

PART I:

Response to the General Institutional Requirements and the Five Criteria for Accreditation



General Institutional Requirements

Mission

- 1. The institution has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.**

The University of Wisconsin-Madison is an entity within the University of Wisconsin System. It shares with the twenty-five other campuses the system's mission. It shares with the Milwaukee campus a mission common to institutions that confer the doctoral degree. Moreover, Madison has a distinct mission all its own. The University of Wisconsin-Madison, therefore, defines its mission, publicly, in three ways. The following statement of this three-part mission was approved by the Board of Regents on 10 June 1988.

University of Wisconsin System. The mission of this system is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose. Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

The Core Mission of the Doctoral Cluster. As institutions of the Doctoral Cluster, the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee share the following core mission. Within the approved differentiation stated in their select missions, each university shall:

- Offer degree programs at the baccalaureate, master's and doctoral levels.
- Offer programs leading to professional degrees at the baccalaureate and post-baccalaureate levels.
- Conduct organized programs of research.
- Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
- Encourage others in the University of Wisconsin System and in other state and national agencies to seek the benefit of the unique educational and research resources of the doctoral institutions.
- Serve the needs of women, minority, disadvantaged, disabled and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.
- Support activities designed to promote the economic development of the state.

Select Mission of the University of Wisconsin-Madison. In addition to the system and core missions, the University of Wisconsin-Madison has the following select mission:

The University of Wisconsin–Madison is the original University of Wisconsin, 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. It continues to be Wisconsin’s comprehensive teaching and research university with a statewide, national and international mission, offering programs at the undergraduate, graduate and professional levels in a wide range of fields, while engaging in extensive scholarly research, continuing adult education and public service.

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, 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 to realize their highest potential of intellectual, physical and human development.

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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:

- (a) 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.
- (b) Generate new knowledge through a broad array of scholarly, research and creative endeavors, which provide a foundation for dealing with immediate and long-range needs of society.
- (c) Achieve leadership in each discipline, strengthen interdisciplinary studies, and pioneer new fields of learning.
- (d) Serve society through coordinated statewide outreach programs that meet continuing educational needs in accordance with the University’s designated land-grant status.
- (e) 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.
- (f) Strengthen cultural understanding through opportunities to study languages, cultures, the arts and the implications of social, political, economic and technological change through encouragement of study, research and service off campus and abroad.
- (g) Maintain a level of excellence and standards in all programs that will give them statewide, national and international significance.
- (h) Embody, through its policies and programs, respect for, and commitment to, the ideals of a pluralistic, multiracial, open and democratic society.

2. It is a degree-granting institution.

The university offers bachelor’s, master’s, doctoral, and professional degrees and certificates and specialist diplomas relating to them.

In 1996–97 the UW–Madison conferred 5,329 bachelors 1,947 masters, 782 doctoral, and 457 professional degrees. (Further information on the number of degrees conferred in each of the ten years from 1987–88 to 1996–97 can be found in *Data Digest 1997–98 Pilot Edition*, p. 16.)

Authorization

3. It has legal authorization to grant its degrees, and it meets all the legal requirement to operate as an institution of higher education wherever it conducts its activities.

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The University of Wisconsin System, of which the University of Wisconsin–Madison is a component institution, was created by and operates under the authority of Chapter 36, *Wisconsin Statutes*. Section 36.11(7) states: “The board [of Regents of the University of Wisconsin System] may confer such degrees and grant such diplomas as are usual in universities or as it deems appropriate.”

4. It has legal documents to confirm its status: not-for-profit, for-profit, or public.

Section 36.01 of *Wisconsin Statutes* establishes the University of Wisconsin System “in the public interest to provide a system of higher education which enables students of all ages, backgrounds and levels of income to participate in the search for knowledge and individual development” and which “promotes service to the public.”

Governance

5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

Section 15.91 of *Wisconsin Statutes* creates the Board of Regents of the University of Wisconsin System and invests the Board with “the primary responsibility for governance of the system” and, to that end, empowers the Board to “enact policies and promulgate rules for governing the system” (36.09). The responsibilities of the Board are spelled out in detail in Chapter 36, “The University of Wisconsin System,” of *Wisconsin Statutes*.

The Board of Regents is composed of 17 members who are drawn from around the state and are not, during their time of service, employees of the university. The governor appoints 15 members, one of whom is a student. The student’s appointment is for two years; each of the other appointed members serves for seven years each. Of the regents not appointed by the Governor, one is a representative designated by the Wisconsin Technical College System Board; the other is the Superintendent of the Department of Public Instruction, elected by the public at large.

The standing committees of the Board of Regents are: Executive Committee, Business and Finance Committee (including an Audit Subcommittee), Education Committee (including a 21st Century Subcommittee), Physical Planning and Funding Committee, Personnel Matters Review Committee, Committee on Student Discipline and Other Student Appeals. Regents are also designated to serve as the Board’s representatives on the following committees: Liaison to the Association of Governing Boards, Hospital Authority Board, Wisconsin Technical College System Board, Wisconsin Educational Communications Board. In addition, as occasion demands, the board establishes search committees for chancellors when there are vacancies in the system.

The Board of Regents must hold a “regular annual meeting and such other meetings as are required” (*Wis. Stats.* 36.07[4]). The established practice of the Board is to meet each month. The minutes of the monthly meetings for the current year as well as the minutes for the last five years are available to the public at <http://www.uwsa.edu/bor/> on the regents’ web page. The Board maintains a comprehensive web site at <http://www.uwsa.edu/bor/index.htm> where basic information on governance, responsibilities, current initiatives, and upcoming meetings and agendas can be found.

6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

Members of the Board of Regents represent various walks of life and come from different parts of the state. Save for the student representative, who must be in good standing at a campus within the system, they are all “public members” of this citizen board. Save for the Superintendent of Public Instruction and the representative of the Wisconsin Technical College System Board, they are appointed by the governor with the expectation that they will serve the best interests of the University of Wisconsin System. Once appointed, regents cannot be removed from office by either the governor or the legislature during the term of their appointment. Thus they are free of undue political pressure either from within the university system or from without it.

In practical terms the freedom of the Board of Regents to act in the best interest of the university is seen in such recent documents as the board’s *1996 UW System Efficiencies Report*, the *Study of the UW System in the 21st Century* (June 1996), and *Plan 2008: Educational Quality Through Racial and Ethnic Diversity* (July 1997), all of which can be read, in summary or in full, on the regents’ web page.

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

The Board of Regents is required by *Wisconsin Statutes* to “appoint a president of the system” and “a chancellor for each institution” within it (36.09e). The Board must also “delegate to each chancellor the necessary authority for the administration and operation of the institution within the policies and guidelines established by the board” (36.09f). The Chancellor appointed by the Board is the chief executive officer of the University of Wisconsin–Madison.

8. Its governing board authorizes the institution’s affiliation with the Commission on Higher Education.

The University of Wisconsin–Madison has been a charter member of the North Central Association of Colleges and Schools since the association’s founding in 1895. It was first accredited in 1913, and the institution that is now the University of Wisconsin–Madison has remained accredited for the past 85 years.

Faculty

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

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As of 1 January 1998, 96% of the faculty have the following degrees: Ph.D., M.D., D.V.M., J.D., Ed.D., M.F.A. or another terminal degree appropriate to the subject of instruction. Of legal faculty only, 97% have a terminal degree.¹

10. A sufficient number of the faculty are full-time employees of the institution.

Defining individuals as “full time” who have appointments of 95% or more and defining individuals as “faculty” who have professorial appointments or instructional academic staff titles,² the UW–Madison has 2728 full-time faculty and 810 part-time faculty. Of these, 2,014 are full-time legal faculty and 52 are part-time legal faculty. In addition, there are about 100 faculty with tenure or tenure-track status who are not counted because they have zero-dollar appointments or are paid as administrators, such as deans, chancellors and the like.

11. Its faculty has a significant role in developing and evaluating all of the institution’s educational programs.

Wisconsin Statutes 36.09(4) gives the faculty primary responsibility for educational programs. Faculty are expected to develop and evaluate them.

Courses. Individual members of the faculty propose courses that are evaluated for need and effectiveness by colleagues in their department usually through a standing committee on curriculum. The department, having approved a proposed course, refers it to its appropriate Divisional Executive Committee composed of faculty from either the Arts and Humanities or the Biological Sciences or the Physical Sciences or the Social and Behavioral Sciences (the four standing Divisional Committees elected by the faculty).

Programs. Departments, Colleges, and Schools propose programs that are evaluated by Academic Planning Councils, composed of faculty and administrators, in the appropriate entity before they are sent to the Provost, who discusses the proposals with the University Academic Planning Council, a body of faculty, staff, students, and administrators, which advises the Provost and Chancellor to approve, reject, or return them for emendation. The University Academic Planning Council also makes recommendations on budgetary matters that, inevitably, affect educational programs.

Campus-wide Educational Initiatives. The Faculty Senate is the most representative body of the faculty whose members are elected by their colleagues. The University Committee is the executive committee of the Faculty Senate which makes recommendations to the Senate. Such recommendations affect the development and evaluation of educational programs. The most significant item of educational business to be passed by the Faculty Senate since the last reaccreditation was the university’s new program of General Education.

Post-tenure Review. Established in Faculty Policy and Procedures II-106 and in its second five-year cycle (as of 1 July 1998), “the purpose of the review of tenured faculty is to assess periodically each faculty member’s activities and performance, in accordance with the mission of the department, college, and institution in such a way as to determine that the faculty member is meeting his or her obligations to the university and the State of Wisconsin.”

¹ These figures are based on data from 1995 for instructional academic staff and 1997 for faculty.

² Instructional academic staff titles include lecturers, emeritus faculty, clinical faculty, Clinical Health Services faculty, instrumentation innovators-instruction, adjunct faculty, visiting faculty, faculty associates, faculty assistants, preceptors, and professors on loan from other UW System institutions.

Educational Program

12. It confers degrees.

The University of Wisconsin–Madison conferred its first bachelors degrees in 1854. It continues to confer degrees at the doctoral, master’s, the baccalaureate level as well as diplomas and certificates appropriate to particular programs. (See GIR 2 for statistics.)

13. It has degree programs in operation, with students enrolled in them.

In 1996–97 the undergraduate program enrolled 5,715 freshman; 5,962 sophomores; 6,733 juniors; 8,500 seniors for a total of 26,910 students. The graduate program enrolled 3,793 students in masters’ curricula; 5,319 in Ph. D. curricula for a total of 9,112. Professional programs enrolled 894 students in the Law School; 595 in the Medical School; 317 in Veterinary Medicine; 42 in Pharmacy for a total of 1,848 students. Special students numbered 1,956. And the university’s total enrollment was 39,826.

14. Its degree programs are compatible with the institution’s mission and are based on recognized fields of study at the higher education level.

The degrees awarded in the fields specified above accord with the university’s mission to “offer degree programs at the baccalaureate, master’s and doctoral levels” and to “offer programs leading to professional degrees at the baccalaureate and post-baccalaureate levels.” Moreover, the fields and degrees in which they are offered are not peculiar to this university, but are universally recognized fields of study.

15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

The University of Wisconsin–Madison, like its peer institutions, follows standard practice in higher education in the naming of its programs and the awarding of degrees in them only after students have matriculated for a specific number of semester hours, completed a specified number of semesters of study, and/or “demonstrated proficiencies typically found among students who have accrued the hours of study or have studied for a specific number of years.” The specific names of programs and the degree requirements for them are set out biennially in catalogues for undergraduate and graduate students. The *Undergraduate Catalog 1997–1999* is available in print and on the World Wide Web at <http://www.wisc.edu/pubs/ug/index.html>. The *Graduate Catalog 1996–1998* is available in print and on the World Wide Web at <http://www.wisc.edu/grad/catalog/>.

Concerns about access to the university and affordability of education have led to a system-wide initiative to reduce a student’s time-to-degree by encouraging the use of four-year contracts, a program in which the Madison campus participates.

Time-to-degree statistics for freshmen entering the University of Wisconsin–Madison in 1990 show that 71.9% graduated within 6 years and, of that percentage, the average time was 4.3 years. A study of those completing their bachelors degree shows, further, that non-resident women are most likely to complete their program in four years and resident men are most likely to take longer. This suggests that time-to-degree is a function of the student’s initiative, not of the institution’s program. Yet another study indicates that compared with other campuses in the University of Wisconsin–System, the Madison campus has the shortest average time-to-degree for the baccalaureate degree.

Degrees Conferred by Level										
Academic Year	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Bachelors	6,120	6,220	5,989	5,857	6,347	6,272	5,781	5,570	5,404	5,329
Master's	2,008	2,048	2,055	2,064	1,990	2,133	2,047	2,071	2,026	1,947
Ph.D.	682	689	717	707	681	675	783	758	753	782
Professional	531	517	481	564	457	529	523	539	508	457
Total	9,341	9,474	9,242	9,192	9,745	9,609	9,134	8,938	8,691	8,515
% Bachelors	65.5%	65.7%	64.8%	63.7%	65.1%	65.3%	63.3%	62.3%	62.2%	62.6%
% Master's	21.5%	21.6%	22.2%	22.5%	20.4%	22.2%	22.4%	23.2%	23.3%	22.9%
% Ph.D.	7.3%	7.3%	7.8%	7.7%	7.0%	7.0%	8.6%	8.5%	8.7%	9.2%
% Professional	5.7%	5.5%	5.2%	6.1%	4.7%	5.5%	5.7%	6.0%	5.8%	5.4%

Figure 1: “Degrees Conferred by Level” provided by the Office of Budget, Planning and Analysis, *Data Digest Pilot Edition*, 1998, p. 15.

16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution’s mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

The university, by the action of the Faculty Senate, instituted new General Education Requirements that took effect in May 1996. Their purpose is to assure intellectual breadth and perspective to complement the specialized knowledge acquired in a major field of study.

General Education courses introduce students to major figures, their ideas, and principal works as well as to methods of inquiry and modes of expression associated with the humanities, social sciences, and natural sciences. Students learn analytical thinking in written and oral expression in addition to methods of quantitative reasoning and symbolic manipulation in the social and natural sciences. General Education courses make students conversant, beyond their areas of specialization, with the many-faceted intellectual and social milieu they will encounter in the 21st century. They demand, therefore, that students demonstrate proficiency in reading, writing, listening, speaking, and reasoning and that they heighten their awareness of the implications of living and working in a heterogeneous society, an expanding global economy, and a contracting world in which technology has made instant communication an everyday reality.

The General Education Requirements are distributed as follows:

Communication, 3 to 5/6 credits.

Part A. Literacy Proficiency. 2–3 credits at first-year level dedicated to reading listening, and discussion, with emphasis on writing. Students may be exempted from Part A by approved college work in high school or by placement testing.

Part B. Enhancing Literacy Proficiency. 2–3 credits of more advanced course work for students who have completed or been exempted from Part A.

Quantitative Reasoning, 3 to 6 credits

Part A. QR Proficiency. 3 credits of mathematics, computer science, statistics, or formal logic. Students may be exempted from Part A by approved college work in high school or by placement testing.

Part B. Enhancing QR Proficiency. 3 credits of more advanced courses for students who have completed or been exempted from Part A.

Natural Science, 4 to 6 credits. One 4- or 5-credit course with a laboratory component; or two courses providing a total of 6 credits.

Humanities/Literature/Arts, 6 credits.

Social Studies, 3 credits.

Ethnic Studies, 3 credits.

17. It has admission policies and practices that are consistent with the institution’s mission and appropriate to its educational programs.

Admission policies at the university have been formulated to balance access to programs with the need to maintain the highest possible quality of those programs. The Board of Regents, the Faculty Senate, the Admissions Policy Committee (a faculty committee), and, in some cases, individual schools, colleges, and departments formulate those policies. Our University Special and Guest Students Office facilitates the enrollment of non-degree students at UW-Madison.

Admission to the University of Wisconsin-Madison, a state-assisted Research I university, is competitive. The university cannot admit all qualified students and still fulfill its mission. Applicants with the strongest qualifications, including grades earned, academic courses taken (such as honors, advanced placement, and college level courses),

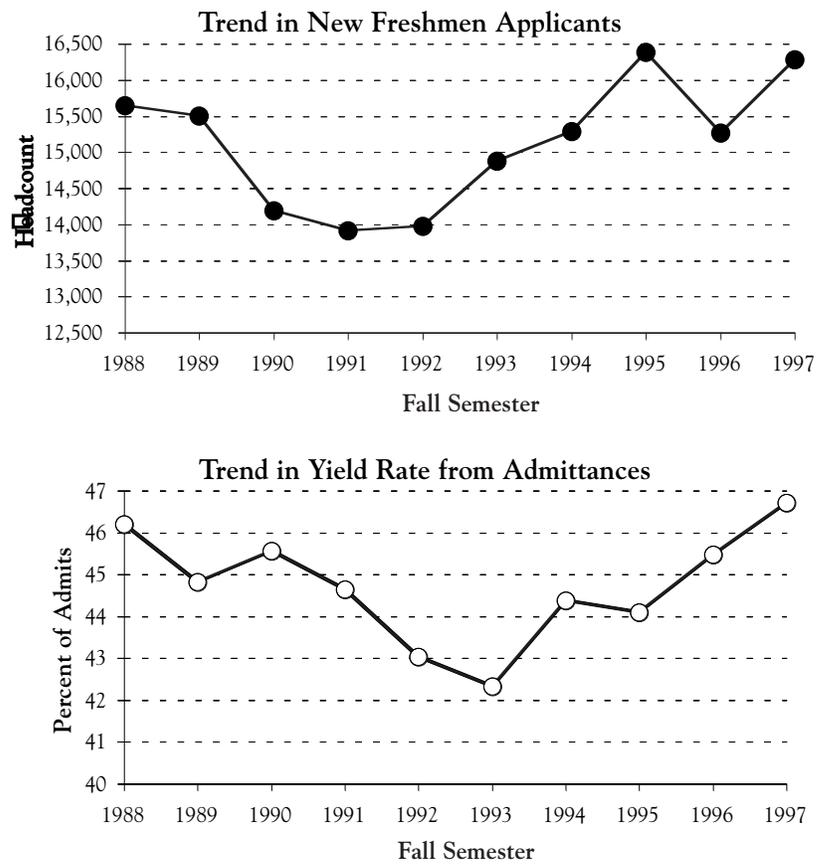


Figure 2: “Trend in New Freshmen Applicants” and “Trend in Yield Rate from Admittances” provided by the Office of Budget, Planning and Analysis, *Data Digest Pilot Edition*, 1998, p. 12.

and admission test scores, have the best chance for admission. Personal characteristics that contribute to the strength and diversity of the university are also considered.

Demand for an undergraduate education at the university has increased significantly since the last self-study in 1988 when students in the “upper 40 percent of their graduating class” were “admitted automatically.” Percentages are no longer used in determining admissions. Students’ GPAs, rank in graduating classes, standardized test scores, and evaluations of high school teachers are factors in determining admission.

There were 16,289 applications for admission to the freshman class for the fall semester of 1997. There were 12,500 applicants admitted; and 5,840 students enrolled.

Application for admission to the university can now be made electronically through the university’s web site, where admissions policies are outlined for freshmen, transfer students, reentering students, and international students. Such information is also standard in printed sources like the *Undergraduate Catalog 1997-1999: Academic Programs and Information* and in the *Graduate Catalog 1996-1998*.

18. It provides its students access to those learning resources and support services for its degree programs.

General

Access to learning resources is integrated with instructional programs. Classrooms, lecture halls, computer workrooms, libraries, laboratories, museums, and a variety of centers, like the Writing Center which works with upwards of 6,000 students a year, as well as assistance in using these resources, are available to students. Furthermore, the university’s Physical Planning Committee oversees the upgrading of existing facilities and the construction of new ones.

Library

The University of Wisconsin–Madison has the 13th largest library collection in the United States, according to a survey by the Association of Research Libraries. More than 50 general and special purpose libraries serve the campus, the largest being Memorial Library. As of 31 December 1996, the combined libraries held more than 5.4 million volumes, nearly 50,000 serial titles, and four million microforms. Hundreds of thousands of government documents, maps, musical scores, audiovisual materials, and other items are housed in libraries across campus. More than one million volumes circulate in a year.

Because the library catalogue (Mad-Cat) is on-line, students, faculty, and staff can search the holdings of all campus libraries. Much of the information in this “Electronic Library” is accessible from computer labs as well as from workstations linked to the campus network. Slightly more limited access is available to dial-in users.

The UW–Madison’s membership in the CIC (Committee on Institutional Cooperation) gives it electronic access to the libraries of other Big Ten institutions and the University of Chicago as well.

Through CD-ROMs, magnetic tapes, and floppy disks, library users can also search more than 30 million citations. During 1996 patrons made more than 5 million visits to campus libraries and conducted 750,000 searches on the libraries’ databases. More than 20,000 students and staff attended user-education programs in the libraries.

Centers

Information on other principal campus centers that are integral to students’ research and learning—specifically, information on the McArdle Laboratory for Cancer Research, the Biotron Center, the Wisconsin Regional Primate Research Center, the Arboretum, the Kegonsa Research Campus, the Space Science and Engineering Center,

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the University Research Park, the Institute for Environmental Studies, the Biotechnology Center, the Wisconsin Center for Educational Research, and the Center for Dairy Research—is summarized in *The University of Wisconsin-Madison Almanac 1998*. In addition, a complete list of the university's Centers and Institutes (245 in number) can be found on the web at www.wisc.edu/obpa under the heading of **University Academic Planning Council**.

Computers

Although more than half the student body own personal computers, the university provides in excess of 1,000 computer workstations on campus. These workstations all have "WiscWorld" software, which includes an internet connection and web-browser software, the library catalog, tutorials, electronic mail, and on-line campus information. This software package is made available to all students, faculty, and staff at a minimal cost so they can also access the campus network from home computers. Finally, the Department of Information Technology (DoIT) offers 24-hour support for WiscWorld software.

Dean of Students

The Office of the Dean of Students (75 Bascom Hall) is a resource for undergraduate and graduate students in all university programs, schools, and colleges. The dean and her staff develop programs to meet student needs in support of the academic mission of the university. They administer the university's academic and non-academic code of student conduct. They assist students in making connections with faculty and staff as well as in directing them to university services and helping them through university processes. They deal with complaints and questions on a wide variety of topics, including harassment and discrimination. And they serve as consultants for faculty and staff, generally, as they assist individual students.

Undergraduates and graduate students also have access to the Campus Assistance Center, which provides information on academic matters, social events, student organizations, health services, community groups, recreation, transportation, and many other things (further information is available at <http://www.wisc.edu/cae>).

Further Assistance

The university maintains and staffs the University Housing Office and University Residence Halls Food Services. There is a Multicultural Student Center, the McBurney Disability Resource Center, a Race Relations Education Program, a Student Organization Office, University Health Services, and International Student and Scholar Services.

Finances

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

The University of Wisconsin System Annual Financial Statements are audited by the Legislative Audit Bureau which issues an Auditor's Report on those statements. This is done every year. The "Independent Auditor's Report on the Financial Statements of the University of Wisconsin System" for 1997, which is issued by the Legislative Audit Bureau, contains the following paragraph: "In our opinion, based upon our audit and the report of other auditors, the financial statements referred to above present fairly, in all material respects, the financial position of the University of Wisconsin System as of June 30, 1997, and the results of its operations and its changes in funds balances for the year then ended in conformity with generally accepted accounting principles."

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

The University of Wisconsin System establishes Financial Policies and Procedures (which can be accessed on the World Wide Web at <http://www.uwsa.edu/fadmin/fppp/index.htm>). These govern the use of financial resources. In addition, both the University of Wisconsin System and the University of Wisconsin–Madison undergo an Internal Audit to ensure proper controls and adherence to these policies and procedures.

The System budget is published each year in a series of “Red Books.” The first volume of the Red Book contains the *Budget Summary*, and the second volume contains the *Budget Staff Detail*. (These are available at <http://www.bpa.wisc.edu/mbo/index.html>.)

At the end of the calendar year, the Madison campus’ Office of Budget, Planning and Analysis publishes an *Annual Expenditure Report*. The introduction to the *Report* for 1996 begins as follows: “The UW–Madison *Annual Expenditure Report* presents cash basis expenditure data at institution, division and department levels for current funds. Current funds are those funds available for current operating purposes. The information in this report supplements the University of Wisconsin–System Annual Financial Report by providing more detailed expenditure information.” (The *Annual Expenditure Report for 1998* is available at <http://www.bpa.wisc.edu/bpa/annexp/1998/intro.html>.)

The University of Wisconsin System’s Financial Policies and Procedures govern the expenditures that appear in the expenditure report of the Office of Budget, Planning and Analysis.

Toward the beginning of each academic year, usually the first Monday in October, the Chancellor addresses the Faculty Senate on the State of the University. The Chancellor’s address sets out the annual goals for the university. For instance, in *Your Resource for a Lifetime*, the 1996–97 Annual Report for the University of Wisconsin–Madison, Chancellor David Ward reemphasized the university’s commitment to rethinking undergraduate education, to maintaining its research preeminence, and to updating the Wisconsin Idea.

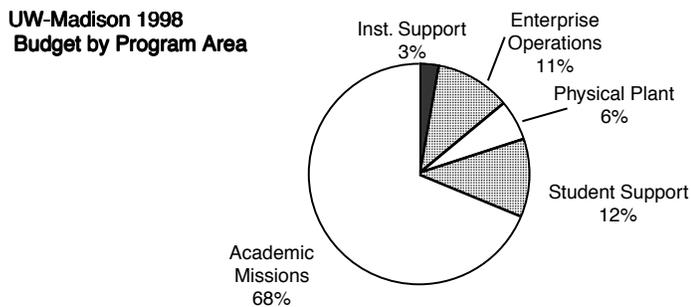


Figure 3: “Budget by Program Area” provided by the Office of Budget, Planning and Analysis, *Data Digest Pilot Edition*, 1998, p. 40.

21. Its financial practices, records, and reports demonstrate fiscal viability.

All debt for the University of Wisconsin System is controlled and overseen by the State Government. The University of Wisconsin–Madison has no power to incur debt. Further proof of the fiscal soundness of the university can be found in University of Wisconsin System’s annual financial statements and in the University of Wisconsin–Madison’s *Annual Expenditure Report*.

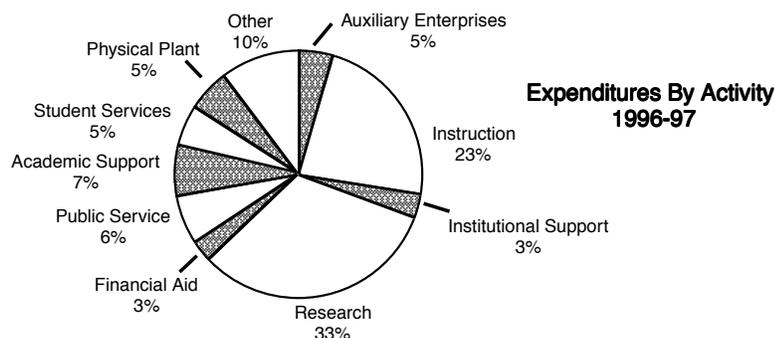


Figure 4: “Expenditures by Activity” provided by the Office of Budget, Planning and Analysis, *Data Digest Pilot Edition*, 1998, p. 41.

Public Information

22. Its catalog or other official documents includes its mission statement along with accurate descriptions of its educational programs and degree requirements; its academic calendars; its learning resources; its admissions policies and practices; its academic and non-academic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators.

The university’s Mission Statement is available through the Chancellor’s office on the university’s web site at <http://www.wisc.edu/news/Welcome/mission.html>. In addition, it is printed annually in the *Almanac: A complete guide to the past and present of the University of Wisconsin–Madison*.

The university’s educational programs and degree requirements, its learning resources, its admissions policies and practices; its academic policies and procedures affecting students, and its policies on tuition for resident and non-resident students are published in the *Undergraduate Catalog 1997–1999: Academic Programs and Information* and in the *Graduate Catalog 1996–1998*.

Fee and tuition information appears semi-annually in the printed *Timetable* and on the university’s web site at <http://jumpgate.acadsvcs.wisc.edu/registrar/index.html>. Both printed and electronic sources also list all courses and the times and places they are being offered each semester.

Information about non-academic programs is printed in *The New Student Information Handbook*, which is also available electronically at <http://www.wisc.edu/cac/res/toc.htm>.

23. It accurately discloses its standing with accrediting bodies with which it is affiliated.

The North Central Association's accreditation of the University of Wisconsin-Madison as well as the accreditation of each school and program within the university that undergoes periodic review by an accrediting agency is documented annually and reported to the Board of Regents. The list of accreditations is published in several places, including in the new *University of Wisconsin Data Digest*. The *Data Digest* was developed partially in response to the needs of the university's accreditation with the North Central Association.

24. It makes available upon request information that accurately describes its financial condition.

As a public entity of the State of Wisconsin, the university indicates its financial condition to the public through the annual Auditor's Report of the Legislative Audit Bureau and through the publication of the University of Wisconsin-Madison's *Annual Expenditure Report*.

Criterion One

The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

I. MISSION AND PURPOSE

A. The **mission** of the University of Wisconsin System, broadly stated, “is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and human sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose.”

B. The **purposes** that define the University of Wisconsin–Madison are stated in its *Select Mission*,” which “guides each individual institution in pursuing the direction and **purposes** particular to it” (*Mission of the University of Wisconsin System* 1974; rev. 1989, p. 4); therefore, the **purposes** are integral to the mission and implement it as follows:

1. by offering broad and balanced academic programs of quality that emphasize excellent instruction at the undergraduate, graduate, professional, and postgraduate levels;
2. by generating new knowledge through scholarship, research, and creativity to deal with immediate and long-range needs of society;
3. by achieving leadership in each discipline, by strengthening interdisciplinary studies, and by pioneering new fields of learning;
4. by serving society through outreach programs;
5. by making the expertise gained by participation in local, national, and international programs available throughout the University of Wisconsin System;
6. by strengthening cultural understanding through the study of languages, cultures, the arts, and social, political, economic, and technological changes both here and abroad;
7. by promoting excellence and defining standards in educational programs to give them local, national, and international significance.
8. by exemplifying in campus policies and programs a commitment to a pluralistic, multiracial, open and democratic society.

C. In summary, the university achieves its **mission**, which, broadly stated, is to promote learning, by its **purposes** of encouraging research, of providing excellent teaching to undergraduate, graduate, and professional students, and of serving local, national, and international constituencies through the discovery and dissemination of new knowledge.

The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

II. COHERENCE AND CONTINUITY: TWO DOCUMENTS

A. “FUTURE DIRECTIONS: The University in the 21st Century”

Subsequent to the University of Wisconsin–Madison’s reaccreditation by the North Central Association in 1989, the Future Directions Committee (the committee that prepared the self-study for the site visit) issued *Future Directions*, an executive report for the university. This document formed the basis of an on-going process of strategic

planning. The Future Directions Committee made six recommendations to implement the purposes outlined above. The recommendations were stated as directions for the decade 1990–2000. Those directions are:

1. Recruit, develop, and retain the best faculty, staff, and students.
2. Strengthen undergraduate education.
3. Excel in research.
4. Strengthen the university’s commitment to public service.
5. Ensure an environment of equity and diversity.
6. Integrate academic planning and budgeting.

Each direction was elaborated at length, providing the rationale for recommending it and suggesting means to implement it.

The seriousness with which these directions were taken is evident in Chancellor David Ward’s using *New Directions* as the focus of intensive study by a variety of individuals and groups. That led to the formulation of a document to supersede *Future Directions* by folding its recommendations into a strategic plan that would guide the university into the 21st century. *A Vision for the Future: Priorities for the UW–Madison in the Next Decade* was issued in April 1995 (<http://www.news.wisc.edu/chancellor/vision/>).

UNIVERSITY OF WISCONSIN-MADISON STRATEGIC PLANNING 1988-1998

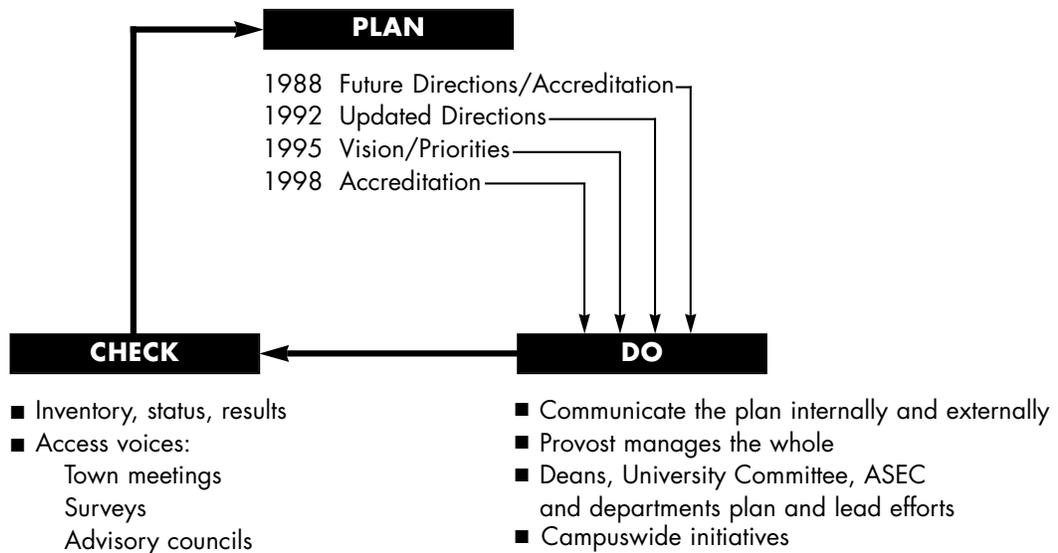


Figure 5: “Plan, Check, Do” diagram provided by the Office of Quality Improvement.

B. “A VISION FOR THE FUTURE: Priorities for the UW–Madison in the Next Decade”

A Vision for the Future defined the university’s *mission* succinctly: “To create, integrate, transfer and apply knowledge.” The mission involved three overlapping and interpenetrating “Vision Themes”: first, the *Learning Experience*; second, the *Learning Community*; third, the *Learning Environment*.

With Learning, then, as its overarching theme, *A Vision* set forth nine priorities. Four of them are goals:

1. Maintaining our research preeminence.
2. Reconceptualizing undergraduate education.
3. Joining the global community.
4. Updating the Wisconsin idea.

The other five are means to achieve the goals:

5. Maximizing our human resources.
6. Rethinking our organization.
7. Encouraging collaboration.
8. Using technology wisely.
9. Renewing the campus physical environment.

To determine the efficacy of these nine priorities, the provost assigned one priority to each of nine administrators: they were responsible for assessing the viability of the priority, for defining its scope, identifying programs already serving it, and suggesting new ways of implementing it. This committee met regularly with the chancellor and provost to discuss their findings, and they issued a series of interim Progress Reports, the most recent on 25 November 1998.

The chancellor saw to it that every member of the faculty and staff received a copy of *A Vision*, that the deans of schools and colleges and the directors of programs used its priorities to formulate annual reports, and that these deliberations on *A Vision* involved, whenever possible, students, staff, faculty, and the Madison community. Each of the administrators assigned a priority reported personally to the steering committee for 1998–99 reaccreditation, *New Directions: The Reaccreditation Project*. In addition, reports relating directly to the new strategic plan were issued regularly.

A Vision for the Future defined the university’s mission succinctly: “To create, integrate, transfer and apply knowledge.”

University of Wisconsin–Madison Mission, Vision, Priorities

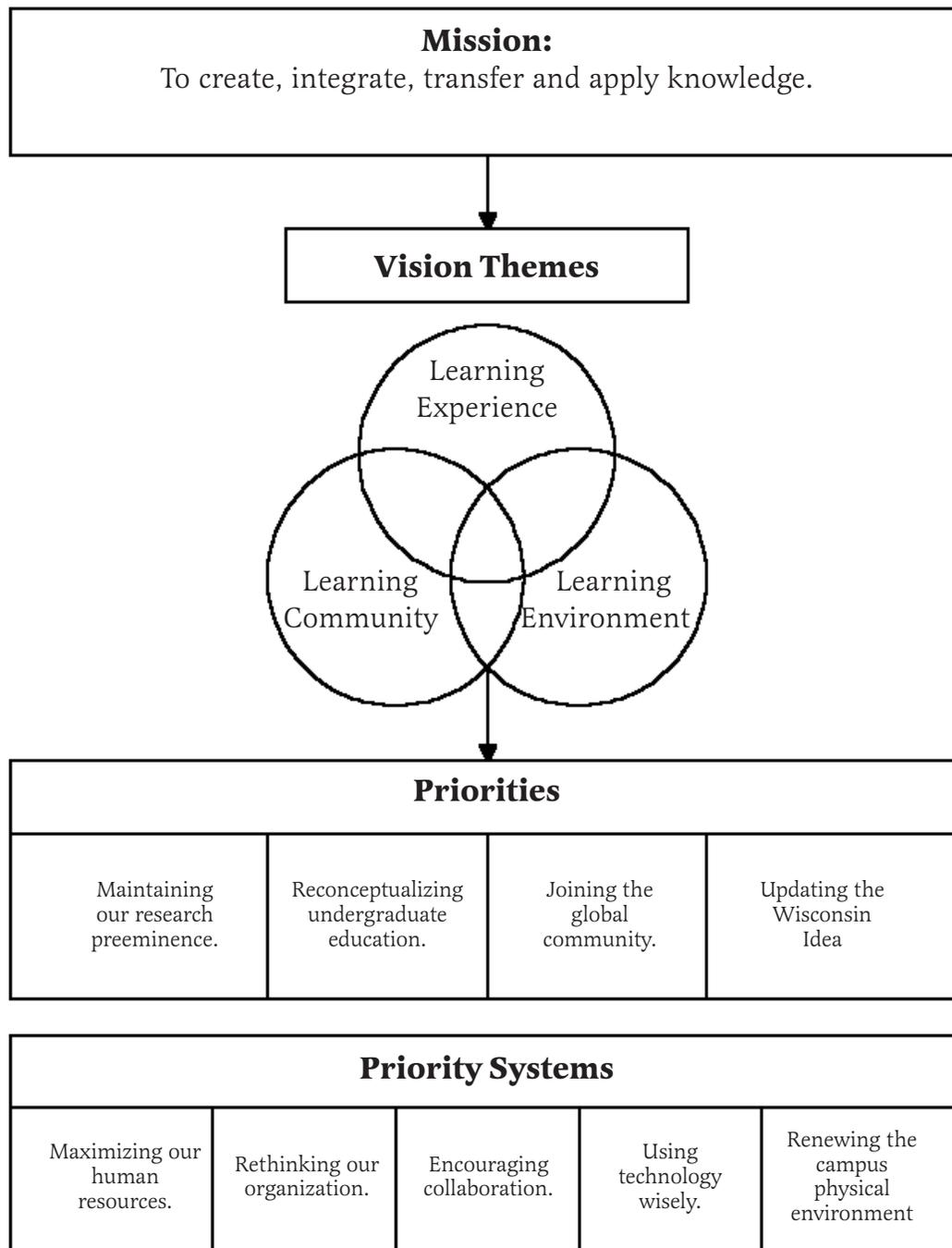


Figure 6: “Mission, Vision, Priorities” diagram provided by the UW–Madison Office of Quality Improvement.

III. IMPLEMENTING “A VISION” IN “A TRADITION OF EXCELLENCE”

A. BUILDING ON A TRADITION OF EXCELLENCE and other reports

Chancellor David Ward, both anticipating and following the publication of *A Vision*, issued three widely-distributed reports in the series entitled *Building on a Tradition of Excellence*. Each report directly related to goals enunciated in *A Vision*. The first, anticipating the new strategic plan, was *An Overview of Education Initiatives for Students* (August 1994); it dwelt on learning, outlining ways of responding to undergraduate needs, on implementing new approaches to learning, and on improving accountability.

The second report, *School Partnership Programs: UW-Madison Grassroots Partnership Programs with Madison-Area Schools* (February 1996), treated the university’s implementation of the Wisconsin Idea (the boundaries of the state are the boundaries of the university) in its commitment to K-12 learning through enrichment and enhancement programs, preservice teacher education programs, school-staff professional development programs, curriculum development programs, and teacher research and inquiry programs.

The third report in this series on excellence, *Research for Your World*, demonstrated the impact of campus research on health, family, environment, schools, jobs, food, leisure, and the aspirations of people in the state and nation as well as internationally. Taken together these publications confirmed the university’s progressive implementation of *A Vision for the Future* and showed how it was organizing and conducting itself to achieve the goals.

Chancellor Ward also issued a separate report that emphasized technology transfer and economic development entitled *The University in Partnership with Wisconsin* (September 1995), which further developed the university’s commitment to the Wisconsin Idea.

This brief history demonstrates the consistency of strategic planning from 1988 to 1998. It shows clearly how *Future Directions* led to *A Vision for the Future*, and how *A Vision* evoked the *Tradition of Excellence* reports and led to the special focus of the present reaccreditation project with its emphasis on research, undergraduate education, the global community, and the Wisconsin Idea. The integration of the university’s **purposes** with its **mission** is self-evident in this process.

IV. EXAMPLES OF A VISION IN ACTION

Practical steps have been taken over the last ten years to implement, first, the six recommendations of *Future Directions* and, second, the nine priorities of *A Vision for the Future*, which itself is an attempt to translate the University’s **mission** and the campus’s **purposes** into a formula for action. Some few—by no means, all—of those steps are represented in the examples that follow.

A. Planning

1. Strategic Plans and Annual Reports

Each school and college has been asked to formulate a strategic plan that coordinates its purposes and processes with the priorities of *A Vision for the Future*. Following suit, dozens of departments and units across campus have developed strategic plans, aligning their goals with their school and college and with *A Vision*. To this end the Office of Quality Improvement has helped nearly 70 departments and units develop such plans; still others have done so on their own.

The Office of Quality Improvement has helped nearly 70 departments and units develop strategic plans.

Although “it may seem like we’re feeding an elephant with a teaspoon, we have a can-do attitude and a game plan.”

2. Comprehensive Master Plan for Building and Renovation

Over the past decade 14 major new buildings or building additions became part of the campus. Moreover, meeting over a two-year period, a Campus Master Plan Committee produced a two-volume study entitled *Campus Master Plan: Technical Report* in December 1996. This was condensed in *Comprehensive Master Plan: Summary Report*, which was issued at the same time. The purpose of the master plan is to “protect future building sites and implement an integrated architectural design process which considers open space, pedestrian circulation, utility, transportation and parking impacts, and opportunities” and to “insure that new projects contribute to the overall character and quality of the campus.” (Implements *Vision* priorities 1, 2, 8, 9.)

The Campus Master Plan Committee followed a set of principles in making decisions. Those principles included taking a comprehensive approach to achieving the university’s institutional *mission*; thus all future building was to be related directly to the *purposes* already indicated as well as to the institutional traditions and heritage of the campus. The principles further included examining building opportunities, creating open space, providing for pedestrian circulation as well as for vehicular circulation and transit, providing also for bicycle circulation, parking, joint public/private development, security and safety, and utilities.

Public meetings to aid in the development of the Master Plan began on 10 September 1994. The 105th meeting took place on 17 May 1996. The committee then hammered out the plan and made it public in December 1996. More than two years and two months of work had gone into it by that time.

In addition, the Campus Planning Committee invited to campus the Urban Land Institute (ULI), a non-profit research and education organization “that promotes responsible leadership in the use of land in order to enhance the environment.” The purpose of ULI’s five-day study-visit (21–26 September 1997) was to examine the Master Plan and advise on its implementation. The result of that study is published in *The University of Wisconsin–Madison, Madison, Wisconsin: Development Strategies for Public/Private Partnerships* (1998). In fact, in April 1998, the campus released the first “University of Wisconsin–Madison Campus Master Plan: 1998 Annual Report,” which summarized how the *Master Plan* has been used since the final planning-process meetings in the spring of 1996. (Implements *Vision* priority 9.)

B. Building and Renovating

1. PAC, CURB, CARE

In its 1 April 1998 issue, *Wisconsin Week* reported that “on a campus where foundations, walls, edifices and interiors have logged more than 100 years of history, many buildings are losing a slow tug-of-war against time. But in the seemingly insurmountable battle to maintain those buildings, systematic progress is being made” (p. 1).

Physical Plant, which maintains the Madison campus, created a *Project Administration Center* (PAC) in 1996 “to consolidate and streamline the process for projects under \$100,000.” In 1996–97 PAC did \$4.7 million worth of remodeling for the campus. Although this is an impressive amount of work, it is estimated by the Physical Plant’s associate director, Faramarz Vakili, that “we may have more than a quarter of a billion dollars’ worth of deferred maintenance.” Although “it may seem like we’re feeding an elephant with a teaspoon, we have a can-do attitude and a game plan.”

In 1991 *Concentrated Upgrade and Repair of Buildings* (CURB), a branch of the Physical Plant, renovated the Social Science Building, and it has been busy with a dozen other projects since then. These involve 1.2 million square feet of space. And in 1998–99 CURB will undertake the renovation of Birge Hall as its single most important project.

Comprehensive Assessment and Refurbishment of Equipment (CARE) is a companion program to CURB. Since 1994 it has overhauled heating, ventilation, and air-conditioning systems in 17 buildings. (CURB and CARE Implement *Vision* priority 9.)

2. WISTAR

The Wisconsin Initiative for State Technology and Applied Research (WISTAR) was conceived by former Chancellor Donna E. Shalala's Council, approved by Governor Tommy G. Thompson, and announced in February 1991. WISTAR became the highlight of the 1991-93 budget proposal for the University of Wisconsin-Madison. It enabled the state to use its bonding authority, coupled with private gifts and non-state funds, to help pay for badly needed repairs, renovations, and construction of research facilities.

A \$228 million dollar program for the University of Wisconsin System, WISTAR enabled the Madison campus to renovate old buildings and construct new ones with \$28 million for a Biotechnology Center and Genetics Laboratory; \$21.6 million for an addition to the Chemistry Building; \$48.6 million for an Engineering Centers Building; \$30 million for an Animal Biocontainment Facility. The WISTAR building program has now been assimilated into the Campus Master Plan.

An estimated \$65 million was scheduled for replacement and upgrading of research and animal facilities such as the Engineering Building, Chamberlin Hall, Sterling Hall, Birge Hall, the Meteorology and Space Science Building, Molecular Biology and Biophysics Building, and other sites on the campus. CURB has been engaged in this process of renovation since the funds became available in the 1991-93 biennium. (WISTAR implements *Vision* priority 9.)

C. Teaching and Learning

1. Teaching and Learning Initiatives (June 1998)

This 21-page publication summarizes ways that the university has reconceptualized undergraduate education. It provides a brief outline of each of the following initiatives, which, taken together, implement all the priorities enunciated in *A Vision for the Future*.

- Center for Biology Education
- Chemistry Department Teaching Assistants Training
- College of Engineering Teaching Improvement Program
- College of Letters and Science Program in Writing Across the Curriculum
- College of Letters and Science Teaching Assistant Workshops
- Courses for graduate students who plan to teach at the university level
- Creating a Collaborative Learning Environment
- Engineering Learning Center
- Enhancing Teaching Quality
- Instructional Media Development Center
- Instructor Network for Teaching in a Multimedia Environment (IN-TIME) Program
- Learning Technology and Distance Education, Div. of Info. Tech. (DoIT)
- Learning through Evaluation, Adaptation and Dissemination (LEAD) Center
- Lilly Teaching Fellows Program
- National Institute for Science Education (NISE) College Level One
- New Faculty Services
- New Traditions Chemistry Curriculum Project
- Office of Medical Education Research & Development
- Peer Review of Teaching
- Program in English as a Second Language
- School of Business Teaching Initiatives
- School of Nursing Simonds Center for Instruction and Research
- Teaching Academy

WISTAR enabled the Madison campus to renovate old buildings and construct new ones with \$28 million for a Biotechnology Center and Genetics Laboratory; \$21.6 million for an addition to the Chemistry Building; \$48.6 million for an Engineering Centers Building; \$30 million for an Animal Biocontainment Facility.

2. HealthStar

With a new program called HealthStar the UW Medical School, working together with the School of Nursing and the School of Pharmacy, plans to strengthen its impact on Wisconsin, the nation, and the world by taking advantage of research disciplines such as molecular biology and genetics to study the underlying basis of life-threatening diseases, to diagnose them better, and to help prevent their occurrence. HealthStar will:

- a. Create state-of-the-art facilities on the Madison campus to advance medical research and nurture new generations of skilled, caring physicians and health professionals. Two innovative buildings will be linked physically and programmatically to the Clinical Sciences Center. They are the Health Sciences Learning Center Library (projected cost \$45 million) and the Interdisciplinary Research Complex (projected cost \$135 million).
- b. Bring together and strengthen interdisciplinary programs dedicated to diagnosing, preventing, treating, and curing many kinds of cancer, cardiovascular, and respiratory diseases, eye and neurological problems, and illnesses affecting children and older people.

HealthStar will be funded through partnerships involving the State, the University, and the people of Wisconsin. The legislature with the Governor's support has pledged \$50 million toward the facilities. A campaign is underway to raise another \$15 million for the Learning Center and \$120 million for the Interdisciplinary Research Complex.

3. Diversity Update

This 1998 publication has a section on "Programs Supporting Student Retention" (pp.11-12). It is a primer for UW-Madison's attempts to deal effectively with the recruitment, retention, and graduation of minority undergraduate students. The programs described in *Diversity Update* are these:

- The Academic Advancement Program
- American Indian Student Academic Services
- The Cesar Chavez Outreach and Retention Program
- The Chemistry Learning Center
- The Mathematics Tutorial Program
- The Ronald E. McNair Scholars Program
- The School of Business Learning Center
- Southeast Asian American Student Academic Services
- The Summer Collegiate Experience
- The Summer Undergraduate Research Programs
- The TRIO-Student Support Services Program
- Women in Science and Engineering Residential Program

4. Other Programs

In addition to these programs, the UW-Madison offers a number of scholarships and grants specifically for minority and disadvantaged students. A sample of the institutional scholarship programs includes:

- Advanced Opportunity Fellowships
- American Indian Alumni Scholarship Program
- Chancellor's Scholarship Program
- Financial and Security Track Program
- Lawton Undergraduate Minority Retention Grant
- Powers-Knapp Scholarship Program

5. Coordinators

Each undergraduate school and college has a designated coordinator of programs and services for students of color. Services vary from school to college and may include newsletters, public forums, leadership training, research connections, and mentoring. The Mentor Program, a campus wide program, assigns to each entering student of color, who so requests, a faculty or staff mentor who serves as a guide and sounding board during the student's undergraduate career.

6. Recruitment and Retention of Students of Color

The campus has implemented a strategic plan for the recruitment of students of color that includes early identification, pre-college programs, and focused recruitment efforts. A draft strategic plan for the retention of students of color is circulating this year for response by various units and governance bodies.

7. The Fetzer Student-Athlete Academic Center

The Fetzer Center is organized to help student-athletes succeed academically. It provides academic advising for student-athletes, computers for academic work, study areas, and it also offers group-tutoring sessions for a variety of courses.

D. Teaching Continued

1. Teaching Academy

On 6 December 1993 the Faculty Senate established the Teaching Academy. It consists of elected faculty and staff who study and provide long-term recommendations on critical issues affecting teaching and learning. Some of the Academy's specific goals are to provide leadership to strengthen undergraduate, graduate, and outreach teaching; identify contemporary issues of teaching and learning in the context of research; and provide a focal point for constructive change in the missions of the campus.

The Academy works effectively through task forces. Some of these are the Task Force on Celebrating Effective Teaching, Task Force on Student Evaluation of Learning, Task Force on Being New and Teacher Preparation, Task Force on the Peer Review of Teaching, and Task Force on Instructional Technology. (Implements *Vision* priorities 2, 4, 5, 8.)

2. Distinguished Teaching Awards

There were eight annual distinguished teaching awards at \$2,500 in 1988. There are now ten awards at \$5,000 each. (Implements *Vision* priority 2.)

3. Lilly Teaching Fellows Program

A teaching-enhancement opportunity for junior faculty, this program was initially funded by the Lilly Foundation and is now funded by the College of Letters and Science. Its goal is to promote excellent, innovative teaching within a rigorous collegial forum. Six fellows are selected each year. (Implements *Vision* priority 2.)

E. Learning Continued

1. Integrative Learning

Through residential learning communities students are helped to draw connections among their academic, social, and physical environments. All help students connect their courses with "real life" outside class, and connect their self-images with images of themselves as citizens of a larger community. That they have enhanced learning is suggested by higher retention rates and GPAs among students in these communities.

In addition to the two largest and most ambitious residential learning communities described below, there are another four. They are The Association for Women in Agriculture/Babcock House, Women in Science and Engineering, Global Vil-

All residential learning communities help students connect their courses with "real life" outside class, and connect their self-images with images of themselves as citizens of a larger community.

lage, and French House. Taken together, these communities create models for ways the campus can enrich its academic and social life and, at the same time, reinvigorate the Wisconsin Idea.

- a. *Bradley Learning Community* (opened in August 1995) houses 240 freshmen. Each year about ten faculty are attached to Bradley. A credit course is taught there each semester, and several other sections of popular freshmen courses are designated as Bradley sections. So far the Bradley has been successful in developing student-driven programming and activities that fulfill its integrative learning mission.
- b. *Chadbourne Residential College* (opened in August 1997) houses approximately 650 students of all grade levels. Chadbourne draws broadly from faculty across campus, encouraging participation in a wide variety of activities. Special focus is placed on promoting and supervising service learning. By having mixed ages and grades and by encouraging wide faculty involvement, Chadbourne takes special advantage of the variety of university experience. (Integrative Learning implements *Vision* priorities 2, 5.)

2. Honors Tracks Revised

A revised Honors Program, instituted in the fall of 1997, allows students to earn three different kinds of Honors degrees. “Honors in the Liberal Arts” for students who complete 24 Honors credits in a carefully selected set of courses designed to provide a rigorous and wide-ranging general education. “Honors in the Major” for students who complete sequences of courses that are specified as the most challenging tracks in selected L&S departments. “Comprehensive Honors” awarded to students who complete the requirements for both Honors in the Liberal Arts and Honors in the Major. (Implements *Vision* priority 2.)

3. Pathways to Excellence

The Pathways to Excellence Project is an initiative of the L&S Student Academic Affairs Office that grew out of the L&S Honors Programs. Pathways to Excellence as defined here are those aspects of a first-rate undergraduate education that are not required as part of the formal curriculum and that happen for the most part outside the classroom. The programs affiliated with the Pathways Project take as their core goal the engagement and empowerment of undergraduates to enable them to play a much more active and constructive role in the core educational missions of the university.

Chadbourne Residential College, The Writing Fellows Program, The Undergraduate Research Scholars Programs, Pathways Student Organization, Summer Collegiate Experience/Expect Success are affiliated with the Pathways Project.

4. Academic Advising

Schools and Colleges across UW–Madison take different approaches to academic advising at the undergraduate level, though all beginning students are currently assigned an advisor at SOAR or early in their first semester. The approaches include: assigning students to a faculty member, assigning students to an advisor in an Academic Affairs Office (may be faculty or academic staff) and later to an advisor in their major, assigning a student immediately to a departmental advisor if a student has identified a major, or assigning students to an academic staff advisor throughout their academic career. Students are encouraged to avail themselves of the numerous sources of academic and career advising on campus. Each school or college maintains its own Student Academic Affairs Office which plays a role, different in various schools and colleges, in the advising continuum. Intercollegiate Athletes get advice through the Academic Affairs Office of Intercollegiate Athletics.

In addition, the Cross-College Advising Service (CCAS) helps undergraduate students who are deciding on a major and who want to explore academic options. It also helps students who want to change majors or who have not been admitted to limited enrollment programs to consider alternative choices. CCAS works collaboratively with numerous campus-wide and college-specific units to deliver academic and career advising services at times and in places convenient to undergraduate students.

Coordination of academic advising across campus is facilitated by the Council on Academic Advising (CAA), created in 1994. Members of the CAA are appointed by the Provost and work closely with the associate vice chancellors for academic affairs. “Advisorlink,” an e-mail discussion group to which many advisors subscribe, provides a quick and easy way for advisors to share information and discuss advising issues.

Academic advising has been facilitated by DARS (Degree Audit Reporting System), which provides students and advisors with the accuracy and efficiency of computer technology. Students can determine at any time in their careers what requirements they have already fulfilled and those they still need to fulfill. DARS also offers “what if” scenarios that allow students to see how completed courses or those in progress may be used in different degree programs. Not intended to replace person-to-person advising, DARS allows both students and advisors to make an instant assessment of progress so that decisions about academic programs can be confidently made.

In addition, advisors in the Office of University Special and Guest Students serve non-degree students taking courses for professional and personal development, making up deficiencies for graduate study, and participating in special programs. (Implements *Vision* priorities 2, 7, 8.)

5. Undergraduate Research Opportunities

UW–Madison is proud of its research reputation and believes firmly that all of the campus, including undergraduates, can participate effectively in scholarly research. To that end, the campus maintains and is developing new research opportunities for undergraduates.

The Hilldale Fellowship Program enables approximately 100 undergraduate students each year to work with faculty on research projects of their own. Students receive \$3,000 and their faculty advisors \$1,000 for the year they work together. (Implements *Vision* priorities 1, 2, 7.)

Other organized research opportunities for undergraduates include Holstrom Grants, programs coordinated by the Honors programs in Letters and Science, Education, Business, the College of Agriculture and Life Sciences, and the Medical School; Undergraduate Research Scholars Program; and the McNair Program. Research related courses are available in several disciplines. Study Abroad programs sponsored by the UW–Madison frequently offer students the opportunity to conduct guided research. Individual departments and divisional programs have affiliated research opportunities, such as the Research Experience for Undergraduate Bacteriology and Summer Research Program for Undergraduates in Biology. And students employed in research endeavors receive mentoring from their faculty colleagues.

F. The Arts

1. Arts Institute

The Arts Institute, approved in May 1998 by the University Academic Planning Council, evolved from the Arts Consortium. In *isit*, its joint publication with Madison arts groups, the Arts Consortium described itself as follows: “The Arts Consortium [founded in 1975] is an administrative committee of leaders of the UW–Madison’s arts departments, programs and facilities. Functioning as a forum for academic and artistic

issues, the Consortium's mission is to facilitate communication between the arts, to engage in audience development, to promote interdisciplinary artistic efforts, and to make recommendations concerning the future form of organization of arts in the university." The Arts Consortium approved the proposal for the Arts Institute, which superseded it in March 1998.

The Arts Institute, which began operations in the fall semester of 1998–99, has been formed "to increase the visibility and effectiveness of the arts at the University of Wisconsin–Madison by

- Speaking as a unified voice of the arts to the university and external constituents
- Sponsoring interdisciplinary conferences, exhibits, performances and artist residencies
- Functioning as a centralized 'clearinghouse' for information on academic programs, public arts events, and the faculty
- Facilitating interarts activities
- Expanding outreach services for the arts
- Administering arts fellowships and awards
- Developing strategic fundraising campaign to support interdisciplinary projects."

The Director of the Arts Institute was appointed by and is responsible to the deans of Education, Human Ecology, and Letters and Science. In addition to its director, the Arts Institute has an elected five-member Executive Committee, a Performing Arts Committee, and Arts Institute Assembly.

The Arts Institute draws its membership from the College of Letters and Science, the Division of Continuing Studies, the Memorial Library, the Memorial Union, the School of Business, the School of Education, and the School of Human Ecology. The Arts Institute is, therefore, a preeminent example of intra-institutional cooperation. (Implements *Vision* priorities 1, 6, 7)

G. Technology

1. Instructional Technology Improvement Program (ITIP)

The program promoted the renovation of two large general assignment lecture halls (6210 Social Science and B130 Van Vleck Hall) with a combined capacity for 724 students. These have been revamped from wall-to-wall and floor-to-ceiling. Technological improvements include a new audio system equipped to present both voice and program sound, and a video projection system capable of displaying data and video graphics. Faculty can display visual information from notebook computers, two- and three-dimensional objects with a document camera, slides from slide projectors, and video displays from VCR and laser disc players. ITIP demonstrates the commitment of the Madison campus to the *1997 University of Wisconsin System Information Technology Plan*. (Implements *Vision* priorities 3, 8, 9.)

2. Technology Transfer

Working with industry and governmental agencies, the University of Wisconsin–Madison faculty and staff strive to share the results of the university's applied and direct research in real-world applications. Technology transfer often results in the creation of new products or the improvement of existing ones, the development of new methods for solving industrial problems, and the translation of the latest technological advances into practical uses.

Chancellor David Ward described twenty ways that Technology Transfer was working in his document *The University in Partnership with Wisconsin: Building on a Tradition of Excellence-Part II* (September 1995). Two entities that suggest the vitality of Technology

Transfer are the University-Industry Relations program, which promotes research consortia, linking university experts with industry's needs; and the University Research Park, where faculty staff, and administrators on campus pursue links with the private sector and in some cases participate in the creation of "spin-out" companies. The Research Park was the first such entity to be recognized as the "Nation's Distinguished Park," an honor conferred on it in 1996. (Implements *Vision* priorities 1, 3, 8.)

H. Globalization

1. International Institute

This is a collaborative foundation of College of Letters and Science and the Office of International Studies and Programs with offices in the remodeled Ingraham Hall. It was conceived as a framework to foster interdisciplinary teaching, research and outreach in area and international studies. It coordinates the projects of 57 international offices on a campus that has the capability to teach more than 60 different languages—the largest offering of foreign languages in any North American university.

The Institute is a new unit, a federation of programs both old and new. It brings the eight area studies programs—African Studies, East Asian Studies, European Studies, Latin American and Iberian Studies, Middle East Studies, Center for South Asia, Center for Southeast Asian Studies, and Center for Russia, East Europe and Central Asia—together with Global Cultures, Global Studies, and the International Relations major. Two affiliated programs, International Academic Programs (IAP, which now manages study abroad) and the World Affairs and Global Economy (WAGE) Initiative, are also part of the Institute. (Implements *Vision* priorities 3, 5, 6, 7.)

I. Graduate Studies

1. The Graduate School: Residency, Tuition, Fellowships

a. *Residence Requirement.* The Graduate School Executive Committee voted to abolish the Graduate School residence requirement and to replace it with a minimum credit requirement, effective 1 September 1997.

Students in Ph.D. and MFA programs no longer need to fulfill a two full-time semester requirement to earn their degrees. Minimum credit requirements (Master's degrees 16 credits, MFA and Specialists 24 credits, Ph.D. and DMA degrees 32 credits) now govern matriculation toward graduate degrees.

b. *Tuition Remission Charges* to federal grants were eliminated as of 1 January 1997. At the same time the "full-time stipend level" for Research Assistants was increased approximately 6% regardless of the source of support. This action offset the increased tax burden imposed by the IRS on RAs. The requirement that Teaching Assistants pay in-state tuition was also eliminated.

c. *Wisconsin Distinguished Graduate Fellowship Program* was announced in December 1997. The Graduate School, the Wisconsin Alumni Research Foundation, and the University of Wisconsin Foundation are working with the campus schools and colleges to raise \$200 million to support 400 fellows with \$24,000 stipends in order to attract the best graduate students to the Madison campus for graduate study. (Taken together these programs implement *Vision* priorities 1, 7.)

2. Capstone Programs

The university has begun to implement a new program of Capstone degrees to augment the dozen that already exist on campus. These degrees allow students to complete advanced work without enrolling in traditional masters or doctoral programs. Capstone degrees are meant to be multi-disciplinary and to be offered through a combination of residential and distance learning. A student, for instance, with a business background may take training in the language and culture of a country to prepare him

or her to work in a specific market within international business. Some of all of that training can be delivered at a distance through instructional technology. Such programs make the transition from training in one area, such as the liberal arts, into a professional career easier and more satisfying. Moreover, such Capstone programs also provide life-long learning opportunities, including the chance for those who are already professionals to build on their careers.³ In 1997 the Chancellor's office received 27 proposals from various combinations of departments for new Capstone degrees. At present six have reached a developmental stage, with the certificate in Geographic Information Systems and the certificate in Laboratory Quality Management expecting to admit students in January 1999.

J. Campus Environment

1. Social Issues

This is an annual publication that publishes state statutes and university policies on Creating a Bias-Free Environment, Sexual Harassment, Consensual Romantic and/or Sexual Relationships, Ensuring Safety, Consenting and Responding to Alcohol and Other Drug Abuse. In addition, it contains helpful ancillary information on each of these items, such as information for students with disabilities, on rights of victims and witnesses of crime, and on the health effects of drug and alcohol abuse, for example. (Implements *Vision* priorities 3, 5, 7.)

V. OTHER PATTERNS OF EVIDENCE

A. Long and short-range institutional goals

The programs and initiatives described above form a pattern of evidence that indicates that the University of Wisconsin–Madison has taken seriously both its long-range and short-range institutional goals by translating the *mission* statement of the University of Wisconsin System and the *purposes* of the Madison campus into a strategic plan in *A Vision for the Future*.

The strategic plan is regularly assessed in the meetings of the committee that deals with the priorities of *A Vision*. They provide regular reports to the chancellor and the provost. In addition, the principal work of New Directions: The Reaccreditation Project is to determine the efficacy of the strategic plan for the decade 1999–2009 and to indicate how effectively *A Vision* speaks to the university's mission and purposes as it enters a new millennium. In short, the chancellor's committee is looking at a two-year horizon and the Reaccreditation Committee is looking at a ten-year horizon. Each group is asking whether *A Vision* sets realistic objectives and, if so, whether measures are being taken to achieve them.

B. Processes through which the institution evaluates its purposes

In describing the duties and responsibilities of The Governing Board (GIR 5), of *The Executive Officer* (GIR 7), of the faculty in Developing and Evaluating Education Programs (GIR 11), of *Admission Policies and Practices* (GIR 17), and of Learning

³ The Department of Engineering Professional Development (EPD), for example, offers the Technical Communication Certificate, the Technical Japanese Certificate, and the Professional Development Degree. In addition to credit instruction, the department provides continuing education to practicing professionals. Each year more than 14,000 engineers and technical professionals from across the United States update their knowledge through the department's short courses, seminars, in-plant training, and distance learning offerings.

Resources and Support Services (GIR 18) under GENERAL INSTITUTIONAL REQUIREMENTS as well as in describing the evolution, evaluation, and implementation of *A Vision for the Future*, it is immediately evident that the University of Wisconsin–Madison has in place “processes, involving its constituencies [regents, administrators, faculty, staff, students], through which the institution evaluates its purposes.”

C. Decision-making processes appropriate to its mission and purposes

It is also clear that these same constituencies, with their rights and responsibilities, are appropriately involved in making decisions that implement the mission and purposes of the university. (There is a lengthy discussion of this issue in Criterion Two.)

D. Understanding of stated purposes by institutional constituencies

The purposes of the university are clearly stated in *Wisconsin Statutes*, chapter 36; these are reiterated in *Mission of the University of Wisconsin System* (1st ed. 1974; rev. ed. 1989), published by System Administration. *Mission* articulates the mission and purposes of each institution within the system. The *Almanac*, which is published each year, is “a complete guide to the past and present of the University of Wisconsin–Madison.” It is an introduction to the campus, its organization, its mission, resources, association, history (chronology of events), heritage, budget, student and faculty statistics, academic programs, national awards, university awards, honorary memberships, athletic championships, administration, leadership, and alumni. The biennial publication of the *Undergraduate Catalogue* and of the *Graduate Catalogue* as well as the semiannual publication of the *Timetable* permit the reiteration of pertinent policies and procedures.

Moreover, the University of Wisconsin–Madison web page (<http://www.wisc.edu/>) offers a complete guide to the Madison campus and its “stated policies” for its “institutional constituencies.” The web page has eight “links” under the rubrics of *Welcome, Administration, Academics & Research, Outreach, Athletics, Beyond Campus*. There are also “Quick Links” for *Alumni, Campus visitors, Enrolled students, Faculty and staff, Prospective students* and to *Electronic Library, Employment, Policies, Directories, Timetable, Catalogs, EASI*. In addition, there is a link to “News and Events” as well as to leading stories. Clicking on “Enrolled Students” links one to more than five dozen items that pertain to student life from “Academic & Career Advising” to the “Writing Center.” Consequently, every “institutional constituency” can find the “stated purposes” of the Madison campus in a variety of places and see, as well, how those purposes are translated into programs and events that affect them.

E. Efforts to keep the public informed

All of the printed and electronic publications just mentioned indicate that the University of Wisconsin–Madison has made and continues to make “efforts to keep the public informed of its institutional and educational goals through documents such as the catalog and program brochures.”

F. Institutional commitment to excellence in teaching and learning

“Institutional commitment to excellence in both the teaching provided by faculty and the learning expected of students” is everywhere evident in programs and entities already mentioned; namely, *The Teaching Academy, Distinguished Teaching Awards, Lilly*

Issues of academic freedom are not only cherished but also examined continually on the Madison campus.

Teaching Fellows Program, Integrative Learning, Many Paths to Excellence, and Advising. In addition to these, the following means of evaluation need to be mentioned. Every course in every department and program is evaluated every semester by the students taking that course. This provides immediate feedback to the teacher on the course's content and effectiveness.

Moreover, since 1993, the campus administration has published the *UW-Madison Undergraduate Student Satisfaction Survey: Summary of Results*. This survey provides a general evaluation of students' experience on the Madison campus. It has consistently shown that "over 90 percent of sample students say that they would attend the UW-Madison if they had it to do all over again. Fifty-five percent said that they definitely would and 36 percent probably would. Three-fifths of students assess the overall quality of instruction as 'excellent' or 'very good'. Only about 6 percent assess it as 'fair' or 'poor.'" (James A. Sweet and Andrea Nelson in the 1996 *Survey: Summary of Results* [p.1].)⁴

G. Academic freedom

Freedom of inquiry for faculty and students at the university is, perhaps, best exemplified by the plaque affixed to Bascom Hall, the central administration building for the Madison campus. It reads as follows:

Whatever the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found. (Taken from a report of the Board of Regents in 1894) Memorial Class of 1910.

This statement was "a response to one of the most celebrated academic freedom cases—that of Professor Richard T. Ely. In 1894 this economist stood accused by an ex-officio member of the Board of Regents of supporting labor union strikes, organizing boycotts of nonunion businesses, and teaching socialism and other 'dangerous' theories. . . . But the Board of Regents exonerated Ely, defending the professor's right to say what he did and offering a stirring defense of academic freedom."⁵

Appropriately, as the University of Wisconsin-Madison enters its sesquicentennial year in 1999, the historical importance and present significance of the "sifting and winnowing" statement have recently been examined in a collection of essays edited by Professor Emeritus W. Lee Hansen and published by the Office of University Publications with the University of Wisconsin Press (1997) acting as its distributor. The book discusses "the Ely controversy and also examines modern issues of free speech, hate-speech codes, due process and intellectual property rights." *Academic Freedom on Trial: 100 Years of Sifting and Winnowing at the University of Wisconsin-Madison* features 30 contributors from among the faculty, student body, alumni, administration, and the community at-large, suggesting that issues of academic freedom are not only cherished but also examined continually on the Madison campus.

⁴ *Wisconsin Week* reported on the fall survey: "When asked if they would enroll at UW-Madison if they had it to do all over again, 91 percent of those surveyed said they would." That figure has remained virtually unchanged since the first survey in 1993. Moreover, "Ninety-three percent of the students rated UW-Madison as good, very good or excellent in terms of cost versus quality; in 1996 the figure was 91 percent." (1 April 1998):1.

⁵ Robert Auerbach, "The Challenges of Research Independence: Are Faculty Free?" *On Wisconsin* (November/December 1997):20.

Criterion Two

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

I. BOARD OF REGENTS

A. Governance

The University of Wisconsin–Madison is one of two institutions within the University of Wisconsin System that grants doctoral degrees. The System is governed by the Board of Regents as constituted and defined by *State Statutes*. Statute 15.91 states:

There is created a board of regents of the university of Wisconsin system consisting of the state superintendent of public instruction, the president, or by his or her designation another member, of the technical college system board and 14 citizen members appointed for staggered 7-year terms, and a student enrolled at least half-time and in good academic standing at an institution or center within the university of Wisconsin system who is at least 18 years old and a resident of this state, for a 2-year term. The student member may be selected from recommendations made by elected representatives of student governments at institutions and centers within the university of Wisconsin system. The governor may not appoint a student member from the same institution or center in any 2 consecutive terms. If the student member loses the status upon which the appointment was based, he or she shall cease to be a member of the board of regents.

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

B. Board of Regents Web Site: <http://www.uwsa.edu/bor>

The Office of the Board of Regents maintains a home page on the World Wide Web that provides links to *Special Reports* (like the “Study of the UW System in the 21st Century” and the “1996 UW System Efficiencies Report”); links to *Governing Rules, Policies and Bylaws of the Board of Regents* (including more than 6 dozen Board of Regents’ policy documents from “Academic Programs” to “Visitors, Boards of”); and *Board of Regents Meetings* (indicating a schedule of upcoming meetings, the agenda for the next meeting, mailing addresses of the Board members, and the Board’s standing committees).

Further information on the Board of Regents that is pertinent to Criterion Two is set out in detail in GENERAL INSTITUTIONAL REQUIREMENTS under number 5 (*The Governing Board*), 6 (*Public Members*), 7 (*The Executive Officer*), and 8 (*Affiliation with North Central Association*).

C. Mission and Purpose

That the Board of Regents consists of “informed people who understand their responsibilities, [and] function in accordance with stated board policies” (NCA *Handbook 1997*, p. 39) is proven in the ample body of public evidence on the Board’s web page (<http://www.uwsa.edu/bor/>). A further discussion of *Mission and Purpose* and of two *Special Reports* ratifies this conclusion.

D. System Mission and Institutional Purposes

When the University of Wisconsin and the Wisconsin State Universities merged in 1971, the new System Board of Regents adopted mission statements for the System itself as well as for each of the 15 institutions in the System.

The Board approved the original mission statements on 11 January 1974. These remained in force until, after further study, the Board of Regents issued its directive

Planning the Future in December 1986. This required the existing mission statements be examined in light of the history of the System and in preparation for the new century. After a thorough review that involved fifteen public hearings and an exhaustive scrutiny of programs at each institution, the new mission statements were formulated in three parts: 1) the System mission; 2) the Core missions of the two research and doctoral universities and of the eleven comprehensive universities; and 3) the Select mission of each individual institution in pursuing the direction and purposes particular to it. The revised mission statements were adopted by the Board of Regents on 10 June 1988. They can be found in their entirety in *Mission of the University of Wisconsin System* (rev. ed. February 1989).

Madison's place in the System mission and its Core and Select missions are discussed in detail in GENERAL INSTITUTIONAL REQUIREMENTS, *Mission 1*.

II. TWO SPECIAL REPORTS

A. *A Study of the UW System in the 21st Century (June 1996)* (<http://www.uwsa.edu/bor/uw21st/21centry.htm>)

The Board of Regents undertook a comprehensive review of the University of Wisconsin System in order to plan for the 21st century. The Board issued four final recommendations based on a study to which Dr. Richard Benjamin of the RAND Corporation; Richard Chandler, State of Wisconsin Budget Director; Todd Berry, President of the Wisconsin Taxpayers Alliance; and some State legislators contributed.

In making recommendations for the 21st century, the Board had to take into consideration fiscal considerations and projections that indicate that the University of Wisconsin System will receive less financial support from the State of Wisconsin in the future; nonetheless, it is “unlikely” to achieve “full charter status” (p. 9)—to have complete or even substantial administrative control of its finances and operations.

Among the Board's observations and conclusions in the study were the following:

- Although state spending on the System was 14% of General Purpose Revenues at the time of merger (1971), it is now 9% of GPR,⁶ and that support will continue to decrease to no more than 8% by 2004.⁷
- The projected increase in state revenues is 5.7% annually; spending on correctional institutions will increase 10% annually; medical spending assistance will increase 7% annually; and K-12 spending will increase 4.25% annually. State spending on the UW System will be “very limited as a result.”
- The Board's Working Group on Future Funding and Revenue Sources identified “need for additional state GPR funding in the future to cover modest compensation and operating cost increases as well as in meeting additional student demand above that which the UW System has committed to absorb through productivity enhancements. In the absence of such investment by the state, the Working Group projected up to a **\$150 million revenue gap** in meeting projected needs” (pp. 9–10).
- Legislators do not support an increase in state taxes to support the UW System; further, they believe that increases in university-generated revenue will cause GPR support to be reduced; they support increases in non-resident tuition; and, finally, they worry that cutting programs as a result of fiscal constraints will reduce access to state residents.

⁶ 10% as of June 1996; 9% as of February 1998.

⁷ 8% as of the June 1996 projection.

- A substantially lower proportion of the UW System’s budget goes to administrative costs than is the case in its peer institutions; its tuition for resident undergraduates ranks near the bottom when compared with its Big Ten peers; the total cost of attendance is 75% of the national average for public universities and 25% of the national average for private universities.

Taking into account these fiscal exigencies, the Board of Regents set four priorities for the UW System as it enters the 21st century.

1. Preserve and enhance access to a quality education.
2. Keep a college education affordable.
3. Create new knowledge and foster career and professional development.
4. Restructure and improve the efficiency of the UW System.

These four priorities as stated are the barest outline of the “Synopsis of Final Recommendations” in *A Study of the UW System in the 21st Century* (pp. 14–24). Each of these priorities is amplified in the report with a rationale and suggestions for implementation.

B. University of Wisconsin System Efficiencies Report (<http://www.uwsa.edu/bor/eff2.htm>)

The Regents’ *21st Century* report mandated that “by October 1, 1996, chancellors of each UW System institution should provide the Board of Regents through UW System Administration with a report of efficiency-related measures undertaken to date and new recommendations of other efficiency measures that would increase capacity in the future. It is imperative for the UW System to be as creative and efficient as possible because the environment for higher education is one of continuous change.”

Between 1991 and 1997 a series of budget reductions permanently cut over 5.3% (\$13.25 million) from the UW–Madison’s GPR (state tax) annual budget for program operations. This does not include one-time only required funding lapses and reductions. It also excludes additional funds which are earmarked for salary increases, which are the same as the increases provided for all state employees. To absorb such significant changes the Madison campus, as the *Efficiencies Report* (issued on 11 October 1996) indicates, made a significant number of changes.

1. Restructuring/Re-engineering: Units Reorganized, Merged or Eliminated

a. *Administrative*

- Madison—Consolidated the Offices of Budget Planning & Analysis, Auxiliary Operations Analysis and the Vice Chancellor for Administration resulting in a 25% reduction in positions; streamlined administration of the College of Engineering and eliminated two associate deans; restructured and divested the UW Hospitals and clinics.

b. *Academic*

- Madison—Merged departments and eliminated certain majors within the College of Agricultural and Life Sciences, School of Education and College of Engineering. Eliminating 70 faculty positions in the College of Letters and Science as part of its five-year strategic plan.

c. *Student Services*

- Madison—Created the Cross–College Advising Service to target freshmen still deciding on major, students considering changing majors, and students who are denied admission into limited enrollment programs. Moved the Adult Career and Educational Counseling Center from Outreach Development to the Division of Continuing Studies and consolidated it with the Office of University Special and Guest Students, sharing staff, facilities, office equipment, and resources.

Between 1991 and 1997 a series of budget reductions permanently cut over 5.3% (\$13.25 million) from the UW–Madison’s GPR (state tax) annual budget for program operations.

2. Processes Redesigned

- a. *Administrative*
 - Madison—Automated several types of administrative processes, including the establishment of an all-campus ID card and system, student room assignment and billing system in the Housing function, and put campus personnel information onto the Internet.
- b. *Academic*
 - Madison—Established the Undergraduate Initiatives Program, created the Media Center for IT instruction and curriculum services and restructured faculty advising activities in College of Letters & Science to assign each incoming student a specific advisor.

3. Initiatives To Reduce Required or Average Credits-to-Degree

- Madison—Reduced required degree credits to 120 in selected programs; improved student advising, implemented university-wide general education requirements; and improved course availability through the undergraduate initiatives program.

4. Collaboration (Academic and Administrative)

- Madison—Established collaborative programs with the University of Minnesota in the dairy, entomology and potato/vegetable areas. Used distance education technology to provide programs to several peer institutions.

5. Applications of Technology for Efficiency

- a. *Administrative*
 - Madison—Established the UW Processing Center (UWPC), integrating the UW-Madison and UW System processing centers for the purpose of centralizing and standardizing personnel, human resources, payroll and accounting systems across the UW System.
- b. *Academic*
 - Madison—Established a 5-year plan to award annual instructional technology development grants to departments on a competitive basis; created the New Media Center for instructional and curriculum services.
- c. *Student Services*
 - Madison—Implementing the PeopleSoft Student Information System; developed an e-mail application system for graduate students.

C. Developments that Complement the Efficiencies Report

a. *CIC Collaboration*

The Committee for Institutional Cooperation (CIC) brings together the “Big 10” universities plus the University of Chicago to collaborate in a variety of ways to enhance our resources and learning. Collaborative *library initiatives* have resulted in savings of more than \$450,000 in the last 18 months for the UW-Madison alone. *Distance education* initiatives now enable institutions to ensure comprehensive offerings by providing some of them collaboratively.

b. *Reconfiguration of Academic and Administrative Programs*

- *The University of Wisconsin Hospitals and Clinics* was divested and is now led by an independent authority.
- *The Arts Institute* was created to foster collaboration among the arts across colleges.
- *The Biological Sciences* were restructured to improve the system of majors in biology and to make the most efficient use of resources.

- *The Biology Division* restructured itself, creating subgroups that focused on strategic planning and curriculum.
- *Pilot Programs* organized *virtual departments* where faculty collaborate in new research areas, such as biomedical engineering and geological engineering.
- The *University Relations Team* brings together the Chancellor's Office, the UW Foundation, the Alumni Center, News and Information Services, and liaison personnel with the Legislature to coordinate effectively the university's efforts to plan and accomplish a variety of projects.
- The *Red Gym Student Corridor* is now a reality. The "Red Gym" houses a range of student services and provides better collaboration and alignment among them and makes them more convenient for students to use. The Red Gym now includes Admissions, the Morgridge Center for Service Learning, the Multicultural Student Center, the Campus Assistance and Visitor Center, International Student and Scholar Services, Student Orientation programs, the Student Organization Office, and the Visitors' Services Office.
- *Cross-College Advising* has reduced the burden on some 6,000 freshman a year who arrive on campus puzzled about many things—an academic major among them. The Cross-College Advising Service attempts to counsel these students effectively. A group of professional advising staff helps students to select a course of study while, at the same time, satisfying their general education requirements. When a student does decide on a major, that student is assigned an advisor who specializes in that area.

III. ADMINISTRATION

A. General Description

The University of Wisconsin–Madison is organized into 11 schools and colleges, each headed by a dean. Four schools offer postgraduate professional degrees: the Law School, the Medical School, the School of Pharmacy, and the School of Veterinary Medicine. Undergraduate instruction is offered in eight schools and colleges: Agricultural and Life Sciences, Business, Education, Engineering, Family Resources and Consumer Sciences, Letters and Science, Nursing, and Pharmacy. In addition, the Graduate School offers masters and doctoral degrees in almost every field.

B. Administrative Officers

The Chancellor is chief executive of the University of Wisconsin–Madison. There are two academic positions at the level of Vice Chancellor: one is Provost and Vice Chancellor; the other Dean of the Graduate School and Senior Research Officer. There are also two non-academic positions at the level of Vice Chancellor: one is Vice Chancellor for Administration; the other is Vice Chancellor for Legal Affairs.

David Ward is *Chancellor*. He was appointed to this position by the Board of Regents in June 1993 after a nation-wide search for a successor to Donna Shalala, who resigned as Chancellor to accept the position of Secretary of Health, Education and Welfare in the Clinton Administration. Ward, who served as president of the Association of American Geographers, holds the Andrew Hill Clark Professorship in Geography, where he served as chair from 1974 to 1977. He is a recognized authority in historical urban geography and pioneered research on English and American cities during the period of their rapid growth in the 19th and early 20th centuries. He served as associate dean of the Graduate School from 1980 to 1987, became Vice Chancellor for Academic Affairs in 1989, and, in 1991, he was also named Provost.

The *Provost and Vice Chancellor for Academic Affairs* is the chief deputy to the Chancellor and chief academic officer of the campus. *John D. Wiley* was named to this position in May 1994 after a national search. Wiley joined the Madison faculty in the Department of Electrical and Computer Engineering after being the Alexander von Humboldt Senior U.S. Scientist at the Max-Planck-Institute für Festkörperforschung in Stuttgart. He was chair of the Material Science Program in the College of Engineering from 1982 to 1986 and then became Associate Dean for Research there. He was named Dean of the Graduate School in 1989 and, subsequently, Provost and Associate Vice Chancellor in May of 1994.

The *Vice Chancellor for Administration* is the chief budget and business officer on the Madison campus. *John Torphy* was named to this position in September 1993, having been previously Associate Vice Chancellor. Prior to his university positions, Torphy served in state government in a variety of positions; most notably he was Secretary of the Wisconsin Department of Administration where he was responsible for the state's budget as well as for its finance and management policy.

The *Vice Chancellor for Legal and Executive Affairs* serves as chief counsel for the University of Wisconsin–Madison, manages the university's Administrative Legal Services, Trademark Licensing, and the Equity and Diversity Resource Center. *Melany Stinson Newby* was appointed to this position in August 1989, after serving as general counsel at the University of Cincinnati from 1978–89. Prior to taking her university position, she was Assistant City Solicitor for Cincinnati.

The *Dean of the Graduate School and Senior Research Officer* combines the responsibilities of Dean of Graduate Studies and Vice Chancellor for Research. *Virginia S. Hinshaw* was appointed to this position in December 1995. She has been a Professor of Virology in the School of Veterinary Medicine since 1988; her study of influenza viruses has made a significant contribution to our understanding of this disease. As dean, Hinshaw oversees a \$62 million school budget and \$400 million in research funds.

C. Administrative Organization

The university stipulates that the Chancellor report to the President of University of Wisconsin System and to the University of Wisconsin Board of Regents.

It further requires that the vice chancellors as well as the directors of executive services, external relations, and the Dean of Students (to whom University Health Service is responsible) report to the Chancellor.

The deans of schools and colleges are also responsible to the Chancellor through the Provost. Five Associate Vice Chancellors report to the Provost as does the Admissions Office, the Registrar, Student Financial Services, Pre-college and Minority and Diversity Affairs, Publications, and the Office of Quality Improvement.

Administrative offices (Budget, Planning and Analysis, Institutional Research, Business Services, Auxiliary Operations, Employee Assistance Program, Facilities Management and Planning, Police and Security, University Housing, Office of Human Resources, Transportation Services, Planning and Construction, Space Management, Physical Plant, Safety) report to the Vice Chancellor for Administration.

The directors of the Memorial Union, Library System, and of the Department of Information Technology report to both the Provost and the Vice Chancellor for Administration.

The Arboretum, University-Industry Relations, the University of Wisconsin Press, and Interdisciplinary and Research Centers and Institutes report to the Dean of the Graduate School.

The Intercollegiate Athletics Program is overseen by the Vice Chancellor for Legal and Executive Affairs, who also oversees the university's NCAA and Conference Compliance Program.

Deans of schools and colleges are appointed after a national search has been conducted. Associate Vice Chancellors are appointed following a campus-wide search, as are most associate deans and directors of programs.

Deans appoint chairs of departments and programs upon recommendation of colleagues within a unit, which is usually made after they ballot.

All administrative officers from chancellor to departmental chairs are listed in the *University of Wisconsin-Madison Almanac*, an annual publication, in the section devoted to ADMINISTRATION. Further information on the administrative structure of the campus can be found under ADMINISTRATION in the *Faculty Guide to Campus Life*, a publication that is regularly updated.

IV. FACULTY GOVERNANCE

A. General

Wisconsin Statutes 36.09 vests the faculty with “responsibility for the immediate governance” of the university and with active participation “in institutional policy development.” *Faculty Policies and Procedures* is the document developed by the Faculty Senate that governs the faculty. It was approved by the Faculty Senate on 15 May 1978 and updated on 5 May 1997. *Faculty Policies and Procedures* is available to faculty and the public on-line at gopher://gopher.adp.wisc.edu/11/.browse/.METASOFFP.

B. Faculty Senate

Faculty governance occurs mostly in committees in departments and in schools and colleges. But the faculty's most representative body is the Senate. The Faculty Senate consists of faculty members elected by their colleagues within departmental districts, which are apportioned by a set ratio of one senator for every 10 members of a department. The Senate is empowered to act on behalf of the university's faculty on matters of university-wide importance. Such matters as the revision of *Faculty Policies and Procedures*, the approval of the university calendar, faculty policies on affirmative action and minority enrollment, admission policy and enrollment limits as well as many other campus-wide initiatives have all come to the Faculty Senate for action. The Senate meets monthly during the academic year.

More information on the structure, membership, calendar, agenda of the Faculty Senate as well as on the minutes of its meetings for the last five years is available at gopher://wiscinfo.wisc.edu:70/11/.facstf/.acad-gov/.agenda.

C. University Committee

The University Committee is the executive committee of the Faculty Senate. It is the central clearinghouse for faculty governance—the body to which a variety of issues is referred. It consists of six faculty members, two elected at large annually by the faculty for three-year terms. As the executive committee of the Faculty Senate, it is the body that speaks for the faculty on University policy issues when the Senate is not able to speak. The University Committee normally meets weekly during the academic year.

D. Divisional Executive Committees

Faculties of the Biological Sciences, Arts and Humanities, the Physical Sciences, and the Social Studies form four separate divisional executive committees. Members of each of

these committees are elected by the faculty of their respective divisions and serve three-year terms.

The divisional executive committees have two principal functions: 1) they approve new courses and assign appropriate credit hours to them; 2) they advise their deans on tenure recommendations made by departmental executive committees for the promotion and retention of faculty in their respective departments.

E. PROFS

The Public Representation Organization of the Faculty Senate is a nonprofit organization that was established on the Madison campus in 1977. Faculty who belong to PROFS voluntarily contribute 1/10th of 1% of their academic year salary to finance it. PROFS function is to represent the Madison faculty's interests before the Board of Regents, the state legislature, and other governmental agencies, with particular emphasis on compensation, fringe benefits, the university budget, and regulatory issues. PROFS is not a union, and it is not affiliated with the campus administration. It employs an experienced administrator as a lobbyist.

V. ACADEMIC STAFF GOVERNANCE

A. General

The Academic Staff at the University of Wisconsin–Madison numbers 4,688 Full Time Employees (as of the November 1997 Payroll). Of these, 1,848 FTE are employed in research; 1,331 FTE in instruction; 395 FTE in Student Services; 301 FTE in computer/information processing; 283 in administration; 196 FTE in clinical/health sciences; 156 FTE in libraries; 146 FTE in communications; 31 FTE in facilities.

Section 36.09 of *Wisconsin Statutes* provides members of the academic staff participation in governance. They have participatory rights in the formulation and review of policies and procedures relating to the academic staff. They regularly serve on committees of their own as well as on committees with faculty and students.

B. Academic Staff Assembly

ASA is an elected body of 79 members of the academic staff. It originates policy and initiates and votes on important policy issues affecting academic staff.

C. ASEC

Academic Staff Executive Committee is a committee of nine members elected on an at-large basis by all academic staff. It refers policy issues to the ASA, represents the position of the Assembly and academic staff at large, and implements policies passed by the ASA.

D. ASPRO

The Academic Staff Public Representation Organization, modeled on PROFS, was established in 1989. It is funded by voluntary dues from individual academic staff members. It is the lobbying and public relations arm of academic staff governance.

VI. STUDENT GOVERNANCE

A. General

Wisconsin Statutes 36.09(5) stipulates that “the students of each institution or campus subject to the responsibilities and powers of the board, the president, the chancellor and

the faculty shall be active participants in the immediate governance of and policy development for such institutions. As such, students shall have primary responsibility for the formulation and review of policies concerning student life, services and interests. Students in consultation with the chancellor and subject to the final confirmation of the board shall have the responsibility for the disposition of those student fees which constitute substantial support for campus student activities. The students of each institution or campus shall have the right to organize themselves in a manner they determine and to select their representatives to participate in institutional governance.”

“The students of each institution or campus . . . shall be active participants in the immediate governance of and policy development for such institutions.”

B. ASM

Associated Students of Madison is the voice of student government on campus and its officers are selected through campus elections. ASM lobbies the state government on such issues as tuition increases and university funding; it sees to students’ right to participate in the administration of the university, speaks out on funding for student groups and events, works to ensure the access of all students to the resources of the university, and serves as a resource for information on a wide variety of issues and events.

ASM has three standing committees: 1) *Finance* has nine seats and assigns funds to student-run programs; 2) *Student Services Finance Committee* has 14 seats and allocates student fees for such entities as University Health Services, GUTS Tutoring, and free Late Night Bus Service; 3) *Judiciary* has eight seats is responsible for organizing and publicizing campus elections and hearing cases that clarify student governance rights and procedures.

36.09 (5) Wis.Stats

VII. UNIVERSITY ACADEMIC PLANNING COUNCIL

The administration, faculty, academic staff, and students come together as the University Academic Planning Council (UAPC), which meets monthly. It is composed of four administrators, ten members of the faculty, one member of the academic staff, and one student.

The UAPC advises the chancellor and provost on major program decisions, long-term academic plans, and associated campus development and budgetary policies. It further assures that appropriate review and consideration is given to requests for new programs; the implementation of proposals for new majors, degrees, departments, schools, or colleges; recommendations for the establishment or discontinuation of departments; and academic program evaluation. And the UAPC also advises the Campus Planning Committee on the impact of academic priorities on the campus physical development plans.

The standing subcommittee of the UAPC is the Budget Planning and Analysis Joint Subcommittee, which meets with the University Committee, and advises the university’s principal administrators on a wide range of fiscal matters.

Further information on the membership, functions, and structure of the UAPC and the membership and functions of the subcommittee can be found on the World Wide Web at <http://www.wisc.edu/obpa/uapc.htm>.

VIII. ACCREDITATION

If, among other things, accreditation provides evidence of competent governance and administration, then it should be noted that the University of Wisconsin–Madison, a

charter member of the North Central Association, has been accredited, uninterrupted, for 85 years. In addition, 47 colleges, schools, and programs within the university are separately accredited by their respective accrediting agencies. These accrediting agencies, the specific entities they accredited, and the dates that this accreditation remains in force can be found in *Data Digest*.

IX. FURTHER PATTERNS OF EVIDENCE

Further patterns of evidence supporting Criterion Two as they relate to “human, financial, and physical resources” have been set out in GENERAL INSTITUTIONAL REQUIREMENTS. Additional items of interest pertaining to faculty, staff, and students are set out below.

A. Faculty and Academic Staff

1. Statistics

A complete statistical profile on the faculty and academic staff (Categories, Gender & Ethnicity, Funding Source, Faculty by Rank, Faculty Salary Comparisons) can be found in *Data Digest* under “Faculty and Staff.”

2. Secretaries and Publications

The university maintains an Office of the Secretary of the Faculty (133 Bascom Hall / 262-3956) and an Office of the Secretary of the Academic Staff (270 Bascom Hall / 263-2985). The respective secretaries, David Musolf for the faculty and Stephen A. Myrah for the academic staff, deal with non-academic matters that relate to the faculty and staff, maintain home pages for their constituents, and supervise publications that relate to them. A sample of such publications, which suggest the responsibilities of these offices, are the guidebooks listed below.

A Guidebook for New Faculty and Staff is compiled by the University League and issued by the Office of the Secretary of the Faculty; the most recent edition was published in 1996. This makes new faculty and staff members aware of the variety of resources, services, and attractions available to them on campus and in Madison and its vicinity.

Faculty Guide to Campus Life (last edition in August 1995) is more directly focused on teaching, research, service, and the administrative structure of the university. Among many other items, the *Faculty Guide* discusses The Tenure Process; Academic and Instructional Resources; Creative and Scholarly Work; Faculty Rights, Responsibilities, and Regulations; Complaints and Grievances; Governance; and Departmental, Administrative, and Personal Resources.

Handbook for Academic Staff Assembly Representatives and Alternates (updated in September 1997) supplements *A Guidebook for New Faculty and Staff* with specific information on shared governance as it pertains to the academic staff.

B. Students

1. Enrollment

In the fall of 1997 the university enrolled 25,589 undergraduates; 7,137 graduate students; 1,890 professional students; and 646 special students for a total of 35,262. A further statistical profile (Enrollments, New Freshmen Applicants, Academic Preparation of New Freshmen, Retention & Graduation Rates, and Degrees Conferred) can be found in *Data Digest* under “Students.”

2. Enrollment Management and Statistics

Enrollment Management has been a biennial priority of the UAPC to insure that the campus does not admit more students than it can provide for adequately. *Data Digest 1997-98* provides statistical information on enrollment (from Fall 1988 through Fall 1997 unless otherwise indicated) in the following categories:

- Total Enrollments by Gender from **1888** through **1997**
- Fall Semester Headcount Enrollment by Student Level
- Fall Semester FTE Enrollment by Student Level
- Fall Semester Headcount Enrollment by Gender
- Women as a Percentage of Enrollment by Student Level
- Degree-Seeking Students by Ethnic Category in Fall Semesters
- Percent of Ethnic Minority by Student Level
- Percent of Undergraduates Who Belong to Ethnic Minority Groups
- Fall Semester Undergraduate Enrollments by Residency
- Fall Semester Headcount Enrollments by Age and Student Level
- Number of New Students Enrolled
- Headcount of Fall Semester New Freshmen Applicants
- Academic Preparation of New Freshmen by Fall Semester
- Trends in New Freshmen High School Percentile
- Retention and Graduation Rates of New Freshmen by Fall Semester Entrance Cohorts
- Degree Conferred by Level (Bachelors, Masters, Doctoral, Professional)
- Degrees Conferred by Gender and by Student Level
- Five Largest Majors by Degree Conferred (Fall 1991-Fall 1995)

3. Student Services

The provision of services that enable all students enrolled to succeed is discussed at length in the section on GENERAL INSTITUTIONAL REQUIREMENTS under *17. Admission Policies and Practices* and under *18. Learning Resources and Support Services*. There is additional information on support services in the section on CRITERION ONE under *Advising* as well as under *Social Issues*. In addition, further services should be mentioned.

4. Resources

There is a detailed description of services available to students in *Resources: New Student Information Handbook*, issued by the Campus Assistance Center. *Resources* is updated annually and available to students before the fall semester begins both in print and on the web at <http://www.wisc.edu/cac/res/toc.htm>. The principal headings listed in the table of contents of *Resources* are: 1) Offices of the Dean of Students, 2) Viewing and Doing, 3) Recreational Sports, 4) Varsity Sports, 5) The Wisconsin Union, 6) Groups and Needs, 7) Health, 8) Money, Jobs, Careers, 9) Going Places, 10) Safety, 11) Personal Safety, 12) Administrative & Legal Organizations, 13) Housing, 14) Students Disciplinary Guidelines. Two services listed in *Resources* that concern physical well-being (Health and Personal Safety) can be singled out for brief discussion here. And an additional word on Libraries—the primary intellectual resource for students, faculty, and staff—also seems appropriate.

5. Health

University Health Services (<http://www.uhs.wisc.edu/home.html>), located at 1552 University Avenue, has been recently revamped to provide health care to all registered students with the presentation of a university ID card. UHS provides students with primary health care, health education, health promotion, and disease prevention services. For the most part, the services available are prepaid as part of tuition and fees. The

UHS web page describes their services in detail, and *Resources: New Student Handbook* contains extensive information on UHS and health programs. In the year 1996–97 students made 66,100 visits to UHS to receive clinical and preventative care as well as to use counseling and consultation services. UHS’s budget for that year was \$6,393,500; its expenses were \$6,676,600.

6. Personal Safety

Personal Safety at Night (262- 5000). The university provides an array of services to assure nighttime safety under the rubrics of **SAFEwalk, SAFERide Buses, SAFERide Cab, SAFE Nighttime Service,** and **UW Lightway**. Each of these services is explained at length in *Resources*, but each deserves a mention here.

SAFEwalk is an escort service for students, faculty, and staff who are walking on campus from the early evening to 1:00 a.m. in the morning.

SAFERide buses, designated LN, provide free rides to campus and intermediate destinations at night.

SAFERide cabs provide rides within a two mile radius of campus for a fee of \$1.00.

SAFE Nighttime Services takes ride and walk requests at 262–5000 and provides information at 265–5010.

UWLightway is a network of walkways across campus equipped with high-quality lighting and marked with reflective Lightway logos.

FREE Emergency phone call boxes are connected directly with the police communication console that indicates their location and can be activated by either pushing a button or knocking the phone off the hook.

7. Libraries

Criteria Three and Four provide additional discussions of the impressive array of services that the University of Wisconsin–Library System provides to students, faculty, and staff. A budget note indicating how these and other services are nonetheless at risk seems appropriate here in Criterion Two.

The University of Wisconsin–Madison Library System counted its holdings as 4.71 million volumes in 1986–87, when it ranked 7th among its peers, and 5.74 million in 1995–96, when it ranked 8th.

The President of the University of Wisconsin System has made a significant increase in spending for library acquisitions a priority in planning for the System’s budget for 1999–2001. And Madison’s UAPC’s Joint Subcommittee on Budget, Planning and Analysis has made it a priority for the campus’s budget. As for the University of Wisconsin–Madison Libraries, acquisitions budgets have been essentially flat for some eight years. And although the Board of Regents recommended to the State Government a \$5.2 million increase in the budget for library acquisitions for UW–Madison in the current biennium, this funding was cut from the final version of the 1997–99 budget.

The damage that the Madison campus’s libraries have sustained by this cut and the risk posed by flat budgets is evident in the remarks of Ken Frazier, Director of the University of Wisconsin–Madison Libraries, as reported in *PROFS INC* in the 18 February 1998 issue:

“In the last five years, UW–Madison has been overtaken and passed in acquisitions expenditures by North Carolina, Penn State, the University of Washington, Indiana University, and Ohio State. If there is no increase in the next biennium, we will be passed by Texas, Georgia, Iowa, and Northwestern universities. . . .

“The library system has adopted cost-saving measures through resource-sharing and collective purchasing such as membership in the Big Ten CIC library consortium, the most widely imitated innovation in modern librarianship. However, the Big Ten university libraries still must pay the freight of moving books around the region. If we borrow more than we can lend, then we will eventually have to pay our sister institutions for access to their collections. And, we must pay in order to have access to the licensed electronic information products that are being collectively purchased by the CIC library consortium.”

In a word, the preeminence of the University of Wisconsin–Madison Libraries is now at risk and will become a fact if there is no significant increase in the budget for acquisitions.

X. PHYSICAL RESOURCES

Criterion One IV.A-B, in indicating how physical facilities are integrated with *A Vision for the Future*, presents specific information on building and maintenance under the headings of Comprehensive Master Plan, PAC, CURB, CARE, and WISTAR. The following list of new and renovated facilities since 1988 and future construction projects for the Madison campus amplifies that information. Major building projects that are underway and their present status can be found on the Web at <http://www.wisc.edu/major/errnt1.htm>.

A. New Buildings

1. Kohl Center (sports arena)
2. Biotechnology & Genetics Building
3. Biochemistry Building
4. Grainger Hall (business school)
5. University of Wisconsin Foundation Building
6. Smith Research Greenhouses (plant sciences)
7. Large Animal Facility
9. Sports Medicine Center

B. Major Additions

1. Alumni Association Facility
2. Law School, including library
3. Memorial Library, new wing
4. Engineering Hall
5. Computer Science & Statistics
6. Biotron Greenhouses
7. Clinical Science Center Modules
 - a. Cancer Research Center
 - b. Radiology unit
 - c. Eye/Cancer unit
 - d. Trauma & Life Support unit
 - e. Operating rooms
8. Babcock Hall (dairy science)
9. Russell Laboratory (plant sciences)

C. Major Renovations

1. Red Gym (student services)
2. Lathrop Hall (dance program)
3. Bock Laboratory (biological sciences)

4. Athletics Academic Services Center
5. Eagle Heights Graduate Student Housing
6. Residence Halls, wiring
7. Classroom Modernizations Program
8. Materials Science (engineering)
9. Genetics, basement laboratory
10. McClain Center (athletics)
11. Psychiatric Institute (Parkway Hospital)

D. Other “Facilities”

1. University Ridge Golf Course
2. UW Health Center (outlying clinics)
3. Parking Ramps and Lots (20, 46, 41, 36)
4. Multiple Utility Projects
5. Allen Centennial Gardens
6. Warehouse Acquisition

E. Projects Approved and Scheduled

1. Primate Center addition (1998)
2. Chemistry Building (1998)
3. Pharmacy Building (1998)
4. Environmental Management Center (1998)
5. Waisman Center addition (1998)
6. Engineering Centers (1999)
7. Health Star
 - a. Learning Center (1998)
 - b. Research Center (no date)
8. Various Athletic Facilities (n. d.)
 - a. Goodman Softball Diamond
 - b. Crew House
 - c. Metric Pool
 - d. University Ridge Golf Course expansion
9. Parking (n. d.)
 - a. West Campus Ramp
 - b. Lot 17
 - c. UW Health Centers ramp addition
 - d. Fluno Center
10. Fluno Center for Advanced Study in Business (1998)
11. Three more Clinical Science Center modular additions (n. d.)
12. Walnut Street greenhouses (n. d.)
13. McKay Center (n. d.)

XI. FINANCIAL RESOURCES

A. University of Wisconsin System Efficiencies Report

This report, which is discussed in detail above, indicates that “over the past eight years, . . . the UW System has absorbed \$82 million in required lapses and base budget reductions (\$48 million of which are permanent ongoing base reductions). . . .” As a result of these reductions to the System’s budget, the UW–Madison lost \$21 million in General Purpose Revenue, not including one-time lapses and reductions. To absorb these reductions, the Madison campus reorganized, merged, and eliminated units.

These changes are all noted in the discussion of the *System Efficiencies Report* above. Further discussion of these changes and the responses of deans of schools and colleges and directors of programs are reported in Criterion Four. Their summary impression is that retrenchment has brought the campus to a critical point: unless this trend in budget-cutting is reversed, the University of Wisconsin–Madison will not be able to do everything that is now doing in terms of quality of education for the same number of students it now enrolls. Fiscal, physical, and human resources have been stretched to the limit; any further stretching is bound to produce a break.

Fiscal, physical, and human resources have been stretched to the limit; any further stretching is bound to produce a break.

B. Economic Impact of the University of Wisconsin System (1998)⁸ (http://www.uwsa.edu/univ_rel/econimpa.pdf)

This report indicates that “the reality of higher education’s importance has prompted the majority of U. S. states to increase their higher education appropriations. National-ly, state appropriations to higher education increased an average of 9% from 1996 to 1997. Wisconsin, however, was one of only six states to decrease higher education funding, cutting appropriations 1% over the same time period.”

The Executive Summary of the report indicates that, while state support of the University of Wisconsin System has decreased, the contribution of the System to the state has increased. Whereas the report indicates the impact of the entire System, the University of Wisconsin–Madison accounts for 47.5% of the System’s impact on the state’s economy; in a word, the UW–Madison generated “approximately \$3.9 billion in total economic impact upon the state over the . . . two-year period” of 1995–96.⁹

- The operation of the UW System had an annual impact of \$8.2 billion on Wisconsin’s economy, not including the salaries of the UW System graduates.
- This is a payback of almost 10 times the state’s annual investment of \$847 million.
- More than two-thirds of the annual \$2.6 billion budget of the UW System comes from sources other than state taxes.
- The UW System directly employs 40,000 people (not including student hourly workers) who pay \$68 million in state income taxes.
- UW System employees spend \$912 million in Wisconsin annually.
- Beyond tuition and fees, UW System students spend almost \$1.2 billion each year.
- Visitors to UW System, its students, employees, and its athletic events spend \$608 million each year.
- Through out-of-state students, federal and other research grants, federal student assistance, and gifts, the UW System attracted to Wisconsin almost \$1.2 billion in 1995–96.
- The expenditures of the UW System, its employees, students and visitors equal more than \$3.5 billion annually and result in 145,000 jobs in Wisconsin (not including UW System jobs).
- Over a career, a bachelor’s graduate, on average, will earn \$517,000 more than a person with no education beyond high school.
- The annual rate of return on investment for students attending school for 4.5 years to earn a bachelor’s degree is 23%, based on their higher earnings after graduation.
- The average UW bachelor’s graduate will recoup the cost of tuition and foregone

⁸ Peter D. Fox, “UW Has \$8.2 Billion Impact on State: First-ever study of the entire UW System details its ‘enormous’ economic significance,” *Wisconsin Ideas* 13.6 (May 1997): 1, 6.

⁹ “Strang Details UW–Madison’s Economic Impact,” *The Campaigner* (Winter 1998): 12. William A. Strang is Professor of Marketing in the UW–Madison’s School of Business and Director of the Bureau of Business Research. He is a former member of the Governor’s Commission for Tax Reform, and advisor to the Wisconsin Strategic Development Commission, and the co-author of *Wisconsin’s Economy in the Year 2000*.

Although, since 1989, the percentage of the state's funding for the University of Wisconsin–Madison has decreased, the university's flexibility in spending that diminished percentage of funds has not increased.

earnings in just over three years, through higher annual income.

- The higher state and local taxes paid by bachelor's graduates yield an annual rate of return to taxpayers of 6.74%, meaning a payback period of just over 10 years.
- The immeasurable and intangible impacts of an educated workforce that provides economic leadership exceed the direct impact to the individuals.

C. *Data Digest 1997–98: Pilot Edition*¹⁰

Statistical information on the university's financial position is shown at a glance in *Data Digest*. It lists the UW–Madison's financial resources in these pertinent categories.

- Current Budget by Source of Funds
- Current Budget by Program
- Actual Expenditure History
- By Activity
- By Object Classification
- By Fund Group
- Comparison of 1997–98 Academic Year Tuition & Fees at Public Big Ten Universities
- Trends in Academic Year Tuition & Fees
- Undergraduate Cost of Attendance per Academic Year
- Academic Year Student Financial Aid Awards by Type
- Types of Financial Aid for 1997–98
- Volume of Financial Aid
- Average Total Debt of Graduating Students with Debt
- Primary Endowment and Trust Funding
- Distribution of Federal Indirect Cost Reimbursement

When the University of Wisconsin–Madison was reaccredited by the NCA in 1989, the percentage of state funding for the campus was slightly less than 36%. When the university is next visited by the NCA for reaccreditation in 1999, the percentage of state funding will be approximately 27% (20% from General Purpose Revenue and 6.9% from Specific Purpose Revenue). Thus the University of Wisconsin–Madison has evolved in ten years from being less of a state-supported university to being more of a state-assisted university. Nonetheless, as the Board of Regents indicates in *A Study of the UW System in the 21st Century*, the UW–Madison will not have complete administrative control of its finances. In brief, although, since 1989, the percentage of the state's funding for the University of Wisconsin–Madison has decreased, the university's flexibility in spending that diminished percentage of funds has not increased.

D. Wisconsin Alumni Research Foundation (<http://www.wisc.edu/warf>)

WARF, founded in 1925, serves the UW–Madison's community of scholars and researchers by patenting discoveries and licensing technologies to leading companies locally, nationally, and internationally. The proceeds from these activities go to inventors, to their departments, and to the Graduate School, which awards funds annually to the faculty for further research. In 1988–89 WARF contributed \$13.4 million to the Graduate School; in 1997–98 it contributed \$19.9 million.

E. The University of Wisconsin Foundation (<http://www.uwfound.wisc.edu/>)

Founded in 1945, the UW Foundation is the official fund-raising and gift-receiving

¹⁰ The new updated edition of the *Data Digest* for 1998–99 will be published January 1999 after this reaccreditation report has been completed.

agency of the University of Wisconsin–Madison. It is an independent, nonprofit, tax-exempt organization that in 1996 contributed \$106.5 million to the university. In recent years the efforts of the UW Foundation have been responsible for the building of the Kohl Center, the university’s new 16,500 seat multipurpose sports arena; Grainger Hall, the new home of the School of Business; the Below Alumni Center; and the new addition, including a new library, to the Law School (\$16.1 million). Foundation funds are at present helping to pay for the renovation of the Old Red Gym (\$11.75 million) and have helped with the updating of plant pathology facilities with the building of the new D. C. Smith Greenhouses (\$2.6 million). Since its inception in 1945, the UW Foundation has raised more than \$866 million for the UW–Madison.

F. Margin of Excellence

Because of the activities of the Wisconsin Alumni Research Foundation and of the University of Wisconsin Foundation, the UW–Madison has been able to do many of those things that have made it excellent—have made it one of the top-ten universities in the country. Their work, to take just one example, has helped provide seed-money for faculty research that has led time and again to federal grants.

The *Data Digest* indicates that the state’s contribution to the UW–Madison’s budget in 1997–98 was \$337.3 million or 27% of the university’s budget. Tuition added another \$173.4 million or another 14%. Together these constitute 41% of the university’s budget. They are the university’s “base budget,” which, it is estimated, is now at least \$57 million short of the median of its public Big Ten peers.

In addition, Federal Programs account for \$305 million or 24% of the budget. Gifts, Grants and Segregated Funds provide \$225.6 million or 18% of the budget. Together these two outside sources of funds equal \$530.6 million or 42% of the university’s budget. They constitute, in Chancellor David Ward’s words, the university’s “Margin of Excellence.” If the deficit in the base budget is not made up by the state, it threatens to drain funds from the Margin of Excellence. If that happens, those funds themselves will certainly decrease because donors and federal agencies give money for

If the deficit in the base budget is not made up by the state, it threatens to drain funds from the Margin of Excellence.

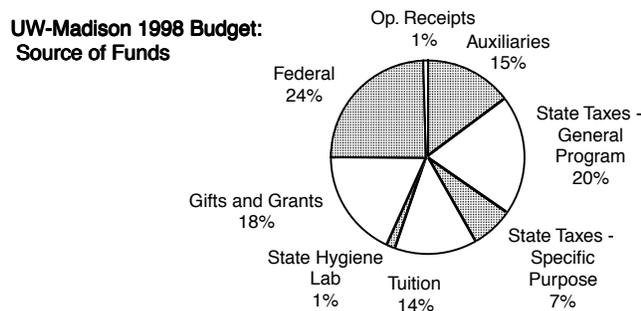
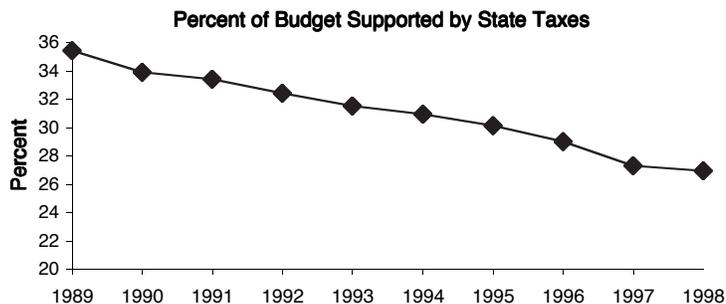


Figure 7: “Percent of Budget Supported by State Taxes” and “UW–Madison 1998 Budget: Source of Funds” from the UW–Madison 1997–98 *Data Digest*, p.39

specific purposes and programs, not for the basic operations.

The Chancellor therefore proposed to the Board of Regents on 4 June 1998 that they support the university's proposal to the State of Wisconsin to increase the base budget and to maintain this university in the way that neighboring states have maintained theirs.

The University of Wisconsin–Madison needs at least [an additional] \$200 million in private donations to remain one of the nation's top universities, Chancellor David Ward said Thursday.

Ward said that, in order to raise that money over the next four years, he also needs to have a commitment of a total of about \$57 million in additional state funding and increased tuition revenue.

Ward unveiled the details of his major fund-raising proposal Thursday afternoon before the Business and Finance Committee of the UW Board of Regents.

He has discussed his plans with Wisconsin Alumni Research Foundation officials and with the UW Foundation and received positive reactions, he said.

However, the foundations want to make sure their donations are used to “provide the competitive edge” the university needs to attract and retain top faculty, to bolster library funding, to pay for research, for new instructional initiatives, and to upgrade campus facilities, he explained.

The foundations do not want donations used as a substitute for a suitable level of funding that should be provided by the state, Ward said.

“I believe I can persuade the boards of our various endowments to enhance the margin of excellence—to provide a better kind of cutting edge,” he said. “But they feel they need some reassurance from the board (of Regents), and obviously from the Legislature, that the core base support by the state is going to be there.”¹¹

In summary, if the state keeps the university *average*, the UW–Madison itself, thorough Gifts, Grants and Segregated Funds as well as through Federal Programs that support research on the campus, will see to keeping itself *excellent*.

¹¹ Amy Rinard, “Cost of UW–Madison’s ‘edge’ put at \$200 million,” *Milwaukee Journal-Sentinel* (5 June 1998):1, 15.

Criterion Three

The institution is accomplishing its educational and other purposes

I. IMPACT OF THE 1988–89 SELF-STUDY

As noted in the discussion of Criterion One, the University of Wisconsin–Madison framed its self-study in 1988 to include both a report on the previous decade and a strategic plan for the future. The wisdom of including a strategic planning section there is manifest in the many academic activities now on campus that are directly a result of following through on recommendations from that self-study.

Among them is a series of programs aimed at improving undergraduate education, an emphasis on improving teaching (as the new Teaching Academy shows), an array of professional development opportunities at all levels, a focus on instructional technology, efforts at collaboration with peer institutions, and the use of grants to gain increased interdepartmental focus on the university’s historic strengths. The application of assessment techniques provides an opportunity to evaluate these new efforts in a timely manner after their first implementation.

II. PROGRAMS DESIGNED FOR STUDENTS TO IMPROVE LEARNING SKILLS

A. Special Undergraduate Initiatives

1. The University of Wisconsin–Madison offers a comprehensive undergraduate education that encompasses 145 different majors in eight different colleges. The requirements for these degrees are established and modified by the curriculum committees of each school and college. Academic planning councils review proposals for the creation of new degrees and the elimination or alteration of existing degrees and seek approval from the University Academic Planning Committee (UAPC). Final approval for new degrees requires the approval of the UW System and Regents. New courses, in single or collaborating departments, are reviewed and approved by one of the four divisional executive committees: humanities, social studies, physical sciences, biological sciences.

2. In a commitment to improve undergraduate education, the Provost’s Office has supported a series of new program initiatives. Most notable among them are the *Undergraduate Research Program*—supported by the Hilldale Foundation, the Holstrom Endowment, and the University Bookstore—for third and fourth-year students, which has them work one-on-one with faculty in collaborative research; the newly established *Research Scholars Program*, which extends the research opportunities to first and second-year students; scholarship programs for high-achievement students such as the *Chancellor’s Scholars Program*, the *Powers-Knapp Program* and the *Regent’s Scholarship Fund*.

3. An important part of the educational experience finds expression in a number of Residential Learning Communities that have been successful in bringing undergraduates together in *living-learning* situations. Students who choose to live in the *Bradley Learning Community* (first-year students only), the *Chadbourne Residential College* (all students), the *WISE Program* (Women in Science and Engineering) and several other smaller communities receive enriched academic mentoring as well as new social and cultural opportunities.

**The institution is
accomplishing its
educational and other
purposes**

4. In addition, a number of Non-Residential Learning Communities that cross college boundaries and that provide a special programmatic focus are popular with undergraduates. These include *Global Culture*, *Integrated Liberal Studies* (first two years of study), the *Institute for Environmental Studies*, the *Engineering Learning Community*, and the *Ways of Knowing* class.

5. Five other programs assist in advancing the educational mission of the university.

a. The new *General Education Program*, discussed in detail in GIR 15, was approved by the Faculty Senate in 1994 to insure quantitative and communication skills of all undergraduates.

b. The *Ethnic Studies Requirement*, 3 credits. Students can choose from more than one hundred courses to fulfill this requirement.

c. The *Morgridge Center for Public Service*, due to occupy new space in the remodeled Old Red Gym in 1999, provides opportunities for students and faculty to volunteer for community-service and encourages the creation of service-learning courses throughout the curriculum.

d. Several programs that support the interaction between visiting experts and students are funded on an on-going basis through various auspices: the *Brittingham Visiting Scholars Program* (Provost's Office) and the *Halls Lectureship* (College of Letters & Science) to mention just two.

e. Continuing Studies has developed academic and studies skills workshops to help returning adult students who have been out of school review key skills and develop new study habits. It has also developed a program with the Graduate School to promote graduate opportunities for returning adult students.

6. The *Student Survey (UW-Madison Undergraduate Student Satisfaction Survey)* is administered to some 1200 students each year by the L&S Survey Center. It assesses students response to and understanding of their undergraduate education and allows the administration to formulate policies to improve it. The survey has shown, since its inception in 1993, that when asked "if they would enroll at UW-Madison if they had it to do all over again," 91% of those surveyed say they would.

Funding to develop these undergraduate initiatives has been scarce. The legislature provided new monies in just one biennium of the last five for enhancing undergraduate education. Such initiatives, therefore, are supported through grants. The UW-Madison has been fortunate enough to receive support from generous donors who have provided gifts to fund several of these programs.

B. Improving Teaching To Improve Learning: The Teaching Academy

1. Background

The Committee on Teaching Quality, Evaluation, and Rewards recommended the formation of a Teaching Academy after an intensive study of these three issues of quality, evaluation, and rewards on the Madison campus. Faculty Document 1041 was formulated and passed by the Faculty Senate on 6 December 1993.

Eleven fellows began the Academy and, as of 1 January 1998, its membership has grown to 102. It functions with a chair and an executive committee of nine fellows. It meets, normally, on the first Friday of the month. The fellows select their own members once a year based on a nomination process. A fellow is appointed for his or her tenure at UW-Madison; though, a fellow's active period in the Academy is three years with an opportunity for renewal.

2. Mission and Function

The mission of the Teaching Academy is to provide leadership to strengthen undergraduate, graduate, and outreach teaching and learning by the UW–Madison faculty and instructional staff. The basic functions of the Academy are: 1) to provide a forum on effective teaching-learning, 2) to analyze issues and make recommendations on University policies affecting teaching-learning, and 3) to communicate the best practices of teaching-learning to the campus and beyond.

3. Activities

The Teaching Academy has co-sponsored several campus teaching-learning conferences since 1993. Its members have sought funds for the development and evaluation of teaching-learning projects, presented papers on topics related to teaching-learning, and attended conferences of the American Association of Higher Education (AAHE). The Teaching Academy, with the assistance of a consultant, has developed a strategic plan for 1998 to 2000.

4. Task Forces

In addition to the activities of the Teaching Academy as a whole, members are encouraged to participate in a task force. There are, at present, five task forces.

a. Task Force on Celebrating Effective Teaching. This task force created a collection of resources on effective teaching, including videotapes of teaching and interviews with selected UW–Madison teachers. The materials are available in the Instructional Materials Center of the Teacher Education Building. The task force members have also made effective teaching visible through media releases.

b. Task Force on Student Evaluation of Learning (SAL). Members of this committee worked with the Associated Students of Madison and the Office of the Provost to examine available methods of assessing students' perceptions of their learning experiences. The work concluded with a final report.

c. Task Force on Being New and Teacher Preparation. This task force examines how to support, encourage, and share teaching experiences with beginning faculty, staff, and graduate students who are considering the teaching profession. This task force has prepared a white paper called "Perspectives on Being New and Teacher-Scholar Preparation."

d. Task Force on the Peer Review of Teaching. This task force is working with the AAHE Peer Review of Teaching Project. Locally, it has developed a website with a menu of Options for Peer Review. This work was disseminated by the AAHE in 1998.

e. Task Force on Instructional Technology. This task force is focused on maintaining and upgrading facilities, equipment, and training efforts for faculty, staff, and students. In May 1997 it sponsored an instructional technology symposium (see Appendix E). It also issued a white paper entitled "Perspectives on Instructional Technology," which includes a list of recommendations regarding the integration of instructional technology in the UW–Madison curriculum.

5. Other teaching and learning initiatives

This has been an exciting decade in terms of the number of initiatives which have been undertaken by the faculty and staff both within and outside of the classroom. A list of the major initiatives can be found in *Teaching and Learning Initiatives (June 1998)* document discussed in Criterion One, IV.C.1.

III. PROGRAMS OF SELF-EVALUATION

The responsibility for designing, adopting, and/or adapting appropriate assessment measures resides with the faculty. So too does the responsibility for using feedback from those initiatives to improve curricula at all levels within the institution.

A. Assessment

The Board of Regents of the University of Wisconsin System adopted a set of assessment requirements in 1990. Most of the initial activity focused on rising junior assessment. But about the time that NCA moved to make assessment integral to reaccreditation, the regents decided to use the NCA requirements for UW System institutions.

When discussions began, UW System officials and the regents hoped to persuade the state government to provide funds to conduct this activity. That effort failed. No new funds were provided. Not unlike other mandates of recent years, the entire assessment effort had to be funded by cutting back other existing programs.

The Provost has overall responsibility for assessment on the Madison campus. One member of his staff coordinates and monitors all the university's assessment programs. The responsibility for designing, adopting, and/or adapting appropriate assessment measures, however, resides with the faculty. So too does the responsibility for using feedback from those initiatives to improve curricula at all levels within the institution.

The academic deans have responsibility for developing appropriate assessment programs for each graduate and undergraduate major (or professional major) under their jurisdiction. Deans are encouraged to use their academic planning councils to help monitor progress in assessment. Evaluation of a department's assessment program is now part of periodic program reviews. Assessment itself, however, must be reviewed annually, regardless of whether a department is scheduled for its periodic review or not.

When the UW-Madison undertook a significant revision of its General Education requirements in 1994, special emphasis was given to communications and quantitative reasoning. Consequently, general education assessment measures have focused on these two areas. To that end, a faculty member from the Mathematics Department was put in charge of assessment of Quantitative Reasoning, and a faculty member from the Department of Communication Arts in charge of assessment of Communications.

The university also uses a campus-wide Assessment Council as a vehicle for sharing ideas in this evolving area. The Council includes a representative designated by each academic dean, the two faculty members responsible for general education, and a representative from each of the four service units that provide support for assessment. The member of the Provost's staff who is responsible for coordinating assessment also chairs the Assessment Council.

Detailed information on the university's assessment program can be found at the assessment website, <http://www.wisc.edu/provost/assess.html>. This site contains an assessment manual for use by members of the faculty and staff, annual reports, and information on types of assessment activity at this and other institutions. The assessment report for the 1997-98 academic year was prepared to give a full picture of the status of assessment at UW-Madison.

B. Program Review

Academic deans oversee program reviews in each department of their colleges. The review cycle varies among the colleges. After a review the dean sends a summary report to the Provost and the University Academic Planning Council. A program review data base is available at <http://www.wisc.edu/obpa/programreview.htm>.

C. Office of Quality Improvement (OQI)

1. OQI and *A Vision of the Future*

Since the time he was Provost and Vice Chancellor for Academic Affairs, Chancellor David Ward encouraged the use of processes of “quality improvement” throughout the university. In 1990 the campus established an Office of Quality Improvement, which reports to the Provost. That office helped substantially in the formulation of *A Vision for the Future* (1995) by instituting activities that involved significant segments of the campus to help develop that document.¹² OQI continues its work on refining the *Vision* priorities by coordinating a cross-campus implementation team and by holding discussions that focus on planning for the future. It also helps the Chancellor in organizing and facilitating a program of community dialogues.

2. Meetings and Goals

Colleges, departments, and administrative units have made extensive use of the staff of the Office of Quality Improvement to facilitate meetings that set goals and that design programs to achieve them. As part of this effort, OQI has helped plan the meetings of the Deans’ Council to ensure that they are focused on the campus priorities. OQI consultants have facilitated 20 projects to improve academic and administrative processes. In addition, the office has created a model for streamlining and improving administration in academic departments.¹³

3. Model for Strategic Planning

OQI developed a model for strategic planning for academic and administrative units. The model has been used successfully in administrative areas such as Accounting, the Equity and Diversity Resource Center, the School of Business Learning Center, and various student services offices such as Registration and Financial Aids. The model has also been used in academic departments such as Educational Psychology, Industrial Engineering, Pathology and Laboratory Medicine, Zoology, Psychology, and the School of Social Work.

4. Advising

In the area of advising, OQI has worked with student advising services on campus and coordinated programs for the professional development of advisors.

5. Assessment

OQI facilitated processes for assessing students’ learning and for revising departmental curriculum in the School of Journalism and Mass Communication, the School of Human Ecology, and the School of Veterinary Medicine as well as in the departments of Industrial Engineering and Psychology.

6. Focus Groups

OQI designed and facilitated focus groups to identify needs of a variety of campus constituents including minority students, graduate students, principal investigators, returning students who are single mothers, campus tavern owners, researchers who

¹² See Maury Cotter, “Systems Thinking in a Knowledge-Creating Organization,” *Journal of Innovative Management* 2:1 (Fall 1996): 15–30; and Maury Cotter and Kathleen Paris, “Strategic Planning in the Framework of a Campus-Wide Vision for the Future,” *A Collection of Papers on Self-Study and Institutional Improvement 1997* (Chicago: NCA, 1997): 193–86.

¹³ This work has received national recognition in Maury Cotter, Jessica Simmons, Kathleen A. Paris, “Administering a Department: A Guide for Identifying and Improving Support Processes in an Academic Department,” *Top-Line/On Line* 1.1 (Maryville, MO: Prescott, 1997): 2–37.

seek to patent their inventions, and other groups on campus or off campus that are closely associated with the university's programs.

7. Reaccreditation

A member of the OQI has assisted the self-study team for the New Directions Project and has acted as a facilitator for meetings of both the steering committee and its subcommittees.

8. National Activity

OQI has provided leadership for the Total Quality Forum, a partnership between industry and higher education, and coordinated a national conference in Madison in October 1998 to identify ways that higher education and business can work together effectively for students (See <http://tqforum.bus.wisc.edu>).

IV. GRADUATE EDUCATION

The Graduate School settled in 1996 a claim by the Internal Revenue Service for \$83 million without payment. It required, however, increased taxes for research assistants. To that end the stipend rate for research assistants was increased and implemented that same year. With that major problem settled, the Graduate School turned its attention fully to meeting the demands of the evolving world of graduate education and faculty research.

A. Residence Requirement

The Graduate Faculty Executive Committee (GFEC) changed the requirement for residency credits to a requirement for UW-Madison credits in an effort to clarify and simplify this requirement for students, faculty, and staff and to facilitate the future use of distance education.

B. Minor Requirement

The GFEC changed the requirement for doctoral students to have a minor in two significant ways. First, two options were put in place. Option A (Designated) requires a minimum of 10 credits taken outside the major department or program. Option B (Distributed) requires a minimum of 10 credits taken inside or outside the major department or program. Second, departments and programs monitor the minor options without the Graduate School's needing to sign-off on each individual student's choice.

C. Recruiting Graduate Students

Increasing competition for the best graduate students required the university to recruit more actively than it had previously done. Several programs in the biological sciences, for instance, have successfully joined together in various recruiting efforts. The major benefit has been the increased enrollment of targeted students. An additional benefit has been increased collegiality among different faculty groups.

D. Multi-Disciplinary Research

The Graduate School strongly supported the Chancellor's and the Provost's new interdisciplinary hiring plan. Beginning in 1998 this plan provides full salary support on an indefinite basis for approximately twelve faculty positions. In succeeding years the Graduate School Research Committee, which awards funds to faculty for research projects, will encourage multi-disciplinary research across the campus. These efforts have already resulted in departments taking the initiatives to develop projects that consolidate curricula and research programs.

E. The Wisconsin Distinguished Graduate Fellowship Program

Dean Virginia Hinshaw joined with the UW Foundation and all schools and colleges in a major fund-raising effort to attract and maintain the best and brightest graduate students here in Madison. The goal is to raise a \$200 million endowment for the support of graduate students. This includes the Wisconsin Alumni Research Foundation's commitment to match any money that is donated to the UW Foundation for graduate fellowships.

In addition, the system for awarding Advanced Opportunity Fellowships was revised, and the Steenbock Summer Dissertation Awards to support graduate students in the last phase of their careers was initiated.

F. Expanding Degree Options

The Graduate School is examining models for new as well as reformulated degrees that will meet the expanding needs of society. Demographic shifts, new training demands from business and industry, and projected areas of job-growth are three salient factors dictating change. Thus the demand for professional masters degrees in emerging fields needs to be addressed because business, industry and academic research depend on a level of trained personnel that is not currently available in critical areas like biomedical informatics, computational science, and environmental monitoring, to name just three.

G. Technological Change

The Graduate School is encouraging and demanding the use of technology by faculty, students, and prospective students too.

All proposals from faculty to the Graduate School Research Committee are now submitted electronically and are designed to make it easier for researchers to participate in extramural competitions at the same time.

Technological improvements in the students' application process from electronic applications to information on the web and a streamlined dissertation review process are now part of normal procedure.

H. Graduate Enrollment

That enrollment is falling is a principal concern of the Graduate School. What was once a steady enrollment of 9,000 students has begun to decline. In 1997-98 it was 8,233. Whereas some departments, History for example, have deliberately curtailed enrollments because of a diminished job market, the drop in enrollments otherwise suggests a demand for new professional masters programs and the need to encourage multi-disciplinary research and teaching to counteract the decline and to meet the needs of new areas in the academy, business, and industry.

V. CONTINUING EDUCATION

The Division of Continuing Studies (<http://www.dcs.wisc.edu/>) was created to amalgamate a half-dozen separate entities (See Criterion Four, V.C.13) into a coherent program responsible to a single dean. That Division now manages:

1. Summer Sessions Program, which offers more than 1,600 university credit classes and special programs throughout the summer (see <http://www.dcs.wisc.edu/ss1/sumnoncr>). This is one of the largest and most highly regarded Summer Sessions in North America and plays a leading role in national summer session organizations and in the North Central Conference on Summer Sessions.



2. Continuing Education Program, which offers students of all ages opportunities for professional development and personal enrichment. There are, for instance, a great variety of classes offered under the Liberal Studies & the Arts Program; under the Professional Development and Applied Studies Program; under the Center for International Programs in Government, where there are certificate programs for legislators, budget officers, local government and other public officials.

3. Adult Student Services Program, which offers assistance for adults returning to college. Nearly 50% of U.S. college students are 25 years or older. At UW–Madison more than 7,000 students are 30 or older and more than 2,000 are over 40. The Adult Career and Educational Counseling Center is an outreach service providing counseling and information for community adults making education and career decisions.

PLATO (Participatory Learning and Teaching Organization) is the UW–Madison’s learning-in-retirement organization. The primary goal of this member-led group is to provide learning experiences for people of or nearing retirement age, through discussion groups, lectures, and social events. Groups meet on campus and throughout the city.

4. Children & Youth Programs, which provide academic, art and athletic opportunities for pre-kindergarten through high school students. More than 11,000 youth participate each year in a wide variety of academic, orientation, sports and arts learning opportunities on the UW–Madison campus offered by schools, colleges, departments, and other university units.

VI. OUTREACH EDUCATION

Various schools, colleges, and departments provide a great variety of continuing education programs of their own for people of all ages, extending the boundaries of the campus to those of the state and beyond in the spirit of the Wisconsin Idea. Just a few of many are mentioned to give a sense of the variety available.

1. School of Education offers both credit and non-credit courses and programs for teachers and administrators, adult educators, counselors and psychologists, athletic trainers, youth and parents, the community (see <http://www.soemadison.wisc.edu/outreach/>).

2. College of Agriculture and Life Sciences (CAL S) provides a broad range of high-quality services to help faculty and staff plan, promote, and implement professional development conferences, seminars, and short courses. Recent programs include a series of income tax workshops, a Stray Voltage Investigator’s Training Course, and a Milk Pasteurization & Process Control School (<gopher://wiscinfo.wisc.edu:70/00/.browse/.METAOUTCP/.data/.00000004>).



3. Department of Continuing Education in the Arts provides leadership, education and resources in art, dance, music, theatre, reminiscence writing, and interdisciplinary arts programs for educators, professional artists, volunteers and the public (see *same as above to .00000005*).

4. Department of Communication serves communication professionals, communication practitioners, and the public by providing timely, practical and effective continuing education in communicative disorders, visual communication technology, journalism and mass communication, speech and organizational communication, telecommunications and other areas (see *same as above to .00000006*).

5. Engineering Professional Development Department strives to educate engineers and associated specialists as technology evolves. Extended learning is offered in areas

such as building and construction, chemical engineering, public works, communications, environmental engineering, mechanical engineering, manufacturing, and electrical engineering (see *same as above* to **.00000008**).

6. Department of Health and Human Issues offers practical, affordable continuing education to individuals in the health and human services field on aging and long-term care, alcohol and other drugs, clergy continuing education, and mental health and human values (see *same as above* to **.00000009**).

7. Continuing Education and Outreach Program of the UW–Madison Law School serves more than 2,000 attorneys and other professionals with an interest in law-related matters each year through programs, teleconferences, and publications emphasizing tax law, real estate law, criminal law, civil law, business law, marital property and estate planning (see *same as above* to **.00000010**).

8. Outreach Programs are also offered by the Governmental Affairs Unit of the Department of Liberal Studies (**.00000011**), by the School of Library and Information Studies (**.00000012**), by the Management Institute (**.00000013**), by the Program in Continuing Medical Education (**.00000014**), by Nursing (**.00000015**), by Pharmacy (**.00000016**), and by the Small Business Development Center (**00000017**).

VII. EXTENDED DAY COURSES AND RETURNING ADULT STUDENTS

More than 400 courses are offered at the UW–Madison each semester after 4:00 p.m. in the afternoon.

More than 8,000 students are enrolled in Extended Day courses; of those, 800 take courses in the evening hours only. Almost 30% of the Extended Day students need courses at these hours; the other approximately 70% are daytime students who accommodate themselves to classes offered later in the day.

The Madison campus commits nearly \$400,000 a year to offer courses on an Extended Day schedule. The Council on Outreach has established priorities on the use of this money: courses that fill the general education requirements, sequences of courses leading to certificates or degrees, and cross-disciplinary or unique courses.

At present, an adult undergraduate may complete majors in psychology and in retail management during the evening hours. In addition, it is possible to complete a Master's degree in Educational Administration on an Extended Day schedule. New learning technologies now allow planning for a Master of Engineering degree and a non-traditional Doctor of Pharmacy degree to be offered at a distance. The School of Nursing is engaged in a collaborative Bachelor of Science degree-completion program with four other UW System campuses. And the Business School began an evening hours MBA degree in the fall of 1998–99.

More than 50 courses are offered off-campus each semester in a Credit Outreach format. Many are now taught using one or several of the learning technologies.

The Adult Career and Educational Counseling Center in the Division of Continuing Studies served more than 5,600 adults who sought to return to an educational environment in 1997–98. Of these, 80% were seen in Outreach settings such as governmental agencies, businesses, service organizations, and the like.

The UW–Madison also served some 4,500 non-degree Special Students in 1997–98. Most were non-traditional adult students. Special-interest programs in the Summer Session serve teachers and other professionals. In the 1998 Summer Session more than 800 non-traditional students enrolled in these programs.

Nursing is engaged in a collaborative Bachelor of Science degree-completion program with four other UW System campuses.

Some 131,000 people were enrolled in the UW System's non-credit continuing education courses in 1997–98. Many of these courses took place in Madison and were open to Madison area residents. The Certified Public Management Certificate Program seems particularly appropriate for people in the Greater Madison Area where many people work in government offices. Non-credit courses are also offered in Engineering, Business, Nursing, Library Science, Arts and Liberal Studies, and various applied professional programs. In addition, recently, a series of programs has focused on training future employers of former welfare recipients.

VIII. HIGHLIGHTS 1988–1998

A. Professional Development Activities

The UW–Madison has made a significant effort during the last decade to promote opportunities for the professional development of its employees throughout the institution. Among them are the following:

1. Academic Leadership Series consists of some four to six workshops per year for chairs of departments, directors of centers, deans, and associate deans on topics important to them as leaders of academic units. Notable among topics addressed this year are: Hiring and Recruitment, Mentoring and Guidance in the Tenure Process, Handling Complaints and Allegations, Post-Tenure Review, Interdepartmental Cooperation, and Strategic Planning.

2. New Chair and Center Director Orientation is a one-day program covering basic goals and tasks of a chair of a department and of a director of a center.

3. New Faculty Workshop Series includes four to six workshops per year for all new faculty and all probationary faculty on topics such as getting grants, preparing a tenure case, and peer review of teaching.

4. Administrative Development Program is year-long seminar for some 20 faculty and staff who hold administrative positions.

5. Academic Leadership Program is a year-long program for four to six faculty and academic staff, involving workshops at other Big Ten institutions and campus-based seminars with university administrators.

6. Faculty Development Grants, University Teaching Improvement Grants (UTIC), and Sabbaticals. Semester or year-long grants are awarded competitively to faculty with projects that will improve their teaching or make another marked contribution to the university's mission.

7. Academic Staff Development Grants. Competitive grants are awarded to academic staff with projects that will improve their contribution to the university's mission.

8. Department Administrators/Secretaries Series consists of four half-day workshops for the principal administrator or secretary, who is not a faculty member, in academic departments.

9. Office Professionals Conference is a one-day annual conference for office professionals on campus.

10. Women Faculty Mentoring Program provides to untenured women faculty both a faculty mentor who is a woman and a series of workshops on issues important to their success as faculty members.

11. Academic Staff Mentoring Program provides academic staff members with a mentor and a series of orientations and brown-bag discussions on issues important to their success as members of the academic staff.

12. TA/PA Training on Discrimination and Harassment provides training each year for teaching assistants and program assistants in the university.

B. Using Grants for Innovation: Kellogg Food Systems Grant

In the fall of 1993, the W.K. Kellogg Foundation announced the Food Systems Professions Education (FSPE) initiative to help Land Grant universities update their traditional mission of serving society through the integration of teaching, research, and outreach, with special reference to the food system. The Kellogg Foundation put out a call for proposals, and the University of Wisconsin-Madison, with participation from UW-Milwaukee, River Falls, Platteville, and Extension, submitted a proposal entitled "Towards a Learning Community: Planning Food System Instruction, Research, and Outreach for the 21st Century." This proposal was one of 12 selected for funding by the Kellogg Foundation.

Wisconsin's proposal focused on citizen-university partnerships with (1) mutual sharing of information; (2) learning about the future; and (3) planning and implementation of programs. The project was guided by a Planning Board of 45 people consisting of urban and rural residents; minority populations; community-based organizations; health-care providers; nutritionists; farmers and agribusinesses; biotechnology enterprises; environmental and conservation groups; university students; university faculty, staff, and administrators; and international development groups. The Board decided that Wisconsin's project should be called the Wisconsin Food System Partnership (WFSP).

During Phase 1 of the project, the WFSP Planning Board engaged in a state-wide meetings to set goals. Board members took the information they gathered from small group meetings around the state and from a radio call-in show to develop a plan for the WFSP. It is grounded in the belief that both the state's citizens and its universities are best served when the university and state develop partnerships that include common objectives, share planning activities and learning opportunities, develop joint community-action programs, and promote practical programs for students that stimulate a greater sense of civic responsibility. The goal of WFSP is clearly and succinctly stated: "The Wisconsin Food System Partnership seeks a more food-secure world in 2020—a world with less poverty and a plentiful food supply that is varied, enjoyable, safe and healthy."

Upon completion of Phase 1, the setting of goals, the Kellogg Foundation provided five years of financial support for Phase 2, implementation. In this phase, WFSP began to implement its vision by supporting 18 partnership projects. These focus on a variety of issues. Among them are (1) insuring urban food systems and the food security of low income populations; (2) providing university students with service-learning opportunities through hands-on work that introduces them to the complexities of the food system; (3) addressing Native American health concerns related to diet; (4) helping migrants and seasonal farm workers improve their working and living conditions; (5) creating a pathway for minority students to succeed in science from elementary school to the work place; and (6) helping the homeless learn about food: what to eat, where to get it, how to cook it; (7) developing tools for communities to plan land use at the urban and suburban fringes.

The 18 partnership projects meet quarterly (1) to learn from each other; (2) to see where resources can be shared; and (3) to develop links that help each project to achieve the WFSP's goals.

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C. Globalization through International Studies (<http://www.wisc.edu/uw-oisp/>)

UW–Madison has long history of outstanding area and international studies programs; of language instruction leading to both undergraduate and graduate degrees; of well-funded programs for assistance and training for international development; and of programs for study abroad as well as for the exchange of students and faculty.

By the late 1980s, however, changes in world politics, global economics, technology, and in financing higher education meant that the UW–Madison needed to develop new goals and orientations for international education in the 21st Century. The Office of International Studies and Programs (OISP), consequently, assumed a central role in coordinating and fostering changes in international activities for the campus.

OISP conducted a major self-study and subsequently reorganized itself the better to serve faculty and students.¹⁴ A trained academic staff helped the office significantly to carry out its expanded mission. OISP created the *Global Studies Program* to foster graduate research and training in area and global studies. Grants in excess of \$3 million from the MacArthur and Ford Foundations have supported Global Studies since 1989. A joint agreement between OISP and the College of Letters & Science increased support for interdisciplinary initiatives and for administrative reorganization of smaller, less affluent area-studies programs.¹⁵ OISP also reconfigured the management of exchange programs as well as study-abroad programs.¹⁶ One result of OISP’s efforts is that the number of students studying abroad annually has increased from 300 to 500 during the last decade.

Although colleges and schools of UW–Madison had for many years sponsored a variety of nationally recognized international programs, there was a lack of opportunity for a discussion of their common concerns. OISP helped shape two new councils to facilitate communication: (1) the Council on Area and International Studies (CAIS). The members of CAIS are the chairs of regional area-studies programs and chairs of international studies programs that focus on specific topics; and (2) the International Activities Advisory Council (IAAC) whose members (both faculty and associated deans) are appointed by the dean of each school and college. CAIS and IAAC at first met regularly several times a year and now meet annually as the International Assembly.

OISP and the International Assembly jointly undertook a major study to determine the needs and priorities of international education for the campus. The campus’s international activities were catalogued, and efforts were made to increase the visibility of international education.¹⁷ OISP created a Fund for International Education and, over several years, awarded mini-grants to faculty groups and to schools and colleges to encourage study abroad and to promote cross-college cooperation and international links. The results of the study led to calls for a mission statement and a campus-wide strategic plan for international education; for a review of financial policies that affect international ventures; and for a coordinated fund-raising drive for international activities.¹⁸

OISP and the International Assembly also combined in a two-year long effort in

¹⁴ *Self-Study: International Academic Programs*, (OISP, 1993).

¹⁵ OISP announced its new configuration to the campus in a major insert in *Wisconsin Week* on “Building a World University” in the fall of 1991.

¹⁶ See *Self Study: International Academic Programs* (OISP, 1993).

¹⁷ These efforts led to the descriptive publication *Knowledge without Frontiers: International Education Activities at the UW–Madison* (OISP and the International Assembly, 1994).

¹⁸ See *Staying Competitive: The Challenge of Fund-Raising for International Education at the UW–Madison* (OISP, 1994).

UW–Madison International Education Year 2000: Strategic Vision and Planning Framework 1995–2000 (OISP, 1995; hereafter *IE2000*). *IE2000* identified six major initiatives:

1. The International Institute (liberal arts)
2. Professional Training
3. Undergraduate Education
4. World Affairs and Global Economy (WAGE)
5. International Environment
6. Regional Partnerships, with an initial investment in the Chancellor’s Asian Partnership Initiative (API)

IE2000 is the response of international education to the challenge of *A Vision for the Future*.¹⁹ The Chancellor recognized that response and provided valuable start-up funds for three of the initiatives (WAGE, API, and the International Institute). The International Institute houses the thirteen area and international studies programs. Activities in the three specially funded areas and three initiatives are monitored by the International Assembly. The university keeps abreast of these activities through annual reports, through OISP’s work with the Provost’s committee on *Vision* priorities, and through presentations to groups such as the Deans’ Council.²⁰

Current activities include expansion of relations with UW System institutions and institutions overseas, participation in a state-wide assessment of international education needs led by the governor and the Wisconsin International Trade Council, exploration of increased state funding for international education (possibly by added resources in the 1999–2001 biennial budget), and continued extramural fund-raising for area and international studies programs.

D. The Continuing Role of Library Resources for the Full Education of Students

University of Wisconsin–Madison Libraries acquire and offer access to information in virtually all formats and subject areas from all regions of the world in more than 125 languages. Selection of these resources is the responsibility of librarians who make decisions on the basis of their knowledge of current curriculum needs, faculty research interests, teaching and research trends, and the relative strengths of the collections already in place. Collection specialists achieve the necessary information to make decisions by formal and informal contacts with faculty, by attendance at faculty meetings as well as by telephone and electronic mail.

During the decade 1988–1998, the collection of printed resources of campus libraries grew to 5.5 million volumes, while electronic resources have burgeoned from a fledgling online catalog to a full, web-based Electronic Library that provides catalog, licensed full-text and citation databases, networked CD-Roms, and Internet access. More than 9,000 current journals and newspapers, an increasing number of retrospective titles, and all primary reference sources are now available electronically. As many resources as possible are licensed not only for use in the library, but also for use in campus offices and elsewhere by remote access. In 1997 use of electronic information surpassed use of printed information in the libraries.

Access to electronic information has increased the use of all library resources. For example, use of print resources increased by more than 2 million between 1989 and 1996, a growth in demand of 270 percent in only seven years. Library gate-counts are

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¹⁹ See Criterion One, Section II.B.

²⁰ See copies of OISP Annual Reports to Chancellor Ward and Provost Wiley, and the update on *IE2000* implementation produced for the Dean’s Council in May, 1996.

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up by more than one million since 1992. Interlibrary loan requests have been up 15 to 30 percent per year in the 1990s.

Since the 1980s the libraries have collected a wide range of quantitative and qualitative data that permits analysis of the way collections and resources are used and of which materials not yet available still need to be acquired. Regularly generated reports facilitate assessment of browsing and circulation transactions by format and title. The automated circulation system permits librarians to determine whether materials are borrowed by students, faculty, or staff and to track interlibrary loans by format, subject, and user status. Access to electronic resources is similarly monitored prior to renewing subscriptions. The ability to analyze data from selective perspectives will help determine the specifications of a new technical system for the library that will be installed late in 1998.

Faculty committees work actively with library staff to assess and evaluate present and future initiatives. A University Library Committee, including elected faculty and appointed academic staff and students, provides guidance and assistance to libraries. Committees on collections, services, intellectual property, and budget meet regularly with library administrators to analyze statistical and other data on a variety of topics. Reports are forwarded to the full faculty senate. In addition, most individual libraries maintain their own faculty committees and the Electronic Library posts news and information for faculty related to the collections. The libraries' commitment to maintaining diverse and extensive structures of communication has been essential in making difficult choices in the allocation of money in an era of multiple and increasingly expensive information formats.

Work with faculty throughout the decade resulted in the approval, in 1996, of mandatory information-literacy modules—modules to be taught by librarians—in at least two courses as part of a new General Education Communications requirement. The first module, an interactive multi-media tutorial developed by libraries with the assistance of a campus technology grant, uses cognitive modeling as its primary pedagogical approach. The first module also involves hands-on instruction in one of the libraries' three electronic classrooms. More than 4,000 students participated in these instructional activities in 1996–97, the first year of implementation. A second module, involving discipline-based library research, was partially implemented by 1998.

The belief, which will be tested as students progress through their university careers, is that formal instruction during the first year will improve performance in subsequent years. The online tutorial, called “CLUE” (Computerized Library User Education), is receiving national recognition, and the overall program is serving as a model for other universities with library components in their general education requirements.

Other information literacy instruction, specifically requested by faculty, has seen consistent growth over the past decade. In 1988, librarians taught approximately 660 classes reaching about 8,400 people. In 1996–97, librarians taught 2,007 sessions reaching more than 27,000 people. In addition, the “Drop-in Workshops” have developed into a campus-wide series involving four topics: the catalog, journal databases, the Internet and other electronic resources, and grants. The instructional program is now coordinated among all campus libraries and is headed by a full-time professional librarian.

Far from becoming superfluous in an electronic era, campus librarians are emerging as indispensable leading partners in the education of students. Recent innovations like the implementation of Z39.50 protocols—implemented throughout the libraries of universities belonging to the Committee on Institutional Cooperation (CIC)—allow sophisticated searches across catalogs, unmediated interlibrary loans, and online reference assistance. These allow the integration into higher education of the libraries'

information resources and expertise in ways that have hitherto been unavailable. Bringing libraries into classrooms, offices, dorms, and apartments creates new avenues for learning. By making information less time and place specific, libraries are facilitating and enhancing the educational process.

E. CIC and Other Collaborative Activities

The University of Wisconsin–Madison is one of the 12 universities that belong to the Committee on Institutional Cooperation (CIC), commonly referred to as the “Big Ten,” plus the University of Chicago. The provosts of the universities that are members are responsible for maintaining this organization of major Midwestern institutions of higher education. In existence now for over 40 years, the CIC seeks to develop a spirit of cooperation among otherwise competitive universities—an especially challenging task at this time of declining support from public funds.

A survey undertaken by the Office of the Provost at UW–Madison has found more than 150 activities and programs at our university which have some affiliation with the CIC. An information link within the website of the Provost Office contains the results of that survey. The CIC database can be accessed through <http://www.wisc.edu/provost/cdlab.html>.

One example of a major and recent CIC initiative is the Learning Technologies Initiative (LTI). This program supports the cooperative development and use of advanced instructional technologies to realize both academic and economic benefits through sharing resources and expertise. The CIC institutions seek through the LTI program collaboratively to acquire, develop, and implement instructional resources grounded in new technologies and to develop faculty expertise in the application of them to their courses. The LTI is directed by a panel of experts, who serve as liaisons, appointed by the provosts. Activities and programs of the LTI have included a CIC Symposium on Learning Technologies held 30 April through 2 May 1995, a Symposium on Technology and Foreign Language Learning held 8–10 March 1996, a Web-Based Instruction Conference held 27–28 February 1997, topic-group meetings on mathematics and computational sciences, and quarterly meetings of the Learning Technology Liaisons. A CIC Learning Technology Seed Grant Program encourages the collaborative development of instructional technology resources within the CIC consortium. UW–Madison is active in all aspects of the LTI. See <http://NTX2.cso.uiuc.edu/cic/lti> for details on the CIC Learning Technologies Initiative.

Other CIC initiatives in the Provost Office are directed to developing distant learning projects. In conjunction with the Graduate School, the Office of the Provost seeks to foster and support course initiatives in distance education between our programs and our counterparts at other CIC institutions, especially the University of Minnesota. Since 1995 a special effort at collaboration has been undertaken between the two institutions with a primary emphasis on projects at the graduate level. To date, over a dozen projects in collaboration between the UW–Madison and University of Minnesota have taken place, are being discussed, or will soon be discussed. Special pilot efforts are underway in Political Science, Entomology, Communicative Disorders, and Educational Psychology. Supporting these instructional efforts is a special agreement on student registrations. Future plans include expanding joint training opportunities for graduate students and adopting, possibly, joint graduate degree programs.



Criterion Four

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

I. INTRODUCTION

Strategic planning has enabled the University of Wisconsin–Madison to meet its commitments so far and should continue to do so in the next decade if funding from the state comes closer to that of Wisconsin’s neighboring states.²¹ Significant gains have been made in teaching, research, and service since 1988 and are expected to be made in the next ten years. This optimism is justified because every unit of the university—working with its faculty and staff, students and alumni—is engaged in an on-going process of focused planning to ensure its relevance, the vitality of its research, and the significance of its academic and professional programs.

To be specific, the UW–Madison has maintained its status with independent accrediting agencies; it has raised the quality of its admissions; it has gained the good will of its graduates.

A. Research and Education

That the university remains preeminent in research and education nationally and internationally is indicated by all 47 of its programs that require independent accreditation having received it on schedule. The National Research Council (1995) ranked 16 of 39 UW–Madison programs in the top 10; 35 of 39 in the top 25. Between 1988–89 and 1996–97, the university ranked first or second among all public institutions in expenditures on research and development, with the sole exception of 1990–91, when it ranked third. The university also ranked within the top five during that same period among all institutions in research and development. While the number of new graduate students has declined in each of the past four years, mirroring a national trend, the UW–Madison ranks third in the country in the awarding of doctoral degrees.

B. Undergraduate Statistics

Although admissions have been reduced, the number and quality of undergraduate applicants continues to grow. The number of applicants have increased from 15,649 in 1988 to 16,289 in 1997. In addition, ACT and SAT scores and the percentage of students in the top quartile of their graduating classes have all steadily increased.

In constant 1997–98 dollars based on the Consumer Price Index, the overall “Cost of Attendance per Academic Year” at the UW–Madison has increased from \$8,812 for resident undergraduates and \$13,950 for non-residents in 1988–89 to \$10,552 and \$18,291, respectively, in 1997–98. Financial aid for undergraduates increased by 50% (measured in constant 1997–98 dollars) from a total of \$59,724,933 to \$88,854,864.

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

²¹ From 1996–98 the average increase in funding for higher education in the United States was 9.8%; in Wisconsin it was 3.0%. During that same period of 5% inflation, Minnesota increased its General Purpose Revenue funding for higher education 11%; Iowa 10%; Illinois 11%; Indiana 13%; Ohio 12%; and Michigan 9.0%.

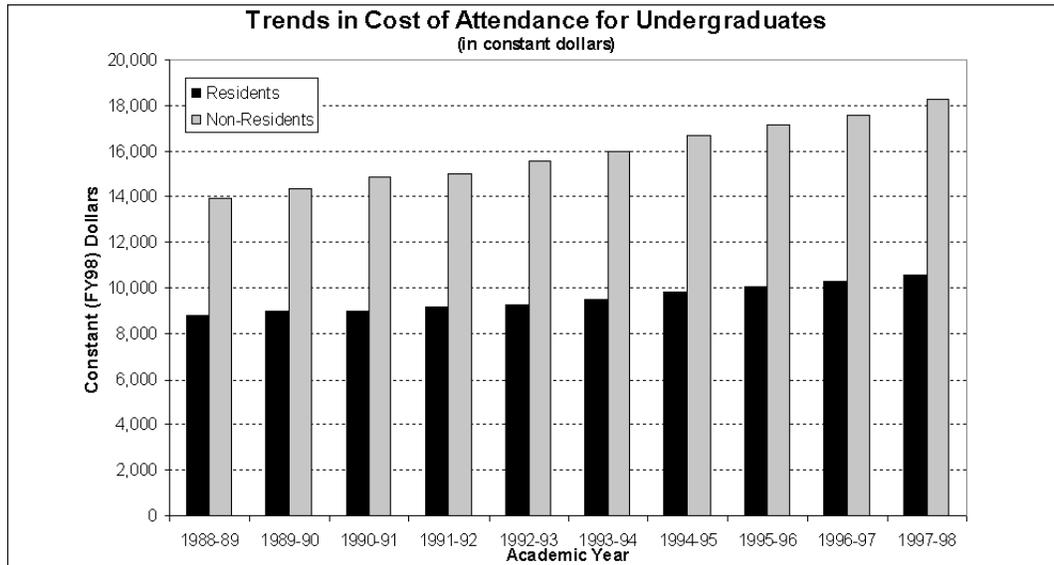


Figure 8: “Trends in Cost of Attendance for Undergraduates” provided by the Office of Budget, Planning and Analysis

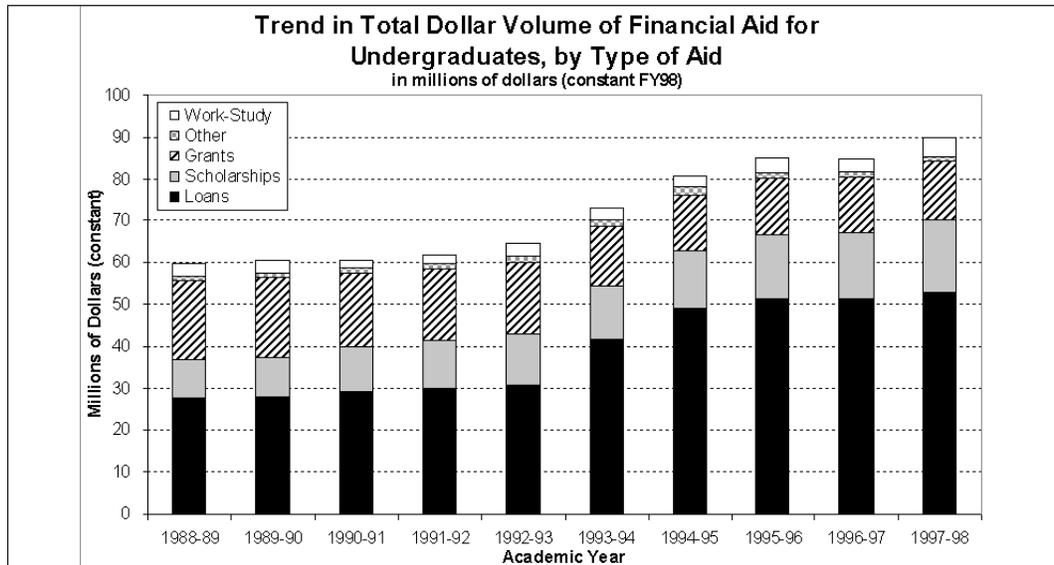


Figure 9: “Total Dollar Volume of Financial Aid” provided by the Office of Budget, Planning and Analysis

The University of Wisconsin–Madison has been and remains an attractive and affordable place to get an excellent education. Annual surveys of students confirm this finding.

During the period from 1989–90 to 1996–97, the annual percentage of graduating Bachelor’s degree recipients who were in debt remained about 44%, but their average debt (in constant 1997–98 dollars) increased from \$10,016 in 1989–90 to \$16,176 in 1996–97. These debt figures include non-residents as well as residents of Wisconsin.

C. Student Satisfaction

The data indicates that the University of Wisconsin–Madison has been and remains an attractive and affordable place to get an excellent education. Annual surveys of students confirm this finding. The data shows that the university remains attractive and affordable. Students’ responses to comprehensive surveys encouraging answers to questions asking whether the university is a “good buy” and whether the available financial aid is

adequate. In addition, students evaluate as “good,” “very good” or “excellent” the quality of instruction (94% in 1997 survey), faculty accessibility (87% in 1997 survey), and course satisfaction (93% in 1997 survey). Less than 10% of all respondents expressed dissatisfaction with class sizes. An overwhelming majority of students express satisfaction with their overall experience at the university (87% in 1997 survey), and most indicate that they would likely attend the university if they had to do it over again (58% “definitely,” 32% “probably” in 1997 survey).

II. THE CHALLENGE OF STATE SUPPORT

A. State Support and University Choices

To be in a position to succeed, however, does not ensure success. There are significant challenges facing the university. Declining state support is the most critical of them. The percentage of state resources allocated to the university has declined since 1988. At present, about 41% of the university’s funding comes from state sources (27% from the state, 14% from tuition); 59% comes from federal and private sources. That 41% places the University of Wisconsin–Madison in the last place for state support among the Big Ten universities. The 59% of federal and private funding provides the UW–Madison with its “Margin of Excellence” by promoting research and financing construction. It is, by its very nature, given for specific purposes that enable the university to maintain its preeminence. Should donors find that their gifts to the university are being used to support a deficit in the base budget, private support is likely to diminish in the estimate of those who raise funds.

Moreover, the flexibility of the campus administration to use the diminished resources supplied by the state has also declined. At the same time, the costs of education have increased dramatically. And new curricular and professional demands have also grown steadily. If a status of lean efficiency has been forced upon the UW–Madison and achieved, there has been an irreversible price to pay for it. Residual structural and financial latitude for further retrenchment within the university has now been exhausted. There is no longer any “play in the joints” that allows for new initiatives in leadership and innovation. In the absence of significant new state support, each new demand that is answered, each new initiative that is pursued will come at a cost: something else will be lost. However sound the choices that the campus administration may make, each new compulsory choice will have an adverse effect on the university as a whole.

If a status of lean efficiency has been forced upon the UW–Madison and achieved, there has been an irreversible price to pay for it.

B. Human and Physical Resources

Institutional planning is dedicated foremost to the realization of the university’s mission of teaching, research, and service; that must itself take account of financial, human, and physical resources necessary to accomplish it. Human Resources are discussed at length in Criterion Two (sections IV to VII, IX) as well as in the report of the Subcommittee on the Human Resources and Diversity. Physical Resources are discussed in Criterion Two (section X) as well as in the two-volumes of *Campus Master Plan: Technical Report* (1996).

C. Financial Resources

1. State Funding

In 1988–89 the Site Visit Team appointed by the NCA observed that, as a land grant institution, the ability of the University of Wisconsin–Madison to meet its responsibilities is linked inextricably to adequate state support (p. 43). The provision of state support has become an increasing source of concern to faculty, staff, students, and administrators on the Madison campus.

From 1988–89 to 1996–97, state funding of the total budget of UW–Madison increased in actual dollars from \$265.8 million to \$329.3 million, but the increase represents a significant decline in the percentage of the state’s contribution to the university’s operating budget, from 35.4% in 1988–89 to 27.3% in 1996–97 (these figures exclude the UW Hospital, which was previously in the university’s budget but became a semi-independent public authority in 1996–97). Since 1990–91 any net increase in tax-generated support of the university has been limited to funding the taxpayer share of the standard state compensation plan; not a single tax dollar has been available to serve any other university purpose. That is to say, new funds generated by taxes have gone into the pay plan only; every other dollar of state support has remained static or declined. (The university had to absorb a funding cut of between \$20 and \$21 million in the 1995–97 biennial budget.) Furthermore, fully one quarter of remaining support from the state is statutorily earmarked for specific purposes: it cannot be used except as directed.

Tuition is second lowest among Big Ten schools, more than \$900 below the median.

The negative impact of no net increase in taxpayer investment in university programs during this period of time, therefore, has been exacerbated by restrictions imposed on the use of any funds provided. Unlike most other public universities, the UW–Madison does not receive any formula or bloc funding allocations that can be used for discretionary purposes. Any state support that is not restricted to meeting the pay plan is made available for specific purposes only. Moreover, many of the budget cuts that have been imposed over the last six years have been directed at specific activities or categories of personnel. Thus, both in support and withdrawal of support, state directives have lessened the flexibility available to the university in pursuing its mission.

2. Tuition and Salaries

In 1988–89 the Site Team noted that, as a land grant institution, the UW–Madison is required to charge “moderate” tuition. The university has succeeded in doing that: tuition is second lowest among Big Ten schools, more than \$900 below the median.²²

The university’s low tuition poses its own set of problems. It does not and likely cannot, given the political implications, offset declines in state funding. Tuition is used exclusively in support of instructional activities. In practical terms, this means salary support. In the biennial budget for 1997–99, for instance, the state required the university to raise tuition if it wished to raise salaries 4.0% in 1997–98 and 4.5% in 1998–99. Given that faculty salaries at the UW–Madison are 7.2% below the median salary of their peers²³ with this raise in salary included, the university had to raise tuition to avoid giving faculty raises of only 2.0% and 2.25%. The 4.0% and the 4.5% raises were imperative given that in the previous biennium raises were 1% (1995) and 2% (1996) and the UW–Madison was ranked 11th among 12 peer institutions for salaries of full professors.²⁴ Nonetheless, the 1997–99 biennium marks the first time that the state budget was arranged to provide only half the funding for legislatively approved faculty raises. That the university raised tuition to meet the approved salary increases carries a deferred cost: future tuition raises will be proportionately more difficult to implement, even when they are necessary to meet fundamental instructional needs.

²² University of Michigan charges the highest undergraduate tuition: \$6,253 for residents; \$19,093 for non-residents. The University of Iowa charges the lowest tuition: \$2,760 for residents; \$9,616 for non-residents. UW–Madison charges residents \$3,240 and non-residents \$10,979. See *Data Digest 1997–98*: 44, for complete information on tuition in the Big Ten.

²³ See *PROFSinc* (27 April 1998): 1, for a listing of peer institutions and their salaries in each faculty category. See also *Data Digest 1997–98*: 23, for further information on salaries at UW–Madison and peer institutions.

²⁴ The university was ranked 11th of 12 peer institutions for salaries of full professors (with 10.8% required to reach the median); 8th for associate professors (with 1.1% required to reach the median); sixth for assistant professors (with –2.6% required to reach the median).

3. Gifts and Grants

Somewhat offsetting the decline in state support has been a remarkable growth in the receipt of extramural awards and endowment/trust funding at the UW–Madison. Total extramural awards between 1988–89 and 1996–97 have grown from \$285 million to \$472.1 million, supporting research (\$362.7 million), instruction (\$23.7 million), student aid (\$19.8 million) and other programs (\$65.9 million).

Annual support to the university from trust and endowment funds increased from \$36 million in 1987 to \$70 million in 1996. While the level of annual support remained relatively constant at eleven percent of total assets from 1987–93, it has recently fallen to between 7% and 9%, principally as the result of a huge increase in the endowment of the UW Foundation, which grew from \$20 million in 1987 to \$668.5 million by 1996.

Gifts and grants have not been able completely to offset the decline in state support of the university, however. They are given with specific uses in mind and limited to particular programs. Many sectors of the campus with their various needs are not open to such support. And since the university is without significant discretionary funds because of stipulations in the state budget, gifts and grants, while giving the University of Wisconsin–Madison its “margin of excellence,” cannot replace a base budget that allows the campus’s needs to be addressed more generally. The university, therefore, is pursuing new ways in which to recover flexibility, such as urging that UW Madison’s budget be incorporated into the UW System’s general budget as a specific enumeration; that is, a portion of the System’s budget becomes Madison’s budget, which can then be spent as the campus deems necessary to all its needs. This would eliminate micro-management from afar and increase flexibility on the spot. And, needless to say, increase the efficiency of the whole university.

4. Physical resources

A Vision for the Future gave priority to “renewing the campus physical environment.” A significant proportion of the university’s physical facilities are aging. Efforts to modernize or replace older units have been consistent and innovative. A comprehensive campus master plan (*Campus Master Plan: Technical Report*, 1996) is in place and being implemented.

State support for capital projects has tightened substantially. Between 1985–1991 a total of \$548.2 million was supported by the state with general fund (taxpayer-supported) borrowing; the university’s share of the total was \$132.9 million, or 24%. The money was spent on enumerated items (specifically designated) and infrastructure (not specifically designated) repair projects. Between 1991 and 1997 the total cost of projects supported by general fund borrowing rose to \$798 million; the university’s share rose slightly, to \$143.6 million, representing a drop to 18% of the total. Moreover, at the same time that the university’s percentage of general fund borrowing decreased, its own funding of enumerated and infrastructure repairs increased. The university’s investment of \$.75 of its own resources for each state dollar given to capital projects from 1985 to 1991 rose to \$2.25 for the period 1991–97. In a word here, too, the UW–Madison’s share of the state budget has declined.

To help offset declining state support, the university increased its efforts to finance capital projects itself. Between 1985 and 1991, it financed projects in the aggregate sum of \$98.4 million; from 1991 to 1997, that figure rose to \$270 million. The university’s physical plant has also initiated a variety of programs designed to expedite reconditioning and upgrading of campus facilities, supplementing the campus’ efforts to increase private support for projects it finances on its own (see the discussion of “PAC, CURB, CARE” under Criterion One IV.B.1). Overall, the quality of physical facilities is constantly an issue. There have been successes, but the routes to success are more challenging as state support becomes less certain.

Since the university is without significant discretionary funds because of stipulations in the state budget, gifts and grants, while giving the University of Wisconsin–Madison its “margin of excellence,” cannot replace a base budget that allows the campus’s needs to be addressed more generally.

III. LEADERSHIP AND STRATEGIC PLANNING

A. From *Future Directions* to *A Vision*

The university has enjoyed continuity in its central leadership during the past ten years. The Chancellor has been in office for five years; prior to that he served as Provost for six years. The Provost has been in office for three years; prior to that he served as Dean of the Graduate School for four years. Among the deans and directors of central campus units, five have been in office for three years, two for four years, nine for at least five years (prior to two recent resignations, it was eleven), five for at least ten years, and one for at least fifteen years (prior to a recent resignation, it was two).

Stability has fostered follow-through on campus strategic planning efforts. Initially concentrated on the substance of the *Future Directions* report of 1988, the focus has since shifted to the points emphasized in *A Vision for the Future*. This shift is substantively demonstrated in the strategic planning documents developed by each school and college, the annual reports submitted by the deans, and, where applicable, reports by and for individual accrediting agencies. The shift in focus toward implementation of *A Vision* is further represented in the Provost's continuous efforts to monitor—and guide—campus initiatives designed to further the enumerated priorities. (Instances of implementation are amply illustrated in Criterion One.)

B. Quality Improvement

The university created an Office of Quality Improvement to facilitate the planning and realization of the *Vision* priorities. To date it has assisted more than 70 campus units in developing strategic plans and has coordinated efforts of the Provost's staff in implementing *Vision* priorities. It has also developed a model (a model that has national prominence) for improving administrative processes in various academic departments; has assisted campus units in collecting and analyzing data on the needs of the public that use the university; conducted workshops for faculty and staff to assist them in improving their programs; and worked with a national consortium of representatives from industry and university to advance the application of quality-improvement principles in higher education. (On OQI see Criterion Three, III.C.)

C. Program Review

In addition to the strategic planning efforts of the individual schools and colleges, the university ensures that these efforts are connected appropriately to each academic program by reviewing these programs on a regular ten-year schedule. Deans are also reviewed every five years, at which time extensive information is solicited on matters of leadership, efficacy and quality of administration. Most deans have also put in place external advisory councils through which insights from private and public-sector entities are obtained on quality of programs, on recommended changes in curriculum, on the effectiveness of the means for delivering education, and on other subjects of mutual interest.

D. Assessment

The creation of external advisory councils is one more indicator reflecting the campus' commitment to assessment. These advisory councils provide feedback on the goals and quality of programs and thereby complement the role of academic planning councils within each school and college as well as of the campus-wide assessment council. Long an implicit component of strategic planning, assessment (both direct and indirect) is now recognized as a routine institutional practice. (Assessment is addressed in detail in Criterion Three, III.A.)

E. Conclusion

Overall, the university presents a strong record of coordinated and stable leadership. Strategic planning, centrally and locally, takes into account present and future academic and professional needs and projects ways to meet those needs in light of available financial, human, and physical resources. This responsible stewardship of the university's primary mission has enabled the UW–Madison to maintain its educational effectiveness and strengthen its current range of programs in face of the significant financial challenges already outlined. Some insight into the university's success in coping can be suggested by a brief survey of some consequences of retrenchment and of some few of the many campus initiatives to cope with it as well as to improve particular programs in important ways.

Responsible stewardship of the university's primary mission has enabled the UW–Madison to maintain its educational effectiveness and strengthen its current range of programs in face of the significant financial challenges.

IV. CONSEQUENCES

A. Local Effects of the Financial Challenge

A review of the deans' annual reports for the past several years and of the strategic planning documents generated in each school and college reveals certain constants caused by budgetary constraints attributable to declining state support: 1) the number of faculty have declined, which has consequently placed additional administrative and non-academic burdens on continuing faculty; 2) discretionary funding to support new initiatives has been virtually exhausted; 3) extensive internal reallocations have entailed "borrowing" from certain programs to initiate, maintain, and strengthen others; 4) the major consequence of constraints from declining flexibility (venture capital) is the inability to evolve in new directions and respond to new societal needs. This is particularly true in mounting new interdisciplinary initiatives to address complex problems (such as environmental ones) where single disciplines are just not sufficient. Consequently, relative to comparable situations at peer institutions, UW–Madison is proportionately underfunded and understaffed—a condition that, if it persists, is certain to affect adversely the university's ranking as one of the nation's very best institutions of higher education.

Certain schools have been more capable of generating external grants, gifts, and endowments that, while not contributing significantly to their flexibility, do help to offset reductions in state support. To the extent that this funding is available, it is nonetheless insufficient; moreover, the gap between the "haves" and the "have nots" continues widen. This problem is noticeable in the College of Letters and Science, the largest academic unit in the university, which is responsible for the highest percentage of undergraduate teaching and advising. Although L & S competes effectively for external funding—only the Medical School and the Graduate School generate more funds—programs in the Humanities and the School of Music suffer in comparison with those in the sciences and social sciences. The Art Department is in a similar situation in the School of Education.

Reduced support for the academic schools and colleges has an impact on cross-campus entities like the Graduate School, the Division of Continuing Studies, the Institute for Environmental Studies, the Institute for International Studies, and the General Library System.

The Graduate School administers research funds in addition to seeing to graduate education. It has, in both respects, a cross-campus mission that is directly affected by reduced budgets elsewhere on campus. If, for instance, a school or college must concen-

trate its limited resources on retaining or hiring new faculty, it may lack the money necessary to modernize laboratory equipment or animal facilities, and the Graduate School must pick up the bill. Or if certain schools or colleges are less able to attract external support for graduate students, the Graduate School must choose either to fund those students or to allow key programs to suffer major losses.

The Institutes draw faculty from a variety of departments. As “horizontal” units with a cross-campus presence, their strategic priorities must be negotiated with the “vertical” priorities of the departments, schools, and colleges in which faculty reside. Institutes suffer when reductions in departmental faculty take place and no money is available to replace them. Fewer faculty members, consequently, are then available to work outside their departments. Thus, while the Institutes have had to absorb their own budget cuts, they have also had to absorb the correlative effects of lower budgets in departments as well.

B. The University of Wisconsin–Madison General Library System

The General Library System of the University of Wisconsin–Madison (<http://www.library.wisc.edu/>) is one of the largest in the country, with holdings of over 5.7 million volumes, 4 million microfiches, and hundreds of thousands of special documentary collections housed in over 50 locations. (Information on the Library’s electronic services is found in Criterion Three, section V. D.)

The budget cuts that the UW–Madison libraries have suffered have serious consequences for faculty, staff, graduate and undergraduate students, and the citizens of the state. The university’s missions of teaching, research, and service are noticeably impeded by a library system that is not working at full capacity. Furthermore, UW–Madison’s libraries are not only a resource for the campus population, but they are also used by Wisconsin businesses, governmental agencies, the K–12 educational community, and interested citizens.²⁵

The University of Wisconsin System libraries lend more than 50,000 items each year to business, industry, and hospitals. The majority of those items come from libraries on the Madison campus. Nonetheless, that System has received no funding for the acquisition of print resources since the 1989–91 biennial budget. Acquisitions must come, then, from the reallocation of internal resources. It is estimated that \$12 million would be needed just to cover the cost of inflation in the last decade. So at a time when there are no budget increases, there are significant increases in the cost of books, journals, and electronic services. Over the last decade the cost of periodicals has risen 140% and the cost of books 58%. Over the last two decades the library’s ability to purchase books and journals has become only 70% of what it was previously.

The result of this situation is that the UW–Madison libraries have been forced to make significant cuts in buying books and journals to deal with rising costs. The libraries, for instance, have canceled 6,250 journal subscriptions—with 709 titles cut during the 1996–97 academic year. And in the last five years alone, Madison’s expenditures for acquisitions have been overtaken and surpassed by Indiana University, the University of North Carolina, Ohio State, Penn State, and the University of Washington. If there is no increase in acquisition funds for the libraries in the next biennial budget, the UW–Madison will be passed by Georgia, Iowa, Northwestern, and

²⁵ See Stephen Vaughn, “Maintaining strong UW–Madison library important to whole state,” *Wisconsin State Journal* (24 May 1998): 3B. Vaughn, a professor in the School of Journalism, having made an extensive study of the General Library System, writes: “It is a time to remember the vital role that the library plays not only in the strength and vitality of the university but more broadly in the quality of life for all citizens of this state.” Figures cited above are drawn in part from this article.

Texas universities. Given that the strength of library collections is a key element in the national ranking of universities, the University of Wisconsin–Madison has been put in a parlous situation by stagnating library budgets.

V. RESPONSES

The central administration of the University of Wisconsin–Madison as well as individual schools and colleges have responded to the challenge of dwindling funds from the state to support higher education. The list that follows is suggestive only; it is by no means meant to be exhaustive.

A. The Central Administration

1. Reallocation of Funds

Between 1991 and 1995 the university reallocated approximately \$25 million to fund or match program-initiatives in instructional technology, library acquisitions and services, international studies, facilities planning and management, undergraduate course access and advising, and assessment, in addition to helping meet unfunded state pay plan increases. In 1996–97 there were \$750,000 reallocated permanently to implement the new General Education requirements, in addition to another \$750,000 being allocated on a temporary basis for three years.

2. Mergers

Several division-level mergers were brought about, including the creation of the current Division of Information Technology (previously three independent units), the Division of Continuing Studies (previously two units), the Office of the Vice Chancellor for Administration (previously two units), and the Division of Facilities Planning and Management (previously two units). In addition, the UW Hospital and Clinics were formally restructured and then “divested” into a public authority. The Office of Quality Improvement was created, the UW–Madison Teaching Academy was chartered, the LEAD Center was inaugurated as a core campus resource for assessment activities, and a variety of academic and service units were either discontinued, replaced or merged into other on-going programs.

B. Units and Some Strategies of Adaptation

1. College of Letters and Science

Within L&S the faculty was reduced from an FTE level just above 960 to just below 900. All departments submitted strategic plans to help accomplish this. The Honors Program was re-created to permit honors to be earned in the major, in the Liberal Arts, and comprehensively in both. The Wisconsin Emerging Scholars (WES) program was instituted in the calculus sequence to improve the performance of those at risk. Faculty advising services were revamped. The Jewish Studies Program was created. Budgets were delegated to 13 of the largest units to be managed from departmental offices, not from the dean’s office. The College of Letters and Science and the College of Agriculture and Life Sciences concluded an agreement to merge Urban and Regional Planning with a portion of Landscape Architecture to create a cross-college department. And *Creating a New College* (March 1996) a comprehensive challenge to plan for the future, was issued (<http://polyglot.lss.wisc.edu/lsadmin/college.html>).

2. School of Business

Within the School of Business, eight centers were closed and three majors were discontinued.

A major in International Business was inaugurated.

Given that the strength of library collections is a key element in the national ranking of universities, the University of Wisconsin–Madison has been put in a parlous situation by stagnating library budgets.

3. Institute for Environmental Studies

The Institute closed four research centers.

4. CALS

Within the College of Agricultural and Life Sciences, the departments of Meat and Animal Science and of Poultry Science merged. Three majors and two centers were discontinued. A Regional Center of Excellence in Poultry Science was formed. And collaborative programs with the University of Minnesota were created in dairy, entomology, potato and vegetable science. The management of greenhouses and of animal care services and facilities were centralized.

5. College of Engineering

Within the College of Engineering, the Instrumentation System Center was discontinued; the Department of Engineering Mechanics was discontinued, and the Structural and Materials Testing Laboratory was created

6. Admissions Plus

Administrative efficiency was promoted in a variety of ways, including imaging systems for student records, new campus identification systems, expedited processes for graduate student admissions and fellowships, and automation of housing-related functions. A \$10 million investment was made to implement the PeopleSoft Student Information System, which will encompass admissions, financial aid, student accounts receivable, registration, student records, and related information.

7. Interdisciplinary Activities

A Vision for the Future called for interdisciplinary cooperation. New programs promoted it. Funds have been committed to the concept of “cluster hires” through which new faculty will be hired with full administrative support to help implement interdisciplinary programs. Over one hundred proposals were submitted from throughout the campus in response to this initiative.

Intensive review has also been made of new ways in which to facilitate faculty interactions with the private sector, converting the benefits of basic research into applied forms.

The instituting of “capstone” graduate or professional degrees has become a pilot program meant to serve the interests of non-traditional graduate students.

C. An Abbreviated Survey of Some Further Responses

1. The Graduate School

Created the Wisconsin Distinguished Scholarship Program, which seeks to raise a \$200 million endowment permanently to fund 400 graduate student fellowships, ensuring both added incentive and opportunity for graduate study.

Merged graduate programs to enhance complementary interests; for example, created a program in microbiology out of precursor programs in virology, food science, bacteriology, medical microbiology and immunology.

Promoted grant funding for proposals involving interdisciplinary collaboration.

Provided research support in start-up packages for new faculty.

2. The School of Veterinary Medicine

Implemented complementary research associations with faculty in other departments at UW-Madison (more than 20 at present) and other national and international universities (more than 25 at present).

Created a program in Comparative Biomedical Research through which a variety of separate research-oriented focus groups can foster new interdisciplinary relationships between clinical practice and basic research.

Reallocated available funds to support increased clinical veterinary staff, relieving some portion of the faculty's clinical teaching responsibilities to allow them additional time for research and outreach.

Expanded relations with laboratory veterinarians currently affiliated with the Research Animal Resources Center.

Incorporated the Department of Animal Health and Biomedical Sciences.

3. General Library System

Canceled approximately 7,000 journal subscriptions.

Continued to emphasize in-state lending, making available more than 750,000 items to users who, in turn, helped to expand the resources available to the GLS.

Participated in the pioneering efforts of the CIC Virtual Electronic Library through which access is provided to the holdings of all of the Big Ten universities and the University of Chicago.

Provided free electronic access to an on-line catalog as well as to over 30 million citations in journal and information databases.

4. International Studies and Programs

Created the International Institute in 1996, establishing a cross-college, interdisciplinary unit of 13 core academic programs to facilitate teaching, research, and outreach activities in area and international studies.

Promoted the International Assembly with faculty who have international interests or specialties, representing each school, college, and international or area program.

Supported the Chancellor's Asian Partnership Initiative, including fund-raising and new linkages with universities internationally.

Expanded faculty and student exchange programs while, at the same time, enhancing communication with campus departments and schools concerning possibilities for new study-abroad programs and internationally-focused research activities.

Took stewardship of the five-year World Affairs and Global Economy Partnership, phasing in a program that involves the schools of Law and of Business and the colleges of Agricultural and Life Sciences and of Letters and Science in new interdisciplinary curricular and outreach activities that are responsive to international issues.

5. School of Education

Invested of over \$1 million annually to computerize all faculty and staff, creating a "virtual community" to offset physical limitations (facilities housed in seventeen separate locations) and ease workloads.

Managed more than 100 separate educational programs in partnership with the Madison-area school systems, apart from other on-going activities throughout the state.

Consolidated complementary programs to maximize shared interests and expertise, e.g., bringing Counseling Psychology, Educational Psychology, and Rehabilitation Psychology together under the mantle of the Educational Psychology Training Center.

6. Institute for Environmental Studies

Applied for and received, through the Environmental Remote Sensing Center, one of four national centers to receive federal funding for NASA's pilot Visiting Investigators Program, a grant leading to new technology transfer opportunities.

Collaborated with international partners in the Partnership for Environmental Stewardship, a project administered by the Institute for Environmental Studies, on a project involving management of upland tropical ecosystems that helps other international partners to improve interdisciplinary approaches to natural resource management.

Established an endowed Climate, People and Environment Program to examine the social, economic, and biophysical consequences of global climate change.

7. College of Engineering

Increased collaboration with other schools and colleges to emphasize and expand mutual strengths and interests.

Instituted faculty development programs to facilitate collaborative efforts to study the process of learning, to reflect upon teaching strategies, and to plan for curricular and pedagogical changes.

8. School of Law

Continued involvement in interdisciplinary and international exchange and/or study programs, including emerging emphases in international business and law and ethics.

Improved student-teacher ratios through enrollment management, increasing thereby student access to resources and enhancing the instructional availability of full-time faculty, while also pursuing new curricular and internship opportunities.

Improved technological infrastructure and integration of instructional technology into academic and clinical instruction.

9. School of Nursing

Redistributed faculty and staff to respond to growth in the need for graduate preparation (MS) for advanced practice nurses and to the need for more clinical learning sites for these students.

Inaugurated an undergraduate honors program, responding to increased quality of program applicants.

Redistributed staff to adjust to growth in fields of advanced and practical nursing and to the need for more clinical learning sites.

10. Medical School

Merged McArdle Cancer Laboratory and Comprehensive Cancer Center.

Established Center for Race and Ethnicity in Medicine.

Instituted the Office of Primary Care, emphasizing new needs in clinical practice and community outreach.

11. School of Business

Completed new, single-site integrated facility (Grainger Hall) with up-to-date technological delivery systems.

Promoted collaborative ventures in international business.

12. School of Pharmacy

Raised funds necessary to construct new single-site facility (now under construction).

Revised, from start to finish, curriculum to put in place a six-year program leading to the doctoral degree.

Began using distance technology to allow professional pharmacists to work toward advanced degrees in a non-traditional format, in addition to developing continuing education programs for state pharmacists.

13. Division of Continuing Studies

Was created to bring together the Special Programs office, the Summer Sessions program (involving some 14,000 students), those continuing education departments not associated with professional schools (incorporating over 300 Independent Learning courses), and Cross-College Services (Office of Precollege Programs, The Adult Career and Educational Counseling Center, Office of University Special and Guest Students) under the leadership of a single dean.

14. Division of Information Technology (DoIT)

Consolidated Administrative Data Processing (ADP), the Madison Area Computer Center (MACC), and telecommunications (formerly a part of Business Services) into one department under a single Chief Information Officer.

Criterion Five

The institution demonstrates integrity in its practices and relationships.

The University of Wisconsin–Madison operates in the spirit of a public trust. It is perceived as such by the citizens of the state. For one hundred and fifty years, it has responded to that honor. The university remains committed to public accountability, to protecting ethical standards, to academic freedom, to fairness of opportunity and reward, and to social and professional decency.

Disagreements, lapses, and omissions do, of course, occur when people perceive ethical problems and issues of equity differently. But overall, policies, procedures, and training programs work—even if, on occasion, in a corrective fashion; even if, inevitably, not every one is satisfied—to insure integrity. Policies, procedures, and training programs guarantee the opportunity of every individual in the university, as well as of those doing business with the university, to understand and respect standards of conduct, to give voice to questions and concerns, to have access to full and accurate information, and, when appropriate, to seek assistance or redress. All of these things are implicit in the discussion of the foregoing Criteria. Certain things profit, nevertheless, from being stated again generally and then more explicitly.

I. INTRODUCTORY PERSPECTIVES

A. Governance

The University of Wisconsin–Madison exists within a broader system of institutional governance. It is answerable to the UW System Administration and to an independent Board of Regents that acts under state mandate. As a consequence of that relationship and with the experience of knowing what works well and what does not, the university has adopted a variety of managerial processes that promote inclusive governance. It keeps internal and external constituencies well informed, and, in general, ensures that its policies, procedures, and proposals, before they are implemented, receive extensive comment and adhere to state laws and Regent mandates.

The institution demonstrates integrity in its practices and relationships.

B. Responsibilities and Grievances

The university has defined clear standards of behavior for all of its constituencies, making reference where appropriate to specific laws, Regent regulations, and the ordinary customs of institutions of higher education. The university's publications—handbooks, formal statements, compilations of policies—which are continually updated, and its training workshops as well as its specially trained personnel make its standards and expectations broadly known to campus constituencies and to the public at large. And procedures for addressing grievances and complaints and for procuring assistance (confidential or otherwise) with problems are equally well publicized.

C. Equal Opportunity in Employment

The university employs a variety of means to assure equal access to academic and other employment opportunities. Issues of public access and accommodation are served equally through these same means.

D. Internal and External Relations

The university portrays itself accurately in its publications and interactions with prospective and enrolled students and with faculty, staff, alumni, affiliated institutions, partners, donors, and other interested parties. Its rapidly expanding record of success-

ful liaisons with public and private sector partners also illustrates the credit with which the university and its personnel enter into these relationships and the integrity with which shared objectives are pursued.

Each of these points is addressed in more detail below.

II. THE UW SYSTEM, LEGAL AND PUBLIC ACCOUNTABILITY

A. The System and Governance

The UW System comprises twenty-six separate institutions, including two-year centers, four-year comprehensive educational campuses, and two research institutions at the UW–Milwaukee and the UW–Madison. The System is authorized by state statute and governed by a Board of Regents in accord with the legislative mandates set forth in *Wisconsin Statutes, Chapter 36 / University of Wisconsin System*. Those mandates require shared governance among faculty, academic staff, and students in each institution. They also formalize policies relating to non-discrimination, fair-employment opportunity, conflicts of interest, and other matters of ethical practice.

B. Policies and Rules

The Chancellor of each institution in the System implements the Board’s policies. In the first instance, these policies appear in the form of regulations adopted by the Board and stated in the administrative code (*Wisconsin Administrative Code / Rules of Board of Regents of the University of Wisconsin System*). These rules prescribe in general detail the character of faculty and unclassified staff appointments (classified staff appointments are administered directly by the state through negotiation with various unions); the processes to be followed when employment issues arise; the standards of conduct expected of university employees and students; restrictions on outside activities and conflicts of interest; student academic and non-academic disciplinary procedures; and acceptable-use standards governing conduct on university lands. These rules, which are occasionally supplemented by initiatives of the Board or of the System administration, have inspired the more detailed policies enacted by the various governance units of the university.

C. The Board and the State

The Board meets every month. The Chancellor of the UW–Madison and other members of the campus administration regularly attend these meetings to answer questions and to provide and receive information.

Because the university is situated in the capitol city, similar meetings take place with representatives of the Governor and Legislature. The university’s public accountability is thus visible and enduring.

D. Internal Relations

An extensive structure of committees, meetings, and overlapping jurisdictional roles within the university promotes public accountability. At the same time, it ensures an inclusive style of governance and a system of checks-and-balances. These help to affirm integrity and ethical conduct. A brief review of this structure, already discussed in part in Criterion One, may be helpful.

1. Meetings, Reviews, Agendas

- a. The Chancellor meets bi-weekly with a cabinet consisting of the vice chancellors for academic affairs (Provost), administration, legal and executive

affairs, and research (Dean of the Graduate School), in addition to other key staff, including the Dean of the College of Letters and Science and representatives from health sciences and news and information services.

- b. The Vice Chancellors meet bi-weekly with their staffs. The Chancellor and the Provost also meet on a bi-weekly basis with all deans and the directors of campus-wide programs, on a monthly basis with the University Academic Planning Council, and annually with all department chairs.
- c. Deans and directors meet regularly with all department and unit chairs and with their school and college academic planning councils. They also meet with executive boards, boards of visitors, advisory councils, and similar consultative bodies. Moreover, deans require mandatory program reviews of every department (on a 10-year cycle) and post-tenure reviews of faculty (on a 5-year cycle).
- d. The Provost attends scheduled meetings (weekly) of the University Committee and the Academic Staff Executive Committee, the governance arms of the Faculty Senate and of the Academic Staff Assembly, respectively. The Chancellor chairs the monthly meetings of the Faculty Senate, the Provost those of the assembly.
- e. Finally, each of the four academic divisions on campus—the biological sciences, social and behavioral sciences, arts and humanities, and physical sciences—has a committee that monitors issues from tenure and advising on personnel issues to educational policy and planning.
- f. Agendas for meetings and reviews cover issues key to the day-to-day operation of the university. They, along with minutes of meetings, are kept as a record of actions taken and are available for examination in appropriate offices. Issues of integrity and ethical practice are of concern to constituencies throughout the university and its surrounding communities, and, at least in part, such are implicit, if not explicit, in the meetings and reviews just mentioned.

2. A Sampling of Committees

- a. A variety of faculty and academic staff committees exists, too. A representative number of them help to indicate that issues of integrity, ethics, and equal opportunity are carefully attended to on campus.

Academic Affairs of Minority and Disadvantaged Students Committee
 Academic Staff Area Review Committee
 Academic Staff Appeals Committee
 Advanced Opportunities Fellowships Committee (Graduate School)
 Access and Accommodation in Instruction Committee
 Admissions Policy Committee
 Biological Safety Committee
 Committee on Faculty Rights and Responsibilities
 Disabilities Accommodation Advisory Committee
 Equity and Diversity Resource Center Advisory Committee
 Gay, Lesbian and Bisexual Issues Committee
 Graduate Training in Scientific Ethics Committee (Graduate School)
 Human Subjects Committee
 Institutional Advisory Committee on Outside Activities
 Morgridge Center for Public Service
 Occupational Health and Safety Committee
 Personnel Classification Committee

Regularly scheduled workshops for administrative faculty and staff are held throughout the year to clarify policies and procedures and to familiarize those in the administrative network with appropriate protocols, applicable legal standards, campus initiatives, and specific remedial or preventative programs related to them.

Principal Investigators Committee (Graduate School)
 Research Committee (Graduate School)
 Safety Committee
 Radiation Safety Committee
 Student Academic Misconduct Review Committee
 Student Non-Academic Misconduct Review Committee
 Student Policies and Non-Academic Programs Committee
 Committee on Women in the University

- b As this list of committees suggests, multiple constituencies are well-informed about issues and participate in governance. With established standards of conduct in place, this committee structure fosters ethics in practice.

III. STANDARDS, BEHAVIOR, GRIEVANCES, COMPLAINTS

The university publishes clear standards of behavior for all its constituencies, and it employs effective procedures for addressing grievances and complaints as well as for providing assistance when requested.

1. Policies and Procedures

The university maintains an up-to-date compendium of all policies and procedures applicable throughout the campus. Everyone involved in communicating, interpreting, and implementing them retains a complete set. They are available to anyone upon request. Regularly scheduled workshops for administrative faculty and staff are held throughout the year to clarify policies and procedures and to familiarize those in the administrative network with appropriate protocols, applicable legal standards, campus initiatives, and specific remedial or preventative programs related to them.

2. Publications

The *Classified Personnel Policies and Procedures* include separately titled sections for a code of ethics, dispute resolution, and discipline and dismissal; these provisions are augmented by a *Classified Staff Employee Handbook*. Similarly, the *Unclassified Personnel Policies and Procedures* include sections on ethics, grievances, appeals and complaints, discipline, dismissal and non-renewal. *Faculty Policies and Procedures* contain similar entries, setting forth both rights and responsibilities in sufficient detail to address restrictions on faculty activities, use of university facilities for personal gain, contracting and leasing, nepotism, research protection of students and other researchers, outside activities, service as an expert witness, harassment, consensual relationships with subordinates, research integrity, and similar issues; extensive consideration is also given to the procedures to be followed in investigating and resolving grievances and complaints of misconduct. Similarly detailed entries appear in the *Academic Staff Policies and Procedures*. All of these entries represent extensions of the standards set forth by the Board of Regents in the *University of Wisconsin System Administrative Code*, which is included with these other policies when they are distributed. A *Student Handbook* is distributed to all students and contains entries addressing this same range of issues.

3. Offices

Numerous resources exist throughout the campus to familiarize the community with standards of conduct and to enforce them. These include the Office of the Dean of Students, the Office of Human Resources, the Classified Personnel Office, the Academic Personnel Office, the Office of Employee Assistance, the Equity and Diversity Resource

Center, and the Legal and Executive Affairs Office. With the exception of the Classified Personnel Office, which is constrained by labor agreements, and the Legal Office, which is constrained by client restrictions, staff within each office are available to answer questions and provide assistance on both confidential and non-confidential bases without prejudice to the person making the inquiry. Representatives of each of these offices meet weekly to share updates on cases, questions, and other matters pertaining to the efficacy and integrity of the university's student and personnel processes.

4. Workshops

These offices collaborate with staff in the Provost's Office and the Office of Human Resources and Development to provide workshops throughout the year for faculty and staff. These workshops are designed to help the participants develop strategies for dealing with difficult administrative issues that often touch upon matters of ethics and integrity. In addition, participants are given the opportunity to meet with campus experts on such issues and to learn about whom to contact for assistance in handling a variety of potential problems.

In the 1997-98 academic year workshops were held on the following topics: Strategic Planning, Running Effective Meetings, Administering an Academic Department; Internal Collaboration, Issues and Options for Chairs; Post-Tenure Review, Making It Work for the Department and the Individual Faculty Member; Nurturing New and Untenured Faculty, the Chair's Role, the Mentor's Role; Handling Complaints and Allegations; Hiring and Recruitment, Mentoring and Guidance, The Tenure Process. In addition, an orientation is held each year for new chairs, covering topics such as hiring and recruitment, mentoring, handling complaints and allegations, and strategic planning. Other programs are held for office staff, including new employee orientations, addressing such issues as effective strategies of communication, managing change, dealing with stress, fostering creativity, recognizing differing male and female patterns of communication, valuing diversity, maximizing human and technological resources, and valuing relationships.

IV. ISSUES OF EQUITY, DIVERSITY, AND DISABILITY

A. Equity and Diversity Resource Center (EDRC)

The focus of the workshops (mentioned in III.4. above) is supplemented by extensive training conducted through the EDRC on matters of harassment, accommodation of disabilities, discrimination, and related issues of equal access and opportunity. This training involves the placement of "contact persons" throughout the campus; the constituting of committees on equity and diversity in each school and college; the assuring of both group and individual mentoring of teaching assistants and project assistants as well as of faculty and staff; and the initiating a "train-the-trainer" program through which university standards are further disseminated throughout the campus.

The EDRC's mission statement indicates these areas of responsibility:

1. providing leadership and consultation to develop and implement equity and diversity strategies throughout the campus;
2. promoting the use of standardized and proactive processes of human resources;
3. maximizing human resources through the effective use of principles of continuous improvement;
4. establishing collaborative partnerships with Schools, Colleges, and Divisions;
5. coordinating campus compliance with affirmative action and equal opportunity requirements;

The burgeoning use of information technology on campus has necessitated a specific regulatory response.

6. coordinating campus compliance with federal, state, and UW–System requirements regarding Affirmative Action and Equal Employment Opportunities (AA/EEO);
7. monitoring progress toward goals of affirmative action to make sure that personnel policies and practices are in accord with federal, state, and UW–System requirements;
8. coordinating campus compliance with federal, state, and UW–System mandates prohibiting discrimination against employees, job applicants, and students with disabilities;
9. conducting professional development and training on AA/EEO and diversity issues related to discrimination, harassment, and fair employment practices;
10. providing employee and student AA/EEO-related data upon request and in accordance with UW–Madison policy;
11. investigating discrimination and harassment complaints filed against employees by colleagues or students.

B. McBurney Center

Additional assistance and training on issues of disability are provided through the McBurney Disability Resource Center, which is administered through the Office of the Dean of Students.

V. ATHLETICS

The Division of Intercollegiate Athletics has some additional means available to it to ensure ethical practice. Since 1992–93 a full-time compliance coordinator has been on staff to conduct training sessions, answer inquiries, and, in general, monitor compliance with NCAA rules. A second full-time staff person for compliance will be added in Fall 1998. And the Athletics Committee, which is composed of faculty, academic staff, students, and alumni, functions as an oversight committee.

The compliance coordinator reports to the Vice Chancellor for Legal and Executive Affairs, who maintains oversight responsibilities for the Division. In addition to coordinating investigations of reported infractions, the Vice Chancellor conducts routine audits to ensure that financial practices are in order between the Division and its various booster organizations. Audits in this context are done by the campus' Office of Internal Audit, which carries out both scheduled audits and audits on an as-needed basis throughout the university. The special investigative capabilities of the Office of Police and Security are also used as needed.

VI. INFORMATION TECHNOLOGY

The burgeoning use of information technology on campus has necessitated a specific regulatory response. The Provost convened an ad hoc committee to formulate policies for appropriate use of technology. These include standards for using the Internet, issues of copyright and intellectual property, and the custody of official records that are in electronic files.

Preliminary policies for use are now in effect. They will be continuously reviewed and expanded as necessary. Division of Information Technology (DoIT) explicitly reminds users of legal and ethical constraints on use of information technology and maintains an active program of network security.

VII. PROGRAM REVIEW AND ACCREDITATION

Every program on campus is reviewed internally at least once every ten years. In addition, 47 campus programs are subject to external accreditation. Below is a list of these programs with the date of their most recent accreditation followed by the date (in parenthesis) of the next visit of their accrediting agency.

1. Agricultural Journalism **by** Accreditation Council on Education in Journalism/Mass Communication, 1993-94 (1997-98)
2. Agricultural Mechanization and Management: Undergraduate **by** American Society of Agricultural Engineers, 1992-93 (1998-99)
3. Art: BS, BFA, MS, MFA **by** National Association of Schools of Art and Design, 1991-92 (2001-02)
4. Business: School and Undergraduate and Masters Programs **by** American Assembly of College Schools of Business, 1989-90 (2002-03)
5. Chemistry Course, Undergraduate **by** American Chemical Society, 1994-95 (1999-2000)
6. Coordinated Undergrad Program, Options in Gen. Dietetics, Food Service Administration in Departments of Nutritional Sciences and Food Science **by** American Dietetic Association, 1991-92 (2001-02).
7. Counseling Psychology: Doctoral **by** American Psychological Association, 1993-94 (1998-99)
8. Cytology **by** AMA Commission on Allied Health Education and Accreditation, 1993-94 (1998-99)
9. Dietetic Internship: Post BS **by** American Dietetic Association, 1992-93 (pending)
10. Dietetics: Undergraduate **by** American Dietetic Association, 1993-94 (1998-99)
11. Engineering Mechanics: Undergraduate **by** Accreditation Board for Engineering and Technology, 1994-95 (2001-02)
12. Engineering, Agricultural: Undergraduate **by** Accreditation Board for Engineering and Technology, 1994-95 (2000-01)
13. Engineering, Chemical: Undergraduate **by** Accreditation Board for Engineering and Technology, 1994-95 (2001-02)
14. Engineering, Civil (Engineering, Construction and Management Option): Undergraduate **by** Accreditation Board for Engineering and Technology, 1994-95 (2001-02)
15. Engineering, Civil (Surveying Engineering Option): Undergraduate **by** Accreditation Board for Engineering and Technology, 1994-95 (2001-02)
16. Engineering, Civil: Undergraduate **by** Accreditation Board for Engineering and Technology, 1994-95 (2001-02)
17. Engineering, Electrical: Undergraduate **by** Accreditation Board for Engineering and Technology, 1994-95 (2001-02)
18. Engineering, Geological: Undergraduate **by** Accreditation Board for Engineering and Technology, 1994-95 (2001-02)
19. Engineering, Industrial: Undergraduate **by** Accreditation Board for Engineering and Technology, 1994-95 (2001-02)
20. Engineering, Mechanical: Undergraduate **by** Accreditation Board for Engineering and Technology, 1994-95 (2001-02)
21. Engineering, Metallurgical: Undergraduate **by** Accreditation Board for Engineering and Technology, 1994-95 (2001-02)
22. Engineering, Nuclear: Undergraduate **by** Accreditation Board for Engineering and Technology, 1994-95 (2001-02)
23. Family and Consumer Communications Program Area **by** Accreditation Council on Education in Journalism/Mass Communication, 1986-87 (1997-98)

24. Forest Science: 1st Professional Degree **by** Society of American Foresters, 1991–92 (pending)
25. Health Service, University **by** Accreditation Association for Ambulatory Health Care, 1994 (1997)
26. Interior Design: Undergraduate **by** Foundation for Interior Design Educational Research, 1991–92 (1997–98)
27. Landscape Architecture: Business and Industry option **by** American Society of Landscape Architects, 1996–97 (2001–02)
28. Law School **by** American Bar Association, 1991–92 (1998–99)
29. Library and Information Studies: Masters Program **by** American Library Association, 1991–92 (1999–2000)
30. Materials Science and Engineering: Undergraduate **by** Accreditation Board for Engineering and Technology, 1994–95 (2001–02)
31. Medical School: M.D. Program **by** American Association of Medical Colleges, 1995–96 (2002–03)
32. Medical Technology: Undergraduate **by** National Accreditation Agency for Clinical Lab Sciences, 1993–94 (2000–01)
33. Music: School and Special Programs **by** National Association of Schools of Music, 1992–93 (2002–03)
34. Nursing **by** National League for Nursing, Inc., 1991–92 (1999–2000)
35. Nursing: Continuing Education Program **by** American Nurses Association, 1994–95 (2000–01)
36. Occupational Therapy: Undergraduate **by** American Occupational Therapy Association, 1992–93 (1999–2000)
37. Pharmacy: Pharmacy Doctorate Program **by** American Council on Pharmaceutical Education, 1994–95 (1998–99)
38. Physical Therapy: Graduate **by** American Physical Therapy Association, 1997–98 (to be determined)
39. Physician Assistant: Undergraduate **by** AMA Commission on Allied Health Education and Accreditation, 1991–92 (1997–98)
40. Public Affairs and Public Administration: Masters **by** National Association of Schools of Public Affairs and Administration, 1991–92 (1997–98)
41. Rehabilitation Counseling: Masters **by** Council on Rehabilitation Education, 1992–93 (1997–98)
42. School Psychology: Doctoral Program **by** American Psychological Association, 1997–98 (2004–05)
43. Social Work: Professional Undergraduate and Masters Program **by** Council on Social Work Education, 1989–90 (pending)
44. Speech Pathology and Audiology **by** American Speech-Language-Hearing Association, 1996–97 (2004–05)
45. Theatre and Drama **by** National Association of Schools of Theatre, 1991–92 (1997–98)
46. Urban and Regional Planning: Masters Program **by** Planning Accreditation Board, 1991–92 (pending)
47. Veterinary Medicine **by** American Veterinary Medical Association, 1994–95 (2001–02)

VIII. EQUALITY OF ACCESS AND OPPORTUNITY

The university employs a variety of means through which equal access and opportunity are secured for academic and employment purposes; issues of public access and accommodation are also served through these same means.

A. Policies and Provisions

Each of the comprehensive policies governing students, staff and faculty contain specific provisions regarding issues of discrimination, harassment, consensual relations, and similar forms of objectionable conduct. These provisions explain appropriate standards and provide procedures for handling complaints or grievances.

Through campus offices such as the Dean of Students, Academic Personnel, Equity and Diversity Resource Center and others, these policy provisions are augmented by written handouts, workshops, training sessions, and unrestricted consultations upon request. Much the same structure exists across the campus to ensure accommodations for those with disabilities.

B. Initiatives on Diversity

The university places great emphasis on improving its diversity and on creating an environment congenial to all. These efforts include, in addition to those already mentioned, designation of a single coordinator for all campus diversity efforts, creation of Multicultural Student Center, strategic hiring initiatives sponsored by the Chancellor's Office to attract more women and minority faculty, designation of a community relations specialist in the Chancellor's Office to promote university-community partnerships, a four-year comprehensive gender-equity pay exercise, new recruitment and funding strategies for undergraduate and graduate applicants from under-represented groups, and similar initiatives.

C. Hiring

The university's undergraduate, graduate, and professional programs promote accessibility to all. Hiring of faculty and staff is undertaken with the assistance of the EDRC, to ensure that appropriate applicant pools are identified, that effective recruitment strategies are devised to take full advantage of such pools, and that hires are made on the basis of legitimate criteria. In this regard the university applies specific guidelines—they accord with standards affecting applications, selections for interviews, and eventual hiring—for positions in the classified and academic staff. Performance reviews of current staff employees are also governed by explicit policies. The same is true for both tenured and untenured faculty.

The university's undergraduate, graduate, and professional programs promote accessibility to all.

D. Grievances and Complaints

While the university has in place a structure that is well designed to inform, educate, and assist on matters of equal access and opportunity, situations arise in which standards are alleged to have been breached. Records are maintained in administrative offices responsible for such matters. These include the offices of the Chancellor, the Provost, Academic Personnel, EDRC, and Classified Personnel. These records are kept to ensure careful and thorough investigation and disposition of all such matters. They also help to inform discussions of issues in the many faculty and staff workshops that are conducted on managing complaints.

IX. THE UNIVERSITY AND THE PUBLIC

A. Public Image

The university portrays itself accurately in its publications and interactions with prospective and enrolled students, faculty, staff, alumni, affiliated institutions, partners, donors, and others.

All official university publications are extensively screened and edited prior to distribution to ensure that content is compatible with the university's mission and policies. While individuals may take issue with certain university practices, such as affirmative action or the use of animals in research, there is rarely any claim that the university is engaging in deceptive advertising or similar forms of disingenuous conduct. On the rare occasions in which that occurs, the administration acts swiftly to see that words and deeds agree.

B. Accountability

The absence of such claims is notable. The State of Wisconsin imposes stringent demands on all state entities, including the university, for open meetings and public records. It is virtually impossible to do business in "secret" at the university even if there were a desire to do so. Consequently, every effort is made to ensure that public declarations and representations are accurate.

Institutions affiliated with the university are also careful in presenting themselves to the public. The UW Foundation, WARF, and similar entities are meticulous in declaring the nature of their association with the university. Where the university has found it necessary to create its own "friends corporations," it has done so through the Board of Regents, being certain to meet regulations governing state records and meetings laws and related measures of accountability.

C. Contracts

Contracts for university research and for university sponsored programs, as well as other forms of agreements, are subject to careful screening in such offices as Legal Services, University-Industrial Relations, Research and Sponsored Programs, and the Wisconsin Alumni Research Foundation to ensure that the content of contracts is consistent with the university's mission and policies. The university, for example, will not enter into any contract that attempts to classify an activity, that seeks to prohibit principal investigators from publishing the results of their research, or that seeks to deprive the principal investigator of rights to intellectual property.

In addition, the Graduate School requires declarations of outside activities on all federal contracts. The university requires similar declarations, pursuant to state law and Regent policy, on all activities conducted by university staff and faculty outside the scope of their employment. Such requirements insure the integrity of each employee's internal and external representations of commitment and activity. Moreover, any individual or group that does business with the university is thereby certain of the probity expected of both sides in contractual agreements.

D. A Public Trust

In summary, the university is a public place. The conduct of its business reflects that fact. In fact, celebrates that fact. Nothing less is expected of a public trust.

The university is a public place. The conduct of its business reflects that fact. In fact, celebrates that fact.