

Chapter 2

# Criterion TWO

Preparing for the Future





# CHAPTER 2

## Criterion TWO

### Planning for the Future

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

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

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

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

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

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

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

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

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

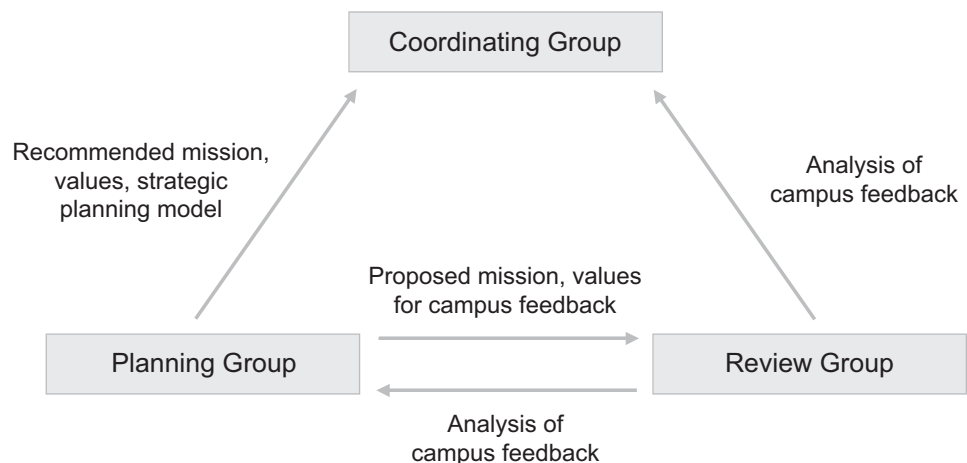


Figure 2.1: The Plan-to Plan Process

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

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

Goals for the March 2007 planning sessions included:

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

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

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

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

Additionally, the following values were identified:

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

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

## Core Component 2a

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

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

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

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### 2a-1

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#### **New and Collaborative Programs**

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

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

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

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

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

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

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

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

## 2a-2

**International/Global Elements of Programs**

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

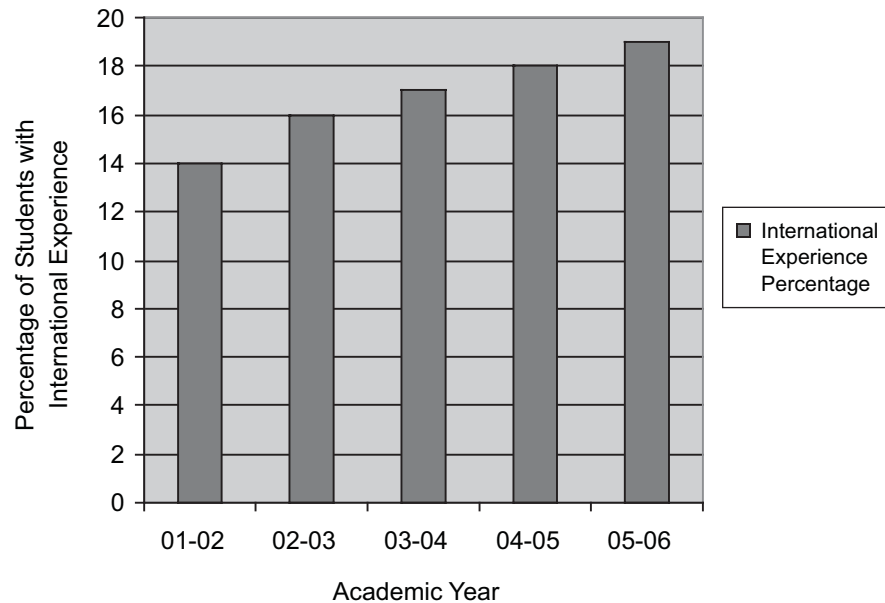


Figure 2.2: Percentage of undergraduates finishing with an international experience.

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

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

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

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

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## 2a-3

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### **Integration of New Learning Technologies**

UWSP maintains an ongoing commitment to the implementation of new learning technologies. The number of computers on campus has more than doubled since 1997.<sup>10</sup> Over two thirds of UWSP classrooms are technology enhanced. Wireless network access is now available in all administration and classroom buildings, residence hall lobbies and study areas, and field stations. Students can wirelessly access their home folders on the network, as well as computer lab printers across campus. The growth of technology on campus is discussed in more detail in section 2b below.

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

Table 2.2: Participation and funding for Curricular Redesign Program

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

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

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

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2a-4

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### Connection to National Organizations

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

Table 2.3: Agencies Accrediting UWSP Programs

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

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

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## Core Component 2a Conclusion

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

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

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

## Core Component 2b

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

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

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### 2b-1

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

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

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

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

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

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

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

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

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

the infrastructure necessary to support such activities—primarily hardware and software—requires increased funding to perform the necessary upgrades.<sup>15</sup> Much of this funding has come in the form of extramural grants, and UWSP's successes in this area have been steady. Between 2001 and 2005, the campus received an average of 67% of the grant monies for which it applied.<sup>16</sup> (For more information on UWSP's relationships with its external constituents see Chapter 5.) These efforts to increase extramural funding for technology are paying off. For example, as mentioned above, the number of computers available for student use more than doubled between the years 1997 and 2005, from 650 to 1776.<sup>17</sup> In addition, nearly 69% of our campus classrooms are equipped with technology that rates at Category 3 or 4 (where Category 0 classrooms have no technology and Category 4 rooms are equipped for distance education).<sup>18</sup>

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

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

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

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

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

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

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

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

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

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

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## 2b-2

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

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

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

At the college level, development officers housed in each college help to bring in external funding targeted toward particular programs and services. In 2005-2006, the College of Natural Resources received gifts totaling over \$678,000.<sup>30</sup> In the College of Letters and Science, the Division of Business alone was gifted over \$15,000 from outside sources,<sup>31</sup> and the Department of Geology received a \$90,000 grant in 2006 from Ellen Specht.

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

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

In another example, the College of Fine Arts and Communication has undertaken two major projects for which external funds have been essential. The first was the renovation of the Fine Arts Center itself, which was renamed the Noel Fine Arts Center at its dedication in Fall of 2005. A generous donation from an alumnus helped secure the funding needed for the renovation. The second project is the purchase of a new Concert Steinway Grand Piano for Michelson Hall. At approximately \$100,000, the piano would be impossible to afford without external help. The targeted fundraising campaign raised over \$80,000 toward the purchase by the end of FY 2005-2006.<sup>35</sup>

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

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## Core Component 2b Conclusion

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

## Core Component 2c

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

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

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

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

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

## 2c-1

**Multiple Campus Assessment and Evaluation Methods**

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

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

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

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

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

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

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

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

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

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## 2c-2

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### **Faculty Senate Academic Affairs Subcommittees: Assessment and Program Review**

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

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

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

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## 2c-3

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### **Policy and Planning Analyst, formerly Institutional Researcher**

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

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## Core Component 2c Conclusion

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

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

## Core Component 2d

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

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

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### 2d-1

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

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

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

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## 2d-2

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

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

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

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

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

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

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

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

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

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

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## 2d-3

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

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

The Campus Master Plan<sup>49</sup> highlights some of the ways that *Vision 2015* will be accomplished. The master plan identifies three primary themes that “support the mission of campus.” These include improving UWSP's commitment to sustainability,

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

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

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## Core Component 2d Conclusion

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

## Chapter 2 Notes

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- <sup>1</sup> *An Action Agenda for the '90's*: CO PL 430.10.
- <sup>2</sup> *Action Agenda for the '90's" Revisited: Compelling Realities and New Challenges*: CO PL 430.1; [www.uwsp.edu/instplan/instplan.doc](http://www.uwsp.edu/instplan/instplan.doc).
- <sup>3</sup> *VISION 2015* - "UWSP: Connecting to the Future": CO PL 430.01.
- <sup>4</sup> *Vision 2015*: CO PL 430.01; [www.uwsp.edu/admin/chancellor/2015.shtm](http://www.uwsp.edu/admin/chancellor/2015.shtm).
- <sup>5</sup> UWSP Strategic Planning – Spring Semester 2007: CO RE 445.21.
- <sup>6</sup> Institute of International Education 2006 Open Doors Report: <http://opendoors.iienetwork.org/?p=89230>.
- <sup>7</sup> Graduating Seniors International Experience: Past 5 Years AA RE 165.530.
- <sup>8</sup> Global Environmental Management Education Center (GEM): [www.uwsp.edu/cnr/gem/](http://www.uwsp.edu/cnr/gem/).
- <sup>9</sup> International Programs (IP): [www.uwsp.edu/studyabroad/welcome.htm](http://www.uwsp.edu/studyabroad/welcome.htm).
- <sup>10</sup> IT Annual Report 2004-2005.doc p.10: AA RE 165.23.1.
- <sup>11</sup> Chart of Current Revenues-All Funds by UWSP Categories: AA BU 120.09.
- <sup>12</sup> Academic Affairs Assessment and Budget Decisions Report: AA RE 165.18.
- <sup>13</sup> Academic Affairs Assessment and Budget Decisions Report: AA RE 165.18.
- <sup>14</sup> The Teaching and Learning Resource Network: AA FD 140.07.
- <sup>15</sup> Technology improvements to classrooms and campus: BA BU 320.06.
- <sup>16</sup> Achieving Excellence at UW-Stevens Point: CO RE 445.05.
- <sup>17</sup> Achieving Excellence at UW-Stevens Point: CO RE 445.05.
- <sup>18</sup> Achieving Excellence at UW-Stevens Point: CO RE 445.05.
- <sup>19</sup> UWSP Teaching Conference homepage: [www.uwsp.edu/admin/acadaffairs/caese/conferences/Teaching\\_Conference/index.aspx](http://www.uwsp.edu/admin/acadaffairs/caese/conferences/Teaching_Conference/index.aspx).
- <sup>20</sup> CPS Teaching Partners Program: [www.uwsp.edu/CPS/resources/learning/teachingpartners.shtm](http://www.uwsp.edu/CPS/resources/learning/teachingpartners.shtm).
- <sup>21</sup> UW System Teaching Fellows / Teaching Scholars Program: [www.uwsa.edu/opid/wts\\_wtf/details.htm](http://www.uwsa.edu/opid/wts_wtf/details.htm).
- <sup>22</sup> FACETS Program: [www.uwsp.edu/education/facets/](http://www.uwsp.edu/education/facets/).

- <sup>23</sup> UWSP Student Orientation Office - New Freshman Orientation: [www.uwsp.edu/reg-rec/orientation/index.asp](http://www.uwsp.edu/reg-rec/orientation/index.asp).
- <sup>24</sup> New Student Programs-Orientation *Annual Assessment Report*: SA AP 215.11.
- <sup>25</sup> Results of the National Survey of Student Engagement, 2006: AA AI 110.05.31.
- <sup>26</sup> First Year Seminar Evaluations co-coordinators of First Year Seminar: end of 2006-2007 academic year: AA AI 110.06.
- <sup>27</sup> Residential Living – Freshman Interest Groups (FIGs): [www.uwsp.edu/resliving/AcademicSupport/figs.htm](http://www.uwsp.edu/resliving/AcademicSupport/figs.htm).
- <sup>28</sup> Student Academic Advising Center NCA Report for 2005-2006: SA.AP.215.01.
- <sup>29</sup> UWSP Foundation *2005-2006 Annual Report*: [www.uwsp.edu/foundation/Annual%20Report%2006/Reportforweb.pdf](http://www.uwsp.edu/foundation/Annual%20Report%2006/Reportforweb.pdf).
- <sup>30</sup> College of Natural Resources *Annual Report 2005-06*: AA RE 165.07.03.
- <sup>31</sup> College of Letters & Science *Annual Report 2005-06*: AA RE 165.05.
- <sup>32</sup> College of Professional Studies *Annual Report 2005-06*: AA RE 165.06.01.
- <sup>33</sup> College of Natural Resources *Annual Report 2005-06*: AA RE 165.07.03.
- <sup>34</sup> UWSP Foundation Annual Reports in support of the University and U. C. community *2004-2005 Annual Report*: CO RE 445.02.1.
- <sup>35</sup> Outline of the 1998 NCA Report to UWSP: AA RE 165.08.
- <sup>36</sup> Chart of Budget Allocations by Sources of Funds: AA BU 120.07.
- <sup>37</sup> *Campus Master Plan*: May, 2006: BA PL 335.01.
- <sup>38</sup> The Council for Interior Design Accreditation: [www.accredit-id.org/accreditedprograms.html](http://www.accredit-id.org/accreditedprograms.html).
- <sup>39</sup> UWSP *Catalog – Accreditation* : [www.uwsp.edu/news/uwspcatalog/intro.htm#Accreditation](http://www.uwsp.edu/news/uwspcatalog/intro.htm#Accreditation).
- <sup>40</sup> UWSP Assessment Subcommittee: [www.uwsp.edu/instres/Assess/committee.htm](http://www.uwsp.edu/instres/Assess/committee.htm).
- <sup>41</sup> UWSP Assessment Plan: [www.uwsp.edu/instres/Assess/plan.htm](http://www.uwsp.edu/instres/Assess/plan.htm).
- <sup>42</sup> *Action Agenda for the ‘90’s” Revisited: Compelling Realities and New Challenges*: [www.uwsp.edu/instplan/instplan.doc](http://www.uwsp.edu/instplan/instplan.doc).
- <sup>43</sup> *Faculty Constitution*: AA GD 145.01.
- <sup>44</sup> Faculty Senate: membership, structure, authority, etc. pp. 57-61 AA GD 145.02.

<sup>45</sup> UWSP Strategic Planning – Spring 2007: CO PL 430.08.

<sup>46</sup> UWSP Strategic Planning – Spring 2007: CO PL 430.08.

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

<sup>48</sup> AASCU GDR Review Team *Final Report*: AA AI 110.03.8.

<sup>49</sup> *Campus Master Plan*: CO PL 430.04.

