

# **ASSURANCE SECTION**

## **REPORT OF A COMPREHENSIVE EVALUATION VISIT**

To

The University of Wisconsin-Madison

Madison, Wisconsin

April 27-29, 2009

For

### **The Higher Learning Commission**

A Commission of the North Central Association of Colleges and Schools

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## I. CONTEXT AND NATURE OF VISIT

### A. Purpose of Visit

A fifteen-member review team conducted a comprehensive evaluation of the University of Wisconsin-Madison (UW-Madison) for continued institutional accreditation. The visit did not include review of any Change Requests.

### B. Organizational Context

The UW-Madison is the flagship campus of the University of Wisconsin System. Founded in 1848 as one of the first acts of the legislature of the newly formed state of Wisconsin, it was later named a land-grant institution. Today, UW-Madison is among the largest, most comprehensive and most respected universities in the United States. Current enrollment includes 42,000 students in 13 schools and colleges that include 120 academic departments, 260 interdisciplinary centers, and approximately 440 academic degree/major programs. The University has more than 370,000 living alumni. Employees include 2,200 tenured or tenure-track faculty; 7,200 academic staff; and 5,200 classified staff. In addition, the University employs more than 5,000 graduate students, and 8,840 undergraduates as hourly employees.

UW-Madison's research mission, along with the deeply ingrained traditions of the Wisconsin Idea and academic freedom, form the institution's broad public mission. The University's annual expenditures of \$2.2 billion include \$706 million in research expenditures (2006-07). The largest growth in facilities and renovations since the 1960s is currently under way, funded primarily by gifts to the University, to accommodate new research labs, classrooms, residence halls, and the West Campus Cogeneration Facility. The Cluster Hiring Initiative seeded the campus with top-tier faculty in interdisciplinary teams. The University through the UW Foundation has raised more money from 2001 to 2008 than during its entire history to that point. Some high profile gifts include \$85 million to preserve the name of the Wisconsin School of Business; \$50 million to fund the Wisconsin Institutes for Discovery; \$31 million to renovate and complete the Education Building, and \$21.7 million to promote the Ira and Ineva Reilly Baldwin Wisconsin Idea Endowment.

Team Member Comments: "one of the best underfunded Universities in the country....they rank near the bottom of the Big Ten in tuition and fees;" "tremendous traditions and history;" "most impressive accomplishment is its continuous building on its stellar past as a university;" "insecurity about its future;" "core ideas drive what the institution does;" "The Wisconsin Idea is a remarkable program. It is well endowed and demonstrates a strong institutional commitment to engagement;" "This institution is a role model for many public research universities and therefore how it approaches the challenges facing us all (and their lessons learned) can have an impact that goes far beyond UW-Madison."

### C. Unique Aspects of Visit

Consistent with the agreement between The Higher Learning Commission and the UW-Madison, the institution conducted a Special Emphasis Self-Study focusing on *For Wisconsin and the World: A Great Public University*. The self-study for the Special Emphasis focused on six themes: 1) Institutional Integrity: Being a responsible and sustainable public institution; 2) Building a welcoming, respectful, and empowered UW-Madison community; 3) Preparing global citizens

and leaders of the future: 4) Integrating the processes of discovery and learning; 5) Creating an impact and shaping the global agenda; and 6) Rethinking the public research university. The Special Emphasis is treated both in the Assurance Section of the report where the six themes are examined along with related criteria, and in the Advancement Section where consulting and recommendations are provided by the team in response to matters included in the self-study report and occurring in the team's campus conversations.

#### **D. Sites or Branch Campuses Visited**

No off-campus sites or branch campuses were visited.

#### **E. Distance Education Reviewed**

UW—Madison's educational activities serve primarily traditional-age undergraduates, students in a broad range of graduate and professional programs, and continuing education populations. The institution offers only a modest number of academic programs through distance-delivered or weekend formats. Successful programs are typically professionally-oriented graduate degree programs. Distance-delivered course offerings have declined in recent years from a high of 32,871 student credit hours in 2005 to 24,339 in 2008. Courses intended for non-traditional audiences had proved to be overwhelmingly popular among traditional degree-seeking students. Consequently, credit outreach funding targeted to nontraditional audiences was migrating to the traditional student audience. Formal extension, outreach, and continuing education activities are conducted by UW-Madison in partnership with the University of Wisconsin-Extension. Together, they carry out a statewide mission in lifelong learning to the state. The Division of Continuing Studies administers the partnership on behalf of UW-Madison. In February of 2006, the Higher Learning Commission reconciled differences in the relationship of UW-Madison with the Commission regarding distance education.

#### **F. Interactions with Constituencies (See Appendix 2)**

#### **G. Principal Documents, Materials, and Web Pages Reviewed (See Appendix 1)**

## **II. COMMITMENT TO PEER REVIEW**

#### **A. Comprehensiveness of the Self-Study Process**

The self-study process provided the review team with extensive information and evidence regarding institutional accomplishments and performance. It was unusually well-focused and supported by useful resource materials available on line as well as documents in paper. According to the Chancellor, "This particular self-study has been marked by exceptional inclusiveness and transparency. We have engaged thousands of voices and points of view during the process." That inclusiveness is exhibited in the two pages of acknowledgements. The self-study process, including the work of the six teams working on the Special Emphasis themes of *A Great Public University*, provided a full picture of the institution along with the bonus of seeing faculty and staff engage with larger issues confronting higher education today with passion and commitment. The team compliments the institution on the comprehensiveness of the self-study process. The self-study exudes confidence; it is a bold report, written in the tone of a manifesto.

**B. Integrity of the Self-Study Report**

The self-study report, when tested in campus discussions with different constituencies, proved to be reliable and sound in the facts and perspectives provided to the team. Identifying the reaccreditation process as an extraordinary opportunity is a tradition at Wisconsin. It is evident that this opportunity was not wasted. The report is written with many audiences in mind and serves more than one purpose. The self-study process has given the institution a better understanding of its strengths and opportunities, and the institution has effectively used this process to strategize for future strengths. Wisconsin is moving forward with a major planning initiative for which the self-study provides underpinning.

**C. Adequacy of Progress in Addressing Previously Identified Challenges**

The team considers the response of the organization to previously identified challenges to be adequate, although some issues continue to exist that are not within the authority of the institution to solve on its own. These aspects of organizational structure are addressed in the report under Criterion One as well as in the Advancement Section.

**D. Notification of Evaluation Visit and Solicitation of Third-Party Comment**

Requirements were fulfilled.

Notices appeared both within and beyond the campus before the visit of the team. The Higher Learning Commission received third party comment from 5 sources, and they did not require team action.

**III. COMPLIANCE WITH FEDERAL REQUIREMENTS**

The team reviewed the required Title IV compliance areas and the student complaint information.

**IV. FULFILLMENT OF THE CRITERIA**

**CRITERION ONE: MISSION AND INTEGRITY.** The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

**1. Evidence that Core Components are met.**

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

The University of Wisconsin-Madison clearly and effectively communicates its mission and values to internal and external constituencies. The formal statement of mission is on the institution's website and it is complemented by deeply ingrained values of the Wisconsin Idea and academic freedom that drive the institution's commitments and the commitments of those who work and study there. The mission is evident in such planning documents as "For Wisconsin and the World: A Strategic Framework for the University of Wisconsin-Madison 2009-2014" which lays out

vision, values and priorities for students, faculty, staff, alumni and supporters of the University. The UW-Madison Viewbook 2009-10 specifically highlights the UW-Madison as a major research university, known internationally for academic excellence and committed to undergraduate education and out-of-class learning experiences. Explicit reference to components of the UW-Madison mission is made in many of the individual school/college and other unit planning documents.

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

The mission statement specifically identifies the need to attract and serve students from “diverse, social, economic and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by higher education.” In addition, the mission recognizes that UW-Madison is a global university whose actions have national and global reach. UW-Madison’s commitment to serving a diverse student body is reflected in admissions and other public documents and is a key strategic priority in the “For Wisconsin and the World” plan. Although interviews with key university representatives indicate that UW-Madison faces significant challenges (low minority populations in the state, limits on the percentage of out-of-state students that can be admitted, inability to offer competitive financial aid packages, and weaknesses in the urban public schools in the state) in achieving its diversity goals, particularly with respect to race and ethnicity, significant attention is being paid to improving recruitment and retention of students and faculty of color. These efforts include: participation in the PEOPLE and Posse programs to recruit students of color and strategic excellence funds and strategic hiring funds to assist in the hiring of faculty of color and women faculty. The Madison Initiative could provide vital need-based aid with which to support a more diverse student body.

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

Understanding of the mission manifests itself in many ways and is reflected in much of the self-study report and much of this report. Obvious examples are commitment to maintaining a nationally and internationally known faculty, excellence in research as evidenced by UW-Madison’s success in obtaining external research dollars, and the number and function of various units dedicated to research, programs to enhance undergraduate education, and outreach programs. Interviews indicate that faculty, staff and students understand that UW-Madison is unique in Wisconsin in its mission to contribute cutting edge research along with high quality undergraduate education and leadership in solving societal problems.

While recognizing that differences exist with respect to degrees of engagement, faculty, academic staff and students voluntarily identified the Wisconsin Idea as a driving force for the University and could name many examples of ways in which they are affected by and contribute to the Idea. For example, staff members from the University Health Services work in depressed areas of Madison to help residents understand the importance of fresh produce in their diets. The libraries participate in the Co-operative Children’s Book Center that works with libraries around the state on issues of intellectual freedom. Students work closely with Madison city government serving on city councils and in some cases as aldermen and women. The institution’s commitment to academic freedom is likewise internalized at all levels of the institution. The self-study references a recent example of the University’s defense of a lecturer who made unpopular statements about the September 11 attacks on the US.

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

The University of Wisconsin-Madison is governed by an 18-member Board of Regents that oversees all institutions within the UW System. The Board appoints the President of the UW System and the Chancellor of UW-Madison, along with the other chancellors. Interviews with members of the Board or Regents indicate that they are engaged and supportive of UW-Madison and its contributions, committed to the health and well-being of the institution, and have a deep respect for the chancellor and senior leadership. They provide a necessary and valuable link to the state leadership and have helped the Chancellor promote new and exciting ideas and programs. There is much enthusiasm among students, faculty, and staff for the recently appointed Chancellor.

The history of achievement and stature of UW-Madison in the fulfillment of its mission confirms the positive role of institutional governance and administration in that success. However, there are aspects of the institution's governance and administrative structure and its regulatory context which cause continuing tensions and contradictory forces to impact the institution. These circumstances appear today to be much as described in the accreditation team report of ten years ago. Interestingly, what appears to have changed is the institution's ability and determination to work with some of the restrictions with more success and less apparent friction among the entities involved. Still, because of state regulation and system processes, UW-Madison lacks many fundamental operating options that peer and competitor institutions typically enjoy. If UW-Madison is at risk, that risk appears highly correlated not only with decreasing state revenue and the institution's lack of operational flexibility, but also with the degree and kind of its own decentralization.

Administrators continue to develop strategies for working effectively within the existing system as well as to increase efficiency. For example, UW-Madison developed a list of administrative flexibilities that would allow the Madison campus some flexibility in areas that are of significant constraint and then moved forward to seek support for the most needed changes. An example is the Madison Initiative (differential tuition), which would provide much-needed new resources for faculty and financial aid for students. This initiative marks a distinct departure for the Madison campus in terms of differentiating itself from other parts of the UW system to build on its strengths and meet its unique needs to continue to be among the best public institutions in the US today and tomorrow.

The statutory system of student, faculty and staff governance is highly regarded on campus, and conversations with constituents reflect a high degree of collaboration between the administration and various levels of governance. There is a clear sense among participants of how policy is made, how priorities are set, and the many and varied ways in which influence can be exerted within the institution and the system in all aspects of university administration and business. These extend from faculty promotion and tenure to the hiring of senior administrators and monitoring of the budget. Faculty members expressed some dissatisfaction with grants management, but it was also acknowledged that the source of the dissatisfaction could likely be traced to a lack of personnel.



Faculty members clearly feel empowered and involved in decision-making at the University to a great degree. Similarly, staff and student governance groups are widely consulted on institutional issues and decisions, but to a lesser degree than the faculty. Members of the Associated Students of Madison cited the importance of their support for the Madison Initiative as indicative of their influence on University policy. They indicated that Chancellor Martin would not have advanced the proposal without student support, which was evidenced by a nearly unanimous vote in favor of the initiative by members of the Associated Students of Madison's Student Council. The University Academic Planning Council has representatives from the faculty, student and academic staff governance units and meets regularly with the Provost to provide input on major decisions and plans as do other governance units. The faculty leadership believes, profoundly, that its strong commitment and involvement in governance has contributed to the long-term viability and success of the institution.

Although generally confirming their role in shared governance, members of the Academic Staff Assembly, unions and Council of Non-represented Classified Staff suggest that there is some concern that their voice is not always represented in the shared governance system to the extent desired. In particular, the Council of Non-represented Classified Staff would like to have a representative on the Leadership Council and the University Academic Planning Council. The Self-Study Report indicates that there is a heightened awareness of the need for including these classified staff in shared governance.

*1e. The organization upholds and protects its integrity.*

Much evidence from campus discussions and resources including the self-study report on Institutional Integrity, confirms a high degree of commitment on the part of decision-makers to preserving the quality, brand, and integrity of the institution. Appropriate oversight and compliance units are part of the administrative structure of the organization. In particular, the team noted the offices dedicated to preserving and managing records and Administrative Legal Services. The Athletic Department has four full-time staff devoted to rules compliance who work with staff in critical offices (financial aid, admissions, registrar's office) to ensure compliance and programs for educating the community (including boosters) about rules and rules compliance.

Policies and procedures addressing duties and responsibilities of faculty and staff as well as grievance procedures are outlined in appropriate written documents. Interviews with faculty and staff indicated that both responsibilities and grievance procedures are understood and are adequate. Appropriate policies and procedures exist to monitor student academic and non-academic conduct and appropriate protections of student rights exist and are published in the Undergraduate Catalog and the handbook "Student Advocacy and Judicial Affairs." No evidence was found to document violations of institutional integrity (such as human subjects violations, abuses in awarding of degrees, problems with financial audits, lack of due process, or litigation). Athletics sanctions imposed by the NCAA in 2002 have been lifted.

The team noted some dissatisfaction among the classified and non-represented staff about the way some staff members are treated by their supervisors. This was a theme that emerged from the team meeting with staff governance representatives and from the open meeting with staff (18 staff members in attendance). The problem was attributed to lack of training for department chairs and other supervisory

personnel.

**2. Evidence that one or more specified Core Components need organizational attention**

None

**3. Evidence that one or more specified Core Components require Commission follow-up**

None

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

None

**Recommendation of the Team**

Criterion met. No Commission follow up recommended.

**CRITERION TWO: PREPARING FOR THE FUTURE.** The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

The University has a long history of developing and implementing planning processes associated with the allocation of its resources, has aligned its three most recent reaccreditation processes with such planning, and is well known and respected for those efforts.

**1. Evidence that Core Components are met.**

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

As it plans for the future, the UW-Madison is active in local, regional, national, and international dialogues, through its participation and work in major organizations such as Association of American Universities (AAU) and the Association of Public and Land-grant Universities (APLU; formerly the National Association of State Universities and Land Grant Colleges, NASULGC), and notably through special initiatives such as the World Wide Universities Network (WUN) and the Wisconsin Center for the Advancement of Post Secondary Education.

It carefully monitors changing enrollment trends/needs through its Division of Enrollment Management and the Office of Academic Planning and Analysis. The institution has internationally recognized faculty and has been giving particular attention to faculty recruitment and retention through the Cluster Hires program and the Faculty Fellows program in the College of Letters and Sciences.

The University has been part of a ten-year System-wide diversity plan (1998-2008) and has shown strong commitment to a self assessment of its diversity characteristics, with data revealing progress on many dimensions. Special academic

initiatives have been launched, for example, an American Indian Student and Cultural Center to enhance faculty student interaction. Several major campus-wide initiatives have been also implemented: Faculty Strategic Hiring Initiative; the Women in Science and Engineering Leadership Institute; the Vilas Life Cycle Professorships; and the Graduate Engineering Research Scholars.

In 2008, a new Vice Provost for Diversity and Climate was appointed. He is developing a new framework for the next phase of diversity planning and currently is engaged in University-wide, as well as UW System-wide discussions.

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

The current budget for the University is \$2.3 billion. State support as a proportion of the budget has declined from 34 percent to 19 percent over the past decade. New state funding must be allocated within specified categories.

The University of Wisconsin Library is one of the finest among peers. Its collections of more than 7 million volumes excel in many areas and, with the increasing presence of electronic resources, special emphasis is given to the growth of resources in electronic form.

Through leadership from the Chancellor, the Vice Chancellor for Administration, and the Provost, working closely with the administrative leadership team, internal governance groups, and the state, the University has recently implemented initiatives in several areas. Differential tuition for two colleges has been established and a broader initiative for the whole campus has been proposed, including special programs such as Great People, Great Place, for need-based aid. The University is also engaged in more extensive communications with the community and state about its continuing impacts such as the Wisconsin Idea Project.

As noted in 2(d), the new round of planning within the University will be characterized by greater use of metrics and accountability from deans and other budget executives.

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

A clear seriousness of purpose is evident regarding evaluation and assessment throughout the academic and academic support units on campus. The Office of Quality Improvement works with a large and growing set of units as they engage in planning efforts. Administrative and faculty support for the Office is evident. Academic Centers are identifying efforts to focus their work topically – the Nelson Institute for Environmental Studies is now emphasizing “sustainability.” Academic departments are assessing particular aspects of their curriculum: the Department of Chemistry, for example, is reviewing its approach to introductory courses to address issues of effectiveness related to student learning. The Vice Provost for Information Technology (IT) is conducting an IT inventory to help in the ongoing planning discussions related to centralized versus distributed activity.

Of particular importance is the ongoing Administrative Process Redesign. Widely known and respected on campus, and with strong involvement by the central

administration and faculty and staff throughout the academic and academic support units, this effort is examining a set of administrative processes with the goal of streamlining for efficiency and effectiveness. Several areas are already being addressed, most recently, research administration.

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

The University has developed a strategic framework for its planning activities, *For Wisconsin and the World*. Indeed it has an established record of strategic planning that has produced important initiatives through prior planning cycles such as the Cluster Hiring Initiative.

New elements to the process characterize this plan. There is ongoing discussion/dialogue about it. It is discussed regularly in the Leadership Council and the Deans Council, and in other more localized levels of the University such as the health sciences colleges. College plans are expected to be nested within the broader University plan, as are individual department/school plans. Examples from Engineering (greater attention to interdisciplinary and global efforts) and Letters and Sciences (new directions in undergraduate education and graduate student funding) were reviewed and are seen as positively correlated with the campus planning.

Academic support units are following a similar path. Examples include plans for student health services, the general library system, and the police department. In these planning processes there are ongoing efforts to plan not only for direct customers, but also for ongoing initiatives within the academic units such as new programmatic directions.

The new campus planning process will include greater use of metrics and regular interactions, for example, between the dean and department chairpersons, about progress on planning.

- 2. Evidence that one or more specified Core Components need organizational attention**  
None
- 3. Evidence that one or more specified Core Components require Commission follow-up**  
None
- 4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**  
None

#### **Recommendation of the Team**

Criterion met; no Commission follow-up recommended.

**CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING.** The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

## **1. Evidence that Core Components are met.**

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

The institution has a well-established pattern of systematic inquiry around student learning at the departmental, college, and institutional levels in both the curricular and co-curricular areas. Many departments utilize direct measures of student learning including capstone experiences, internships, and other field experiences. Information is used to support programmatic changes and plans are updated on a regular basis. Assessment is a shared responsibility across the institution with the administration providing support to what is a faculty-driven process. One of the strengths of the assessment approach at this institution is the emphasis on assessment as a useful exercise implemented in a manner most appropriate to the particular academic department. This approach has worked well with academic departments and some faculty expressed appreciation at the non-directive approach. Assessment is supported by campus administration through the existence of the University Assessment Council and support from the Provost's Office in the form of the Assessment Fund. Members of the Assessment Council expressed appreciation for ways in which the fund helped their own departments begin projects which were then financially supported by the department.

The concept of the Wisconsin Experience serves as a framework for the educational experience of UW-Madison students. The adoption of the Essential Learning Outcomes (ELOs) provides a foundation upon which the institution may continue to articulate and demonstrate student learning at the institutional level. Workshops designed to assist units in helping students participate in the Wisconsin Experience (and thus the ELOs) have been presented to approximately 30 different units as of December, 2008. This continues to move forward. The institution has begun to link the ELOs to existing initiatives and to use assessment information to affect programmatic change. The results of the UW-Madison General Education Requirements Survey were shared with the Center for the First Year Experience. The Center, in turn, used this information to more intentionally structure its programs around the meaning of the ELOs in order to assist students to understand the purpose of their general education curriculum. A first year seminar course uses the ELOs as its instructional foundation. The General Education Requirements have been intentionally linked with the ELOs, and the General Education Assessment plan was updated in May, 2008 to reflect this linkage. The five-year plan continues established assessment around quantitative reasoning, communication, information literacy, and the required ethnic studies course. The institution plans to undertake a pilot study in summer 2009 that will identify and seek to develop appropriate measures to assess the ELOs which exist within undergraduate research, study abroad, and internship experiences. In addition, identifying how ELOs are being addressed is now a requirement of departmental assessment plans, and this will be integrated into the program review process.

*3b. The organization values and supports effective teaching.*

The institution values a qualified faculty and provides all members of the community with opportunities for professional development and technology training. The institution recognizes outstanding teaching through a variety of awards at both the institutional and college levels. The Teaching Academy provides a variety of services, including an interactive website which allows faculty to engage in real time,

virtual discussions around pedagogy, the essential learning outcomes, and other areas of interest.

The Office of the Vice Provost for Teaching and Learning works with deans, directors, and cross-campus groups to provide a forum for community building and professional development among instructors. The academic year includes professional development symposia such as the Teaching and Learning Symposium in late May which “brings together the university community to share best practices, celebrate accomplishments, discuss new teaching pedagogy, and explore themes of mutual interest.”

*3c. and 3d. The organization creates effective learning environments and its learning resources support learning and effective teaching.*

The institution provides a variety of learning environments for students, from designated Group Work Spaces in the libraries to classrooms in residence halls. The facilities master plan reflects an intentionality as it goes forward to create both formal and informal spaces in which learning occurs. The Wisconsin Institute for Discovery, located in the center of the campus, has been designed to facilitate seamless accessibility between more formal research labs and clinic space and the informal gathering areas such as cafes and casual meeting spaces. More formal auditorium spaces have been configured to be flexible so that space may be rearranged in order to meet the needs of many different events.

Other kinds of experiences are provided to assist students to be successful and include planned transition experiences for international students, Freshman Interest Groups, support services specifically for those students who are veterans or are in some way affected by veteran status, residential learning communities, and many others. In addition, the institution makes concerted efforts to replicate the benefits of certain programs in ways that are more widely available to students. For example, residence life has begun housing students enrolled in large courses together in order to create communities outside of the more formal residential learning community programs. The College of Engineering has replicated the freshman interest group concept by dividing their students into cohorts and keeping them together in certain courses and with certain advising resources. There is a pilot project underway to reserve a particular number of courses for transfer students in order to create a cohort experience for them as well.

In keeping with the concept of seamless boundaries, the UW-Madison has extended its definition of a learning environment into the homes of its students. The Parent Program specifically encourages parents to “recognize their important role as a mentor and coach” and encourages parents to help their students engage responsibly with the expectations for academics and to make responsible decisions regarding personal choices.

**2. Evidence that one or more specified Core Components need organizational attention.**

None

**3. Evidence that one or more specified Core Components require Commission follow-up.**

None

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

None

**Recommendation of the Team**

Criterion met; no Commission follow-up recommended.

**CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.** The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

**1. Evidence that Core Components are met.**

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

UW-Madison supports a life of learning by providing outstanding laboratory, library, and technology resources to its scholars and students. The continuing new construction and renovation of research space is impressive, including the University's focus on sustainable development and flexible space use connected with growing interdisciplinary programs. The development and expansion of the digital library and the "Technology-enhanced Learning Project" (funded by \$500,000 a year) for model projects are particular investments of note in facilitating a life of learning. The University has numerous internal awards that recognize scholarly achievement of the faculty, staff and students. The total research expenditures of the institution have increased from \$403M in 1998 to \$706M in 2007. These numbers put UW-Madison near the top nationally for annual expenditures by a University in research. In addition, UW-Madison has an impressive array of courses, workshops, and symposia offered through the Division of Continuing Studies that emphasize the need for learning to be a life-long process as the body of knowledge relevant to all fields continues to expand.

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

The University is extraordinarily productive in the fruits of its intellectual inquiry. The average faculty research award has increased from \$284K in 1998/99 to \$435K in 2006/07. Approximately two-thirds of UW-Madison faculty members are principal investigators on extramural research projects. Invention disclosures have more than doubled (200 to 450) from 1997 to 2006. The faculty members at UW-Madison have garnered an unusual number of extraordinary national academic awards, including selection to prestigious national academies. Junior faculty members have received nearly two dozen National Science Foundation Early Career awards in recognition of their outstanding intellectual achievements. Because of their leadership in discovery and the creative arts, UW-Madison faculty and alumni have been awarded Nobel prizes, National Medals of Science, and Pulitzer Prizes.

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

Articulated through the Wisconsin Experience, UW-Madison has clearly defined the goals to develop students who have the ability to engage the world, to be creative problem solvers, to integrate empirical analysis and passion, to seek out and create new knowledge and technologies, and to adapt to new situations. They have defined essential learning outcomes as part of the Liberal Education for America's Promise (LEAP) project, sponsored by the American Association of Colleges and Universities (AAC&U). In order to facilitate the integration of educational outcomes into the academic fabric of the institution, a "convergence strategy" involving key administrators and leading faculty has been developed to create an "epidemic of understanding" throughout this highly decentralized university. The institution recognizes that there is a need for more formal mechanisms to assess the impact of the Wisconsin Experience, and steps have been taken to institutionalize this through surveys and other data-gathering means.

Preparation of students for global citizenship is an important goal for the institution. The University is among the leaders in the number and percentage of undergraduates studying abroad. Faculty members have thought carefully about what constitutes "global competency" for their graduates and have articulated their views in a recent report to the Provost. The institution has focused considerable resources and effort towards the goal of enhancing diversity and enriching the campus climate for inclusion. The incorporation of Ethnic Studies in the General Education curriculum is a strong statement that these efforts need to penetrate the educational environment at the institution. The Women in Science and Engineering Leadership is a real success story from the NSF ADVANCE grant that has become institutionalized and serves as a model for other large, public universities. Other innovative programs are evident, and include the Leadership Institute and the Seeking Educational Equity and Diversity (SEED) program.

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

The institution ensures that the faculty, students and staff acquire, discover, and apply knowledge responsibly. A considerable set of policies and procedures is available to the campus community through a range of offices that are involved in this task. The availability of the key documents in electronic form ensures access to all members of the campus community and the university's broader constituents.

The University has overcome the disadvantages of the volume and distributed nature of this material by creating mentoring structures that inform constituents of the relevant items and best practices in their immediate areas. The growing inclusion of conflict of interest and similar discussions in research meetings further reflect the proactive approach of the institution. The offering of chair and new faculty training programs provides another path to examine and explain the key elements of appropriate conduct. These activities are complemented by online resources, such as the "Chairs and Directors Toolkit" (<http://www.provost.wisc.edu/deptChairs/docs.html>). The University also offers online programs and face-to-face meetings to the campus community on university policies, guidelines, and rules. The Institutional Review Boards are one example of the evolution of the oversight and management system at the UW-Madison, which



moved from an instrument with distributed and sometimes uneven practices at the time of the previous reaccreditation visit to a campus-wide set of expectations. This process and the increased staff support produce clarity and a sense of coherency that should limit potential cases of misconduct in human and animal studies.

In summary, the faculty and staff mentoring processes and targeted training sessions, and the creation of a more transparent system represent an effective approach to promote the responsible discovery and application of knowledge at the institution, and to limit cases of misconduct that would otherwise originate from a lack of knowledge or understanding of campus policies and rules.

2. **Evidence that one or more specified Core Components need organizational attention.**  
None
3. **Evidence that one or more specified Core Components require Commission follow-up.**  
None
4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**  
None

#### **Recommendation**

Criterion is met; no Commission follow-up recommended.

**CRITERION FIVE: ENGAGEMENT AND SERVICE.** As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

#### **1. Evidence that Core Components are met.**

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

Numerous interviewees affirmed a framework in which UW-Madison representatives (faculty and staff) seek to learn from the constituents served as well as to contribute to their enhanced quality of life. The team found this approach refreshing, and it underscored a desire on the part of those interviewed to contribute in positive ways to the lives of the citizens of Wisconsin and others in this nation and the world. Special Emphasis reports included analysis of institutional capacity and opportunity for engagement and outreach along with other topics and are the basis for planning for a variety of outreach and other projects.

The extensive work done by Professor Katherine Cramer Walsh, supported by a Baldwin Grant, consisted of interviews of 31 groups of citizens in 23 communities. The project was designed to learn about the perceptions of citizens concerning the University of Wisconsin (<http://users.polisci.wisc.edu/kwalsh/wiscpubopstudy.html>). The results of this investigation generated a list of positive perceptions of the University, and some negative perceptions. What was learned will provide a basis

for initiatives around the State of Wisconsin in forms yet to be determined, and it reflects a sincere and sophisticated commitment on behalf of the University to respond to the needs of the state's citizens.

The city of Madison is an important constituent served by the institution, and the Chancellor and the Mayor of Madison collaborate in addressing such issues of mutual interest as public safety, land use, neighborhood development, and similar matters. A position that deals with mutual issues related to alcohol use and abuse is funded jointly; a representative from the University serves on the city's Alcohol License Review Board; and common strategies have been developed to address problems associated with Halloween, a major celebration in the Fall Semester. UW-Madison was characterized as an extraordinary asset by a city official with reference to the provision of cultural events and other sources of entertainment and by contributing expertise in countless ways.

The Division of Continuing Studies provides an additional portal for access to the university's degrees for location-bound students and in response to constituent demand. The DCS provides both non-degree certificates and professional development programs such as business language certificate programs, MBA degrees, and professional master's degrees in engineering.

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

The Wisconsin Idea is a near century-old engagement commitment to the people and environment of Wisconsin. This legacy was prominent in the team's conversations with constituents and continues to have concrete programmatic expressions as well as the cultural and financial commitment from the institution. Indeed, UW-Madison is well engaged across its academic and administrative units. During 2008, the University was recognized as a Carnegie Foundation "Engaged University" on the basis of extensive evidence of the university's systematic campus-wide engagement with external communities. Moreover, the Wisconsin Idea is funded by a \$20 million grant from Ira and Ineva Reilly Baldwin. Each year the Office of the Provost announces a campus-wide competition designed to foster public engagement and advance the Wisconsin Idea.

The Office of Corporate Relations was established in 2003 as a front door for private sector interests in Wisconsin, the nation, and the world. It provides information on global markets, provides access to faculty and staff expertise where appropriate, and facilitates the commercialization of new technologies. The Research Park is an example of engagement by the University through which technological innovations developed by faculty and staff can be commercialized in the private sector. Presently, there are more than 100 companies that employ more than 3,500 people at the Park. This park actively provides the Madison region and the state with jobs, income and wealth derived from the research and creative activity of the campus.

The Morgridge Center, which began its activities in 1996, promotes civic engagement through teaching and learning. In 2008, it had 60 non-profit and governmental agencies at its annual volunteer fair. It "serves as an institutional resource for faculty, staff and students to promote civic engagement, to strengthen teaching and learning, and to build collaborative partnerships through public service, service learning, and community-based research," according to the web site. Examples include student tutoring in elementary and secondary education and

service learning and community-based programs. According to Campus Compact data provided by the self-study, in 2007-2008 UW-Madison had about triple the number of such courses as comparable universities.

The University has extensive engagement with P-12 schools in the Madison region and the state. The immediate past superintendent (for 15 years) of the Madison Metropolitan School District commented on university contacts and programs that were too numerous for comprehensive record keeping. The School of Education, the Center for Biology Education, and the Division of Continuing Studies support teachers in the biological sciences.

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

“Thank God there is a University of Wisconsin” was the statement of a member of state government. The University collaborates in numerous ways with the government of the State of Wisconsin. An example is the positive response of the University to a special initiative of the Governor, the Wisconsin Covenant, which is designed to encourage eighth graders to attend college. The recently proposed Madison Initiative to increase tuition above the rate allowed for other UW institutions was received enthusiastically by the members of state government interviewed. They pointed out that this would enhance the ability of students from working class families to attend UW-Madison by providing more generous financial aid programs for such students. They added that the University is aligned with their interests in providing increasing access to the University and assisting in the economic development of the state.

They also pointed to a reverse brain drain as a consequence of the LEO (Legal Educational Opportunity) program. The LEO program attracts students from historically under-represented groups to attend law school. Many of these graduates ultimately remain in Wisconsin, and they also pointed to the LaFollette School of Public Policy as providing a reliable source of UW-Madison graduates to serve as staff members in state government.

The University of Wisconsin School of Medicine and Public Health (SMPH) has created the Wisconsin Academy for Rural Medicine (WARM) to address rural health care issues and shortages. This program is designed to help physicians who expect to practice in rural areas. The program expects to graduate 25 physicians annually by 2015. In addition, the University provides an innovative program dedicated to improving the range of healthy living and preventative disease behaviors. The SMPH’s Wisconsin Partnership Program provides grant opportunities, particularly in communities that have health disparities associated with income and ethnicity.

The institution’s transfer policies and practices create an environment supportive of the mobility of learners. The Precollege Enrichment Opportunity Program for Learning Excellence is a pre-college pipeline program for middle and high-school students, many of whom become the first in their families to attend college. The University also offers expanded routes to an undergraduate degree through dual admission and transfer agreements.

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

Students at both the undergraduate and graduate level are engaged in the

discussion, decision-making, and leadership of the University. Examples are decisions such as the recent increase in tuition that was discussed with student leadership groups before a formal recommendation was made. Also, students have the opportunity to engage in projects that focus on leadership skills to be applied at the University as well as in their later careers. A campus study day has been developed in response to student needs and is a regular event on the campus academic calendar.

Faculty members promote the highest standards of intellectual inquiry and rigor and are given opportunities for cooperation with focus on interdisciplinary and public work.

Staff employees are engaged in supporting both academic and public initiatives of the University. For example, staff members throughout the library system are engaged in outreach to the community through cultural offerings and access to a wide range of information resources.

The Department of Intercollegiate Athletics is committed to the Wisconsin Idea. An example of the department's commitment to the Idea is through its hosting of various high school state championship events. Among these are boys' and girls' basketball, football, wrestling and swimming. The charges assessed to the high school athletics' organizations are lower than would normally be assessed to groups external to the University.

UW-Madison's facilities are available to and effectively used by the community. The University libraries offer hospitable spaces in which to use rich information resources to faculty, students, and the larger community.

The University's cultural programs connect and engage the larger community. A series of emeritus faculty lectures are just one example of valued and successful outreach. Another example is The Odyssey Project, a course in the humanities which offers demanding studies and classroom discussions as well as university credits for adults facing economic barriers to higher education. *Arts of the Campus* is a program that includes activities related to films, theater, art and design, and music. Lectures on a wide range of topics sponsored by different departments and hosted by the library are widely promoted and well-received. The Osher Lifelong Learning Institute, a partnership between the Wisconsin Alumni Association and the Division of Continuing Education, coordinates senior learning programs such as lectures, field trips, arts and cultural events for those over age 50. Constituencies in the dairy industry are served by experiment station research in collaboration with farmers and the dairy industry. The Farm and Industry Short Course is a unique 17-week program that prepares learners for careers in agriculture. This program offers more than 40 courses in horticulture, soils and crops, and livestock productions. Recently, this program has integrated alternative energy, organic production, and broader issues of sustainable production in response to emerging demand in these areas. This program offers 15 hours of course credit that provides incentives for participants to pursue degree programs.

**2. Evidence that one or more specified Core Components need organizational attention.**

None

**3. Evidence that one or more specified Core Components need organizational**

**attention and Commission follow-up.**

None

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

None

**Recommendation of the Team**

Criterion is met; no Commission follow-up recommended.

**V. STATEMENT OF AFFILIATION STATUS****A. Affiliation Status**

No change.

Rationale for recommendation: The institution did not request any changes nor did the team find any reason for recommending changes.

**B. Nature of Organization****1. Legal status**

No change.

**2. Degrees awarded**

No change.

**C. Conditions of Affiliation****1. Stipulation on affiliation status.**

No change.

Rationale: The institution did not request any changes.

**2. Approval of degree sites.**

No change.

Rationale: The institution did not request any changes.

**3. Approval of distance education degree.**

No change.

Rationale: The institution did not request any changes.

**4. Reports required.**

None

**5. Other visits scheduled.**

None

**6. Organization change request.**

No change requests were made during this visit.

**E. Summary of commission review**

Timing for next comprehensive visit (academic year – 2018-2019)

Rationale for recommendation: The University of Wisconsin-Madison clearly and unambiguously meets the criteria for accreditation by the Higher Learning Commission of the North Central Association. The circumstances, leadership, and operation of the campus as documented in the comprehensive review confirm the team's view that the institution will continue to do so.

**APPENDIX 1: PRINCIPAL DOCUMENTS,  
MATERIALS, AND WEB PAGES  
REVIEWED**

**Institutional Context**

- \* Academic Calendar
- \* Admissions, Undergraduate (see bookshelf)
- \* Campus Buildings List
- \* Catalogs
- \* Data Digest (2008-09)
- \* Degrees, Majors & Options list
- \* Organization Charts

**Major Changes Since the 1999 Reaccreditation**

- \* Administrative Process Redesign (APR)
- \* Campus Buildings List
- \* Campus Master Plan
- \* Chief Information Officer/VP Info Tech
- \* Cluster Hiring Initiative (see Criterion 2)
- \* Connections Program
- \* Great People. Great Place. (see Criterion 2)
- \* Office of Corporate Relations (see Criterion 5)
- \* Madison Initiative for Undergraduates (supplemental tuition proposal)
- \* PEOPLE Program
- \* Wisconsin Experience
- \* Wisconsin Idea Project
- \* Wisconsin Institutes for Discovery (WID)

**Higher Learning Commission Accreditation Documentation**

**2009** *For Wisconsin and the World: A Great Public University* Self-study report

**1999** Higher Learning Commission Site Team Report

**1999** *Targeting Tomorrow* (Executive Summary of the 1999 *New Directions* institutional self study)

**1999** Institutional Self study for Reaccreditation *New Directions*

Future Directions Committee Recommendations in the **1989** UW-Madison Self Study

**1989** Institutional Self Study for Reaccreditation *Future Directions*

**HLC correspondence**

Letter documenting HLC permission to conduct special emphasis self-study.

**Criterion One: Mission & Integrity**

Academic Staff Assembly Handbook  
Academic Staff Policies and Procedures  
Accountability Report to UW System (UW-Madison's)

Administrative Legal Services, Office of Associated Students of Madison (ASM)

Council for Non-represented Classified Staff (CNCS) Bylaws

Faculty Legislation

Faculty Policies and Procedures

Faculty Senate Agendas (examples)

Leadership Council/Deans Council (Agendas 2008-09)

Mission Statement, Institutional

Open Meeting law

Post-tenure Review Process

Public Records law

Shared Governance (explanatory document)

Shared Governance Committees

**Strategic Planning**

**Institutional Strategic Plans**

\* *For Wisconsin and the World* (New Campus Strategic Framework, 2009-2014)

\* *Connecting Ideas - Areas of Focus* (2007-2009)

- \* *Connecting Ideas - A Fifth Year Progress Report (2006)*
- \* *Connecting Ideas - A Fourth Year Progress Report (2005)*
- \* *Connecting Ideas - A third Year Progress Report (2004)*
- \* *Connecting Ideas - A Second Year Progress Report (2003)*
- \* *Connecting Ideas - One Year Progress Report (2002)*
- \* *Connecting Ideas* (2001 campus strategic plan)
- \* *A Vision for the Future* (1995 campus strategic plan)

### **School/college/Unit Alignment with New Campus Strategic Framework**

- \* Agricultural & Life Sciences
- \* Business
- \* Education
- \* Engineering
- \* Graduate School
- \* Human Ecology
- \* Law School
- \* Letters & Science
- \* Medicine & Public Health
- \* Nelson Institute for Environmental Studies
- \* Nursing
- \* Pharmacy
- \* Veterinary Medicine
- \* Arts Institute
- \* Athletics
- \* Business Services
- \* Continuing Studies
- \* Corporate Relations, Office of
- \* Dean of Students
- \* Diversity & Climate, Vice Provost/Chief Diversity Officer
- \* Enrollment Management, Division of
- \* Facilities, Planning & Management
- \* Health Services
- \* Housing
- \* Information Technology
- \* International Studies
- \* Library System
- \* Police Department

- \* Quality Improvement
- \* Recreational Sports
- \* Research Park
- \* Wisconsin Union
- Student Code of Conduct
- Student Misconduct - Annual Reports
- Tenure Guidelines by Division**
- \* Arts & Humanities Division
- \* Biological Sciences Division
- \* Physical Sciences Division
- \* Social Studies Division
- University Academic Planning Council Agendas (2008-09)
- University Communications - Wisconsin Week campus newspaper
- University of Wisconsin System's Advantage Wisconsin
- University of Wisconsin System Policies (UWS 1 - 22)
- Wisconsin Idea

### **Criterion Two: Preparing for the Future**

- Academic program review (see Criterion 3)
- Administrative Process Redesign (see Overview)
- Admissions, Undergraduate (including transfers) (please see bookshelf)
- Budget, UW-Madison (with sub-folders)**
- \* 2009-11 Biennial Budget
- \* 2007-09 Biennial Budget
- \* Extramural Support reports
- \* Tuition and Fees table, 2008-09
- \* Tuition Remission Policy
- Campus Master Plan (See Overview)
- Child Care and Family Resources
- Cluster Hiring Initiative (see brochure on corner coffee table)
- Cluster Hiring Initiative - 2008 evaluation report
- Cluster Hiring Initiative - 2003 evaluation report
- Committee on Institutional Cooperation (CIC)
- Connections Program (see Overview)



Diversity & Climate, Office of the Vice Provost for/Chief Diversity Officer  
 VPDC's "Learning, Relationship Building & Prioritizing: Strategic Transition Framework (2008)  
 Emergency Response Plan  
 Enrollment Management, Division of Faculty Strategic Hiring Initiative  
**Graduate Student Funding**  
 \* L&S Graduate Student Stipend Committee (2007)  
 \* Tuition Remission Task Force Report (2006)  
 Great People. Great Place Fundraising Campaign  
 Human Resources  
 Information Technology, Division of Interdisciplinary Scholarship Evaluation Guideline (example from Nelson Institute)  
 Madison Initiative for Undergraduates (supplemental tuition, March 2009) (see Overview)  
 Ombuds office  
 Pandemic Influenza Planning Plan 2008 (University of Wisconsin System)  
 Post-tenure Review Policy (see Criterion 1)  
 Search Committee Training (designed by WISELI)  
 Strategic Planning (Please see Criterion 1)  
 Student Financial Aid Office  
 Tenure Guidelines by Division (see Criterion 1)  
 University of Wisconsin System policy documents (see Criterion 1)  
 Wisconsin Idea Project (see Criterion 5)  
 Wisconsin State Statutes  
 Women in Science & Engineering Leadership Institute (WISELI)  
*For Wisconsin and the World* (2009 new campus strategic framework)  
*A Vision for the Future* (1995 campus strategic plan)  
*Connecting Ideas* (2001 campus strategic plan)

### **Criterion Three: Student Learning & Effective Teaching**

Academic Assessment Plan (institution-wide, 2003, updated 2008)

#### **Academic Program Review**

Academic Program Review Summary Report (July 2008)

#### **Academic Program Review - Sample Program Review Guidelines**

\* School of Education Program Review Guidelines

\* College of Engineering Program Review Guidelines

\* College of Letters and Science Program Review Guidelines

\* School of Medicine and Public Health Program Review Guidelines

Accountability Report to UW System (UW-Madison's)

#### **Assessment, School/College Annual Reports**

Assessment, School/college (Annual Reports summary)

\* Agriculture & Life Sciences Assessment Report

\* School of Business Assessment Report

\* School of Education Academic Program Assessment Report

\* College of Engineering Academic Program Assessment Report

\* Graduate School Assessment Report and Plan

\* School of Human Ecology Academic Assessment Report

\* Division of International Studies Assessment Report

\* Law School Program Review and Academic Program Assessment Report

\* College of Letters & Science Academic Assessment Activities report (see also red binders on shelves)

\* School of Medicine & Public Health Assessment Report

- \* School of Nursing Assessment Report
- \* School of Pharmacy Assessment Report
- \* School of Veterinary Medicine
- \*\*School of Veterinary Medicine - examples of assessment activities

### **Assessment, School/College Plans**

- College of Agriculture & Life Sciences Assessment Plan (2004)
- School of Business Assessment Plan/Strategic Plan Summary (2003)
- School of Education Assessment Plan (2003)
- School of Education , Dept. of Curriculum & Instruction Assessment Project, 2007-08
- College of Engineering Academic Assessment Plan (2003 - 2008)
- College of Engineering Undergraduate Curricular Transformation Attitude & Perception Study (Coe 2010 Initiative) (2008)
- School of Human Ecology Assessment Plan
- Division of International Studies Assessment Plan (2007)
- Graduate School Assessment Plan (2003)
- Law School Assessment (2000)
- College of Letters and Science Assessment Plan (2003)
- School of Medicine & Public Health Assessment Report/Plan (1996 - 2002)
- School of Nursing Assessment Report/Plan (2003)
- School of Pharmacy Assessment Plan (2005)
- School of Veterinary Medicine Assessment Plan (2003)
- Assessment Presentations

### **Assessment Surveys**

- Essential Learning Outcomes
- First Year Experience, Center for the
- General Education Assessment**
- \* General Education (Annual Reports)
- \* General Education assessment (see also, white binders on shelves)

- \* General Education Assessment Plan (2008)
- \* General Education Committee Information Technology, Division of Kauffman Foundation Entrepreneurship Initiative
- Letters and Science assessment examples (see red binder on bookshelf)
- Liberal Education for Tomorrow's Promise (LEAP)
- Program Assessment in Dean of Students Offices
- Residential Learning Communities
- Specialized Accreditation (See also, Data Digest, p. 98)**

- \* Athletic Training – Kinesiology
- \* Audiology
- \* Business: School, Undergraduate & Graduate Programs
- \* Certified Financial Planning
- \* Chemistry Course: Undergraduate
- \* Clinical Laboratory Sciences: Undergraduate
- \* Clinical Psychology: Doctoral
- \* Counseling Psychology: Doctoral
- \* Cytology (1 yr non-degree program)
- \* Dietetics: Undergraduate
- \* Engineering Undergraduate Programs
- \* Forest Science: 1st professional degree
- \* Interior Design: Undergraduate
- \* Laboratory Animal Care facilities, multiple prgms (CALs)
- \* Landscape Architecture: Business & Industry option
- \* Law School
- \* Library & Information Studies: Masters Program
- \* Medical School: M.D. Program
- \* Medical Physics: Graduate Program
- \* Music: School & Specialty Programs
- \* Nursing
- \* Occupational Therapy
- \* Pharmacy: Pharmacy Doctorate Program
- \* Physicians Assistant Program

- \* Physical Therapy: Graduate
- \* Rehabilitation Counseling: Masters
- \* School Psychology: Doctoral Program
- \* Social Work: Professional Undergraduate & Masters Program
- \* Speech-Language Pathology (Communicative Disorders)
- \* Theatre & Drama
- \* Urban & Regional Planning: Masters Program
- \* Veterinary Medicine
- Study Abroad - "I'll Remember This Trip"
- Surveys, Student
- Teaching Awards
- Teaching Academy
- Teaching and Learning Excellence website
- Teaching & Learning Symposium
- Technology Enhanced Learning Grants
- Undergraduate Symposium
- University Assessment Council Annual Reports, 2002-03 to 2007-08
- Wisconsin Experience
- Writing Center
- University Assessment Council (Annual Reports, 2002-03 - 2007-08)
- University Assessment Fund**
- \* Request for Proposals
- \* Financial Summary of Allocations, 1998 – 2008
- \* Summary of Funded Assessment Projects (1997-98 - 2007-08)

**Criterion Four: Acquisition, Discover & Application of Knowledge**

Administrative Legal Services Office (See Criterion 1)

Assessment of Student Learning (please see Criterion Three)

**Centers and Institutes list**

**Centers & Institutes (Miscellaneous examples)**

- \* Arts Institute
- \* Clinical and Translational Research, Institute for

- \* Patient Partnerships, Center for
- \* Research on Poverty, Institute for (IRP)
- \* WiCell
- \* Wisconsin Center for Education Research
- \* Wisconsin Institutes for Discovery (incl. Morgridge Institute for Discovery)
- \* Women in Science and Engineering Leadership Institute (WISELI)
- \* World Affairs & the Global Economy (WAGE)
- Cluster Hiring Initiative (please see Criterion 2)
- Cultural Linguistic Services
- DELTA Program
- Equity and Diversity, Office for
- General Education (please see Criterion 3)
- Graduate School
- Graduate Student Development
- Graduate Student Stipend Committee (see Criterion 2)
- Human Research Protection Program
- Human Resource Development learning opportunities
- Information Technology Policies**
- \* Access to Faculty & Staff Electronic Files
- \* Appropriate Use Policy
- \* Campus Vulnerability Scanning Policy
- \* State of Wisconsin Cellular Policy
- \* UW-Madison Supplemental Cellular Policy
- \* Electronic Devices Policy
- \* Email Servers Policy
- \* Guest NetID Policy
- \* NetID Eligibility
- \* Password Policy
- \* Telephone Usage Policy
- \* Web Accessibility Policy
- \* Archives and Records Management Services
- \* Computer Logging Statement
- \* HIPAA Technical Security
- \* UW-Housing ResNet Policy
- Libraries
- Professional Doctorate, Report of the Working Group on the (2008)

Recognition, Faculty and Staff  
 Research Policies & Procedures  
 Research Policy, Office of  
 Research & Sponsored Programs  
 Sabbatical Leave Program  
 Technology Enhanced Learning Project  
 (see Criterion 3)  
 Undergraduate Research

### **Criterion Five: Engagement & Service**

Adult and Student Services Center  
 Baldwin Wisconsin Idea Grants  
 Carnegie Foundation "Community  
 Engagement" Classification Submission  
 Connections Program (please see  
 Overview)  
 Corporate Relations, Office of  
 Division of Continuing Studies  
 Lifelong Learning  
 Morgridge Center for Public Service  
 Outreach (see examples under Criterion 4,  
 Centers & Institutes)  
 Participatory Learning & Teaching  
 Organization (PLATO)  
 Pre-college Enrichment Program for  
 Learning Excellence (PEOPLE) (see  
 Overview)  
 Pre-college Programs/Resources  
 Retirement Association  
 Senior Learning Program  
 Summer Sessions  
 Tandem Press  
 Wisconsin Executive Education  
 Wisconsin Idea in Action  
 Wisconsin Idea Project  
 Wisconsin Idea Seminar (see binder on  
 bookshelf)  
 Wisconsin Partnership Program (SMPH)  
 Youth/pre-college programs

### **Federal Compliance**

### **Compliance with HERA/Title IV (Financial Aid)**

- \* Program Participation Agreement (PPA)
- \* Eligibility & Certification Renewal (ECAR)
- \* Fiscal Operations Report & Applic. to Participate (FISAP)
- \* Compliance audits performed by the Wisconsin Legislative Bureau to meet USED requirements.
- \* Annual reports related to Experimental Site participation  
 (See other evidence of compliance on virtual Resource Room)

### **Self-Study Process Files**

Team Chairs' Meetings, Oct. 2007 - June 2008  
 Institutional Integrity Team, Sept. 2007 - Feb., 2008  
 Building Community Team, October 2007 - Feb., 2008  
 Global Citizens Team, October 2007 - March 2008  
 Discovery and Learning Team, November 2007 - February, 2008  
 Public University Team, October 2007 - February 2008  
 Distillation process to identify Self-study themes, June - July, 2007  
 Campus Engagement Evidence

### **Bookshelf in Resource Room**

Admissions Promotional Material  
 Assessment of General Education (white binders)  
 Assessment in College of Letters and Science (departmental assessment reports)  
 Cluster Hiring Initiative brochure  
 First-Year Interest Groups Annual Report, 2008-09

Reaccreditation Self-study

Publicity/Communications to Campus  
Community

Intensive Courses

School/College Promotional Material  
Sourcebook 2008-09 For Faculty & TAs  
Teaching Communications-B & Writing

## Appendix 2: INTERACTIONS WITH CONSTITUENCIES

Wisconsin Idea Seminar information

### **Materials Provided to Team by Request Or at Initiative of Meeting Participants, or Third Party Comment**

Four letters

Wisconsin Policy Research Institute:  
Report, July 2007, Volume 20, Number 7:  
*Renewing the University of Wisconsin  
System*

UW System documents: UW System's  
Strategic Framework to Advantage  
Wisconsin: Core Strategies; Growth  
Agenda Action Steps: Overview; Tuition  
Schedule for Full Academic Year

Budget Overview for HLC Site Visit  
(provided by Vice Chancellor for  
Administration)

School/College Priorities Aligned with  
Campus Strategic Framework

Theme Team Strategic Initiatives –  
Providing a Foundation for our Campus  
Strategic Framework

(Others of similar nature or import)

## Appendix 2: INTERACTIONS WITH CONSTITUENCIES

| <u>Participant Title</u>  | <u>Affiliation</u>  |
|---|---|
| 1 Academic Program Director   | School of Human Ecology   |
| 2 Academic Staff Executive Committee  | Director, Center for Instructional Materials and Computing, School of Education |
| 3 Academic Staff Executive Committee  | Faculty Associate, Department of Bacteriology                                   |
| 4 Administrative Program Specialist, Dean's Office                          | School of Education   |
| 5 Alumna, Founder and CEO   | Epic Systems  |
| 6 Alumnus and Former Chair  | Dane County Board of Supervisors  |
| 7 American Indian Student   | UW-Madison  |
| 8 American Indian Student   | UW-Madison  |
| 9 American Indian Student   | UW-Madison  |
| 10 American Indian Student  | UW-Madison  |
| 11 Assistant Athletic Director for Student Services                         | Intercollegiate Athletics   |
| 12 Assistant Dean   | Division of International Studies   |
| 13 Assistant Dean   | College of Agricultural and Life Sciences                                       |
| 14 Assistant Dean   | Law School  |
| 15 Assistant Dean   | Division of Continuing Studies  |
| 16 Assistant Dean   | College of Agriculture and Life Sciences  |
| 17 Assistant Dean   | Division of International Studies   |
| 18 Assistant Dean   | Division of Continuing Studies  |
| 19 Assistant Dean   | Engineering General Resources, College of Engineering                           |
| 20 Assistant Dean & Director, Academic Planning                             | College of Letters and Science  |
| 21 Assistant Dean, Student Academic Affairs, College of Letters and Science | Director, First-Year Interest Groups  |
| 22 Assistant Director   | UW Symbiosis Group  |
| 23 Assistant Director   | Institute for Environmental Studies   |
| 24 Assistant Director   | Academic Technology   |
| 25 Assistant Director, Center for Global Health                             | School of Medicine and Public Health, International Affairs                     |
| 26 Assistant Director, State Relations                                      | Office of the Chancellor  |
| 27 Assistant Vice Chancellor  | Budget Office   |
| 28 Assistant Vice Chancellor for Extended Programs                          | Office of the Provost   |
| 29 Assistant Vice Provost   | Co-Chair, University Assessment Council, Provost Office                         |
| 30 Assistant Vice Provost & Director  | Office for Equity and Diversity   |
| 31 Associate Dean   | School of Medicine and Public Health  |
| 32 Associate Dean   | Division of Continuing Studies  |
| 33 Associate Dean   | Student Academic Affairs, College of Letters and Science                        |
| 34 Associate Dean   | School of Business  |
| 35 Associate Dean   | Graduate School   |

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| 36 Associate Dean   | School of Nursing   |
| 37 Associate Dean   | School of Human Ecology   |
| 38 Associate Dean   | College of Agricultural and Life Sciences   |
| 39 Associate Dean for Academic Affairs                                    | School of Pharmacy; Co-Chair, University Assessment Council                                   |
| 40 Associate Dean for Academic Affairs and Professor of Public Health     | School of Veterinary Medicine   |
| 41 Associate Dean for Research  | College of Engineering  |
| 42 Associate Dean for Research and Graduate Training,                     | School of Veterinary Medicine Professor, Comparative Biosciences                              |
| 43 Associate Dean for Research Policy                                     | Graduate School   |
| 44 Associate Dean for Social Studies, Graduate School                     | Professor of Journalism and Mass Communication  |
| 45 Associate Dean for the Biological Sciences, Graduate School            | Professor, School of Medicine and Public Health   |
| 46 Associate Dean for Undergraduate Education and Academic Administration | College of Letters and Science  |
| 47 Associate Dean Letters & Science                                       | Professor of Sociology, General Education Assessment  |
| 48 Associate Dean of Outreach, School of Human Ecology                    | Professor, Human Development and Family Studies   |
| 49 Associate Dean of Students   | Offices of the Dean of Students   |
| 50 Associate Dean, Division of International Studies                      | Professor, Dept. of Spanish and Portuguese  |
| 51 Associate Dean, International Studies                                  | Professor, German Department  |
| 52 Associate Director   | Center for World Affairs and the Global Economy (WAGE)  |
| 53 Associate Director   | Center for Global Health  |
| 54 Associate Director   | Intercollegiate Athletics   |
| 55 Associate Director   | General Library System  |
| 56 Associate Director   | Physical Plant  |
| 57 Associate Director   | General Library System  |
| 58 Associate Director, Cross College Advising Services                    | College of Letters & Science  |
| 59 Associate Director, Delta Program                                      | Co-director, Howard Hughes Medical Institute-funded Wisconsin Program for Scientific Teaching |
| 60 Associate Director, Farm & Industry Short Course                       | College of Agricultural and Life Sciences   |
| 61 Associate Director, Nelson Institute for Environmental Studies         | Wisconsin Initiative on Climate Change Impacts  |
| 62 Associate Professor  | Dutch and German Department   |
| 63 Associate Registrar  | Enrollment Management, Office of the Registrar  |
| 64 Associate Student Services Coordinator                                 | School of Business, Dean's Office   |
| 65 Associate Vice Chancellor  | Director, Facilities, Planning & Management   |
| 66 Associate Dean   | School of Business  |
| 67 Chair  | Department of Population Health Sciences  |
| 68 Chair  | Dept of Soil Science; Campus Planning Committee   |
| 69 Chair and Professor  | Dept. of Chemistry  |
| 70 Chair and Professor  | Civil and Environmental Engineering   |



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| 71  | Chair ASM Diversity Committee  | Political Science, Economics, Environmental Studies                                   |
| 72  | Chair ASM Student Services Finance Committee                                 | Molecular Biology, History, Religious Studies   |
| 73  | Chair, Academic Staff Executive Committee                                    | Director, Campus Health Initiatives & Prevention Services, University Health Services |
| 74  | Chair, University Committee  | Professor, Consumer Science   |
| 75  | Chancellor   | Office of the Chancellor  |
| 76  | Chief Information Officer & Vice Provost                                     | Division of Information Technology  |
| 77  | Chief Operation Officer  | Division of Information Technology  |
| 78  | Chief, UW Police   | Associate Vice Chancellor   |
| 79  | Classified Staff Member  | School of Medicine and Public Health  |
| 80  | Co-chair CNCS  | Institute for Research on Poverty   |
| 81  | Co-chair PDRC  | College of Agricultural and Life Sciences   |
| 82  | Co-Chair, Teaching Academy   | Senior Lecturer, Department of Psychology   |
| 83  | Co-Director, Women in Science and Engineering Leadership Institute           | Professor, Dept. of Electrical and Computer Engineering                               |
| 84  | Consultant   | Office of Quality Improvement   |
| 85  | Consultant   | Office of Quality Improvement   |
| 86  | Council for Non-rep. Classified Staff  | Academic Dept. Manager, Ag. & Applied Economics Department                            |
| 87  | Council for Non-Represented Classified Staff                                 | Shop Supervisor, Facilities, Planning & Management                                    |
| 88  | Council for Non-Represented Classified Staff                                 | Academic Dept. Supervisor, School of Library & Information Studies                    |
| 89  | Council for Non-represented Classified Staff, Academic Department Supervisor | Atmospheric & Oceanic Department, College of Letters and Science                      |
| 90  | Dean   | Dean of Students Office   |
| 91  | Dean   | Division of International Studies   |
| 92  | Dean   | School of Veterinary Medicine   |
| 93  | Dean   | Law School  |
| 94  | Dean   | School of Human Ecology   |
| 95  | Dean   | School of Medicine and Public Health  |
| 96  | Dean   | College of Agricultural and Life Sciences   |
| 97  | Dean   | School of Business  |
| 98  | Dean   | School of Nursing   |
| 99  | Dean   | College of Engineering  |
| 100 | Dean   | School of Pharmacy  |
| 101 | Dean   | College of Letters and Science  |
| 102 | Dean Emeritus  | College of Letters and Science  |
| 103 | Dean of Students   | or Assistant Dean of Students   |
| 104 | Deputy Secretary of Administration   | State of Wisconsin  |
| 105 | Director   | University Research Park  |
| 106 | Director   | International Student Services  |
| 107 | Director   | Office of Campus Childcare and Family Resources                                       |
| 108 | Director   | Office of Student Financial Aid   |
| 109 | Director   | General Library System  |
| 110 | Director   | Administrative Process Redesign Project   |
| 111 | Director   | Wisconsin Union   |

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| 112 | Director   | Physical Plant   |
| 113 | Director   | Office of Corporate Relations                                  |
| 114 | Director   | Writing Center   |
| 115 | Director   | Student Leadership Center, College of Engineering              |
| 116 | Director   | Transportation Services  |
| 117 | Director   | College Library  |
| 118 | Director   | Academic Personnel Office                                      |
| 119 | Director   | Memorial Library   |
| 120 | Director   | Office of Academic Planning and Analysis, Associate Provost    |
| 121 | Director   | Research and Sponsored Programs                                |
| 122 | Director   | UW-Madison Budget Office                                       |
| 123 | Director   | Office of Human Resources                                      |
| 124 | Director   | Space Management   |
| 125 | Director   | Administrative Legal Services                                  |
| 126 | Director   | Office of Human Resource Development                           |
| 127 | Director   | Undergraduate Academic Awards Office                           |
| 128 | Director   | University Communications                                      |
| 129 | Director   | McBurney Disability Resource Center                            |
| 130 | Director   | Cross-College Advising Service                                 |
| 131 | Director   | Office of Testing and Evaluation Services                      |
| 132 | Director   | Campus Planning and Landscape Architecture                     |
| 133 | Director   | Office of Quality Improvement                                  |
| 134 | Director   | Business Services; Facilities, Planning and Management         |
| 135 | Director of Academic Technology  | Division of Information Technology                             |
| 136 | Director of Federal Relations  | Office of the Chancellor                                       |
| 137 | Director of Outreach Education   | Wisconsin Alumni Association                                   |
| 138 | Director, Academic Programs and Initiatives                                  | University Housing   |
| 139 | Director, Center for First Year Experience                                   | Dean of Students Office  |
| 140 | Director, Center for Global Health   | Professor of Family Medicine                                   |
| 141 | Director, Center for Patient Partnerships                                    | Clinical Professor, Law School                                 |
| 142 | Director, Chemistry Learning Center  | Distinguished Faculty Associate, Department of Chemistry       |
| 143 | Director, Reaccreditation Project  | Professor, Environmental Studies                               |
| 144 | Director, University Housing   | Co-chair of the "Institutional Integrity" Theme Team           |
| 145 | Director, Wisconsin Center for the Advancement of Postsecondary Education    | WISCAPE and Lecturer, Educational Leadership & Policy Analysis |
| 146 | Distinguished International Visitor  | United Nations Food and Agriculture Office                     |
| 147 | Executive Assistant to Mayor Dave Cieslevitch                                | City of Madison  |
| 148 | Executive Assistant to the Chancellor  | Chancellor's Office  |
| 149 | Executive Assistant to the Provost   | Provost Office   |
| 150 | Executive Associate Director   | Intercollegiate Athletics                                      |
| 151 | Executive Director   | University Health Services                                     |
| 152 | Executive Director   | Women in Science & Engineering Leadership Institute            |
| 153 | Executive Director, Wisconsin Association of School District Superintendents | K-12 Liaisons to the University                                |

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| 154 | Faculty Director Morgridge Center for Public Service          | Professor, Department of Afro American Studies, Asian American Studies   |
| 155 | Food Service Administrator                                    | Intercollegiate Athletics  |
| 156 | former Superintendent   | Madison Metropolitan School District   |
| 157 | Freshman Representative                                       | Political Science, Economics   |
| 158 | Graduate Student  | Dept. of Educational Leadership and Policy Analysis  |
| 159 | Graduate Student  | Department of Educational Policy Studies   |
| 160 | Graduate Student Rep.   | Chemical and Biological Engineering  |
| 161 | Information Process Consultant, Academic Affairs Office       | School of Medicine & Public Health   |
| 162 | Interim Dean, School of Education                             | Professor, Sociology and Educational Policy Studies  |
| 163 | Interim Director  | Environment, Health and Safety Department  |
| 164 | Interim Director  | Nelson Institute for Environmental Studies   |
| 165 | Interim Director, Wisconsin Center for Educational Research   | Professor, Curriculum and Instruction  |
| 166 | Interim Provost   | on leave from Dean, School of Education  |
| 167 | Interim Vice Provost for Lifelong Learning & Dean             | Division of Continuing Studies   |
| 168 | IRB Chair   | Institutional Review Boards and Human Research Protection Program Advisory Committee                                     |
| 169 | IRB Chair   | Institutional Review Boards and Human Research Protection Program Advisory Committee                                     |
| 170 | IRB Chair   | Institutional Review Boards and Human Research Protection Program Advisory Committee                                     |
| 171 | IRB Chair   | Institutional Review Boards and Human Research Protection Program Advisory Committee                                     |
| 172 | J.D. Candidate  | Law School   |
| 173 | Landscape Architect   | Facilities Planning & Management   |
| 174 | Learning Communities Specialist                               | Office for Equity and Diversity  |
| 175 | Managing Director   | Wisconsin Alumni Research Foundation   |
| 176 | Member  | UW Foundation Women's Philanthropy Council   |
| 177 | Member of the Institute for Clinical & Translational Research | Director of the UW-ICTR and Associate Dean for Clinical and Translational Research; School of Medicine and Public Health |
| 178 | Office Administrator  | Honors Program, College of Letters & Science   |
| 179 | Office Profess Development & Engagement                       | Graduate School  |
| 180 | Outreach Director   | La Follette School of Public Affairs   |
| 181 | Presidents  | UW System, UW Foundation   |
| 182 | President & CEO   | Wisconsin Alumni Association   |
| 183 | Professor   | Atmospheric and Oceanic Sciences   |
| 184 | Professor   | Psychology   |
| 185 | Professor   | Department of French & Italian   |
| 186 | Professor   | Department of English  |
| 187 | Professor   | School of Nursing  |
| 188 | Professor   | School of Medicine and Public Health   |
| 189 | Professor   | Department of Chemistry  |
| 190 | Professor   | Engineering Physics  |
| 191 | Professor   | Clinical Psychology  |

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| 192 | Professor   | School of Journalism & Mass Communication   |
| 193 | Professor   | Department of Oncology  |
| 194 | Professor   | Management & Human Resources, School of Business  |
| 195 | Professor   | Interdisciplinary Research Program-Humanities   |
| 196 | Professor   | Law School  |
| 197 | Professor   | Department of Entomology  |
| 198 | Professor   | Folklore Program & Department of Scandinavian Studies                                     |
| 199 | Professor   | Department of Life Sciences Communication   |
| 200 | Professor   | Department of History   |
| 201 | Professor   | Department of Mathematics   |
| 202 | Professor   | Biomedical Engineering; Faculty Co-director, Delta  |
| 203 | Professor   | Department of History   |
| 204 | Professor   | Engineering Professional Development  |
| 205 | Professor   | School of Medicine and Public Health and the Nelson Institute for Environmental Studies   |
| 206 | Professor   | Department Psychology   |
| 207 | Professor   | Department of English   |
| 208 | Professor   | Department of Mathematics   |
| 209 | Professor   | Chemical and Biological Engineering   |
| 210 | Professor   | Psychology  |
| 211 | Professor   | Dept. of Theatre & Drama  |
| 212 | Professor   | Department of History and Chican and Latin Studies  |
| 213 | Professor   | Department of Zoology   |
| 214 | Professor   | American Indian Studies Program   |
| 215 | Professor   | Department of Chemistry   |
| 216 | Professor of Astronomy; Co-Director DELTA   | Co-chair Theme Team on "Public University"  |
| 217 | Professor of Bacteriology   | Director of the UW Symbiosis Group  |
| 218 | Professor of History and Geography  | Founding Faculty Director, Chadbourne Residential College                                 |
| 219 | Professor of Public Affairs, Sociology, Political Science, and History, La Follette School of Public Affairs; | Director of the Center for World Affairs and the Global Economy (WAGE)                    |
| 220 | Professor of Theatre and Drama  | Director of the Arts Institute  |
| 221 | Professor, Bacteriology   | Institute for Cross-College Biology Education   |
| 222 | Professor, Biomolecular Chemistry   | Co-chair of Theme Team Discovery & Learning   |
| 223 | Professor, Civil and Environmental Engineering  | Recipient of the Class of 1955 Distinguished Teaching Award 2008                          |
| 224 | Professor, Curriculum & Instruction   | Co-chair, Reaccreditation Theme Team "Global Citizens"                                    |
| 225 | Professor, English  | Co-chair of Reaccreditation Theme Team "Public University"                                |
| 226 | Professor, Political Science  | Morgridge Center for Public Service Faculty Research Scholar                              |
| 227 | Professor, Social Work  | Director, Waisman Center  |
| 228 | Professor/Director  | School of Library and Information Studies, Co-chair, "Institutional Integrity" Theme Team |
| 229 | Program Specialist  | University Communications   |
| 230 | Regent  | University of Wisconsin Board of Regents  |

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| 231 | Regent   | University of Wisconsin Board of Regents   |
| 232 | Regent   | University of Wisconsin Board of Regents   |
| 233 | Registrar  | Vice Provost for Enrollment Management   |
| 234 | Secretary of the Academic Staff                                    | Secretary of the Academic Staff Office   |
| 235 | Secretary of the Department of Administration                      | State of Wisconsin   |
| 236 | Secretary of the Faculty   | Secretary of the Faculty Office  |
| 237 | Senior Associate Dean for Graduate Education                       | Graduate School  |
| 238 | Senior Learning Technology Consultant                              | Division of Information Technology & Center for Biology Education (Digital Media Center)                     |
| 239 | Senior Lecturer  | Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE)/Integrated Liberal Studies Program |
| 240 | Senior Program Specialists   | Capital Planning & Development   |
| 241 | Shared Governance Representative                                   | Political Sciences   |
| 242 | Special Assistant for Community Relations                          | Office of the Chancellor   |
| 243 | Student  | Associated Students of Madison   |
| 244 | Student  | Associated Students of Madison   |
| 245 | Student Regent   | University of Wisconsin Board of Regents   |
| 246 | Student Services Coordinator, Center for the First Year Experience | Dean of Students Office  |
| 247 | Superintendent, Department of Public Instruction                   | University of Wisconsin System Member of the Board of Regents  |
| 248 | TA Assistant Director  | Writing-Across-the-Curriculum program  |
| 249 | Undergraduate Student  | International Business   |
| 250 | Undergraduate student member                                       | Assessment Council   |
| 251 | University Architect   | Facilities Planning & Management   |
| 252 | University Committee   | Professor, Chemistry   |
| 253 | University Committee   | Professor, Art History   |
| 254 | University Committee   | Professor, Botany  |
| 255 | University Committee   | Professor, School of Medicine & Public Health  |
| 256 | University Committee   | Chair, Department of Agronomy  |
| 257 | UW Alumnus   | Wisconsin Idea Project (WIP) Advisory Board Member   |
| 258 | Vice Chair, ASM Student Council                                    | Political Science and International Studies  |
| 259 | Vice Chancellor for Administration                                 | Vice Chancellor for Administration Office  |
| 260 | Vice Chancellor for Research and Dean                              | Graduate School  |
| 261 | Vice Dean  | College of Agricultural and Life Sciences  |
| 262 | Vice Provost for Diversity and Climate                             | Provost Office   |
| 263 | Vice Provost for Faculty and Staff                                 | Professor of History and Office of the Provost   |
| 264 | Vice Provost for Teaching and Learning                             | Professor of Social Work & Provost Office  |