey and Patrick Remington of the School of Medicine and Public Health (SMPH, whose recent name change signals a medical school committed to engaging with the pressing health needs of the state). They described a transformation in public health and health care underway in the SMPH, and across the nation, derived from frustration with the health care system’s almost exclusive focus on taking care of people who could have been kept from being sick in the first place and with seeing astronomical increases in health care cost. Drs. Frey and Remington articulated a vision for state health care that integrates the UW health sciences with social work, with law (crime and poor health care being related), with UW Extension for statewide connectivity, with political science and policy, with sociology and economics research, with environmental sciences, with basic sciences that can promote scientific thinking about health care, with humanities and art that link to the human consequences of health and disease, and with industrial engineering studies of health care systems.

We heard about the Community-Academic Partnerships of the new Institute for Clinical and Translational Research, the Wisconsin Research and Education Network, the Evidence-based Health Policy Project advising state government, the Health Extension Program, and the regional research councils, all of which are existing structures for state-wide connection and impact. Given the priority of health care issues for the people of Wisconsin, the university has both a foundation and opportunity for campuswide coherence and sustainable public work. We urge the university to grab this opportunity.

Recommendation 1.2: *Develop a funding and resource model that promotes aligned, sustained engagement on timelines appropriate to the goals.*

The university is extraordinarily skilled at obtaining external funding, especially from federal agencies. In 2007 the external funding of UW–Madison was second in the nation, and we are one of only two universities to have been in the top five nationally for each of the past five years. These are exceptional accomplishments of which we are deservedly proud, and which we will continue. However, the timescales of government funding are often not commensurate with progress on significant public issues, and in the case of federal funding, the challenges of the Wisconsin public specifically.

Aligned and sustained collaborations across the university and the public will require revised and new funding models. Within the context of university-public partnerships, funding and resources need not come solely or directly to the university. Indeed, communities, broadly defined, may succeed in developing substantial funding to support collaborative work through channels not available to the university. Similarly, we must recognize the collaborative role of the private sector in these partnerships. To be clear, we do not recommend that the university “do more with less.” Rather we recommend a funding model for public work that recognizes that the university need not “do it all,” and instead provides for the application of the university’s specific strengths within a larger partnership.

We are also confident that initiatives to address major public issues will attract major private and public funding. In the spirit of alignment rather than prescription, we suggest that such funding be used to promote the broadest engagement of the university with the public. As one of many ideas, a new program matching external funding that addresses identified key public issues within a coherent framework will foster the creativity for which UW–Madison is famous while focusing attention on specific public issues.

Of course, the cooperative-extension model embodies the idea of a long-term university-community funding collaboration. An evaluation of the cooperative-extension model is needed. UW–Madison should not take lightly the existence of an infrastructure that already places personnel in every county of the state, and that maintains high recognition among the public. At the same time, the array of public issues has changed substantially since the Extension model was created. Whether this model remains the right foundation, with adaptation, for current public work must be considered carefully.

Recommendation 1.3: *Develop a broad, inclusive understanding of the role of the humanities and the arts within a coherent model of engagement with the public.*

In no small part because we have become a university driven by external funding, the visibility of the humanities and the arts has decreased relative to the sciences and engineering. This recommendation emphasizes the essential role played by the humanities and arts in addressing the major challenges that we face. Here we do not mean humanities and arts outreach, as vital and valuable as that is. Rather, we mean the essential intellectual contributions that humanistic viewpoints provide to answer great human questions. The intellectual strength of UW–Madison humanities and arts must be an integral part of the aligned and sustained engagement that we recommend.

At its best, the Wisconsin Idea aims to foster *humanistic thinking*. Such thinking gives a sense of the richness of human culture, of the variety of human communities, and fosters a willingness to critically engage with fellow human beings in the project of improving the public welfare. This view of the Wisconsin Idea includes a deep and rich understanding of the human cultures in which new knowledge is produced, and of the ethical, political, and civic consequences of those discoveries.

■ Criterion 4b

■ Criterion 2b, d

■ Criterion 4b

To that end, the study of the humanities is a study of the domain in which new knowledge is produced, and in which the consequences of those discoveries are debated. We believe that it is *through* our commitment to humanistic thinking that the university will most effectively address public issues by fostering a dedication to identifying and resolving the *human* problems that keep individuals and communities from their full potential.

Criterion 5b

Recommendation 1.4: *Focus university-wide attention on a select few of the foremost public opportunities and challenges in Wisconsin.*

A great public research university must address great public challenges and goals. By our nature, forefront intellectual problems are being worked on throughout the university, and the impact of new knowledge on the public good is well proven over the ages. Nonetheless, the opportunities and challenges in our world require intentionally aligned and sustained application of many minds—within and beyond UW–Madison—to take advantage of and solve. Some are of such a compelling nature that we believe they are capable of providing a common focus for much of the university. Possible examples include the revitalization of the Milwaukee metro region, statewide economic vitality through biotechnology, an environmentally sustainable Wisconsin, the criminal justice system broadly considered, improved health, and superb K–12 education.

This recommendation promotes a bold conception of aligning much of the university to addressing a selected set of opportunities and challenges. In saying this we include every member of the university community, and encourage those beyond UW–Madison to join with us, and us with them. We also include every facet of university activity, from the classrooms, to the laboratories, to the libraries, to the Wisconsin Union, to sabbaticals, to internships, to theses, to visiting scholars. The conception is inherently interdisciplinary and intergenerational, and above all else, public.

Anticipating concerns with this recommendation, we stress that we see participation in such major initiatives as an opportunity for each member of the university community, not as an obligation. At the same time, we envision a change of state, which we have come to call the 90 percent model as compared to the 10 percent model. The latter, common in many institutes across the campus and the nation, involves a group of faculty, staff, and students—perhaps as much as 10 percent of the university—working together within a separate organizational structure on a set of problems in or near to their traditional disciplinary domains. In the 90 percent model (intentionally a provocative number), most of the faculty, staff, and students—as a community—seek to contribute to the solution of a compelling issue.

This recommendation is a stretch goal. We may well not achieve it, or indeed choose to seek to achieve it. But to achieve it would truly mark a uniquely great public research university.

Criterion 5a-d

2. Become partners with the public

Recommendation 2.1: *Establish ongoing and mutual communication with the public.*

This recommendation seeks closer and more frequent communication with the people of the state in order to more clearly understand their goals and concerns, and UW–Madison’s potential in helping to address them through collaborative research, teaching, and other activities. We include here policy makers, civic leaders, and business leaders (and especially in the Milwaukee metro region). While perhaps obvious, it is important to acknowledge that coupling the intellectual capacity of the university with the identified needs of the state requires that the public know the capabilities and goals of the university and that the university know the capabilities and goals of the public.

The university needs to develop a streamlined infrastructure for the public to connect with its resources and expertise. UW–Madison is amazing, but it is also a maze. Depending on the issue, it can be daunting for the public to connect with expertise in the university. To the extent that we do have lists or databases, they are dispersed and difficult to locate. A coordinated central point of information and access would help the public better connect with the university. Here we note the successes of Cooperative Extension, the Office of Corporate Relations, and the Morgridge Center for Public Service, and suggest considering the facets of these models that might be adapted and expanded.

Perhaps equally daunting is for the university to hear and connect with the wide array of public constituencies, even in Wisconsin alone. Still, it is no less important. We heard many variants of this story: the university created a Web-based portal for K–12 teachers with a set of keywords by which to search the database. When the teachers arrived, “their search words hardly overlapped at all with our keywords.” This particular case gave rise to the campuswide K12@UW–Madison database now aligned with state standards and using keywords suggested by teachers. Such misalignments—in portals and in major initiatives—can be avoided only through good communication.

Here we discuss modes of communication with four constituencies of this report, in the spirit of providing examples rather than being exhaustive.

Communities. Clearly, civic communities are central nodes for connection with the public. The value of personal communication cannot be emphasized enough; we heard often the appreciation and worth of the travels of deans and the chancellor around the state, and also received important feedback from those deans about the public interests. We strongly encourage support of similar activities (e.g., listening sessions) across the state for faculty and staff (perhaps facilitated by legislators in their districts). This level of communication and connection represents a significant phase change in our modus operandi that will require an “activation energy” to begin. However, our vision is that with this phase change will come substantial efficiencies. For example, we have found that the university already comprises a wide array of individual connections with communities across the state, each of which is an ongoing, active communication channel. Even now we could gain a strategic advantage by bringing these university people together to inform our alignment with the public. As communication and connectivity are fostered, the coherence of information will increase faster than the investment of individual time and resources.

Private/business sector. As noted elsewhere in this report, significant activity already occurs between the university and the private sector, which we broadly define to include any for-profit entity including those in industries such as health care and agriculture. Communication occurs regularly through personal interactions between the private sector and the campus, be it through career service offices helping with recruitment; faculty and staff collaborating with private-sector researchers; cooperative-extension connections; or meetings between private-sector representatives and WARF, the Office of Corporate Relations, or the University Research Park—to name a few examples. The university also communicates with the private sector when the chancellor, deans, or others meet with business groups such as Wisconsin Manufacturers and Commerce or local chambers of commerce.

However, most of these interactions tend to occur with either large companies or very small startups, as well as with many producers in the agricultural community. There is a decided lack of communication and personal interaction with small and medium-sized entities in Wisconsin, which make up a majority of the businesses in the state. Efforts should be made to connect better with these entities so that they too are made aware of and can take advantage of the tremendous resources our campus has to offer the private sector.

Government agencies. The original Wisconsin Idea was built on the government-university partnership of Governor Bob La Follette and UW President Charles Van Hise. La Follette realized the need for expert assistance and research in structuring new governmental laws and programs of the progressive era. The twenty-first century brings new challenges and opportunities for government-university partnerships. Indeed, the contraction of state resources and related state employment in the agencies translates into fewer research functions remaining in the agencies. The anticipated mass retirement of many experienced, longtime public servants also means such research knowledge as remains may soon walk out the door. State government will need to turn to sources of knowledge that UW–Madison may provide.

An easy assumption might be that agencies will turn to new information technologies for research and expertise. The dangers of partial or improperly understood information

 Criterion 1a,b

will exist. Informed discussion and evaluation of research is one of the skills provided by a public research university. Because both knowledge and decision making can move very fast in the public-policy environment, prior relationships and development of trust and personal contact are needed to expedite and validate information and expertise for better-informed decisions. Furthermore, agencies may be willing to ask for information but not be aware of the campus resources. Simply meeting with agency heads may not lead to in-depth understanding of resources; active engagement of division administrators or bureau directors may be required. As an example, a half-day on campus with key agency staff could follow up a meeting with a cabinet secretary to better acquaint them with resources and access points.

Legislature. We have been struck by how often we heard reminiscences—at both ends of State Street—that “in the past” legislators and faculty used to meet and talk informally about the state’s current challenges and future possibilities. We have not sought to validate these memories, but rather see in them a strong feeling that this level of communication no longer exists and is needed. At some level this is a structural issue. On the legislative side, intellectual counsel is provided by Legislative Council staff. On the university side, much direct communication with legislators occurs through UW–Madison administrative channels or UW System, typically for administrative and political purposes.

Our visits with legislators were marked by surprise that we were there for a mutual conversation rather than for a request, by a perspective of UW–Madison that was largely or solely as an educational institution, by a general unawareness that UW–Madison might have knowledge resources of value to them (or indeed about what a research university is about), and by warm requests to return. The visits were also highly enlightening about the issues of the public from the legislators’ perspectives. A key facet of this recommendation is that faculty and staff must actively develop relationships with legislators and legislative service agencies with respect to key issues in the state. The Evidence-Based Health Policy Project is one possible model for such connections. We should more broadly make effective use of the advantage that these relationships require only short walks down State Street.

Criterion 5b

Recommendation 2.2: *Develop modes of operation to work collaboratively with the public.*

Working collaboratively with the public to develop and implement ideas fundamentally acknowledges and respects the value of the diversity of knowledge and perspectives in working toward a common good. The intellectual capacity of the university is a strong asset for many a public initiative, but it is not enough in itself. The public also brings intellectual capacity, rich perspective, and extensive knowledge. The integration of the university and the public understanding is a powerful facet of the Wisconsin Idea.

We recommend fostering research directions that are informed by public goals and needs and that integrate the public in the work. Such *Wisconsin Idea partnerships* would be targeted, integrative initiatives bringing together interdisciplinary facets of the university with communities, agencies, businesses, and so on, to address important issues.

While in principle the incentives for new research directions could result from a redirection of current funding (e.g., a “broader impact” approach to Research Committee awards), we are confident that as we evolve toward being “part of the solution,” new funding will develop from public and private sources. Indeed, one prominent state legislator mentioned to us his earlier efforts to develop a Wisconsin Idea funding bill, and his interest in doing so again to support ideas such as this recommendation.

An explicit and important goal in this recommendation is to make UW–Madison a greater public research university. We do not seek inconsequential research questions on behalf of the state; we seek great research questions on behalf of the state. Wisconsin can be our laboratory for urban renewal, for management of water supplies, for engineering applications to health care, for sustainable energy production, for awareness of cultural traditions beyond our borders, and more. That this great research is done with the public on behalf of the public good will further ensure UW–Madison’s stature as a great public research university.

To provide specificity for how partnerships might be structured, we recommend taking a closer look at what is working—and what is not—in two prototypes in very different parts of Wisconsin: the city of Ashland in the far northwest and the neighborhoods of South Madison in the city of Madison. These are very different environments that largely lie outside the prosperity shared by many parts of Wisconsin; they are struggling to find their niches in the “knowledge economy.” Yet neither community is merely accepting that fate. Different public-private initiatives have put both communities in touch with the resources of UW–Madison and related programs, from the humanities to technology development. Neither community has been fully immersed, however, in a conversation about matching its goals and needs with the resources of the university and its partners.

In Ashland, initiatives involving the UW–Madison Office of Corporate Relations, University Research Park, and the Wisconsin Technology Council’s core programs have helped to put civic and business leaders in touch with appropriate resources within the high-tech and knowledge-based economies. Those resources have helped Ashland community leaders begin a process of envisioning what kind of businesses would naturally fit within their economic region—and which would not. Collaborations so far have also involved Wisconsin Indianhead Technical College and Northland College; however, involvement by UW–Superior has been limited, despite its location an hour’s drive away. A strong core of UW–Madison alumni in Ashland would welcome moving to the next step of planning the region’s economic, social, and cultural future, which could involve UW–Madison experts in natural resources, downtown redevelopment, and innovation in K–12 education as well as business. A major concern in Ashland is keeping young people at home by providing the right economic opportunities.

UW–Madison is no stranger to South Madison—examples include the Odyssey Project and Space Place. But UW–Madison could take a more systemic approach to help move the neighborhood ahead. For example, faculty, staff, and students from UW–Madison could be helpful in implementing the South Madison Neighborhood Plan adopted in January 2005. The Applied Population Laboratory could continue its past work in the neighborhood with an eye toward helping city planners and neighborhood residents anticipate housing demands and trends. In late 2007, a survey commissioned through the Community Partnerships Office of the chancellor’s office found that residents of Madison’s Park Street corridor enjoy their neighborhoods and want to remain there, but affordable housing remains a key obstacle. The array of resources of UW–Madison applied in South Madison would offer lessons that could translate more broadly.

Recommendation 2.3: *Develop institutional partnerships for impact throughout Wisconsin.*

Our research has shown that currently a significant amount of UW–Madison engagement with the public occurs within fifty miles of Madison. While this is not surprising, we must be intentional about more balanced connections and impact across the state.

For example, we must recognize that our position within a statewide system of higher education is an advantage to be leveraged. UW System institutions, private colleges, and technical/community colleges provide broad regional connectivity, while UW–Madison provides an unparalleled research base. This is an opportunity for partnership—of faculty and staff, of programs, of students—must be leveraged to advantage Wisconsin.

Finally, recognizing the importance of Milwaukee to the health and success of the entire state, we were urged multiple times—including by civic leaders of Milwaukee—to recommend that UW–Madison engage in the mission of revitalizing the Milwaukee metro regions through partnerships with engaged Milwaukee institutions (and especially with UW–Milwaukee, K–12, business, and community organizations). We agree.

Recommendation 2.4: *Enhance knowledge transfer to bring economic benefit to the public.*

Arguably, one of the most effective ways to collaborate with the public is to become one with the public. A physical analogue is the distinction between transferring heat energy and transferring hot material. Depending on conditions, the latter can be optimally effective. The same can be true for the transfer of knowledge for the public good.

“What will define us as a great university is our ability to sustain long-term partnerships with the citizens, industry, non-profit sector and government. In these turbulent financial times, this may become one of our greatest assets.”

UW–Madison faculty member

 **Criterion 5b**

 **Criterion 5d**

As one example, we focus our final recommendation on connecting the intellectual productivity of the university to the high-technology economy that is the future of the state. Most directly, we need to increase research commercialization so that technology advances at UW–Madison benefit the public. We must enhance our systems for translating research and ideas into new companies, and for helping to ensure the success of those companies. The UW–Madison is number 2 nationally in funding, number 5 in patents, and number 20 in startup companies. As one example of an action, we should continue to grow the UW Research Parks, and in particular consider starting a research park in collaboration with UW–Milwaukee and/or other institutions where new companies might be ready to develop.

In closing our recommendations for establishing partnerships with the public, we emphasize that some of our most important channels to accomplish these recommendations are through education of undergraduate and graduate students. In working with them, we are communicating *now* with future leaders and citizens. Explicitly and implicitly, many of our students will be developing exciting new opportunities and engaging with important challenges throughout the state. We are building working partnerships with the future public *now*. Our undergraduate students are a particularly direct means of technology transfer as they enter the workforce. And a great deal of the very best intellectual productivity and knowledge transfer begins with graduate students. Thus our educational mission is one of our strongest embodiments of the Wisconsin Idea.

Criterion 5

Criterion 2b

3. Expand access of the public to the opportunities and resources of the university

Recommendation 3.1: *Continue to enhance financial aid programs as one of the highest priorities of UW–Madison.*

The Wisconsin Idea compels us to ensure access to all Wisconsin residents admitted to UW–Madison. Exclusion based solely on financial capability is a troubling and ever-growing problem. Despite our relatively low undergraduate tuition, a UW–Madison education is too expensive for many Wisconsin students. Fewer students from lower-income families are applying to UW–Madison for traditional educations, and those who do apply and are accepted have greater financial need and incur greater debt over their undergraduate careers. (See “Trends in Cost of Attendance, Financial Need and Financial Aid for Wisconsin Resident New Freshmen.”⁴)

Given that our educational mission is one of our strongest embodiments of the Wisconsin Idea, this disparity of access based on wealth must be removed. We applaud the extensive efforts of the university to provide resources for financially limited students from around the state who have been admitted to UW–Madison (such as the faculty-staff fundraising initiative and the commitment of the UW Foundation). We strongly recommend continued work in these and new directions, so that the “meritocratic” and “democratic” principles that we wish to live by are in greater alignment.

Potentially, the Wisconsin Idea might itself contribute to the solution of financial aid challenges. We encourage UW–Madison to consider programs that would give students, particularly low-income students, the opportunity to use a year between graduation from high school and entrance to college to do public work in return for a reduction in tuition and fees or for forgiveness of loans required to pay for a UW–Madison education. Essentially we recommend a work-study program based on the Wisconsin Idea. In similar spirit, the university might consider programs like You Teach, where the student promises to work in an underserved area in return for loan forgiveness. The idea should be to tailor a multiyear program for each deserving, but financially needy, student who looks for ways to help the state in return for services provided. We note that these ideas might be integrated within the Wisconsin Covenant.

Recommendation 3.2: *Invest in programs and technology to broaden public access to the university.*

The essential goal here is that anyone in the state can have access to the university—not just enrolled students—ranging from just-in-time information to synchronous experiences. The technological revolution of the last fifteen years allows people from across

Criterion 1a-b

Criterion 2d

Criterion 3d

Criterion 4a

the state and the world to avail themselves of the resources of the UW–Madison community. Alumni, senior citizens, high school students, parents of students (particularly first-generation students), and civic leaders are just a sample of the breadth of the public we envision connecting to the university. The university should be seen as the public’s backyard as much as it should be seen as a place where students learn and knowledge is produced and disseminated.

As part of this access, we should also recognize that access to UW–Madison can be a portal for the people of Wisconsin to the global community. UW–Madison is a global university through research, through alumni, through knowledge, through formal connections like the Worldwide Universities Network, and through the vast array of informal connections represented in our faculty, staff, and students. The spirit of public access should not be limited to that knowledge and action that UW–Madison can provide directly. It should also include the global connections to resources and people that we can provide.

Amid the remarkable possibilities of digital communication technology, we must continue to recognize and provide access to those for whom such technology is neither easily available nor readily used. Furthermore, the value of access via personal contact—even if only by voice or image—must not be minimized in a world where such interaction is less and less available.

Clearly, a key issue is which systems will enable this high level of access. Once again, we urge an aligned, interdisciplinary, and systemic approach. In the course of developing such a system, the university should evaluate the existing models of Cooperative Extension and the Division of Continuing Studies (DCS), both being traditional access points for the public. Particularly critical in this evaluation will be the effectiveness of the Extension and/or DCS models in the urban portions of the state, and for those who do not have easy access to or facility with technology. Should this evaluation suggest building on either Extension or DCS for public access, then substantially more effective connections of Extension or DCS with departments, schools, and colleges will be needed so that faculty and staff can move more fluidly between their traditional and nontraditional roles. The current reality is that large numbers of the faculty and academic staff are entirely disconnected from either of these programs.

Recommendation 3.3: *Become the trusted and accessible source of expertise for the public.*

In today’s globally connected world there is no shortage of access to information. Nonetheless, access to trusted and reliable expertise and knowledge remains an invaluable commodity. Providing this commodity is an entirely appropriate role of a public research university.

Practically speaking, such a concept must be implemented in a limited way and thus strategically targeted. That said, there are already models on the campus ranging from radio call-in opportunities, to extension to the university library system, to ad hoc calls to departments, to a wide array of publicly accessible databases. Indeed, much can be achieved through intentional repackaging of the variety of current university communications. Our essential recommendation is to take a systemic look at the university as an accessible source of expertise for the public.

Recommendation 3.4: *Expand the sharing of academic programs and courses with other universities in Wisconsin, regionally, and beyond.*

UW–Madison currently has in place a number of agreements with other CIC universities, UW System schools, and the College of Menominee Nation, for example, but we would urge that these agreements be expanded. Specifically, we recommend that UW–Madison seek to share resources—faculty, lab and classroom space, curricula—not only when the absence of a program at one institution can be augmented with faculty in a corresponding program at another, but to pool resources even in instances where similar programs exist in more than one institution.

“I was an average student from a low-income family in Milwaukee who was given a chance to succeed at UW–Madison. A renewed commitment to this level of access for more students is critical to UW Madison’s future.”

U.S. alumnus

 Criterion 5

 Criterion 5d

Criterion 2a

An example of the former is the current degree-sharing program between UW–Madison and UW–Milwaukee: UW–Milwaukee has a program in architecture whose students can take courses in art history at UW–Madison to fulfill graduate degree requirements; UW–Madison’s art history students can take courses at UW–Milwaukee in architecture to fulfill their requirements as well. An example of the latter might be to allow students in English at UW–Madison—where there are few faculty with expertise in new media technologies—to take courses with faculty in new media at UW–Milwaukee to fulfill degree requirements at the undergraduate and graduate levels. In addition—while we realize that at present a small number of students take advantage of the transfer agreements that are already in place between UW System institutions—we would recommend expanding these programs to give students at UW–Madison the opportunity to transfer course credit to other UW System institutions, and students at those other institutions to transfer credit to UW–Madison.

We would also urge the university to more vigorously exploit new technologies and course-share agreements that are already in place on the UW–Madison campus and the other public universities in the region (including other UW System institutions as well as our CIC peers). Ideally students at UW–Madison should be able to take advantage of the variety of educational opportunities that exist at the University of Michigan, say, or at UW–La Crosse via distance education, videoconference, and other resources; nor is there a reason why students at those institutions cannot take advantage of the expertise of our faculty and staff.

In short, we see the university as a common, civic space, one that has the potential to expand to the boundaries of the state (or the global community) in ways we could not have imagined even ten years ago.

Criteria 1a-b

Criterion 3c

Criteria 5b-c

4. Engage students in serving the public

Recommendation 4.1: *Integrate the Wisconsin Idea throughout the academic and nonacademic student experiences.*

Engagement for the public good is a long-standing tradition of UW–Madison, perhaps most well-known over the years for our leadership in numbers of Peace Corps and Teach for America volunteers, and for our more than 300 registered student organizations with a service focus or mission.

But the Wisconsin Idea is not a fully systemic or explicit component of the UW–Madison student experience. Indeed, the *Building Community* team has found that most students—undergraduate and graduate—have little or no knowledge of the Wisconsin Idea. This recommendation seeks to make the Wisconsin Idea and the public work of UW–Madison highly visible to all students. It is important to note that we do not seek to make the Wisconsin Idea a requirement, but an ethos of the UW–Madison experience.

Possible approaches to achieving this recommendation include:

- Presence of the Wisconsin Idea in student recruitment, admissions, financial aid.
- High visibility of public work in SOAR and other orientation programs.
- Freshman Wisconsin Idea seminar—a rich array of seminars teaching a common understanding of the Wisconsin Idea blended with disciplinary-specific perspectives and experiences. Such seminars could be naturally integrated into Freshman Interest Groups.
- Integration of the Wisconsin Idea into residential learning communities, with particular emphasis on interdisciplinary application of knowledge to public issues.
- Additional credit in courses for Wisconsin Idea application of learning.
- Work-study support and internships associated with Wisconsin Idea opportunities.
- Wisconsin Idea undergraduate capstone experiences—in analogy to or part of senior theses, capstone experiences would apply knowledge and research to public problems. The Wisconsin Idea Undergraduate Fellowships would be as well known as the Hilldale Undergraduate/Faculty Research Fellowships.

- Enhanced integration of undergraduate and graduate students in cooperative extension.
- Graduate fellowships for Wisconsin Idea applications of research, culminating in chapters in dissertations.
- Integration of the Wisconsin Idea into research funding proposals, such as the broader impact requirements of the National Science Foundation. Building on this model, integration of the Wisconsin Idea into Research Committee funding for graduate students.

We emphasize again that in all these ideas, we specifically seek to connect the newly developed *intellectual capacities* of the students to the public good.

These ideas are not meant to be either prescriptive or comprehensive. Rather they are intended to demonstrate the breadth of possibilities for integrating the Wisconsin Idea into the student experience from recruitment through graduation. The requirement for success is less funding than commitment by the UW–Madison community.

Recommendation 4.2: *Embed the Wisconsin Idea in student recruitment and admissions.*

The Wisconsin Idea is part of the UW–Madison identity, and as noted earlier, is an important factor in attracting the finest public intellectuals to the university. This is no less true for students; the Wisconsin Idea can be one of many factors that keep the very best Wisconsin students in the state for their higher education, and attract the very best students from beyond the state’s border.

Furthermore, student recruitment (and admissions) is a very important communication channel to the public, including the families of Wisconsin. We anticipate that a commitment of the university to integrating public work in their students’ college educations will be received enthusiastically. The Wisconsin Idea should play an explicit and high-profile role in the recruitment of students. It should be expressed in the very first communications with each student in order to begin introducing the idea into their UW–Madison experience.

Furthermore, we recommend that the university place greater emphasis on the Wisconsin Idea in undergraduate and graduate admission. By this we mean that members of the admissions team should actively identify and offer admission to students who appear willing to become engaged members of the civic space of the university and the state, and who show a commitment to helping to address issues that are important to the state and the global community. In doing so, we seek to gently shift the student body toward those who will seek out public work both while in school and after they graduate. Undergraduate applicants might have the opportunity to make clear their willingness to take part in the Wisconsin Idea through learning, research, outreach, and engagement; or, the admissions committee might take into account indicative life experiences, which would also add diversity to the campus. Graduate recruitment might include a Wisconsin Idea fellowship program.

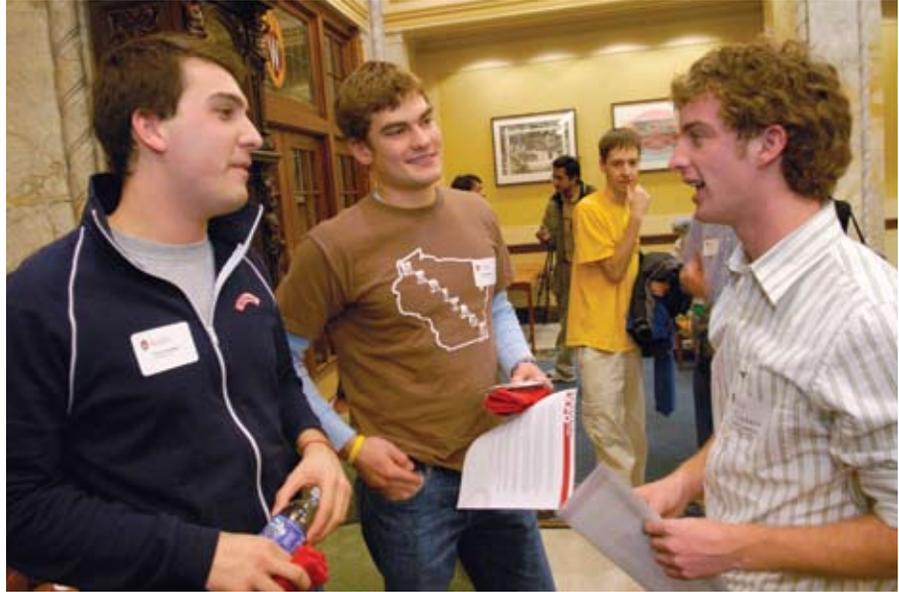
Recommendation 4.3: *Work with the state of Wisconsin to develop programs that encourage UW–Madison students to stay in or return to Wisconsin after they have completed their education.*

The impact of a UW–Madison education on the needs of the public only grows with time, because of both the personal growths in abilities and the integration of a lifetime of engagement. This impact occurs in both the private and the public sectors. Recognizing that the lives of UW–Madison students have an impact on the entire world, this recommendation seeks specifically to enhance the impact of UW–Madison students for the good of the state of Wisconsin.

It is important to stress that we do not wish to bind students to Wisconsin, for example, through quid pro quo arrangements of support for education in return for service to the state. Such arrangements may actually hinder the growth and development of the students, which ultimately does not serve either them or the good of Wisconsin. Rather, our recommendation seeks to help students to find rich life opportunities within Wisconsin, and highlight those opportunities that address specific needs of Wisconsin.

 Criterion 1a-c

 Criterion 5



Criterion 3c

As a start, we recommend a major overhaul in the way that career counseling is done on campus. The current balkanization among schools and colleges limits access of students to a diverse pool of employers, and of employers to a more diverse pool of UW students. We recommend a campuswide review of career services, with a focus on improving communication, efficiency, and processes so that employers have an easier time finding, interviewing, and hiring UW–Madison students.

As part of this review, we urge earlier career counseling, with an eye toward the needs of Wisconsin. Undoubtedly, the most important role of the university is to help students appreciate the diverse values of knowledge and to find their passions. That said, we spend insufficient time helping them identify meaningful and rich careers; somehow we expect them to have that wisdom and knowledge a priori and independently. Earlier career counseling can not only benefit the student, it can also benefit Wisconsin, for in such counseling the priority needs of the state can be made known to students.

We encourage greater effort to help UW alumni remain connected to the career opportunities in the state, and to the needs of the state. Rather than labeling students leaving the state as “brain drain,” we should recognize that they are developing within themselves global skills of value to Wisconsin. Having Wisconsin roots, the likelihood of wanting to return—either physically or through distance connections—is enhanced, and with them they bring value and solutions for the needs of the Wisconsin public.

Again, we wish to draw attention to the needs of the Milwaukee metro region. We suggest examination of programs in place in the cities of Philadelphia and Boston, in which the colleges and universities in those cities have partnered with city and state government to reward students who commit to working in the public (or private) sector in those cities with loan forgiveness or other incentives. These programs have had significant success in those cities, and may also serve well in Milwaukee. Indeed a similar program for needs throughout the state of Wisconsin may show similar success in addressing the pressing problem of brain drain.

5. Recognition of the impact of UW–Madison for the public good

Criterion 5

Recommendation 5.1: *Develop and support more powerful strategies of communicating our public work to members of our public.*

To do a better job of communicating the work already taking place on campus, and the new initiatives that we expect will come out of our recommendations, campus administration needs to develop more powerful strategies of communicating with members of our public—state communities, citizens (including students and their parents), partners in the private sector, and members of the legislature and other policy makers around

the state. The Wisconsin Idea Project is an important step in this direction, and we see it as a blueprint for a far broader and more powerful set of communications strategies to communicate the public goals and values of the university.

It is important to stress that it is not merely public work that needs to be communicated. We also need to provide a window for the public into who we are, to provide a better understanding of the role, activities, and ethos of a major research university.

B. Recommendations: Systems that Enable

These recommendations intend to change the way the university does its business in order to help members of the university community and residents of the state work toward enhancing the public good. These recommendations require significant changes in the university's governance and organizational structure, its rewards systems, the way it implements budgets and allocates funds, and the infrastructure that supports that work. The team urges the leadership of UW–Madison to charge task forces composed of members of the university community to develop detailed recommendations for a UW–Madison deeply committed to the importance of public work, and to put those recommendations into practice in a forceful way.

Interdisciplinarity will be particularly important because *public* work requires easy movement between the intellectual center of the university and the public domain outside of it. Further, it requires that faculty, staff, and students are able to forge relationships not only with members of the public but also with one another across disciplinary and departmental divides. A current example of this kind of work at UW–Madison is the Center for the Humanities “What Is Human?” initiative, which brings together scholars from the physical and biological sciences, computer science, and the humanities to investigate how changes in technologies and information in the early twenty-first century also change how we think of ourselves as human beings. This is work of critical importance to the public, because it involves questions of how to handle the explosion in the availability of information when some members of the public do not have access to this information. We wish to foster more interdisciplinary work of this kind by creating systems that allow for intellectual, pedagogical, and financial exchange across disciplines.

We have heard repeatedly throughout this process that nothing will change without significant and commensurate changes in the reward structure of the university. Many members of the faculty and staff do work that is explicitly *public*, ranging from nurses improving public health distribution, to research staff working on K–12 education, to humanities faculty studying the relationship between the reading of imaginative literature and the engagement in civic culture. But because the criteria for tenure and promotion—and indeed most systems of rewards at UW–Madison—tend to focus emphatically if not exclusively on pure research, many faculty—especially junior faculty—have reason to avoid work that is decidedly public in nature.

Our broad recommendations on systems that enable are intended to guide future task forces toward key issues, rather than provide detailed solutions. The recommendations fall into four broad categories—organizational structure, rewards and recognition, budget and funds, and processes and infrastructure. The remainder of this report is organized by these categories, within each of which we provide recommendations targeting where change will be needed.

6. Organizational structure

The structure of the university—the way units are grouped together into colleges and schools; the logic of the divisions between departments; the leadership and reporting structure by which department chairs report to deans, and deans to provost, and so on—does not readily allow faculty, staff, and students to work together in addressing issues of public importance, nor does it allow for easy access between members of the community and the university. Much the same can be said about the allocations and flows of external funds.

Criterion 1d

Recommendation 6.1: *Develop criteria that can be used when merging, reorganizing, and regrouping departments, centers, colleges, and units to better promote interdisciplinary public work.*

Most colleges and universities engage in reorganization schemes in order to become more efficient (that is, to save money). We urge UW–Madison to include a different criterion: to what extent does the reorganization allow for the expansion and enrichment of interdisciplinary work that will have real impact on the public good? Another way to put this is to say that the reorganization of departments and other units should have as its aim making it easier to do public work, and to make such work more highly valued by the university and the public. Although the Cluster Hiring Initiative provides a good model of interdisciplinarity, it was overlaid upon pre-existing departmental and college structures, producing even greater bureaucratic hurdles to the work of the clusters' members.

Recommendation 6.2: *Make clear that UW–Madison wishes to hire more faculty and staff members who value the Wisconsin Idea and public work.*

Some faculty and staff members come to UW–Madison because of the Wisconsin Idea; most do not know what the Wisconsin Idea is at the time of hire, and only some come to know it as more than a buzzword after they are here. We, of course, do not recommend that UW–Madison hire only those who do work that is consistent with the Wisconsin Idea. But we can make it clear—through our public communications, through the language of job advertisements, and through the example that we set in the work that we do and the values that we hold—that we are particularly interested in hiring intellectuals and scholars of the highest caliber who are dedicated to making their public work count. In this way we can both maintain the high intellectual standards that make UW–Madison an attractive place to the best teacher-scholars in the United States and abroad, and increase our visibility and the consequences of our work on a public scale.

Criterion 5a

Recommendation 6.3: *Create an administrative structure that increases awareness of and connects the excellent public work across the entire university.*

Because UW–Madison is so big, the initiatives that directly serve the public are often unknown to large swaths of the university community; in addition, they often appear to the public as disconnected initiatives that can appear as ad hoc responses to public issues. It is also true that the way the university is organized makes it hard for a sociologist working on patterns of movement among the urban poor, for example, to become aware of the work of an immunologist who is studying the effects of a strain of tuberculosis common in northern cities. We note that the Division of Continuing Studies might be boldly reconceptualized to serve this role. We also recommend that the university community examine whether shared governance as it currently exists is the best way to foster interdisciplinary and truly public work.

Criterion 4b

7. Rewards and recognition

Through WARF, departmental, school/college, and other avenues, UW–Madison has many ways in which to reward faculty and staff for their excellent work. Perhaps the greatest reward for an academic is the promise of tenure, because with it comes the freedom to pursue research and teaching in pioneering ways. The time has come to reevaluate the reward structures used by the university to recognize excellent work, regardless of rank or classification status, because these rewards often do not value work that is of significant and demonstrable benefit to the public. (In fact, to some of us, the structures currently in place actually discourage the public work we value.)

Women in Science & Engineering Leadership Institute (WISELI) worklife surveys make clear that faculty whose work tends to be more engaged with the public are less satisfied with their work because such work is often undervalued by colleagues and counted less in evaluations for tenure and promotion. One is more likely to get a significant increase in merit pay by getting an article published in a flagship journal than by finding ways to make that research practicable at community centers or in community medicine. It is no wonder, then, why the Wisconsin Idea is often just an idea, rather than a principle that is understood and lived by members of the faculty, staff, and student body.

We urge the university to:

Recommendation 7.1: *Create a task force, reporting to the provost and the Faculty Senate, to develop guidelines and criteria that will adequately protect and reward faculty at all ranks who engage in high-quality research and teaching that involve explicitly public work.*

Recommendation 7.2: *Align the criteria and policies of Divisional Committees and other university structures (including those in the departments) that oversee the granting of tenure, promotion, and mentoring in a way that gives meaningful weight to intellectual work done in the public sphere.*

Recommendation 7.3: *Define the extent to which units must include considerations of public research and scholarship into their criteria for merit and other professional rewards.*

Recommendation 7.4: *Establish rewards for excellent work in the public sphere, like the Hamel Family Fellowships, that have the prestige and the dollar equivalents to current WARF awards that principally value pure research (Romnes/Kellett/WARF).*

■ Criterion 1e

■ Criterion 1e

■ Criteria 4a-b

■ Criterion 2b-d

8. Budget and funds

One significant obstacle to public engagement, not to mention fostering truly innovative interdisciplinary work, is the way money flows—and does not flow—within the university. For example, the present system of overhead return inhibits cross-college/school research funding. We urge campus leadership to undertake a review of budgeting practices, and to use criteria ensuring that funding systems foster interdisciplinary programs, faculty, and university communities that have public impact.

Although this would certainly require a reallocation of funds, we believe that the university should work with the state legislature to establish a fund that will provide grants—won through a competition—that would encourage faculty to engage in teaching and research that has a direct impact on the betterment of the state. The disbursement of these grants should be flexible so that the funds could be distributed across units in cases where the consortium of faculty, staff, and students working on them are not located in a single area of the university. Furthermore, emphasis should be given to aligned and sustained work.

Specifically, we recommend that the university:

Recommendation 8.1: *Design greater flexibility in budgeting lines.*

Recommendation 8.2: *Develop criteria for budgeting decisions that promote public work.*

Recommendation 8.3: *Establish grant support for addressing issues of importance to the public.*

■ Criterion 5b

Recommendation 8.4: *Develop cost-sharing strategies that do not disadvantage units whose public work does not generate significant revenue.*

■ Criteria 2b,d

■ Criteria 5a-d

9. Processes and infrastructure

UW–Madison has invested significant state and private resources in new and upgraded buildings in the last decade. Because the ability to focus on the public interest requires the ability to communicate quickly and easily within the UW–Madison community and across institutions within and outside of the state, the university must also invest in the infrastructure that will allow for the sharing of resources and information.

To this end, we recommend that the university:

Recommendation 9.1: *Fully invest in CIC broadband.*

Criterion 4a

Recommendation 9.2: *Make better use of technology to avoid redundancy, to share resources, and to increase access.*

Criterion 5b

Recommendation 9.3: *Streamline industry-sponsored research agreements.*

Notes

1. www.searchwisconsinidea.wisc.edu/index.pl
2. The broader impact criterion of the National Science Foundation is both an example of the possibility of systemic changes in behavior and an opportunity for funding of research applied to the public good in Wisconsin. Similarly, the new National Institutes of Health Roadmap emphasizes funding for research that focuses on the translation of scientific discoveries into practical applications to better public health. Might, for example, WARF/Research Committee funding similarly foster broader impact?
3. 2006 Census Bureau's Statistical Abstract of the United States, www.census.gov/compendia/statab/2006/2006edition.html
4. http://apa.wisc.edu/admissions/Trends_FinAid_UWMSN_2006.pdf



SPECIAL EMPHASIS STUDY: SUMMARY

PHOTO BY JACK BURNS



“During the next decade, we must focus on sustaining and enhancing the university’s special character, its excellence, and its contributions to society. To succeed, we must call upon our brightest minds and creative energy, working in partnership with our alumni and our community. We must identify a greater sense of purpose, uphold a commitment to integrity, and demonstrate respect both for one another and for our planet. Although we face enormous challenges with the global economic crisis, we can bring our expertise to bear and help to find solutions. As an institution, we must reaffirm our long-standing commitment to the Wisconsin Idea with renewed focus on our global reach; sustain our preeminence in education, research, and public purpose; and remain true to our history, culture, and values. We must be intentional about where we wish to go in the future.”

**UW–Madison Chancellor
Carolyn “Biddy” Martin
December 2008**

OVERARCHING THEME TEAM MESSAGES

Throughout the six theme team reports, a central theme emerges: Ensure that UW–Madison retains its quality, mission, traditions, and values while maintaining a relationship with the people of Wisconsin. This unwavering reaffirmation and desire to be a truly great university with a public purpose, in the best sense of the term, was derived independently within each team and reflects a deep-rooted belief in the university’s mission.

The theme team reports are remarkably consistent. By reaffirming a commitment to core values, the university can reinvigorate its exceptionally vibrant public spirit through the Wisconsin Idea. UW–Madison must continue to encourage not only “fearless sifting and winnowing,” but also a lively ferment of ideas, characteristic of the best education and research. Through careful examination and experiment, this ferment of ideas leads to new understandings and cutting-edge developments that can change the world. This has always been true, and will continue to be true, at UW–Madison. Some of the university’s greatest innovations—including examples such as applications of Vitamin D, the conceptualization of Social Security and Worker’s Compensation, blood-thinning drugs, *The Dictionary of American Regional English*, iodized salt, the Innocence Project, development of Fast Plants, the Frontier Thesis, biotechnology, and pioneering stem-cell research—have resulted from that experimentation.

As a conclusion to the special emphasis study, this summary presents a distillation of the crosscutting issues and emphases that emerged from the six team reports. The synergistic themes and recommendations of the reports offer vital and innovative ideas for the future of UW–Madison.

The five emergent areas of focus include:

1. **Enhancing Institutional Organization**
2. **Integrating People, Culture, and Climate**
3. **Expanding our Global Reach**
4. **Intellectual Work as Public Work**
5. **Engaging the Public Covenant**

1. Enhancing Institutional Organization

a. Create an agile infrastructure

At its most foundational level, what a great public university values is mirrored in its governance structure, its institutional structure, and its infrastructure. A great public university must be able to fund and organize the university it *wants* to be, rather than the university it has found itself to be. To be its best, UW–Madison must have an agile infrastructure, whose governance and cost-sharing arrangements allow for the flexibility necessary for truly interdisciplinary and truly public work.

None of the team reports suggest changing the university’s basic funding relationship to the state; UW–Madison’s strength comes from its ties to the public, including the public’s funding of the university system of which UW–Madison is a part. The current *levels* of public funding, however, constrain UW–Madison’s ability to fulfill its role as a public entity. The university’s leadership must find alternative ways to fund UW–Madison that retain the the public character, maintain access to the university, and provide the funding and flexibility needed to support the initiatives that will sustain UW–Madison as a first-rate, world-class, and distinctive university. Closer to home, the concept and practice of shared governance—long held sacrosanct at the university—should be reexamined as a model of faculty governance. Many—though by no means all—of the team theme members were concerned that such a model does not provide university leaders the ability to make swift and innovative decisions about the way we do business during a time of rapid change. This tension continues to challenge the university.

b. Align budget with priorities

Along with funding and governance, UW–Madison is due to reexamine whether its greatness is synonymous with its comprehensiveness. The university has begun the process of reorganizing services that support its academic mission through consolidation; a similar reassessment of departments, units, curricula and its delivery, and the research mission will follow. Giving reorganized units more flexibility in how they allocate resources—through “delegated budgeting” or other means—will undoubtedly allow units to plan more effectively and reorganize priorities in a shifting institutional and financial climate. Such flexibility will also allow the university, through the colleges or departments, to reward and support innovations in research, teaching, and engagement. In short, the university needs to align decisions about funding and infrastructure based on its values and priorities.



c. Advance information technologies

UW–Madison’s ability to make use of new information technologies also should not be hampered by a lack of funding, as these technologies significantly broaden the university’s reach and resources, making it more accessible to the public. Rather, the university should be at the forefront of creating and implementing the most advanced technology to further its mission. The “eCampus” idea holds promise as one of the most innovative and integrative tools to bring together students, faculty, and staff with constituents around the world (see 3c below). Through the use of Cisco-like technology, UW–Madison would be at the forefront of technological innovation in higher education.

d. Increase administrative efficiency to support cross-campus work

Coherent and integrated programming should also extend to enhancing administrative support for pursuing extramural funds for interdisciplinary research and reduce administrative barriers to interdisciplinary work in general. A fairer formula should be found for distributing funds generated by projects involving multiple units and colleges. Administrative requirements for projects involving faculty, staff, and students from multiple disciplines should be streamlined to encourage participation. In addition, barriers that discourage team-teaching, particularly involving faculty from different departments and colleges, should be lowered or eliminated altogether. Finally, until interdisciplinary work is more widely understood and accepted, programming should be developed to more successfully mentor faculty who are hired to work across disciplines. The university also should pay special attention to how divisional committees in the schools and colleges—whose members are responsible for the promotion and tenure of recently hired faculty—are chosen and educated about committee participation. This is especially important as the nature of scholarship and faculty work is rapidly changing to include methods and fields of study that are fully interdisciplinary, and involve new forms of research, teaching, and engagement.

2. Integrating People, Culture, and Climate

a. Support the arts and humanities

UW–Madison’s distinctiveness is mirrored in the emphasis it gives to its values, and it shares those values publicly in its mission. Nearly all of the theme reports note that one of the UW–Madison’s traditional strengths is in the arts and humanities. In the current funding climate, those sectors feel beleaguered and report a corresponding weakening of their ability to provide resources to the campus community. It is through the arts and humanities that the question of *why* the discoveries in technology, the sciences, the law,

and other areas of cultural production should matter is addressed. This valuable point of view is one of the reasons that the arts and humanities have been the foundation of a liberal education since the founding of the modern university.

The arts and humanities have played an important part in the public role of the university—through the efforts of the Center for the Humanities, and its links to the Wisconsin Humanities Council and the NEH; the LEAP initiative; and initiatives funded through the Mellon Foundation. An even higher profile can be achieved by sequestering public funds or raising private funds for a Wisconsin Institute for the Humanities and Society, a center that brings together scholar-teachers from across the university whose work sheds light on the relationship between the arts and humanities and the rise of modern culture. The university is already raising funds for the East Campus master plan, which will create an “arts and humanities corridor” to bring together these important units. Raising funds for those who will teach and do research in the arts and humanities should be an important part of this effort.

b. Support people

People are UW–Madison’s greatest resource. From faculty and staff to students, from those who come to the university from across the country and the globe to those who come from across the street or from Milwaukee or Ashland, the UW–Madison community—in all of its diversity—is remarkable. This talented group views as its common cause the intellectual work that will be of greatest benefit to the public. It is imperative, therefore, that the climate at the university be open, welcoming, and respectful, providing a place where all who work and study are given the respect they deserve, regardless of rank, background, or place of origin. Those who are new to the community should be welcomed for what they bring, and should be given the training they need—including leadership training—that will allow them to bring their talents and abilities to full fruition at UW–Madison. The university should emphasize in its recruitment efforts for students, faculty, and staff the importance of the Wisconsin Idea in the work of the university at all levels. Finally, the university should focus on creating a “Wisconsin Experience” for all.

c. Support diversity

The diversity of students, faculty, staff, and the community at large makes the ferment of ideas possible, and the university has been fortunate to attract people of all backgrounds and training. Yet, the university must take significant strides in adding to the diversity of those who work, visit, and study at UW–Madison, and ensuring that new members of the community are welcomed and that their work is valued. It must more fully embrace the understanding that excellence is achieved through diversity. The College of Letters and Science has begun an initiative, through its Committee on Equity and Diversity, to



ensure that departments make concerted efforts to be inclusive in searches for faculty and staff, and that individuals are supported throughout their time at the university. This initiative could serve as a model for other campus units. Efforts to increase diversity are especially important among graduate students—those who, in time, will populate teaching and research in the United States. Additional resources and support are needed for departments and units making special efforts to widen the pipeline of traditionally underrepresented minorities who wish to enroll in graduate programs at UW–Madison. To ensure that efforts at recruitment are matched by efforts for retention, a regular cycle of climate surveys, department chair climate workshops, and search and screen committee workshops, such as those conducted by WISELI (the Women in Science and Engineering Leadership Institute), should be institutionalized.

d. Maintain ethics and integrity

Changes made in the university's governance, funding, or institutional structure, and efforts to retain and build upon the university's distinctive character, must be made in a consultative and transparent manner to sustain change. UW–Madison came of age during the Progressive Era in the United States, and it is imperative that it maintains that progressive spirit by doing business with constituents—inside and outside the university community—with strong ethics, integrity, and transparency.

Campus leadership should be bold and innovative in its vision for the future, in upholding its integrity, and in its willingness to communicate with the campus community, the legislature, the citizens of Wisconsin, and the university's friends and alumni. UW–Madison's stated goals must be consistent with the spirit of serving as a resource for the public and investing in the public trust on which the university was founded. Among these goals are a desire to be self-sustaining, to use resources wisely, to be a place where all feel welcomed, and to lead an effort to contribute meaningfully to the university, the state, and the world.

3. Expanding Our Global Reach

a. Maintain energy and focus on interdisciplinary scholarship

Nearly all the team reports make clear that one of the university's greatest strengths is—and must continue to be—its emphasis on interdisciplinary research and learning. Nearly a decade ago, the university invested in the Cluster Hiring Initiative, in which proposals for interdisciplinary clusters of faculty working at the intersection of well-established disciplines would come together to create centers of research and learning focused on issues of both global and local importance. These clusters included work in areas such as disability studies, the African Diaspora, biomedical research, Middle East studies, and environmental sustainability. They were housed in existing centers or were seen as the foundations for new centers, and they were considered as complements to existing departments and curricula.

As the initiative matures, the challenge of integrating these fully interdisciplinary approaches into the university has become increasingly obvious. The university relies on traditional disciplinary structures in the arts, humanities, social sciences, and natural sciences. Cluster faculty struggle with the tension of how to apportion work between the individual's cluster and his or her "home department." The university must learn how to more intentionally and explicitly support the interdisciplinary clusters. Changes to the disciplinary and institutional organization that lower barriers and enable work without boundaries are necessary to unfetter both scholars in the clusters and faculty and researchers across the university.

b. Address emerging global challenges through new approaches

One new model may be the Wisconsin Alliance for Global Solutions (WAGS), a proposed network for faculty, staff, and students from across all university disciplines focused on issues of global importance—such as alternative sources of energy, development agendas for post-national movements and NGOs, the eradication of disease, and cross-cultural exchanges of ideas and values—and whose work would not be tied to a discipline but,



instead, to a timely issue. Although the idea of a truly transnational and interdisciplinary network is not new—UW–Madison is currently a member of the World Universities Network—using such a network to reorient the organization of the university is new. WAGS could assist in rethinking how to work in ways that differ from more traditional approaches in an academic space. Such a network, coupled with an internal sabbatical program in which faculty and staff from traditional departments would be released from classroom teaching to work with students on WAGS issues, would help create a more flexible, creative, and open approach to interdisciplinary work. WAGS would enhance UW–Madison’s position as an incubator for energy, engagement, and creativity among faculty, staff, and students.

c. Enhance our global focus and reach

Productive interdisciplinary collaborations for education and research that prepare citizens and leaders for the highly interdependent world require not only diverse expertise, but also abundant space and opportunities for frequent gatherings. A nimble, reconfigurable architecture—called eCampus—in which individual rooms in an array of strategically located buildings would be equipped with 21st-century, high-bandwidth digital connectivity and true teleconferencing capabilities, could achieve this scenario.

As part of the university’s mission to prepare global citizens and leaders for the future, it is essential to develop critical skills to communicate complex knowledge in an increasingly multilingual and information-based global society. The university can do so through deliberate cross-infusion of content and semester projects that foster collaboration among existing—but currently separate—courses in humanities, economics, law, business, education, communications, mathematics, science, social sciences, engineering, ecology, and the arts. One area on which to focus in the future is environmental sustainability and technology. Finally, hosting a Grand Event would serve as a particularly powerful method to stimulate local and global innovation, nurture enthusiasm, and showcase important ideas and value. This is envisioned to be a high-visibility exposition with a global grand-challenge theme that combines opportunities for serious discussions of global issues with celebrations of global diversity, as expressed through languages, literature, arts, cuisine, culture, politics, and approaches to technology.

d. Enhance cross-campus integration of programs

Whether it is through WAGS, a new model for institutional organization, or another vehicle, the team reports emphasize that to retain its distinctiveness, UW–Madison must do a better job of cross-campus integration of programs, of intra- and extra-mural support, and of research and learning.

UW–Madison is a vast enterprise with more than 16,000 employees, including more than 3,500 faculty and instructional academic staff; more than 40,000 students; more than 370,000 living alumni; friends, and other constituents in the Madison community and the state of Wisconsin; and a vast network of courses, conferences, colloquia and symposia, and other programming. As nearly all reports emphasize, there are instances of exceptionally strong programs, interdisciplinary research and teaching, and path-breaking innovation and entrepreneurial efforts. The difficulty is in ensuring that there are points of connection that foster the university’s very best work—between teachers on similar topics or concerns, between and among students with shared interests and vocations, and between and among faculty and staff with shared research programs. The intricate communication network at UW–Madison often makes it more difficult for faculty, staff, and students to do their best work. Much clearer connections among faculty and students with shared work and interests, and a more logical system of sharing work across the campus, are essential. One area particularly in need of this type of integration is a comprehensive, campuswide focus on the environment and sustainability initiatives.

e. Create innovative rewards systems

Tenure and promotion are perhaps the most significant of the rewards associated with intellectual work; they protect innovation and the free exchange of bold and challenging new ideas. But tenure is not the only facet in the system of rewards that UW–Madison can and should reexamine. Among these rewards are named professorships provided by the Wisconsin Research Alumni Foundation (WARF), given principally for excellence in research; raises in pay for faculty and academic staff based on merit; and less tangible rewards—such as accolades from national and local professional associations, or prizes and awards from publishers and national organizations—that nonetheless make a significant difference in morale. At the very least, the university must do more to bring levels of faculty and staff compensation nearer to the median levels of pay at peer institutions. Low pay not only makes excellent teachers and researchers easy targets for other institutions, but also saps the morale of those who remain.

It is also imperative that faculty and staff who are engaged in public work are recognized and rewarded, either through the creation of prizes, awards, named professorships, or other markers of professional success, or through a rearticulation of the university’s criteria for promotion and tenure. This rearticulation would, of course, take place during a number of years, but it is essential if UW–Madison is to retain its distinctive place among exceptional public research universities. Members of divisional committees—and university faculty more broadly—should be helped to recognize the public dimension, and the necessarily interdisciplinary nature, of that exceptional work.

4. Intellectual Work as Public Work

a. Retain comprehensive approach to our mission

Perhaps the greatest strength of UW–Madison is the excellence of the teaching and research. Great research universities—both public and private—remain viable by giving serious attention to sustaining the work of its teacher-scholars, instructional staff, researchers, and all who support the work that goes on in the classrooms, laboratories, archives, and the community.

Some suggest that excellent research should be reserved for private institutions whose financial resources enable them to give their faculty and staff the time and space to engage in the sustained work of research. Others have suggested that large public universities should focus on humanities, social sciences, and the arts. Still others have suggested that if the university is serious about the Wisconsin Idea’s commitment to public engagement and community research, it cannot maintain its excellence in research and teaching.

These reports assume that the very best research and teaching are founded on a commitment to making a difference in the public arena, solving problems that cry out for solutions, and engaging with the public the university wishes to serve. But these reports also recognize the challenges to this ambitious goal.

b. Recruit, retain, and nurture world-class faculty and staff

To hold to this strategic goal while also being fully cognizant of the challenges, the reports make clear that UW–Madison must focus its attention on recruiting, retaining, and supporting outstanding faculty, instructional academic staff, and students at both the undergraduate and graduate level. The national news media have recently described the dynamic whereby well-funded institutions lure exceptional faculty from institutions like UW–Madison. The university must reverse this dynamic by offering financial and other support, such as domestic partner benefits, making it possible for the work of the finest scholars, teachers, and students to remain at UW–Madison. The university must emulate—and initiate—best practices in research and teaching so that faculty continue to recognize UW–Madison as a leader on both fronts. Some resources are available to help promote these best practices. The task is to ensure that each member of the university community is aware of these resources and how to access them, and is confident that the university will support and reward these efforts.

c. Reaffirm commitment to academic excellence

UW–Madison must also explicitly and strongly reaffirm the values of academic excellence. The university can realize this goal in part by giving teachers and students adequate tools to teach and learn. These tools include updated information technology capability, networks of teaching and research, and libraries of the highest quality. Also, research and teaching must be inextricably linked to one another, and research must not be rewarded at the expense of excellent teaching.

The university must also fully embrace the goals of LEAP to ensure accountability for learning outcomes and a Wisconsin Experience for all undergraduates. These initiatives seek to integrate learning across disciplines, emphasize experiential learning, and ensure that students understand how the core concepts of their subject areas relate to one another and how these ideas work in practice. In these efforts, university administration will need to play a stronger leadership role to ensure that these goals are adopted across academic units, and that the core of the liberal arts is regarded as the foundation for the professional arts and sciences.

d. Enhance support for graduate students

Graduate students bring a tremendous talent pool to UW–Madison, both as teachers-in-training and as researchers and intellectuals. The university must support them in their work. UW–Madison has been known for decades as one of the premier doctoral institutions in the world. To retain that distinction, university administration, in consultation with faculty leaders, must seek to solve the problem of rising graduate-student costs. Recommendations of the Tuition Remission Task Force of several years ago began to address the problem. These recommendations must be revisited, along with other options. Whatever the solution, the Graduate School should work closely with faculty leaders to develop new policies and funding strategies.

5. Engaging the Public Covenant

a. Strengthen communication of our value to the state

UW–Madison is in need of a revitalized communications strategy to share its contributions with the state and the world. Through a strengthened communications initiative, the university must make more visible the significant contributions it makes to educate the students of the state, to the generation of new information and technology, to the state's economy, and to the quality of life. This need was heard repeatedly during conversations with students, staff, faculty, alumni, and state legislators.

b. Reinvigorate our engagement with the public through the Wisconsin Idea

The overarching recommendation for the next decade calls for UW–Madison to more strongly embrace the Wisconsin Idea for the public good, and to demonstrate that the university's connections and responsibilities with the people of Wisconsin and the



global community are opportunities for the very best work that a great public research university can do. The university must foster aligned and sustained public work by faculty, students, and staff; build partnerships with the public; nurture entrepreneurial activities; enhance public access to the opportunities and resources of the university; and restructure organizational and reward structures for faculty and staff to encourage public work. The educational mission is one of the strongest embodiments of the Wisconsin Idea.

SUMMARY

UW–Madison has established itself as a university with great aspirations and accomplishments. Yet this achievement holds some mystery, given the relatively small size of the state and modest (though well-intended) levels of state support. As stated in the Overview, UW–Madison takes pride in a long history and tradition of defending academic freedom, using the intellectual resources and discoveries of the university to enhance the well-being of the citizens of the state, and engaging in a model of governance that is shared.

While the Wisconsin Idea lies at the heart of the university, the heritage of “continual and fearless sifting and winnowing by which alone the truth can be found” lies at its soul, and shapes its culture. Since that historical moment in 1894 when the Ely case first defined the concept of academic freedom, UW–Madison has sought to question, discover, teach, and create in the spirit of unfettered inquiry, while providing a world-class liberal education. It has always valued academic excellence and invested in leading-edge research. Among the first institutions of higher education to strive for global connections, UW–Madison is known for the ease and frequency of interdisciplinary collaborations, as well as a culture of decentralized decision-making and shared governance. These distinguishing traits define the campus culture.

UW–Madison is further shaped by a comprehensive mission, and a commitment to providing a broad liberal undergraduate education, cutting-edge graduate education, and specific professional training that leads graduates to a lifetime of personal and economic well-being. It also is committed to understanding and supporting the diverse cultural histories and achievements of both long-term and new state residents. As an institution, UW–Madison values the ability (and the responsibility) to carefully consider the environmental, intellectual, and cultural capital that must be left to future generations of Wisconsin residents, allowing them to sustain progress over the long term. UW–Madison values its role as an intellectual meeting ground at this global crossroad, both for the individual faculty, staff, students, and stakeholders who inevitably bring their diverse life experiences of location, language, gender, sexuality, religion, and eth-



nicity to their participation in the campus community, and for the diverse range of ideas and projects that these same faculty, staff, students, and stakeholders “sift and winnow” every day. Finally, UW–Madison is committed to ensuring access regardless of wealth, background, or belief.

Taken together, these three core values—the Wisconsin Idea, academic freedom, and shared governance—outline how UW–Madison can maintain and enhance its position as an outstanding public research university, and extend its reach into the lives of the larger community. It can achieve these goals by promoting the public good; examining how it encourages the work of teaching, research, and engagement with the public, and how it is organized; and making clear what it values and how these values make a positive difference in the university and the larger community.

As a research university, UW–Madison is driven to aspire to new levels, to create new knowledge, and to extend its influence. Its faculty and staff are among the best in the world, and they feel the urgency of retaining this imperative. These aspirations, which lead to powerful outcomes for students and for society, must never be compromised.

As a public university, UW–Madison possesses a particular obligation to serve the public. This obligation is an opportunity and not a burden. Indeed, the deeply felt commitment to service, and to engagement with the state and with the world, is widely held by those who work and learn at UW–Madison. They come to understand—tacitly, if not explicitly—that the notion of service is part of the culture. The message is: Come if you want to do your best work in an environment that supports that work because it is of benefit to others.

In the 21st century, UW–Madison must become a place for civic engagement and the free exchange of ideas, where intellectual and public inquiry are seen as engines for the good of all engaged in the enterprise. The university must provide first-rate facilities and continually contemporize its infrastructure. It must attract, nurture, and retain outstanding faculty and staff by ensuring competitive compensation. It must also be accessible to all qualified students, regardless of ability to pay, by ensuring affordable tuition. As part of its fabric, it must continually reinforce a commitment to a diverse work place, for the benefit of the state and the world. Its scholarship must continue to be world class and far-reaching.

UW–Madison must embrace its strengths, strategically select directions in which to invest, and take responsibility for molding the future it wants.

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