

Core Component 4a: The University demonstrates, through the actions of its board, administrators, faculty, students, and staff, that it values a life of learning and discovery

Evidence

1. *The faculty and students, in keeping with the University’s mission, produce scholarship and create knowledge through basic and applied research. (NCA)*
Pursuit of knowledge and creative activity are at the core of the university (Team)

Evidence

- < *Evidence of our primary identification as a research university*
- < *Mission statement for UWM*
- < *Preamble and body of Investment Plan (strategic plan)*

< *Assessment of current achievement and new goals and objectives*

Objective for NCA review: to obtain manageable campus-wide information about key indicators of research and creative activity in order to provide a current assessment of our position as a research university as a centerpiece of our self study

Information-1

The NCA Team IV will formulate a survey of research and creative activity for all programs on campus based on a short-list of the key indicators in different fields. The programs campus that have a research/creative activity mission will have the opportunity to augment or suggest alterations to the indicators. From this input as well as in consultation with relevant governance and administrative groups, the committee will design a survey to be filled out by all pertinent units of campus. Besides specific quantitative information, each program/department will provide a narrative addressing the meaning of the quantitative information for the central campus goal of achieving “premier urban research university” status. For the purposes of assessing UWM’s work in scholarship, this phase is translated as “first rate/top 50 research university” The survey will also include the indicators that were aggregated in the 1994-97 and 1998 surveys based on the PAR review for the purposes of getting a picture of scholarly activity through time.

- The survey will be based on a three year average of information (2000-2003)
- It will be presented by rank among the faculty involved in programs.
- The scholarship indicators should be chosen from the following and may be augmented where appropriate: scholarly books, textbooks, edited books, peer-reviewed articles, other articles, review articles, book reviews, one-person shows, museum collections, recordings, guest appearances, and festivals, citations, honors, prizes, and awards, and grants and contracts,
- Indicators of scholarly activity by graduate students and undergraduates will be provided
- The program chair or director will provide a narrative that discusses the meaning of the survey results in terms of the quality of the program and the evenness of quality among the program members. In so doing, the quality of the research environment/infrastructure will be addressed, including impediments to research/creative activity.
- The survey will be facilitated by a campus-wide web format for the submission of information from individuals to programs and programs to the NCA

Information 2

All UWM centers and institutes and other organizations that focus and foster research /creative activity will provide 3 annual reports distributed evenly over the past 8 years for the Resource Center. Available on-line copies will also be submitted. The director of each Center will provide a list and explanatory narrative of the 5 most important research/creative contributions of the Center during this period.

2. *The University and its units use scholarship and research as a primary resource to stimulate organizational and educational improvements aimed at moving UWM into the ranks of first rate research universities (NCA)*

Evidence

- < *Investment Plan preamble*
- < *PAR*

Information 3

The Administration will provide a quantitative and qualitative accounting of the PAR outcomes.

< ***Faculty hiring and promotion criteria***

Information 4

The Schools and Colleges will provide a list of the faculty (names, rank at hire, list of graduate degrees, graduate degree institutions, post-graduate training, and attached CV at time of entry) who have been hired during the past 8 years.

They will provide the tenure and promotion criteria for each department and for each divisional committee. As a complement, they will provide the record of tenure decisions (aggregate within each Divisional Committee) during this period.

Finally, each academic unit will use this information as a basis for a narrative that addresses the substance of statement 2 above, including the central aim of the first UWM strategic plan and current Investment Plan to move UWM toward its identification as a premier urban research university.

< ***New academic programs***

Information 5

The Schools and Colleges will provide lists of the new undergraduate and graduate programs that have been implemented in the past 8 years. The controlling program documents will be provided as well. Narratives will be provided that address how these new programs contribute to the UWM's overarching goal to become a first rate research university. In particular, discussions of new masters and doctoral programs need to provide evidence based on information at the time of implementation or developed since then that shows their strength in research.

< ***Undergraduate research***

Information 6

In order to gather information on undergraduate research/creative activity that emphasizes one on one work between faculty/staff and students, departments, centers, institutes and programs will provide: research/creative activity course numbers: Numbers of students, faculty participating during last 3 years in undergraduate research whether or not this is course-related; outcomes-papers, abstracts, performances; support from extramural sources, and any other information that will illuminate the extent and depth of undergraduate research at UWM.

< ***Teaching informed/improved by scholarship (Core component 4b link and 3)***

Information 7

Departments/programs will provide information that addresses the following statements and then provide a narrative that discusses the quantitative results.

- The same faculty/staff who do the undergraduate teaching do the research on campus.
- The variety and depth of undergraduate and graduate programs are derived from research expertise and breadth of expertise.
- Students emerging from undergraduate and graduate programs are successful at the next levels (Tracking information).
- The 10 best accomplishments of (a) undergraduate, (b) graduate students, and (c) alumni during the past 8 years should be listed with explanation.

< ***Evidence of our primary identification as a research university in decision-making***

Information 8

- Administrative summary-vice chancellor, deans, chairs will address the following items in narratives buttressed by quantitative information Efforts to attract faculty to campus and retain UWM faculty who receive offers to other institutions
- Support for research on campus
- Evidence that Academic Affairs and School/College administration hiring is strongly linked to scholarly standing
- Investment Plan audit: (a) linkage of goal to become a premier research university to outcomes of Investment Plan (e.g. 107.5 positions); (b) Milwaukee Idea: process, primary linkage of first ideas to the Investments (e.g. positions) and to research objectives
- 202020 decision-making process at the level of the administration

3. **The University's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning and discovery for its faculty and staff as the centerpiece of its identity as a research university. (NCA/Team) (Link to 2)**

Evidence

< ***Investment Plan***

< ***TA stipend enhancement***

< ***Institutional research support: matching funds, infrastructure support, set-up***

- < *Sabbatical program-professional development*
- < *PAR reallocation*
- < *Merit guidelines (achievements of faculty/staff)*
- < *Faculty and staff reward system*
- < *Research awards (public recognition)*

Information 9

Administrative summary-vice chancellor, deans, chairs will provide the evidence of our primary identification as a research university in planning and financial allocation (see above for examples that should be included). The administration is encouraged to address our shortcomings as well as our strengths.

- < **The University's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students that is linked to inquiry and discovery (Team)**
Research/discovery infuses learning (faculty, student, staff learning) (Team)
Links to Student Learning Team and to Core Component 4b

Evidence

- < Acknowledgment of student achievements (awards, travel to meetings, etc.)
- < Institutional financial support for student research/creative activities, laboratories and other experiences outside the class room
- < Support for infrastructure that stimulates inquiry and discovery (library, laboratories, performance venues, etc.)

Information 10

Administrative and faculty summary-deans, curriculum committees, and Chairs will assess with outcomes information the extent to which UWM's planning and financial allocations support student learning in relationship to inquiry and discovery. Above are some of the areas/issues that should be addressed. Our strengths and weaknesses should be discussed.

Core Component 4b: The University demonstrates that acquisition of a breadth of knowledge and skill and the exercise of intellectual inquiry are integral to its education programs

Evidence

Lines of Evidence that take 4b beyond General Education into rest of undergraduate program and graduate education

3. *The University assesses how effectively its graduate programs establish an effective knowledge base that prepares students for the their future as professionals.*

- 10 year reviews of programs and on-going internal program self-criticism
- Jobs survey of graduates

Information 1

The administration/program Chairs provide information on accreditation reviews and 10 year undergraduate and graduate reviews; documentation is provided to address the theses that the same faculty do both research and teaching and that programs derive strength from research expertise of the faculty (faculty teach their research specialty, faculty contribute to educational tools in the field such as text books, aids etc.) (a) provide evidence that curriculum meets or exceeds current standards in the field (e.g. American Chemical Society chemistry major curriculum), (b) discuss role of prerequisites in major as evidence of increasing expertise of students in the major, (c) describe any senior level assessment tools indicative of accomplishment in the major (e.g. research/capstone experience/board certification); other examples of assessment are welcome.

4. *The University assesses how effectively its undergraduate programs establish a depth and breadth of knowledge base that prepares students for the their future (see 4c1)*

- Role of Honors program and other special opportunities (Cultures and Communities, BAGS, international study, etc.)
- Preparation for independent learning; learning how to learn-in classes as well as exploration and independent learning
- Preparation for responsible citizenship
- Information from Alumni foundation-survey
- Accreditation (Engineering, Health Science, Certificate programs)
- Board certification of majors
- Portfolio reviews
- Students passes through prerequisite-based course of study
- External student awards that validate program strength
- Students attend professional meetings
- Researchers teach the students; the same faculty do both research and teaching
- Variety of programs/depth of programs derived from research expertise and breadth of expertise
- Research/capstone experience
- Preparation for graduate school or professional training programs
- Preparation for jobs
- Achievement not satisfaction

Information 2

Deans and program chairs (and alumni foundation) provide evidence from surveys of alumni of success linked to programs-matriculation into graduate school, postdoctoral positions, jobs. Information that programs emphasize independent learning/exploration

5. *The University demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility*

Information 3

Administration/program Chairs provide information on co-curricular (out of class) learning opportunities and describe importance of co-curricular activities and their linkages to curriculum. Estimates of numbers of students participating in these activities need to be provided. Examples of co-curricular activities include:

Service learning, internships, study abroad, undergraduate research
Union activities: speakers/lecture series, cinema, yearly schedules
Departmental clubs: French club, SAACS (chemistry)
Professional societies (joining community of learners)
Program activities: nursing inner city clinics
Cultures and Communities
Undergraduate research (curricular but not required)
Engagement linked to scholarship

Core Component 4c: The University assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society

Evidence

1. Regular academic program reviews include attention to currency of courses and programs
Professional school issue-program accreditation (Nursing, Engineering, Business, etc.)
Undergraduate and Graduate Program reviews
Undergraduate and Graduate program revisions
Professors teach courses that are current (professors at cutting edge can demonstrate currency):
indicators-researcher/teachers who attend national meetings (professional development, updates of syllabi)
Information 1
None (4b)
2. In keeping with its mission, learning goals address the diverse local-global societies of the 21st century (Diversity refers to culture, class, gender, race, religion, world view etc.)
L&S and Professional degree requirements
Off-campus study/experiences/study abroad at home/international study
Faculty doing international research/service (BAGS survey)
Linkage between work experience and university education (alumni survey)
Link to GER-what do student need to know about the world?
BAGS degree programs

Information 2

The administration is requested to provide information about the inclusion of diversity in the university's course offerings and programs. Examples are listed above.

3. Curricular programs involve external constituents, including those who can contribute to understanding the relationships among the courses of study, the currency of the curriculum, and the extension and application of knowledge and skills beyond the university into the larger world.
- 10-year reviews
 - speakers in graduate and undergraduate seminars/classes (museum program, industrial chemistry)

Information 3

None (4b)

4. The University supports creation and use of scholarship by students in keeping with its mission. (Core components 4a and b)

Information 4

None (4a)

5. Faculty expects students to master the knowledge and skills necessary for independent learning in programs of applied practice.

Professional schools and the question of knowledge renewal

Learning how to learn independently in a professional setting

Information 5

Professional School and College administrations are requested to provide evidence that programs of study go beyond narrow certification goals for specific careers and provide students with liberal education opportunities as well as opportunities within the programs to develop the ability to pursue independent learning (learning how to learn).

6. The University provides curricular and co-curricular opportunities that promote social responsibility (core component 4d and 4b)

This seems to be part of 4d.

Information 6

None (4b5)