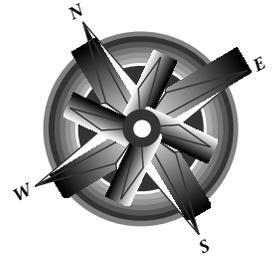


PART II:

New Directions: Strategic Planning A Special Emphasis Study



Part One: Introduction

I. THE PROCESS

The University of Wisconsin–Madison estimates that it has 200 individuals—faculty, academic staff, classified staff, students, and administrators—working on accreditation reviews each year and that it invests a minimum of \$650,000 annually in the process.¹ In addition to the North Central Association’s reaccreditation of the entire university every ten years, 47 programs are accredited in cycles varying from three years to ten years, with some few on more flexible schedules. In the ten-year span from 1995 to 2004, the university will have had 52 accreditations; on average, more than five a year.² The NCA’s reaccreditation of the whole university is the most extensive of all these. Although, unofficially, the process started somewhat earlier, the university began its review for the NCA’s reaccreditation, officially, on 1 January 1997, with the appointment of a staff consisting of a chair, co-chair, advisor, and executive assistant. There was a consensus among members of this staff to call the review “New Directions: The Reaccreditation Project.”

The New Directions staff, following the NCA’s guidelines, formed a steering committee. Six members of the steering committee were asked to chair subcommittees on 1) Arts and Humanities, 2) Biological Sciences, 3) Physical Sciences, 4) Social Studies, 5) Human Resources and Diversity, and 6) Student Issues. Once these subcommittees were organized, the steering committee met every three weeks and the subcommittees met between the steering committee meetings. Altogether, the New Directions project involved 60 members of the faculty, academic staff, classified staff, student body, and administration in work on various committees.

New Directions sought and obtained from the North Central Association permission to do a “special emphasis” study for reaccreditation. This meant, in effect, that the UW–Madison would not only look back ten years but also try to look ahead ten years. It meant that its report to the NCA would have, consequently, two parts, one addressing issues of reaccreditation and the other addressing issues of strategic planning. In showing how the UW–Madison met the twenty-four General Institutional Requirements and five Criteria set out by the NCA, the project addressed indispensable issues for the university’s reaccreditation. In focusing on and estimating the importance of four priorities of *A Vision for the Future: Priorities for the UW–Madison in the Next Decade*, which the Chancellor’s office issued in 1995, the reaccreditation project addressed indispensable issues for strategic planning.³

**Write the vision; make it
plain on tablets, so that
the runner may read it.
—Habakkuk 2.2**

¹ “Cost of Accreditation and USDA Reviews at UW–Madison (Estimated for 1998–99).” This document was prepared by the UW–Madison Office of Budget, Planning & Analysis 12/8/98.

² This does not represent all the oversight of programs that takes place. Teacher education programs, for instance, are reviewed on a regular basis by Wisconsin’s Department of Public Instruction and by the UW System. There are also external reviews of programs in Art, Kinesiology, School Psychology, and Counseling Psychology.

³ Although we refer, for convenience, to *A Vision for the Future* as Chancellor David Ward’s document because it was issued by his office, it is not his alone. He helped formulate *A Vision* after extensive consultation both on and off campus. When it was published, it reflected the best that was widely known and thought about the issues it addresses.

II. A VISION AND NEW DIRECTIONS' CHARGE

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 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 five other priorities represent means to achieve these ends. They are maximizing our human resources, rethinking our organization, encouraging collaboration, using technology wisely, and renewing the campus physical environment.

With learning as the defining objective of *A Vision*, it also became the focus of both the self-study and of long-range strategic planning. To this end each of the six subcommittees considered two questions:

1. How is learning being achieved through the conceptual framework of the four *Vision* priorities?
2. How can those priorities best be acted on to promote learning over the next decade, or should they be modified or replaced by alternatives?

Whereas *A Vision* was the focus of the current effort at strategic planning, its limitations, if any, in scope, application, and future utility needed consideration too. The reaccreditation project found it necessary to determine whether other educational, human, and financial priorities and opportunities also had to be folded into the university's strategic planning. Does the UW-Madison, for instance, need to reconceptualize graduate education? Does it need to rethink its current reward system to satisfy new demands that the future will inevitably make on its faculty and staff? Does it need to test the validity of divisional boundaries (as represented by the four academic subcommittees) as cooperation among departments increases? These and related questions permeate the considerations of the subcommittees whose reports form the substance of this "special emphasis" study.

III. INITIATIVES ADVANCING A VISION AND FOUR OF ITS PRIORITIES

After *A Vision for the Future: Priorities for the UW-Madison in the Next Decade* was issued, the Provost asked individual administrators to focus their attention on a particular priority.⁴ They were to identify existing programs that already implemented priorities as well as help to initiate new programs to that end. Since the spring of 1995, therefore, the nine priorities not only have guided the strategic planning in schools, colleges, and departments but also have inspired innovative programs of implementation.

⁴ The Provost asked the following people to accept responsibility for developing information and initiatives on the individual priorities of *A Vision for the Future*. Virginia Hinshaw (Dean, Graduate School): *Maintaining Research Preeminence*; Kate Kalil (Associate Vice Chancellor): *Rethinking Our Organization & Encouraging Collaboration*; Robert Skloot (Associate Vice Chancellor): *Reconceptualizing Undergraduate Education*; Betsy Draine (Associate Vice Chancellor): *Maximizing Our Human Resources*; Peg Geisler (Director, Continuing Education): *Updating the Wisconsin Idea*; David Trubek (Dean, International Studies): *Joining the Global Community*; Tad Pinkerton (Director, Division of Information Technology): *Using Technology Wisely*; John Wiley (Provost and Vice Chancellor): *Renewing the Campus Physical Environment*.

On 25 November 1998 the Chancellor and Provost called the most recent in a series of regular meetings to review the progress made on the *Vision* priorities. The focus of the meeting was a draft report issued under the title *A Progress Report on Our Priorities* (issued, officially, in January 1999). Before discussing our own efforts as members of New Directions: The Reaccreditation Project, we want to recognize the valuable work already done on the priorities of *A Vision*. Our work, gratefully, builds on that of the Provost's staff. Consequently, our summary of their work, prior to discussing our own, draws heavily on their *Progress Report*.

A. Maintaining Research Preeminence

To maintain research preeminence at the UW–Madison three goals need to be reached: first, to increase resources and improve the infrastructure for research; second, to enhance education and provide experience in research for students; third, to apply research for the economic development and benefit of society.

These goals generated a series of focused initiatives. Emphasis was put on **recruitment and retention of outstanding faculty** to keep UW–Madison's offers competitive with those made by other universities and by industry. **Interdisciplinary hiring initiatives** resulted in 20 new people for interdepartmental and inter-college positions that address new research areas requiring cooperation among disciplines. A **strategic hiring initiative** has brought more than 50 new faculty to campus; it addressed specific research areas and recruited women in science and racial minorities. Development of **new research areas** like genomics, developmental biology, neuroscience, nanotechnology, and biophotonics advanced UW–Madison's global leadership in the life sciences and generated economic development opportunities for the state. **Review and consolidation**, generally—in microbiology, pharmacy, and human ecology, particularly—have strengthened targeted research programs. **Modernization of research and educational facilities** has resulted in new or remodeled work spaces for those in Biochemistry, Chemistry, Pharmacy, and the Waisman Center, to mention just a few.

An **electronic system for grant information and submission** now helps to advance and support research initiatives. **Graduate students** find that they have increased opportunities for research, new degree offerings, and generally improved programs. **Undergraduate students** have new opportunities for research, especially through the Hilldale Fellowships program and the Undergraduate Research Scholars Program. **Capstone Degrees and Certificates** provide new academic offerings that permit students to complete advanced studies without requiring them to enroll in traditional masters or doctoral programs.

Public Communication on Research has improved in print (*Research for Your World* and *On Wisconsin*) and on the Internet with “The Why Files” (<http://whyfiles.news.wisc.edu>), an award-winning program about the science behind the news, and the Sea Grant's “Jason Project” (<http://www.jasonproject.org>), which deals with scientific expeditions. WARF (Wisconsin Alumni Research Foundation) and UIR (University-Industry Relations) develop **commercial opportunities for intellectual property** by working with faculty, staff, and students to guide new discoveries into practical commercial uses. And the University Research Park houses start-up businesses.

B. Reconceptualizing Undergraduate Education

To help in the rethinking of undergraduate education four goals were set. The first was to make the learning environment more cohesive; indeed, to extend it beyond the classroom. That would also mean, second, that academic support services would then need to be improved. Third, the variety and complexity of what students studied need-

Through research, teaching, and service our faculty engage with community leaders and practitioners in the critical issues that face the state today.

ed enhancing. And these, finally, would necessarily lead to a change in teaching assumptions and practices.

The **undergraduate fellowships** were instituted (Hilldale and University Research Fellowships) specifically to connect individual students with individual faculty members with whom they then work. **Residential communities** were set up for freshmen (Bradley Learning Community) and upper classmen (Chadbourne Residential College) to integrate learning into the living environment. **Service learning** was expanded, and the Morgridge Center founded especially for that purpose. And **instructional technology** was constantly upgraded to connect students with each other and with their teachers.

Both the Chancellor's Scholars and Powers-Knapp Scholarship programs provide students financial assistance and academic and social enrichment as part of the university's **mentor and diversity initiatives**. To ensure comprehensive and developmental **advising** the Cross-College Advising Service was set up to help students who had not yet chosen a major. And the At-Risk Program was specifically inaugurated for students in precarious academic circumstances. The university revised its **General Education** program to enhance communication and quantitative reasoning skills. **Four-year Agreements** became a pilot program of voluntary contracts for interested students. They are designed to insure that if students follow stated procedures they can earn their bachelor's degrees in four years.

In 1997–98 discussions were begun to remove obstacles to establishing and promoting new **interdisciplinary/team teaching** programs, already well represented by Environmental Studies, Integrated Liberal Studies, and Global Studies. **Ways of Knowing** courses with a limit of 20 students introduce first-year Honors students to the variety of research done on campus. The **New Biology Major** will be offered in CALS and L&S to prepare undergraduates for graduate studies in biology; to prepare pre-professional students for advanced study in the health professions; and to provide a broad exposure to biology for students who want a general science education as biologists. All schools and colleges now have **Honors Programs**; the College of Letters & Science reorganized its Honors Program, the largest on campus, to provide three Honors Tracks.

The **Teaching Academy** provides leadership to strengthen teaching and learning by faculty and instructional staff. The **Peer Review Teaching Project** helps teachers to evaluate and enhance their teaching with help from colleagues. With some 150 teachers from 65 departments, the **Creating a Collaborative Academic Environment** office develops cross-disciplinary programs that enable faculty and staff volunteers to work together to define new approaches to teaching.

C. Updating the Wisconsin Idea

To update the Wisconsin Idea four goals were set. First, to share knowledge globally. Second, to work in partnership and to create new partnerships. Third, to create access by using technology wisely. Fourth, to strengthen the infrastructure of the Wisconsin Idea. These goals are being met in a great variety of ways, only a few of which we mention here.

Through research, teaching, and service our faculty engage with community leaders and practitioners in the **critical issues that face the state** today. The LaFollette Institute organizes orientation seminars for legislators, a speakers series, a staff luncheon series, faculty-legislative pairings, and policy forums.

From **criminal justice to health care delivery, from arts development to technology transfer, from global competition to welfare reform**, the university is a partner in building for the 21st century. We shape and share knowledge globally

through innovative partnerships with public and private institutions. The Partnership for Advanced Computer Infrastructure is a sub-contract of a major national super-computing grant and focuses on developing the infrastructure that will extend ultimate state of the art computing to K-12 schools, undergraduate institutions, under-represented groups, and new communities of users within the social sciences and humanities. Distance Learning Courses are being created and revised to reach targeted audiences around the world. Pharmacy, for instance, provides courses nationwide and in Thailand. Nursing participates in a state-wide consortium. Collaborative courses are being developed within the CIC, the UW System, and with other universities. The Medical School is using telemedicine in the diagnosis and treatment for incarcerated individuals and in clinics across the state. The Chancellor's Technology Transfer Council recommends ways the university can help researchers take their discoveries into commercial venues.

The Wisconsin Food Systems Partnership supports research efforts related to **community issues** in the entire food systems chain. The Medical faculty teaches research skills to community physicians at multiple sites around Wisconsin. Nursing has developed degree programs and makes its expertise available to practitioners across the state. **Partnerships with K-12** schools include over 100 initiatives in the Madison area alone. And our faculty provides national leadership in the development of math and science education in the primary and secondary schools.

D. Joining the Global Community

To join the global community the university set five goals.

1. To develop new forms of knowledge about the world;
2. To build better relations with universities here and abroad;
3. To strengthen undergraduate international studies;
4. To share our knowledge with the community;
5. To use technology to increase our capacity.

WAGE (World Affairs and the Global Economy) is a cross-college center that prepares students to work in international business and helps faculty strengthen their teaching and research on global economic issues to meet developing business needs internationally. The **International Institute** integrates teaching and research in area and global studies.

The university has joined several **international consortia**. It is developing **regional partnerships** like the Asian Partnership that has led to extensive faculty exchanges and research projects in Bangkok and Beijing. Students from the College of Letters & Science as well as those from professional schools have a wide variety of overseas programs at their disposal for study abroad. **Global research networks** provide intellectual dialogue by creating a reciprocal exchange of ideas and perspectives.

EAGLE (Expanding Access to Global Learning Experiences) gives campus units start-up funds to develop new overseas opportunities. **International Content** has been made a prominent opportunity in residential learning communities.

The International Institute is inaugurating an **International Showcase** or series of public outreach events featuring speakers from academia, public affairs, and international policy. We are joining with UW-Milwaukee to form **WIOC** (Wisconsin International Outreach Consortium) to provide eight federally funded National Resource Centers to increase outreach to the state and K-12 teachers on global and multi-regional issues.

Faculty in area studies and in international studies are using new technologies to share and co-teach **Distance Education** courses with other institutions. The Office of

International Studies and Programs has set up a new web site, **EGG** (Electronic Global Gateway), with indexed links to over 500 web pages that have information on international matters.

Part Two: The Subcommittee Reports in General

The programs and initiatives mentioned above were either in place or being developed when the six subcommittees for the Reaccreditation Project began their work. They obviously drew on the thorough work of Provost's staff and made substantial efforts to examine further possibilities for the *Vision* priorities as the 21st century began.

The six reports of the subcommittees appear in their entirety in the Appendix. Each thoughtfully considers issues that engage the university at present and that will, in part, shape its future. Each report, in varying degrees of scale and detail, posits its own ways of approaching these issues. Consequently, this synthesis of these reports does not pretend to be an adequate substitute for the reports themselves.

When comparing these reports, readers will note differences in the ways the subcommittees address issues, in the ways they predict which issues will influence particular parts of the university and the communities surrounding it, and in the ways the subcommittees see these issues as shaping the university and mapping its new directions as the 21st century arrives. Such differences are inevitable when issues are examined from diverse perspectives. And although the subcommittees were organized for purposes of a focused inquiry along divisional and popular (student and employee) lines, they nonetheless represent a university of multiple, loosely confederated parts that work together to implement a common mission from various vantage points.

The intrinsic character of the university resembles anthropologist Clifford Geertz's formulation of the "octopoid" character of culture: it moves "not all at once in a smoothly coordinated synergy of parts, a massive coaction of the whole, but by disjointed movements of this part, then that, and now the other which somehow cumulate to directional change."⁵ The six subcommittee reports, seemingly disjointed and going in various directions, actually cumulate to endorse the directional change announced in *A Vision for the Future*.⁶ They work with shared ideals and objectives across governance structures, academic emphases, and personal and professional interests. Differences in viewpoint reveal strength and unity in the university's decentralized character. Each of these viewpoints is valid from its perspective. Like the people in Henry James's "House of Fiction,"⁷ each subcommittee is perched at a window overlooking a scene that reveals something peculiarly significant about it from a

⁵ Clifford Geertz, *The Interpretation of Cultures* (New York: Basic Books, 1973): 408.

⁶ The discussion of all the NCA Criteria, but of Criterion One in particular, indicates how the *Vision* priorities have directed campus planning and achievement over the last several years.

⁷ "The house of fiction has . . . not one window, but a million—a number of possible windows not to be reckoned, rather; every one of which has been pierced, or is still piercable, in its vast front, by the need of the individual vision and by the pressure of the individual will. These apertures, of dissimilar shape and size, hang so, all together, over the human scene that we might have expected of them a greater sameness of report than we find. They are but windows at the best, mere holes in a dead wall, disconnected, perched aloft; they are not hinged doors opening straight on life. But they have this mark of their own that at each of them stands a figure with a pair of eyes, or at least with a field-glass, which forms, again and again, for observation, a unique instrument, insuring to the person making use of it an impression distinct from every other. He and his neighbours are watching the same show, but one seeing more where the other sees less, one seeing black where the other sees white, one seeing big where the other sees small, one seeing coarse where the other sees fine. And so on, and so on; there is fortunately no saying on what, for the particular pair of eyes, the window may *not* open; "fortunately" by reason, precisely, of this incalculability of range." Henry James, "Preface," *The Portrait of a Lady*, New York Edition (New York: Charles Scribner's Sons, 1907): 7.

special angle of vision. These different subcommittees, severally, contemplate the future of the UW–Madison. This chapter tries to present succinctly their vision of it.

Each of the subcommittee reports emphasizes the theme of citizenship in a community of learning and thereby amplifies a principal theme of both the *Future Directions* report (1989) and *A Vision for the Future* (1995). The report of the Human Resources Subcommittee, with its own unique character, leads us to this theme. A preamble that discusses the theme of citizenship begins a detailed consideration of the six reports. The four priorities of *A Vision* as each subcommittee treated them next take our attention. We then consider other priorities that need to be added to those of *A Vision* to make the UW–Madison all that it can be in the 21st century.

And we end with an assessment of the importance of the Chancellor’s initiative to generate a new partnership with the State of Wisconsin (see Criterion Two, XI.F. Margin of Excellence)⁸

I. HUMAN RESOURCES: A CAMPUS PERSPECTIVE

A. Introduction

The university exists for and is comprised of people who are creating, transmitting, and acquiring knowledge—people who are shaping an environment in which to live, work, and study; people who are exercising the initiative required to overcome institutional constraints to meet objectives. Much has already been said, therefore, one way or another, about the university’s human resources; but there are broader considerations that must be taken into account. The Human Resources Subcommittee has done just that.

“Diversity,” for the subcommittee, is multidimensional. It accommodates the complexities of three broad learning themes in *A Vision for the Future*: experience, community, and environment. What matters is not simply individual experience, but also what people want to do, what they actually do, where they can do it by choice or necessity, and what moves them to do it.

Diversity of viewpoints, diversity of backgrounds, including gender and ethnic differences, as well as variety within academic specialties, are all vital components of the intellectual life of this great university. . . . If we are to be successful in the future, we must tap the rich potential of all our citizens by incorporating them into our faculty, staff, and student body.⁹

Diversity is three-dimensional. It exists as a concept perceived from the outside by people of different backgrounds, positions, aspirations, and voices. Even as they perceive diversity from without, they operate within it, manifesting, in effect, the very thing that they are attempting to see. And diversity is the way each person feels about it, too. How we feel about diversity influences how we conduct ourselves every day and thereby give expression to diversity.

Viewed in these three ways, *diversity* designates much that has been and will be discussed in this chapter. It focuses our attention on the ways we can and do “bring people and ideals together” to effect community as citizens within and beyond the university. Implicit in the breadth of insights provided by all the subcommittees is that the kind of diversity we are talking about is *intelligible* diversity. As the Chancellor suggests, diversi-

Implicit in the breadth of insights provided by all the subcommittees is that the kind of diversity we are talking about is *intelligible* diversity.

⁸ Briefly, the Chancellor proposes that the state permanently increase the UW–Madison’s budget by \$57 million through tax dollars and tuition over the next four years and that the state’s increase be matched by a \$200 million endowment raised from private donors and other sources. The combined funds will be used 1) to recruit and retain outstanding faculty, 2) to promote research and instructional initiatives, 3) to renovate and maintain facilities, 4) to build and rebuild an academic infrastructure (libraries, instructional technology, international education, and advising), and 5) to increase financial aid.

⁹ *A Vision* 9.

ty exists and needs to be understood in many ways that influence communication, understanding, access to knowledge, professional opportunity and satisfaction, and the ways of knowing that inhere in the tripartite structure of *learning* that is the foundation of the *Vision* priorities.

We need to try to understand diversity if we are to live productively within it. If we do not understand it, we cannot achieve a more integrated, accessible, and interactive environment for teaching and learning. The Human Resources Subcommittee's report tries to articulate for both human resources and diversity a place in the UW-Madison. The subcommittee addresses them in ways that are consistent with the efforts and recommendations of the other subcommittees. Its report presents the following topics for discussion: first, an overview of the current status of human resources, including recent initiatives; second, a review of current issues in human resources and identification of obstacles to improvement; and, third, recommendations for future action.

B. The Current Status of Human Resources, Including Recent Initiatives

The report surveys every part of the university community and attempts to evaluate administrative initiatives made to enhance human resources and increase diversity. The university has attempted to develop programs to do both, and the subcommittee points to some of the most prominent ones that have been put in place. The Faculty Strategic Hire Initiative (1996–2000) offers salary support to recruit minorities, to make spousal hires, to increase the number of women in science, and, in very specific situations, to hire personnel that give support to *Vision* priorities. To date, this program has helped to hire 23 minority faculty and staff, 22 spouses, 19 women in science, and five individuals integral to the strategic plan. An Equity and Diversity Committee has been established in all schools, colleges, and campus-level units to work on issues directly related to these things. Administrative reviews attempt to insure fairness in all procedures used to recruit faculty and staff; they also promote the civility and effectiveness of these procedures. A new Campus Child Care Coordinator has been charged with improving the services of the six campus daycare centers. And flexibility has been introduced into the definition of probationary periods of new parents on the faculty and staff.

Professional development and career advancement have been promoted by a variety of programs, such as:

- Academic and Administrative Leadership Programs, which include workshops on administrative issues for chairs of departments and directors of centers;
- The Kauffman Seminar for administrative development of faculty and academic staff;
- The CIC Academic Leadership Program for faculty and staff;
- The Leadership Institute for faculty and staff;
- Workshops on grants-writing, tenure issues, teaching/learning strategies for new faculty;
- Workshops on departmental effectiveness for administrators and support staff;
- An annual conference for campus office professionals;
- Annual diversity awareness seminars;
- Manager and supervisor training programs;
- Mentoring programs for women on the faculty and academic staff;
- A new orientation program, to begin in 1999, for new employees.

Planning and Improvement has been aided specifically by the Office of Quality Improve-

¹⁰ See *Teaching & Learning Initiatives at the University of Wisconsin-Madison* (Office of the Provost, June 1998): 13. Now CCAE, this program has served more than 109 faculty in 47 departments who work to promote better teaching and learning. "It provides opportunities for faculty to work with peers in a structured environment to develop new curricula that transcend traditional disciplinary lines in order to expand the range of knowledge and integrate it into more unified courses."

ment, which has offered skilled facilitation to colleges, schools, units, and departments throughout the campus. Colleges, schools, and departments have also run meetings, seminars, and programs to improve teaching. In this connection the Teaching Academy (see Criterion One, IV.D.1) needs to be mentioned as well as the program now called Creating a Collaborative Academic Environment (CCAЕ), which began in the College of Engineering as Creating a Collaborative Learning Environment (CCLE).¹⁰

C. Current Issues and Obstacles to Their Resolution

While praising these and like achievements, the Human Resources Subcommittee considers that “good-faith efforts of individual offices and units” to meet objectives in the areas of human resources and diversity lack the strength of a central, coherent administration that could respond more rapidly to the changing needs of the campus. Some of those needs are articulated by the subcommittee, which puts them forward as areas for improvement.

In a series of focus groups that this subcommittee sponsored—some with more, others with fewer participants¹¹—people expressed concerns on a variety of issues. They included the sense of an enduring presence of subtle—and sometimes overt—racist and sexist attitudes; failure of current hiring practices to generate sufficiently diverse pools of candidates; worry that current standards for tenure make the retention of under-represented faculty a problem (especially those in family-related fields of study that are labeled “soft” science); deficiencies in the state civil service system; a lack of comprehensive “cultural literacy” that prevents the campus from appearing “welcoming” to all who are here; a frustration over the lack of progress in diversifying the campus in spite of initiatives designed to do so.

Regarding the classified staff, which is governed by the state civil service system and managed and controlled by the State Department of Employee Relations (DER), the Human Resources Subcommittee identified two major areas of concern. First, classified staff are a “separate class” that, despite their numbers, do not seem to “participate fully in fulfilling the UW-Madison’s mission” Second, the excessive rigidity of the civil service code adds to the sense of “difference” the classified staff feels as it mingles with others whose responsibilities are not so bound by such rules and regulations.

Recruitment is a problem in the civil service sector because so much time is used up in obtaining approval to post positions and process the paperwork required before a job can be offered to a candidate. Job descriptions themselves seem “unwelcoming.” And there is little if any room to make discretionary decisions as to title and salary. Furthermore, state agencies and private employees often hire the very people the university seeks. There is difficulty in promising opportunities for advancement, and benefits like vacation and sick leave seem unfairly distributed. And what is perhaps most frustrating, the civil service positions are governed from without by state law that allows little flexibility within the university to make adjustments.

Academic staff positions, though less rule-bound than civil service jobs, tend to be “locked into” specific sites that seem to allow little room for growth and development.

When hired into the University, these employees usually assume duties distinctive to the department into which they are housed. While employees may understand their role within that department, oftentimes they are unable to view their role in the larger institutional context. Consequently, these employees feel isolated and, as

¹¹ Perspectives gained in focus groups directly reflect participants in them. No individual can easily represent a general body. This creates the risk that critical statements—the focus groups deliberately invited personal concerns because they wanted to identify problems—may be less representative of a broader constituency than one might desire. But with these limitations in mind, the issues raised in the focus groups nonetheless deserve serious consideration.

The university is further encouraged to integrate diversity issues into all facets of the employment process, from recruitment to retention.

a result, are unaware of possible career paths with upward mobility within the University. A number of employees attributed this problem to interdepartmental competition. Instead of feeling encouraged to use his/her skills for the good of the institution, the employee feels he/she is working solely for the interests of a department. As a result, the employee feels compartmentalized and discouraged from exploring career opportunities outside of his or her unit.

Concerns like these are exacerbated by a support system that is only beginning to break down feelings of isolation through mentoring and professional development. The subcommittee also observes that women and minorities on academic staff appointments see the system as biased toward white males in terms of salary and mobility. And they do not get any tuition breaks or flex time that encourages them to take university classes that would qualify them for better positions. Limited opportunities for spousal hires, inequities occasioned by defining strictly departmental obligations only for academic staff positions, and little sense of contributing to the “world class” status of the university were also concerns voiced.

The Human Resources Subcommittee does note that there are many positive features in both the academic and classified staff systems. But the subcommittee also notes that the predominance of negative comments came because of their focus on improvement of the existing systems. Nonetheless the subcommittee points out that there are new opportunities now for mentoring and development and for training in the use of human resources. New initiatives in recruitment and promotion show greater opportunity and equity because they are decidedly neutral in regard to gender and race, helping thereby to mitigate the sense of white male dominance. These things also suggest that the university administration is listening to what is being said and that more changes can be expected.

The report makes special mention of employment issues associated with limited term employees (LTE) and students. LTEs are temporary employees; they lack fringe benefits and union representation. The LTE employment category and its requirements are established and governed by state statute. The subcommittee, nonetheless, encourages the university to help these employees seek permanent positions and calls upon the university to “monitor LTE positions for their potential growth and contribution to racial inequity.” Regarding students, particularly those in the graduate and professional schools, the subcommittee urges additional training and management of human resources as ways to look at current students as potential faculty and professional staff as well as to improve sets of skills they need as prospective employees once they graduate.

D. Recommendations for Future Action

The Human Resources Subcommittee takes a constructive view in recommending change. The subcommittee starts by focusing on leadership: asking leaders to bring words to action, to prepare themselves to act, and to hold themselves accountable for their actions. Although there are a myriad of personnel issues that can frustrate a chair, a dean, or anyone in a leadership position, there are now many workshops available to educate them to deal with problems that any such position inevitably brings.

The subcommittee also notes that creating time for faculty and staff to participate in development and training programs is a problem. But such programs should be devised and centered on themes of creating opportunities to participate, on generating an ethic of growth and opportunity for employees, and on implementing “family-friendly” and “development-friendly” personnel policies.

Additional recommendations urge the university to continue current training and development programs and to work to improve them and human resources overall on the campus. The university is further encouraged to integrate diversity issues into all facets of the employment process, from recruitment to retention. Finally, the subcommittee

encourages the university to create opportunities to foster new approaches to employment issues and to monitor studies that ensure equity in salaries and promotions.

The general impression of the report, then, is that in the last ten years the UW–Madison has made significant efforts to promote development in its human resources and to foster diversity. But, as the subcommittee shows, the problems that remain are equally substantial and require further dedication and renewed determination by those in leadership positions to bring them to resolution.

Part Three: The Subcommittee Reports in Particular

I. Preamble

A. Citizenship

The six subcommittee reports indicate that the university faces the challenge of making itself more completely responsible for preparing students and employees to be both academically productive and socially engaged. A single thread runs through this web of challenges: as the world grows more complex and demanding, the university must enable its people and those who call on them for services to face these new demands with competence, assurance, and resolve. This is a philosophical imperative that both underlies and highlights the directions in which the subcommittees suggest the university go if it is to flourish in the new millennium. *Citizenship* is a word that appears in the reports to describe this imperative. These calls for citizenship seek to bring a dimension to university life that transcends existing boundaries, real or perceived. Thus the importance of taking a moment to recognize its importance.

The Human Resources Subcommittee stresses a need to promote “citizenship” among all employees and to foster a “professional culture” that values and enhances their work. The Social Sciences Subcommittee advocates “education for citizenship,” urging the university to establish a more effective “civic culture” that promotes the freedom and competence of its members the better to contribute to discussions of local and general matters of concern. The Arts and Humanities Subcommittee promotes citizenship by looking to the university to become an “outstanding cultural institution” that responds to a perceived shift in the dominant educational paradigm by reinvigorating the arts and humanities in the curriculum. The Student Issues Subcommittee seeks a more complete continuum of human experience and urges the university to generate a seamless, interconnected, and interactive environment of resources and activities that are less episodic than they now seem to be.

The Biological Sciences Subcommittee promotes citizenship through “responsible biology.” It seeks to have students and their teachers prepare to meet the challenges of the next century by the use of networks that link research, discovery, knowledge, teaching, and education. It also seeks the university’s commitment to maintain natural, physical, and human resources for the benefit of present and future generations. In face of the escalating social need to make difficult decisions about the use of knowledge and resources, citizens must be prepared to debate biological issues knowledgeably and intelligently.

The Physical Sciences Subcommittee advances an effort that is complementary in origin and scope to that of “responsible biology.” The subcommittee describes it as “integrating the circuits.” Perceiving a paradigm shift toward multi-disciplinary scholarship, the Physical Sciences Subcommittee seeks both to strengthen individual academic units and to generate and improve links among the physical sciences and other programs.

The subcommittees for the biological and physical sciences see an emerging man-

The Social Sciences Subcommittee advocates “education for citizenship,” urging the university to establish a more effective “civic culture” that promotes the freedom and competence of its members the better to contribute to discussions of local and general matters of concern.

date for multi-disciplinary education; consequently, both call for a recognition of complementary academic, professional, and social needs. They see a role, as the other subcommittees do, for the university in fostering local and global citizenship by reexamining processes through which knowledge is acquired and disseminated. All the committees recognize that the university has been engaged in this process during the last ten years. But their redefinition of the need and their renewed call for action give prominence and urgency to the task.

B. The Influence of the *Future Directions* Report of 1989

The *Future Directions* report made a prediction and issued a challenge that has guided administrative action for ten years:

The university will be expected to discover new knowledge at an unprecedented rate and to disseminate it to those inside and outside the institution more widely and more effectively than was even thought possible in the past.¹²

Questions of community—of the university’s citizenship—almost immediately became an element of this expectation. What is the role of the university in society? How does it implement principles of equity and minority opportunity? Is increased access to research and education through instructional technology a priority? Is there sufficient recognition of changing demographics and the need for life-long learning? The Future Directions Committee found interdisciplinary teaching and research a key to change, for it embodied a commitment to breaking down traditional barriers and to creating thereby a more cohesive and interactive community.

The need for interdisciplinary teaching and research can be linked to a profound change in attitude in the current information age. More people now acknowledge the interconnectedness of things and are more willing to see issues within a framework that emphasizes interrelation rather than isolation. Solutions to problems are often sought in a context of multiple causes. . . . The university must seek ways to facilitate interdisciplinary teaching and research.¹³

The committee’s six recommendations represented its best judgment of the way the ideals it expressed could be realized. They were:

1. Recruiting, developing and retaining the best faculty, staff, and students;
2. Strengthening undergraduate education;
3. Continuing to excel in research;
4. Strengthening the commitment to public service;
5. Ensuring an equitable and diverse environment;
6. Integrating academic and budget planning.

With the improvements that these recommendations had brought about clearly in mind, Chancellor David Ward began, in 1994, to modify and expand this agenda with studies and meetings that led to his office’s issuing, in 1995, *A Vision for the Future: Priorities for the UW-Madison in the Next Decade*. The priorities of *A Vision* further examined what needed doing as the university approached the millennium.

The movement from *Future Directions* to *A Vision* indicates, emphatically, that UW-Madison began in 1988 to use the self-study process to initiate strategic planning. The 1988 report to the NCA led directly to *Future Directions* (1989). This document was issued as the strategic plan for the decade, which was modified by *A Vision for the Future* (1995). This sequence is discussed thoroughly in Criterion One, section II.A. The

¹² *Future Directions: The University in the 21st Century* (Madison: U of Wisconsin-Madison, 1989): 3.

¹³ *Future Directions* 18

evolution of the 1988–89 self-study into a strategic plan is the model the university is at present following in 1998–99. And we presume that future self-studies will likewise generate subsequent strategic plans.

C. A Vision for the Future and a Shift in Emphasis

Chancellor Ward introduced some of the ideas of *A Vision* in a statement to the Faculty Senate in October 1994, remarking that

the world is changing, and we must change with it. We at the University of Wisconsin–Madison are shifting from a mode of doing the same things better, to doing some things quite differently. It is a shift, if you like, from performing our mission well, to visioning a different way of doing some things.¹⁴

Acknowledging the stimulus of the *Future Directions* report in *A Vision*, the Chancellor noted that the university’s mission was changing in response to a series of exigent factors. He recast it as the responsibility “to create, integrate, transfer, and apply knowledge.”¹⁵ He reiterated that the need to do certain things differently was part of a vision that comprised “different ways of advancing, organizing, and disseminating knowledge.”¹⁶

The Chancellor’s vision was premised explicitly on considerations of a community focused on learning through overlapping variants: the learning experience, the learning community, and the learning environment. Each was a medium through which to examine how knowledge could be created, shared, and used. They led, in turn, to the positing of the nine vision priorities,¹⁷ four of which are the focal points of the subcommittee reports. All nine priorities have inspired various initiatives and achievements, and these too are noted in this report. But the subcommittees’ perspective on both the initiatives and achievements is, in brief, that the university, having done much, can still do more in pursuit of a community of learning.

D. A Glimpse of the Subcommittees’ Perceptions of Progress in Implementing *A Vision*

Insofar as the Human Resources Subcommittee was specifically charged with looking at issues of community, its observations are an apt place to begin. The subcommittee noted a record of initiatives and notable achievements. It also issued a cautionary note on things that impede the orchestration of “coherent, powerful and effective” programs. They are a decentralized administrative structure, rapid social and demographic changes, and local interests specific to some academic and administrative units that often enough do not see the larger picture. While the Human Resources Subcommittee recognized that an excellent foundation has been laid for the future, it also indicated that new initiatives are not only required but must also be made part of an institutional mandate for change. A step beyond a priority is a blueprint for action.

The views of the Human Resources report are reflected in varying ways in the other subcommittees. Without exception, each describes a record of academic and, sometimes, environmental achievement. But to varying degrees, each also cautions that this record may be in peril. There must be greater advances in diversifying the campus community; there must be continued vigilance on matter of equity; there must be

The university, having done much, can still do more in pursuit of a community of learning.

¹⁴ *Wisconsin Week* ix.15 (2 November 1994): 1.

¹⁵ *A Vision* 3.

¹⁶ *A Vision* 3.

¹⁷ The priorities, to reiterate them briefly, are: 1) Maintaining our research preeminence; 2) Reconceptualizing undergraduate education; 3) Joining the global community; 4) Updating the Wisconsin Idea; 5) Maximizing our human resources; 6) Rethinking our organization; 7) Encouraging collaboration; 8) Using technology wisely; 9) Renewing the campus physical environment.

The cast of the priorities is not doubted; the direction of the campus is not repudiated. But . . . the road stretches beyond where we stand today.

increased cohesion between campus initiatives and extra-campus realities. These cautions appear as exhortations for more to be done. But they are also a positive interpretation of earlier actions that have become a record of achievement in the last ten years. The cast of the priorities is not doubted; the direction of the campus is not repudiated. But, the subcommittees suggest, the road stretches beyond where we stand today and the journey's end is still a way away.

Part Four: The Vision Priorities

I. PRIORITY ONE: MAINTAINING RESEARCH PREMINENCE

A. Introduction

Research has been an integral and outstanding part of the UW–Madison's record over the past 150 years. It must remain so if the university is to thrive in the 21st century.

Future competitive success in maintaining our position will come only if we confront the exponential growth of knowledge by analyzing our strengths and weaknesses, and making needed changes even in the face of apparent short-term disadvantages to some programs. Choosing priorities from among tough choices, restructuring where needed to meet new intellectual challenges, and avoiding complacency all are necessary if we are to maintain our preeminence in research.¹⁸

Research funding has grown significantly in the last several years, and there is an intellectual vibrancy in the university's research activities. These have placed UW–Madison among the top five recipients of federal funds and helped keep many of its academic programs among the best in the world. But these successes have occurred in a context. Trade-offs have had to be made, and some traditional programs thereby weakened. The subcommittees have noted this in determining whether maintaining research preeminence is possible. Their insights and recommendations are presented below with a few preliminary observations.

None of the subcommittees in any way repudiates this priority, critiques it, or even modifies it. Rather they attempt to promote it and give it permanence. There are notable similarities in their doing so.

All attend to the primacy of research as an institutional concern by relating it to their own constituencies. All acknowledge a stellar history of research productivity, yet suggest that a continued success is imperiled by loss of faculty and by increased demands on the remaining faculty. Furthermore, there are fewer opportunities to attract world-class scholars and research; there is too little flexibility in the management of funds and faculty time. Such constraints, the subcommittees suggest, interfere with the need to push research in curricular directions that correlate with other of the *Vision* priorities—especially those that concern undergraduate education and the global community.

Measures recommended to further the university's research objectives, therefore, concentrate on these issues. They suggest that flexibility is needed in the management of funds, faculty schedules, and hiring initiatives to extend the university's research enterprise into new curricular applications, to broaden its national and international significance, and to find technologically innovative delivery systems for it. The communal character of these observations and recommendations reflects both a broad endorsement of the priority for research preeminence and a concern for its immediate and long-term future.

¹⁸ *A Vision* 8.

B. The Social Sciences Subcommittee

In 1989 the NCA Site Visit Team commended the social sciences as an area of particular strength in the university. Much that was appealing then is still appealing now. But the quality of the working life of faculty primarily responsible for achievements in research has declined. The university is, consequently, at a “watershed” with respect to maintaining the distinguished reputation of the social sciences. “Sustainability” will require a reordering of priorities to offset diminished financial resources and fewer faculty, who now juggle more demands on their time and energy. In this situation, the subcommittee contends, “There must be a significant realignment of expectations to match the availability of resources.”

With the social studies faculty now down to a level well below its peer institutions, the subcommittee concludes that further improvements in support of a strong research program cannot occur without lessening current demands on faculty time and increasing financial support of their programs.

Two recommendations are therefore made. First, the university should seek private endowments and increased public financial support to restore strategic faculty positions. Second, professional schools and programs should develop variable tuition and fees based on parity with and demand in the market place. Any surpluses they generate should support university goals that result from strategic planning.

While making these recommendations, the Social Sciences Subcommittee seeks to recognize on-going strengths in the field. A strong graduate program, which is now in place, is fundamental to high quality research; and significant actions have already been taken to strengthen graduate education. The social sciences are seen to be in the vanguard of interdisciplinary research with programs in international studies, land tenure studies, and industrial relations that draw from various academic disciplines. And, it is noted with some satisfaction, the social sciences have more than doubled their amount of research funding (from \$17 million to \$36 million) since the last NCA reaccreditation, increasing, in the process, their share of total campus research funding from 10% to 13%. If existing strengths can be maintained and if new challenges can be met, this record of increased support should continue. With this end in view, broader research applications in the social sciences need to be formulated to support updating the Wisconsin Idea and joining the global community.

In summary, the social sciences have remained strong and active, but suffer from a want of financial support and from increased demands on a faculty whose numbers are diminished. Ideas and new initiatives abound, nonetheless; their energy drives and strengthens research. But peril lies in inaction on the most critical problems identified by the report.

C. The Biological Sciences Subcommittee

This subcommittee, standing on a strong record of achievement, unequivocally supports the role of research at the UW–Madison and urges the establishing of interlocking loops of research and discovery, of knowledge and teaching, and of applications of basic and applied research that engage the university and public alike.

Recommendations of the subcommittee are in four general categories: 1) faculty and support facilities; 2) flexibility for researchers; 3) funding and institutional support for innovative and collaborative research; and 4) integration of research into curricular, outreach, and public educational activities.

First, the subcommittee calls for new positions in faculty and academic staff to offset the decline that took place between 1993 and 1998. In particular, the increases are intended to alleviate time constraints on current faculty and staff and to fund strategic

With biological and ecological literacy as its goal, the subcommittee recommends renewed emphasis on integrating research with other curricular and outreach aspects of the university's educational mission.

hiring to meet specific needs. Flexibility is sought in hiring laboratory coordinators for new introductory and intermediate courses that are understaffed and for hiring lecturers. The subcommittee also calls for constructing new facilities and remodeling existing ones to accommodate emerging frontiers in biological research as well as new educational initiatives.

Second, the report recommends that funds be raised for endowed professorships that would allow the recipients more time for direct research. A "Millennium Biology Fund," with a targeted goal of raising one billion dollars by the year 2010, is proposed as one way to achieve this need.

Third, the subcommittee recommends institutional support for innovative and collaborative research. It particularly endorses cross-college research programs and professional and public forums that encourage a broad examination of the benefits of biological research and that promote the identification of links between research and industry, between basic and applied research. To support such initiatives the subcommittee recommends flexible funding to acquire emerging technologies. The subcommittee believes that these research initiatives will enhance graduate education; consequently, it further urges new funding initiatives be undertaken for graduate training, including block grants from industry as well as from private and public foundations. Aggressive recruitment measures, including more intensive relationships with historically black and Hispanic colleges, are likewise required to allow a variety of opportunities for all graduate students. These include research rotations, laboratory and clinical experience, work in outreach, training in ethics, in addition to curriculum development and teaching as well as training in leadership, grant-proposal writing, information technology, and personnel and budget management.

Fourth, with biological and ecological literacy as its goal, the subcommittee recommends renewed emphasis on integrating research with other curricular and outreach aspects of the university's educational mission. It hopes through "responsible biology" to protect and enhance natural areas for research purposes, to promote dialogue between researchers and the public, to make possible laboratory and other hands-on experience for all students, to develop research opportunities for all majors, and to stimulate other innovative research-based teaching and training.

As a general proposition, the Biological Sciences Subcommittee recognizes the need for effective communication between university researchers and the public if general support is to be found for its recommendations.

D. The Arts and Humanities Subcommittee

The arts and humanities, the subcommittee contends, deserve to be placed at the forefront of university research in the new millennium. They have suffered, relative to the other divisions, from a lack of recognition and support in the past. Like the other divisions, they have lost faculty in significant numbers. In spite of such hardships, however, they have garnered awards that readily recognize their achievements in creativity and scholarship.

The subcommittee wants to promote greater institutional recognition for original work in the arts and humanities. This goal requires the university to overcome a number of problems: neglect in acclaiming and publicizing programs and awards in the arts and humanities; aging substandard facilities, including a shortage of space and environmentally precarious work places; widely separated locations of arts and humanities programs on campus; excessive reliance on humanities faculty in particular to staff general education requirements; and inadequate compensation relative to faculty in other divisions and in peer institutions.

Despite these impediments, the subcommittee notes praiseworthy work in the arts and humanities and an eagerness among the faculty in the division to play an integral role in the university's research mission. It specifically suggests that the humanities are uniquely qualified to lead a discussion of the many dimensions of "meaning" of the human experience in the modern world and that the humanities bring to such a discussion an inherent diversity of views and concerns, while identifying common themes of fundamental importance to an understanding of the self and the world. Thus the broad-spectrum of research in the humanities has developed a compelling voice in the discussion of the university's mission, one that reflects the emergence of a shift from a traditional research paradigm to one that seeks—and asks questions about—new ways of "knowing."

The Arts and Humanities Subcommittee would make graduate study more publicly compelling by introducing to basic and applied research further information about context, about implications, and about the social meaning of knowledge. In brief, there needs to be greater cohesion among different bodies of knowledge so that any given discovery, idea, or application has a recognizable significance.

The subcommittee makes some practical recommendations as well. It urges flexibility in undergraduate teaching loads to allow additional time for research. It urges increased funding through the Graduate School for arts and humanities research applications. And it urges a greater effort to publicize the scope, quality, and contributions of the arts and humanities to the university and to local and global communities.

E. Physical Sciences Subcommittee

The physical scientists' report echoes the other reports as it emphasizes the need to replace retiring faculty, to attract top-quality faculty and students, to increase flexibility in workloads, and to make research and professional options available to graduate students, and to see to it that assessment becomes and remains integral to research and educational programs. The subcommittee would also like to see the Graduate School support small, interdisciplinary "seed" projects to promote innovative research; support "in-house" sabbaticals to allow for additional research opportunities; provide new funding for mid-career shifts in research interests; participate in a cross-campus discussion of ways to fund costly start-up packages.

For graduate students in particular, the subcommittee encourages the creating of opportunities for independent work with faculty guidance, the revamping teaching schedules to provide for one-on-one mentoring, the certification of technical proficiency in graduates, and, overall, the maintenance of a focus on research and doctoral education even while exploring the usefulness of terminal Masters degrees.

Further echoing sentiments expressed by other divisional subcommittees, this subcommittee suggests new courses and educational programs to illustrate the relationships between science, engineering, technology, and expanded opportunities for undergraduate education. This would include opportunities for majors to participate in research projects; for non-majors to have some exposure, at least, to research methods and ideas adequate to develop "literacy" and "numeracy" in the sciences.

F. Student Issues Subcommittee

This subcommittee does not address research preeminence directly, as do the divisional subcommittees. Rather, it sets the stage by describing the climate in which research takes place and in which opportunities for it are made available to students. The subcommittee notes that whereas resources are directed toward graduate and undergraduate needs, they lack the coordination that is necessary to ensure easy access. These resources often are available on a context-specific basis only—not on a

continuum, which is necessary for life-long learning. The subcommittee provides, from this perspective, several observations and recommendations that strengthen the discussion of the university's quest for research preeminence.

These points can be characterized as a general concern for enhancing the skills, knowledge, and opportunities for all students; it is a recognition of the need to introduce them to seamless academic and advisory networks, to a concept of life-long learning, and to the opportunity to acquire a sense of academic and social citizenship that is integral to the character of the university and its future. Fundamental to the observations of the subcommittee is a simple fact—one that inheres in the spirit of the reports of the divisional subcommittees too—that the university's research objectives cannot exist in a vacuum, but depend on and influence every aspect of its mission in its various constituencies, not least among them the student body.

G. Summary

These subcommittee reports agree, in spite of their varying specific recommendations, that to maintain research preeminence the UW-Madison must do at least four things:

1. Seek increased state and private funding and partnerships;
2. Rebuild an infrastructure of faculty and facilities and, at the same time, grant researchers greater flexibility to promote new initiatives;
3. Develop public awareness of the relation of research both to classroom instruction and to the amelioration of social needs;
4. Seek student involvement constantly in developing new knowledge through research.

II. PRIORITY TWO: RECONCEPTUALIZING UNDERGRADUATE EDUCATION

A. Introduction

Undergraduate education has shown a marked improvement since the UW-Madison's last accreditation by the NCA in 1989. The many initiatives undertaken to this end are discussed in detail in Criteria One (especially III.E) and Three (especially II.A, B and III.A). Moreover, the success of these initiatives has been repeatedly confirmed by annual undergraduate surveys (see Criterion Four I.C). The effort of the *Vision* priority that calls for reconceptualizing undergraduate education is to continue to think of innovative ways to improve undergraduate education substantively in the next decade.

To be a leader in the 21st century, we need to do more than reform our curriculum. We must take full advantage of an environment in which students will learn from one another, and do so in residential settings and other venues outside the traditional classroom. Technology will cause learning to take place 24 hours a day and across state and national boundaries. Traditional course structures, including the length of classes, semesters, and class periods, will change. New mixes of disciplines and other repackaging of university programs will occur. These changes must drive us to examine and recast the traditional parameters of knowledge delivery to best support learning for students.¹⁹

The divisional subcommittees and the Student Issues Subcommittee affirm past efforts and project new directions for undergraduate education. Certain imperatives appear consistently in all these reports. They call for providing students with advising that will enable them to use the resources of a large campus fully; involving undergraduates more completely in research; preparing students to anticipate and meet the demands of

¹⁹ *A Vision* 8–9.

global diversity; encouraging service learning; facilitating mentoring relationships between students and faculty; continuing to deploy distance technology in appropriate situations; and seeking to correct the limitations in staff, faculty, and resources that jeopardize both present programs and future initiatives.

B. Social Sciences Subcommittee

Context preoccupies this subcommittee in its evaluation of undergraduate education. What can the university anticipate? What are the resources to deal with what's anticipated? What will be the stresses on the system?

The subcommittee anticipates a significant increase in undergraduates in the next decade and worries that the university's human and physical resources may not be ready to meet new demands. While looking to augment resources, it takes a broad view of responsible action. It emphasizes the need of adequately trained graduate students with good faculty mentors as integral to an expanding educational enterprise. It also suggests the need for a sufficient integration of technology into teaching at the same time that it demands that personal communication between students and teachers be maintained. It recommends more hands-on student involvement in their own education, including field studies, exposure to research, and more opportunities for intensive writing and the cultivation of communication skills. The subcommittee also urges more use of distance education and pre-college contacts to prepare students for the university.

To facilitate these efforts the subcommittee recognizes that rewards and incentives must be compatible with innovative teaching and learning. It suggests immediate recognition for recent innovations in undergraduate education like the Teaching Academy, the Writing Center, and the residential learning communities that facilitate faculty-student interaction and that create new dimensions of learning. It promotes the idea that faculty and staff should have access to "in-house" sabbaticals to have time to prepare innovative teaching and outreach practices.

While proposing the preservation of the concept of education for citizenship, this subcommittee suggests that broad-based undergraduate programs enhance the student's employment prospects with capstone courses and certification programs that allow for the acquisition of a core of marketable knowledge to supplement education in a specialized area. Expanded education and research partnerships with the private sector, with non-profit organizations, and with governmental offices are identified as some of the possible means through which this objective can be met. Overall, assessment of research and teaching methods is endorsed to monitor the efficacy of current and coming practices.

C. Biological Sciences Subcommittee

This subcommittee's recommendations include improvement of facilities, student literacy in research, and flexibility in teaching. To wit, laboratory facilities and lecture halls must be modernized and new instructional labs built. Programs and inducements that will attract students need to be put in place. These include flexible degree requirements for students with varying needs and constraints; laboratory and research experience for all students; concentrated engagement with research for all majors; additional funds for grants and fellowships; access to a campus-wide database of current research; help for faculty to seek federal add-on funding to support undergraduates; support for faculty mentoring of undergraduate research; use of texts that reflect the biological diversity of the global community; and a shift in student assessments from evaluations of their courses to evaluations of their learning and their ability to apply key concepts in biology.

Regarding teaching flexibility, the subcommittee suggests that alternative supervision strategies be examined; that forums be held to share successful teaching strategies; that faculty collaborate across disciplinary boundaries to introduce historical, philosophical, and ethical considerations to students; that laboratory coordinators be used for new and

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understaffed courses and that floating lecturers be used for introductory biology courses. A resource clearinghouse should also be established with information on teaching materials, grant opportunities, course revisions, and curriculum development.

While none of these recommendations taken individually is revolutionary, taken together they will revolutionize biological education by putting in place a program that delivers a first-class undergraduate education in biology across the board.

D. Arts and Humanities Subcommittee

This subcommittee wants to insure that when undergraduate students leave the university they can communicate better verbally and visually, that they have learned analytical skills and can make informed value judgments, that they have become more creative and critical, have become aesthetically responsive to their surroundings, have learned better to appreciate their own culture and to value other cultures responsibly, and, consequently, that they are generally better able to solve human problems effectively than they were previously. The clearest mark of achievement in these skills would be the ability of students to assess their own progress as liberally educated individuals.²⁰

Some initiatives already in place serve this objective. They include interdisciplinary education, team teaching, and an enlightened use of technology as well as the residential learning communities, the reorganized and enhanced Honors Program, and the Teaching Academy. All of these serve the goals of the Arts and Humanities. But more is needed.

The subcommittee, for instance, recommends enhancing upper level undergraduate courses to promote career options in the humanities. Consequently, it would like to see ample core programs in humanities departments to insure this. That cannot happen, however, unless ways are found to reduce the dependence on the humanities faculty for teaching general education courses. And that reduction, it argues, cannot take place unless new faculty are appointed to redress the severe cuts experienced throughout the '90s. The need for a richer education for majors in the arts and humanities is seen, then, as directly in conflict with the demands of a new general education curriculum. The subcommittee recommends the establishment of a University Center for the Humanities, akin to the newly established Arts Institute, to coordinate efforts of humanists across the various Schools and Colleges and to articulate clearly and forcefully the needs of faculty members as they attempt to provide the kind of education necessary to produce not only liberally educated persons but also the research scholars and creative artists who will be tomorrow's humanists.

E. Physical Sciences Subcommittee

Like those of the Biological Sciences Subcommittee, the recommendations of the Physical Sciences Subcommittee for undergraduate education focus on facilities, research literacy, and teaching flexibility. Overall, this subcommittee expresses strong support for the shift in emphasis to learning environments in which students are more active participants in an inquiry-based style of instruction. The subcommittee, therefore, stresses a need to build communication and teamwork skills, enhance understanding of professional ethics, and increase technical proficiency. It also supports experimenting with new strategies for integrating research more fully into undergraduate education and making increased use of service learning.

The subcommittee wants to see all students involved in research that provides mastery of a certain level of scientific skills. It recommends providing actual research experience for all majors and creating opportunities for undergraduates to participate in the production of new lab materials. The report also suggests that undergraduates be

²⁰ The Arts and Humanities Subcommittee is specific about what it means to be liberally educated because it draws on and quotes William Cronon's "Ten Qualities of a Liberally Educated Person" in its discussion of this matter.

afforded the opportunity to work with graduate students and that the undergraduate curriculum be “freshened” with constantly updated material, including exposure to connections between science, engineering, and technology. Finally, in view of financial constraints, the subcommittee suggests that an effort be made to market course materials—particularly those developed on a multi-disciplinary model—to determine whether they can generate new revenue in support of research and teaching.

The Physical Sciences Subcommittee makes a special effort to suggest that the university should be viewed as a “pump” for those undergraduates who represent the next generation of pre-college teachers so as to achieve through them a new level of literacy in science in high school students. It wants also to recalculate student credit hours for instructors in multi-disciplinary courses; reallocate time to researchers to develop innovative courses; recognize the multidimensional contributions expected of faculty and the limited time available to produce them; and devise ways to create more flexibility. In addition, it advises the university develop an intensive orientation program for new staff, including a forum with administrators and divisional committee representatives to discuss the scholarship of teaching.

F. Student Issues Subcommittee

Five of the six themes identified by the this subcommittee directly concern undergraduate instruction²¹; the last addresses ways to enhance graduate students’ experience through professional development. There the subcommittee suggests that training of teaching assistants and other professional and career training for graduate students will influence the quality of undergraduate instruction and the character of a learning environment. In general, the report recognizes that extensive resources exist to support undergraduate education, many representing recent innovations in living and learning environments. The subcommittee finds, however, that these resources are not well-coordinated and that students’ access to them is episodic and arbitrary. This subcommittee’s recommendations also seek to establish a perception of learning as a life-long engagement that needs to begin now.

Five undergraduate themes identified in the report merit special attention. The first is to improve out-of-class learning. This engages the problem of “place” on a large campus. Distances cause dissonance. Thus student services and programs need to be in strategic locations that promote use and coordination. Increased use of technology can also help alleviate this situation. Significant steps have already been taken, the subcommittee notes, to address the problem of place. The re-opening of the Red Gym²² and the consolidation of offices for student services there is one of them. And programs now underway to promote technological skills is another.²³ Recognizing this progress, the subcommittee expresses concern over the lack of unified space for many student organizations and finds the off-site location of the University Health Services a problem. Students who express satisfaction with advising and career development assistance also

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²¹ Of these five themes identified as primarily affecting undergraduates, three are also expected to have an impact on graduate students.

²² The campus offices that relocated to the Red Gym in Fall 1998 include Undergraduate Admissions, Campus Assistance Center, Visitors’ Center; Morgridge Center for Public Service, International Student and Scholar Services, Multicultural Student Center, Student Organization Office, Student Orientation Programs. The last four will be clustered as a “village,” which will also contain a computer laboratory with 26 workstations.

²³ The subcommittee has in mind the Academic Resources and Computers in Housing (ARCH) program through which students in residence halls have access to high-quality academic and computer services, programs, and resources. There is also the Integrated Student Information System (ISIS). Renovation and expansion of the InfoLab at the College Library is underway. There are also Ethernet awareness fairs and installation services, expanded dial-in pools for Internet access; and other programs designed to make web space available to students.

express concern about a lack of integration between the two. Several campus committees have identified this issue and proposed ways, which the subcommittee endorses, of dealing with it.²⁴

Second, the Student Issues Subcommittee would like to see a first-year “gateway” for new students. This would eliminate a subtle limitation that exists in the current orientation for new students, which most agree is already a very good program²⁵. But at the close of this introduction to campus, students are simply turned loose. They are on their own while they still lack familiarity with key information to manage their day-to-day interests. The ways to navigate the shoals of the university environment are largely unknown to them.²⁶ The subcommittee suggests a continuum of information and resources instead of a week-long plunge that leaves students wet behind the ears only. There are existing campus models for such an approach, including the summer Collegiate Experience which introduces entering freshmen to an integrated, living/learning experience, and there are the residential learning centers. The committee also cites the Graduate School’s efforts to identify “satisfactory progress” criteria as a possible component of a broader initiative that would involve faculty and staff working with departments across campus to increase student awareness of departmental expectations.²⁷ Such model programs as the Ways of Knowing course helps first-semester students integrate learning in and out of the classroom; and the First Six Weeks program in University Housing promotes upper-class mentoring, interaction with house fellows, and increased academic and social support networks. In a word, the subcommittee wants the initial campus attention to new students to endure rather than to evaporate after the intensive first phase of orientation.

Third, minority students have significantly different feelings about their education than do their majority counterparts. To deal with this, additional campus commitments to enhance diversity and make students comfortable more quickly and consistently are needed. Three features of current efforts represent the best hope for advances. They are recruiting minority students and maintaining a diverse student body; encouraging cultural understanding; and identifying ways to make out-of-class learning experiences appeal to all students. A variety of initiatives currently respond to these suggestions.²⁸

²⁴ These include fostering a campus-wide commitment to developmental advising; creating structures and strategies to help advisors collaborate better in a decentralized environment; integrating programs to link students to prospective employers; providing faculty and advisors with data on employment trends so that they can integrate ways of responding to them into the curriculum.

²⁵ Students and parents alike have given high praise to the Summer Orientation, Advising, Registration (SOAR) program and to Welcome Week activities. But the campus has yet to develop a sustained program of support for students once SOAR and Welcome Week are over. There are, however, existing campus models for a more satisfying approach, including the Summer Collegiate Experiences program which introduces freshmen to an integrated, living/learning experience followed by a year-long leadership development seminar.

²⁶ The subcommittee cites such things as where to go for help in filling out a variety of forms; where to go for advice on taking particular classes; how to keep on schedule to graduate in a particular time-frame, and the like.

²⁷ The subcommittee suggests further initiatives like creating a seminar for new students, clustering courses to establish student “cohorts,” developing student-to-student guidebooks, offering a campus “mixer” to emphasize cultural awareness, using student mentors and “ambassadors,” convening student panels to answer questions, and using web pages to provide information.

²⁸ Among the programs with a particular emphasis on diversity are the Chancellor’s Scholarship Program, the Summer Undergraduate Research Program and like entities, the Multicultural Student Center, the Multicultural Council, and a variety of University Housing Initiatives, the various school and college programs developed through the minority/disadvantaged student coordinator, the campus-wide Mentor Program, and initiatives targeted for students of particular backgrounds. These programs, while necessary, are nonetheless insufficient to assure success for students. The university sees the need for the entire campus helping with activities that promote retention

But implicit in the subcommittee's recognition of current initiatives are the limitations that plague them; so new energy and ideas are required, and students expect further actions to follow.

Fourth, there is a need to rethink undergraduate teaching and learning. "It is our contention," the subcommittee writes, "that we can reconceptualize undergraduate education by tapping the out-of-class environments in which students feel comfortable—in residence halls and through service work." Existing models for further action are residential learning communities and service-learning programs. The report recommends connecting in-class learning with out-of-class lives, including integration of work with education, infusing career competencies into class-work, and creating leadership seminars.

Fifth, responsibility and accountability for student learning needs to be promoted. "If we are to be defined as a learning community, all of the community must accept responsibility for learning." A cross-campus committee needs to take ownership of the governance and implementation of issues that accompany this endeavor, including curriculum planning and assessment, evaluation of a system of rewards, and a campus-wide promotion of goals. Models for transformation exist in the collaborative way that University Health Services has made the campus treatment of health issues community-centered, community-directed, and community focused.²⁹ The goal of such an approach is to reduce individually-centered decision-making and to promote decisions made in a context of norms. The model has obvious parallels for the learning community that the subcommittee envisions, and it represents the subcommittee's summary statement on what it hopes will be the future direction of the university.

All in all, then, in its broad and deep analysis of student issues, the Student Issues Subcommittee finds that the university has already done a good job of work in improving undergraduate education and the environment in which it takes place. But it sees that programs are not as effective as they could be because they are not sufficiently coordinated and because they need to be more focused on undergraduates as a learning community as well. And solutions to both of these problems call for supplementing existing programs with new initiatives that invoke campus-wide responsibility.

G. Summary

Individual differences aside, the subcommittees agree that to reconceptualize undergraduate education the focus must change from teaching to learning. This means that teaching must become more nearly inquiry-based to educate a diverse student body to achieve greater scientific, cultural, and aesthetic literacy. Students need also to acquire greater sophistication in communicating what they know. Encouraging this kind of learning can be helped both short-term (with capstone degrees and certificates) and long-term (with life-long learning initiatives). For all this to happen improvements need to be made altogether in out-of-class learning, orientation, and advising, and in helping students develop a greater sense of personal responsibility.

III. PRIORITY THREE: JOINING THE GLOBAL COMMUNITY

A. Introduction

Joining the global community incorporates change in the way that we organize activities on campus as well as the way in which the campus interacts with domestic and overseas partners. Such endeavors build on an international complex that has been created since the Second World War and includes international programs, offices, centers,

To reconceptualize undergraduate education the focus must change from teaching to learning.

²⁹ The Student Issues Subcommittee also notes cross-campus efforts, supported by the Robert Wood Johnson Foundation, to examine and to curb binge drinking.

and institutes that supplement the traditional axis of university organization based on disciplines, departments, and colleges. Today, our International Assembly, International Institute, area and global studies centers, and other specialized units cut across college and disciplinary boundaries, serving constituencies across the campus and beyond.

While the campus' international education complex is robust, it also has been buffeted by changes in the world, the university, and the extramural support system. The end of the Cold War, economic globalization, and other recent events have changed world society. At the same time our constituencies have demanded change, and funding sources have reassessed priorities.

The last decade also has been a period of heated debate and creative ferment among international scholars. There have been struggles between those who felt that their first priority was to preserve existing programs and those who emphasized the need for innovation. During this process the UW–Madison has emerged as a leader in the national effort to develop a new vision of international education that accepts the need to conserve core assets while developing new modes of knowledge and practice. To do that we must refocus on new needs of our students, reimagine international education, and restructure the alliances on which the interdisciplinary complex is built.

The biggest challenge, therefore, is to preserve knowledge and develop new ideas. The new context for international education challenges the UW–Madison to find an appropriate balance between preserving the learning of the past and preparing students and others for a changing world. This is, after all, the central responsibility of research universities in all fields. To join the global community we must

- ensure that our students understand other cultures and societies;
- refine our understandings of how world society currently operates;
- seek new insights about the great civilizations of the past;
- develop new models of globalizing world economy;
- rethink the interdependence of nations and devise new modalities of governance;
- listen to new voices in art and literature from around the world;
- and otherwise maintain the highest level of excellence in our scholarship and teaching.

All of these imperatives shape our discussion of the UW–Madison's joining the global community because international education has to become more central to the general education of all students and in the training of professionals. Toward that end, the UW–Madison must develop an international studies undergraduate major, expand undergraduate offerings, and develop international courses tailored for students in the professional schools. We also need to create new kinds of language courses, more diverse graduate options, additional types of overseas experiences, and better advising for a larger and more diverse student body.

The university's scholars and educators must rethink many of the boundaries that have shaped international programs. The current architecture rests on a series of explicit or implicit distinctions and boundaries both within the international complex and between it and other entities. The International Institute and the WAGE initiative have begun this rethinking. More must be done.

New partnerships with disciplines and interdisciplinary units need to be formed. We need to work closely with the social sciences and humanities to ensure that historical ties are maintained and to deal with challenges from new developments within disciplines. Campus international programs need to build new relationships with language departments as the changing constituency for international education creates pressures for new forms of language instruction. Similarly, they need to strengthen alliances

between the liberal arts-based international programs and the professional schools and foster stronger connections with interdisciplinary programs like ethnic studies, women's studies, environmental studies, and cultural studies.

It is a given, then, that the vision of a university that exists as an integrated component of a global community is different from one that primarily serves and is influenced by local and regional interests only. The subcommittees have, therefore, not only recommended reducing internal institutional impediments to community-based activity, such as collaborative and multi-disciplinary research and teaching, but also advocate developing university programs for the global community.³⁰ They advocate a continuum of action on ways of creating and disseminating knowledge to which access will be global.

Without exception, the divisional and student issues subcommittees endorse more intensive efforts to implement computer-based outreach programs and other distance-oriented learning technologies.³¹ These efforts are linked with a variety of broad, interactive objectives that pertain to the global community, including increased appeal and accessibility to diverse populations, greater exposure to emerging questions and problems, and expedited interactions between traditional disciplines and the varied public and private resources that may be necessary or helpful to understanding a particular problem or making an important inquiry.

In uniformly supporting technological initiatives, the subcommittees also agree on the means through which objectives that are agreed upon should be pursued. Such broad agreement is examined under three headings that are descriptive of the concerted recommendations of the subcommittees. They are, first, broadening of technological proficiency; second, experimentation in distance technology; and, third, building a hospitable community that affords universal opportunities for "world" education.

B. Extensions of Technological Proficiency

The Physical Sciences Subcommittee makes explicit some things that appear in each of the other reports: the UW–Madison must train a technically prepared workforce for the state and nation. Success in doing so will benefit the university as well as its local and far-flung constituents. The Physical Sciences Subcommittee identifies a number of associated needs that the other subcommittees also address. There must be improved technological infrastructure, including high-speed communication technologies and distance learning facilities. Learning through service needs to be increased and facilitated by technology. When possible, students should be involved in multimedia productions and the development of software for global communications.

Electronic distance education provides opportunities to share scarce resources and meet unique educational needs through courses conducted with partners in the United States and overseas. Electronic communications make it possible for faculty and staff to participate in communities of researchers and educators whose members are based on all continents. The same technologies allow students to access previously unavailable research materials, media, and other resources from almost any country.

The Student Issues Subcommittee has a more local and immediate perspective. It advocates better use of such things as informational web pages to connect students to courses and to programs as well as to facilitate interactions outside the classroom between students and faculty. The university must establish practical ways to help stu-

³⁰ This is another instance in which collaborative research and multi-disciplinary activity bring together issues that affect research, undergraduate education, the global community, and the Wisconsin Idea. So points of emphasis are selected for discussion here, as elsewhere, but no attempt is made to exhaust all possibilities in each context.

³¹ The Human Resources Subcommittee does not explicitly address issues of global community, but its recommendations on diversity are important to any campus that seeks a global community.

The vision of a university that exists as an integrated component of a global community is different from one that primarily serves and is influenced by local and regional interests only.

dents become technologically literate such as incorporating training in needed skills into the appropriate undergraduate and graduate classes. It also needs to implement completely the Integrated Student Information System (ISIS) to allow students better to access and assess their own databases. Consistent with these suggestions for the management of classroom and academic matters, the subcommittees generally urge, where appropriate, computer-assisted innovation in research and teaching.

C. Experimentation in Distance Technology

The university will need to expand its partnerships with universities in the United States and overseas as a key element of joining the global community. Faced with increasing demands for international knowledge, often of a novel, complex, and specialized nature at a time when resources are shrinking, we must find ways to share resources and cooperate more fully. In doing so we must cross the boundary between knowledge produced in this country and knowledge produced in the regions we study. We also must find ways to reward, encourage, and assist faculty and staff in joining with peers in global research networks.

That means that if the UW-Madison is to promote experimentation in new applications of learning technology, the means to do so must include making time available to faculty and staff; consequently, there will have to be trade-offs between new initiatives and old obligations. Current evaluative and reward structures will have constantly to be reexamined to avoid penalizing those engaged in necessarily new enterprises. In addition, there will need to be more sophisticated development programs for them to accommodate such innovation. Technology will in this way become an instrument of a no less cohesive but of a strikingly more interactive and far-reaching university.

D. A Hospitable Community

If technology is to contribute to building what needs to be, at one and the same time, a more intensely communal and globally interactive university, the UW-Madison will need to create more informed users and meet the needs of more diverse consumers. Because of its world role the university is ideally positioned to help Wisconsin link itself to the global community. To realize that potential, the campus must continue to deepen relations with existing constituencies outside the university and to build new external alliances. Particular attention might be given to extending relationships with Wisconsin's business community, government, and educational institutions at the K-12 and college levels. At the same time the university must build dynamic relationships with international program alumni and all alumni living overseas.

The subcommittees recognize this in their reports. The Biological Sciences Subcommittee, for instance, recommends that decisions on courses and their content target the global diversity that is sought as well as the campus community that seeks it. The Student Issues Subcommittee encourages cultural understanding through an education that emphasizes communication skills and technological literacy. If students are to be connected to one another and to faculty, staff, and the public, they must be able to communicate effectively despite divergent backgrounds and views. The Physical Sciences Subcommittee, in the same vein, urges initiatives to familiarize faculty, staff, and students with the merits and practice of service, which makes the university a more integral component of the community, local as well as global. The Student Issues Subcommittee urges, in fact, that students be informed about the way that the classes they take and the disciplines they strive to learn are related to their lives as citizens and to world issues. The Physical Sciences Subcommittee also urges increased service learning, more explicit linkage of traditional disciplines to global priorities, and more resources to promote the identification of these priorities and ways to respond to them. Such concerns, of course, lead inevitably to the Wisconsin Idea.³²

IV. UPDATING THE WISCONSIN IDEA

A. Introduction

One unique and historic attribute of the University of Wisconsin–Madison has been its partnership with the State of Wisconsin. They have in tandem shaped social and scientific progress in the state and beyond its borders. As public and private activities have become increasingly intertwined in the far-reaching networks of a global economy, the university has found new ways of understanding the needs and concerns of its constituents, near and far. *A Vision for the Future* identifies the challenge of change in calling for an updating of the Wisconsin Idea:

We must listen to and learn from the state’s citizens, their elected officials, our alumni, and other friends. The communication revolution places us in the midst of a worldwide learning community. The challenge is to find new ways to originate, adapt, and transfer expertise from this global environment to the people of Wisconsin.³³

The challenge of updating the Wisconsin Idea, therefore, is similar, if not precisely congruent, with that of joining the global community. Both require new and integrated dimensions of research, teaching, and learning that are collaborative and multi-disciplinary. Both require more appreciation of and commitment to service activities. Both can be strengthened by increasing flexibility in reward structures and by setting priorities that encourage innovation. Both require a sensitivity to the demands of diversity and to the opportunities it offers. Both, in consequence, need to promote awareness, understanding, and interpersonal values in all these instances.

As priorities, Updating the Wisconsin Idea and Joining the Global Community represent, among the *Vision* priorities, the perimeter of a circle of individuals, organizations, and communities that look to the university as their center for help and direction when challenges and problems arise. They are also a field of incalculably rich contacts that continuously benefit the university. They stipulate that the UW–Madison is directly and profoundly influenced by both state and global interests that are ineluctable as the new millennium approaches. These local and global constituents ask that the university commit itself to open channels of communication, technological advances, and responsible action.

In so far as both priorities generate similar needs and require similar courses of action, they enable the UW–Madison to integrate its efforts to achieve them. Each is different enough from the other, however, to demand nuances in the university’s approach to it. Having reviewed the similarities between the priorities of the Global Community and the Wisconsin Idea, we turn now to their differences.³⁴

Each of the subcommittees suggests reformulating the Wisconsin Idea in ways that reflect specific issues and contexts which they examine independently of each other. Such differences have been noted elsewhere with the observation that the subcommittees share the endorsement of a vision priority while, at the same time, suggesting different perspectives on implementing it. The Wisconsin Idea stands as a common concern from a valued tradition throughout the university; it is a way in which pressing issues can be better understood and acted upon.

³² Before moving to the Wisconsin Idea, it is well to reiterate here that the comments made above have been attributed to one or another of the subcommittees, but that, with slight modifications, they speak for all the subcommittees. There is a broad agreement among all the subcommittees on the need for the university to take its place in the global community.

³³ *A Vision* 9.

³⁴ Each of the subcommittee reports includes a discussion of concerns like diversity and multi-disciplinary activity, which we have attempted to integrate here and elsewhere in this summary report.

Updating the Wisconsin Idea and Joining the Global Community represent . . . the perimeter of a circle of individuals, organizations, and communities that look to the university as their center for help and direction when challenges and problems arise.

B. Social Sciences Subcommittee

Progressive social ideas are the principal focus of this committee in its reassessment of the Wisconsin Idea. Because research is integral to updating the Wisconsin Idea, the subcommittee reminds us that research occurs across a broad range of academic disciplines and that the work of each has relevance to emerging local, state, national, and international issues.

Consistent with its emphasis on shaping the contours of the Wisconsin Idea, the subcommittee does not concentrate on specific initiatives; rather, it proposes redefining the Wisconsin Idea as the Wisconsin Partnership. The committee explains that

Because the Wisconsin Idea has been widely appropriated to mean so many different things to different people, the University of Wisconsin–Madison needs to express the ideal of rendering service to society not only by updating the expression of the Wisconsin Idea, but also by reformulating the essential concepts to fit this university’s mission of applying research and advanced study in the public interest.

The proposed partnership is described as “a commitment to an institutional policy of listening and responding to needs and interests of the Wisconsin people, its institutions and businesses, and the wider global community,” and it provides a foundation for six points of emphasis.

1. The university must seek collaboration with government, business, labor unions, non-profit foundations, public schools, private and technical colleges to improve the educational opportunities, application of research, and quality of life for all citizens.
2. Distance education initiatives should focus on high-demand degree and certification programs, but the Wisconsin Partnership must mean more than exploiting economic opportunities to expand distance education and professional continuing education.
3. Outreach programs should be used as a recruitment tool to attract outstanding students who must overcome physical, economic, and time barriers in order to participate in the UW–Madison educational programs.
4. Learning technology, digital networks, and public databases must be used to expand access to university resources while improving on-campus teaching and communication.
5. Specific programs should be targeted to needs of K–12 schools taking full advantage of the Internet to introduce basic research skills and promote student awareness of educational opportunities.
6. The Social Sciences Subcommittee’s proposal to redefine the Wisconsin Idea fits well with the proposals of the other subcommittees.

C. Biological Sciences Subcommittee

This subcommittee sees the Wisconsin Idea in the context of UW–Madison as a Land Grant university which should bring the best in biology to the people of the state and the world.

We must reinvent the Wisconsin Idea in a manner that educates, engages, and enthuses citizens about issues in biology and environmental sciences. We must develop efficient mechanisms for sharing what we know and for learning what the citizens of our state know and want to know. The future of the University, and indeed, the health of our people, food supply, and planet depend on a dialogue between biologists and the public. We must adjust our outreach programs to accommodate the reality of changes in Extension, the demographics of the state, and biology itself. As we build new outreach programs, we must embrace and represent the breadth of modern biology research and education. These programs

must involve both basic and applied researchers, since in modern biology the lines between basic and applied research are blurred and we often cannot anticipate the source of new fundamental knowledge or applications.

Clearly implicit in this statement are some familiar initiatives: a coordinated use of technology, interdisciplinary research programs, and improved communication between the academy and the public.

The Biological Sciences Subcommittee further suggests that professional and public forums be convened to assess the impact of biological research. These could include courses, conferences and fieldwork, ethical and philosophical perspectives, relationships between laboratory science and field work, laboratory science and industry as well as experimental and clinical applications of research. The subcommittee also looks for new initiatives in programs that have already been successful, like the University-Industry Research Program, the UW Foundation's "Weekend Away," and Science House, in addition to expanded support of the "Why Files."

D. The Arts and Humanities Subcommittee

Like the Social Sciences Subcommittee, that for the Arts and Humanities notes that much of what is said about the Wisconsin Idea has an economic focus. It therefore recommends broadening the rhetoric to include the university's contributions to the state to include art and culture because the

cultural impact of the Arts and Humanities can't be measured economically. The constant building of relationships between the division's work and that of K-12 education, the collaborations with historical societies and museums of every kind, as well as regional, national, and international work through tours, radio and television programs, the internet, and exchange programs are constantly growing.

The subcommittee identifies and supports a commitment to building K-12 relationships; to delivering the arts and humanities to the public through lectures, town and gown gatherings, historical society meetings, and programs that involve special collections, presses, and museums; to participating in state and university celebrations such as anniversaries like that of the sesquicentennial; to providing programs to special populations; to developing a local, regional, national and international presence through the use of tours, radio and television, the World Wide Web, exchange programs and conferences; and, finally, to enabling graduates to become competent emissaries of the university and its ideals. Moreover, the subcommittee also appropriately notes substantial implementation of the Wisconsin Idea in collaborative arts initiatives already in place.³⁵

E. Physical Sciences Subcommittee

This subcommittee would like a fuller participation in the Wisconsin Idea than it presently notes in its division. More extensive involvement in pre-college education is urged to forward initiatives already under way to meet national educational recommendations for improved training in the sciences. The subcommittee also urges increased commitment to alumni as part of a broader effort to involve more people in activities pertinent to the Wisconsin Idea. This would also include new partnerships with state policymakers and

³⁵ Those initiatives include, among others, UW Cinematheque (campus film theater), Class Act (trained actors visiting classrooms to dramatize subject matter), Design Core Program (collaborative curriculum for design majors), Film & Video Production Program (making high-tech productions), InterArts & Technology Program (a computer media program), Material Culture Studies Centenary, Digital Multimedia Laboratory for the Arts, the Helen Louise Allen Textile Collections (of more than 10,000 textiles and costumes), the Wisconsin Center for Film & Theater Research, and the Gallery of Design (in the School of Human Ecology).

with private sector employers, the latter involving internships, consultation, and technology transfer. These things can only be accomplished, however, if more resources, recognition, and incentives make such service activities attractive to faculty and staff.

F. Student Issues Subcommittee

This subcommittee provides insight into improving the scope and utility of the Wisconsin Idea in a hands-on way. It urges new pre-college connections to expand the pool of well-prepared students of color through increased contacts with K-12 system, including scholarships and other incentives to attend the UW-Madison. For students already on campus learning through service is recommended, with special emphasis given to the Morgridge Center for Public Service. Objectives also include faculty and student partnerships to link academic study with public service; a “clearing house” of information that makes known the opportunities and benefits of service; support of student leadership and initiatives in activities fundamental to the character of the university. Finally, the report strongly recommends that students be encouraged to perceive service as a component of education; therefore, work experience, participation in student organizations and in other facets of student life need to be linked explicitly to an institutional expectation.

G. Summary

All the subcommittees endorse Updating the Wisconsin Idea. The most up-to-date way of doing that is through increased use of technology to make information, learning, and service accessible state-wide and globally. Nonetheless, each subcommittee sees a pulse behind the electron. Thus they draw on tradition in emphasizing that the effort to reach more people in the state and beyond begins with individual members of the faculty, staff, and student body. And they urge an administrative effort to raise awareness on campus of the need not to have “the buck stop here,” but to have “the buck start here.”

Part Five: Beyond A Vision

The Steering Committee, working from issues raised by the subcommittees, in addition to discussing the four priorities identified in *A Vision for the Future*, was asked in the charge given to New Directions: The Reaccreditation Project

to identify its limitations in scope, application, and future utility. Consequently, members should always ask whether, independent of the *Vision*, there are other educational and financial priorities, issues, opportunities or threats that should be considered as a component of strategic planning for the future.

The Steering Committee, in accord with this part of the charge, identified two major items that do not easily fit within the priorities articulated in *A Vision*. They are the reward system and the future of graduate education.

I. THE REWARD SYSTEM, CORE VALUES, AND INSTITUTIONAL TIME

In an environment of excellence where competition for limited resources is inevitable, compensation and recognition, in the broadest sense, often, if not always, correlate with perceived value. This causes problems when a call for new initiatives and alliances, which compete with established programs, does not provide incentives and stipulate how core values are served and how time will be provided to serve them. A suitable system of reward and recognition is important; but, perhaps, even more important is time to do the new things that need to be done.

Dedicated faculty and staff seem to have no time left for more, admittedly important, tasks. Types of research already compete with each other, teaching competes with outreach, family competes with keeping up on published scholarship, leadership competes with scholarly research and class preparation. New agendas will be adequately addressed only if, as an institution, we make time, which means deciding as a university what faculty and staff *are not going* to do as well as what they *are going* to do.

The university's future needs to be predicated on a discussion of core values, priorities that emerge from those values, and strategies to improve the efficiency of the university. Failure to pursue a discussion of these matters will hinder significant change and planned growth. Continuously adding new priorities without adjusting workloads simply won't work.

There are many calls for new initiatives in the subcommittee reports in response to *A Vision for the Future*. Almost without exception the subcommittees describe increased service, outreach, and multi-disciplinary activity in teaching and research as fundamental to the future interests of the university. These will inevitably take faculty and staff out of their departments, schools, and colleges. We hear a clear call for this kind of engagement in *A Vision*:

double loyalty is essential to the welfare of our institution: while you may devote loyalty and creativity to your profession, your department, your unit or your service, you also must be loyal to the institution and collaborate in moving toward an institutional mission.³⁶

Yet it is loyalty to departments, schools, colleges, units, and services that has traditionally been required to benefit faculty and staff more than anything else. Many in the university community, however, have the spirit and resolve to pursue new paths, whether they are rewarded or not. But pressures to divide loyalties add a perplexing dimension to personal choice and can generate feelings of insoluble conflict. Ambiguity consequently takes center stage. What the administration marks as a need to be met, it must also mark as a task to be supported. Recognition must follow rhetoric. Otherwise risk will predominate.

It is safe to assume, therefore, that however much faculty and staff may want to break down constraints on collaboration, however much they might be moved toward broader roles in leadership, however much they might pursue interdepartmental and interdisciplinary initiatives in teaching, research, and service, they will be restrained from doing so until time is provided to do so and the existing level of ambiguity is lessened. Younger, untenured faculty as well as women and minority faculty members will especially need to be clear on what will and will not be recognized when tenure decisions are made and post-tenure reviews take place and when merit exercises are held. While many members of the faculty and staff at all stages of their careers will respond to the new initiatives, it is likely that these groups may be most enthusiastic about them.

Ambiguity also exists when priorities are read against each other. We cannot assume that the *learning experience*, the *learning community*, and the *learning environment* that *A Vision* seeks to achieve will always work hand in hand. For instance, given many of the new things suggested that faculty and staff do to fulfill the call of *A Vision*, more demands will be made on an individual's time in the learning community and, consequently, could conflict with the learning experience, which centers on research. The laudable suggestion, for example, that students be afforded continuous orientation by faculty, who would constantly mentor them, aims at improving the learning

The university's future needs to be predicated on a discussion of core values, priorities that emerge from those values, and strategies to improve the efficiency of the university.

³⁶ *A Vision* 6.

No one should suffer for trying new things. If vision demands risk, risk deserves recognition.

community. But such efforts to improve learning can retard, if not derail, research, which is needed to create knowledge that, in itself, promotes learning in the classroom and laboratory.

One solution to this problem—in addition to adding faculty and staff, which seems to us absolutely imperative³⁷—would be an administrative initiative to inform the public of the importance of research to learning so that greater flexibility can be built into faculty schedules. We need to track the way that a research program either (1) gets back to the classroom or (2) supports, financially or otherwise, what happens in the classroom. And in those instances, which one hopes are rare at a Research I university, where an individual must choose either a research program or an undergraduate education program, that person must know how he or she will be supported and valued. Otherwise, we can see the possibility of the *Vision* priority that promotes reconceptualizing undergraduate education coming into conflict with the *Vision* priority that endorses maintaining our research preeminence.

In brief, institutional structures must follow innovation. Ambiguity stifles initiative. No one should suffer for trying new things. If vision demands risk, risk deserves recognition.

II. GRADUATE EDUCATION

Leadership in a decentralized university like the UW–Madison is often localized, though guided by broad general principles. *A Vision for the Future* attempts to supply the principles that direct the actions of diverse units as it speaks about the *learning experience*, the *learning community*, and the *learning environment*. And of the learning experience it remarks:

The excitement of discovery attracts the best scholars and students, energizes our teaching and learning, and makes possible our greatest contributions to the quality of life. To pass this excitement to the next generation, we must reinvigorate the role of research in the learning experience.³⁸

All the subcommittees identify, without exception, the Graduate School as *the* integral component and *the* leader of the university's quest to maintain research preeminence. They also see it as a catalyst for change in the learning community.³⁹

The Steering Committee, therefore, urges the Graduate School to encourage multidisciplinary research and educational programs, to establish new links both within and outside the campus community—specifically, with the private sector—and to expand the opportunities for professional and intermediate graduate training. They see activities of this kind as unquestionably strengthening research as well as the other *Vision* priorities. They see activities of this kind carrying the Graduate School into a new realm of educational activity and creating new relationships that must inevitably change some of the traditional ways we conduct our research mission. Indeed, new activities of the kind proposed may entail some amendment in the Graduate School's mission and practice. In a word, graduate education as well as undergraduate education requires some redefinition.

The university at the moment has some pilot programs for *capstone* degrees.

³⁷ The 1999 edition of *Data Digest* shows that faculty FTE in 1990 was 2,222.3; that faculty FTE in 1998 is 1,956.8. That is a drop of 8.80% in eight years.

³⁸ *A Vision* 5.

³⁹ For an extensive discussion of changes that those engaged in graduate education need to consider, see Clifton F. Conrad, "Change and Innovation in Graduate and Professional Education in Major Public Research Universities" *Proud Traditions and Future Challenges: The University of Wisconsin–Madison Celebrates 150 Years* (Madison: University of Wisconsin Press, 1999).

Degrees of this kind need to become a significant part of the Graduate School's planning. Pilot programs will have to become established programs. But important questions need answers. Who will provide the instruction? How much of the university's research infrastructure will need to be redirected to meet the needs of capstone education where the aim is to "top off" an undergraduate education, not to produce doctoral candidates? How will new markets be identified? How will the funding of such programs be managed? How will faculty investment in these programs affect tenure decisions and post-tenure reviews? And how will capstone degrees define or redefine the university's relations with the private and public sector?

Viewed from the perspective of increased academic training for a largely professional audience, we can assume that this training will include internships and on-site mentoring of research. The dimensions of capstone degrees and similar programs are not yet clear and require both study and flexibility if they are to become a significant part of graduate education and if graduate education is to be adequately reconceptualized.

This does not, of course, mean that the traditional research role of the university will disappear. But it does mean a more diverse learning community that the learning experience must serve. Traditionally, universities have supplied the building blocks of knowledge through their basic research, which has brought about significant changes in the way we live. The Wisconsin Idea is one embodiment of basic research becoming applied research in Wisconsin, the nation, and the world. The University-Industry Relations Office is one highly visible unit through which knowledge created at the UW-Madison has been shared beyond the campus' borders. The remarkably difficult and time-consuming process of creating new knowledge will certainly be more valued and protected in an environment full of vigorous connections with people and institutions that apply that knowledge.

That there is a fundamental altruism in basic research cannot, consequently, be gainsaid. The university must, therefore, cherish and foster it even as it promotes a more entrepreneurial kind of outreach in both capstone programs and in collaborative research with private sector partners.

This exciting new synergy that comes from collaborating with for-profit entities, nonetheless, raises questions ranging from the "corporatization" of the university to the abridging of the public's need to know.⁴⁰ Clearly the advantages and the disadvantages of the expanding opportunities for graduate education and collaborative research require discussion and study. They are as unavoidable as the future.

Part Six: The Margin of Excellence

In "The Challenge of Irreversible Change in Higher Education," the first chapter of the sesquicentennial volume of essays on the future of the university, Chancellor David Ward comments on "the dramatic shifts in the composition of our funding."

Our revenues are derived from four distinct sources. First, state appropriations and, to a much lesser degree, tuition have historically supplied the basic and largest proportion of our budget. Second, federal funds, obtained competitively by

⁴⁰ In the open discussion of the reaccreditation report held in Union South on 8 December 1998, this issue, which the Steering Committee had already identified here as one needing study, was raised again by a member of the Alliance for Democracy. He voiced his concerns about "possible conflicts of interest" resulting from corporate funding of research.

A timely article in the alumni magazine indicated that corporately sponsored research accounts for about 3% of the UW-Madison's annual budget. In discussing the pros and cons of such sponsorship, the article indicated that "a corollary of accepting private dollars is caution." See Niki Denison, "The Corporate Conundrum," *On Wisconsin* 99:6 (Winter 1998): 19-23, 53-55.

faculty and staff, largely fueled the research engine and in addition provided much of the support for graduate students. Third, a set of endowments sustained by private gifts and intellectual properties have long provided the competitive *margin of excellence*. The balance comes from the auxiliary revenues of services provided to students, the campus and the community. But the political economy of higher education has changed substantially in the last two decades, resulting in shifts in every aspect of our funding mix.⁴¹

The first source of revenue has decreased dramatically. The state's contribution to the UW-Madison's budget in 1998-99 was \$350.7 million or 27% of the university's budget. Tuition added another \$175.4 million or another 14%. Together these constitute 41% of the university's budget.⁴² They constitute the university's "base budget," which is now estimated to be at least \$57 million short of the median of its public Big Ten peers.

Funding for higher education in our neighboring states and nationally is far outpacing that in Wisconsin. During the past two years, state support for higher education in Wisconsin rose just 3%, while inflation rose 5%, compared to budget increases for higher education of 9% in Michigan, 10% in Iowa, 11% in Illinois and Minnesota, 12% in Ohio, and 13% in Indiana.⁴³ Moreover, UW-Madison's tuition was the second lowest in the public Big Ten universities (at \$3,240), with Michigan's being highest (\$6,253) and Iowa's lowest (\$2,760). Average faculty salaries at the level of Full Professor in UW-Madison were second lowest in our peer group.⁴⁴

This level of state support for the university and for its faculty creates problems for the university as it enters the 21st century because the Chancellor has announced a set of priorities that will require increased state funding. They include competitive compensation for faculty, strategic faculty appointments, shaping infrastructure to the academic mission of the university, reconditioning and maintaining facilities, upgrading the biological sciences, and establishing tuition differentials in professional programs. The reports of the divisional subcommittees, both explicitly and implicitly, support these initiatives. Their recommendations for the next decade are, therefore, also imperiled by state support that is decidedly below inflation and dramatically below that of other Middle Western public universities. We have addressed these matters in detail in Criterion IV, Section II: The Challenge of State Support, and in Criterion IV, Section IV: Consequences; therefore, we need not repeat them here.

The UW-Madison has, nonetheless, decisively contributed to the state's economy even as the state has economized at a cost to the university. According to Professor William A. Strang, former member of the Governor's Commission for Tax Reform and advisor to the Wisconsin Strategic Development Commission, the UW-Madison generated "approximately \$3.9 billion in total economic impact upon the state over the . . . two-year period" of 1995-96.⁴⁵ We present a detailed analysis of this economic impact in Criterion Two, Section XI: Financial Resources.

⁴¹ *Proud Traditions and Future Challenges*; italics added.

⁴² See Criterion II, figure 6, for a graph of the percent of the UW-Madison budget supported by the state in the last ten years and for a pie chart on UW-Madison's 1998 budget-source of funds.

⁴³ Source: UW-Madison Office of News and Public Affairs.

⁴⁴ That peer group consists of UC-Berkeley, UCLA, Michigan-Ann Arbor, Illinois-Urbana, Texas-Austin, Ohio State, Minnesota-Minneapolis, Purdue, Indiana, Michigan State, and Washington-Seattle. Salaries for Assistant Professors at Madison were ranked 5th in this set of 12 universities at \$50,595, with the peer-group median at \$48,579. Associate Professors at Madison, with an average salary of \$55,486, were ranked 8th, with the median at \$56,260. Full Professors at Madison, with an average salary of \$73,935, were ranked 11th, with the median at \$81,850.

And Donald A. Nichols begins his essay entitled “Public Access to University Expertise,” by indicating that “the public’s demand for advanced expertise is growing” and that it is “natural to expect that universities would grow to meet the demand.”

But new organizational forms are springing up to compete with universities as sources of advanced expertise. . . . [And] because competition from the private sector can be expected to be most intense for the services that are the most lucrative, universities need to be wary of a future in which they are expected to provide only those services that cannot meet a market test, and to fund those services from a shrinking share of a shrinking public pie.⁴⁶

In order for the UW–Madison to stay competitive, the state investment in it needs to increase about \$57 million in the next four years. For the fiscal year 1998–99, Federal Programs account for \$315 million or 24% of the UW–Madison’s budget. Gifts, Grants, and Segregated Funds provide \$221.1 million or 17% of the budget. Together these two outside sources of funds equal \$530.6 million or 41% of the university’s budget. They constitute, in Chancellor David Ward’s words, the university’s *margin of excellence*. If the state does not make up the deficit in the base budget, that deficit 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 specific purposes and programs, not for basic operations.

The Chancellor, therefore, asked the UW Board of Regents to support the UW–Madison’s proposal that the state increase the university’s base budget by approximately \$57 million to maintain it as neighboring states have maintained their universities by their increased spending on higher education. The *Milwaukee Journal-Sentinel* published this report on that meeting of 4 June 1998:

The University of Wisconsin–Madison needs at least [an additional] \$200 million in private donations to remain one of the nations 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 the 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.”⁴⁷

⁴⁵ “Strang Details UW–Madison’s Economic Impact,” *The Campaigner* (Winter 1998): 12.

⁴⁶ Donald A. Nichols, “Public Access to University Expertise,” *Proud Traditions and Future Challenges*.

⁴⁷ Amy Rinard, “Cost of UW–Madison’s ‘edge’ put at \$200 million,” *Milwaukee Journal-Sentinel* (5 June 1998): 1, 15.

In summary, if the state keeps the university average, the UW–Madison itself, through Gifts, Grants, and Segregated Funds will, along with federal research support, see to keeping itself excellent.

In summary, if the state keeps the university *average*, the UW–Madison itself, through Gifts, Grants, and Segregated Funds will, along with federal research support, see to keeping itself *excellent*. The Board of Regents has approved Chancellor Ward’s proposal and now made it part of the UW System’s budget for the 1999–2001 biennium.

The recommendations of New Directions: The Reaccreditation Project attempt to advance the academic excellence that the Chancellor’s Initiative hopes to make financially possible. Together they seek to make a vision a reality.

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