INTRODUCTION

In the 10 years since the University of Wisconsin–Milwaukee (UWM) was last reaccredited in 1995, higher education has experienced significant changes, notably including economic expansion and contraction; increasing expectations that graduates be prepared to participate in a diverse, globalized society; the simultaneous infusion of federal research dollars and stiffer competition among universities for these awards; decreasing state support nationally for public higher education; a greater reliance on information technology; and an increasing emphasis on assessment and accountability. While all of these trends are reflected in this Self-Study, a focus on assessment and accountability—on educational outputs (i.e., student learning outcomes and other evidence of institutional effectiveness) rather than inputs (i.e., human and physical resources, curriculum)—is what most differentiates this report from its predecessors.

The demand for accountability in educational institutions has been widely expressed by constituents including students, parents, board members, the general public, and state and federal legislators, and it has been felt across all educational levels. The currently proposed revision to the federal Higher Education Act, which would make accreditation reports more widely available to the public, is one example of the accountability trend in higher education. In the state of Wisconsin, the University of Wisconsin System has been publishing its own annual Accountability Report since 1993, tracking key indicators of success such as student retention and satisfaction across all of its campuses.

UWM’s accrediting body, the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), has also embraced outcomes assessment. The NCA’s criteria for accreditation were revised in 2003, resulting in the following fundamental shifts:

1. From inputs and resources to results, outcomes, performance;
2. From teaching to teaching and learning, intended broadly for students and employees;
3. From autonomy to connection and interdependence;
4. From a look backwards to a future focus; and
5. From uniformity/stratification to distinctiveness, flexibility, and differentiation.

The concept of stewardship underpins both the new NCA criteria and other calls for educational accountability. The parameters of UWM’s stewardship (defined as the University’s effective use of resources to achieve societally beneficial ends) are set forth in our mission documents and are fully elaborated in Chapter III, “Mission and Integrity.” As a consequence of the University’s distinctive mission, the interpretation of the accreditation criteria and the examples of evidence used to support reaccreditation reflect UWM’s position in the UW System, in Milwaukee, in the state, and in national and international arenas as a major public research university.

Organization of the Self-Study Report

The Self-Study follows the order and outline of the NCA criteria, with the addition of this introductory chapter, a second chapter providing an overview of UWM, and a concluding chapter that summarizes the Self-Study’s recommendations and identifies opportunities for UWM’s future advancement. The five chapters that detail how the University is meeting the NCA Criteria are structured as follows:

1. Introductory overview
2. Evidence of UWM’s alignment with the Core Components of the NCA Criteria
3. Discussion
4. Looking Forward—a concluding segment that addresses pending developments and envisions how the adoption of recommendations might help the University better fulfill its mission

The Self-Study is also available online at www.selfstudy.uwm.edu. The web-based version of this report provides access to 14 appendices, team reports, and additional supporting materials.

Goals of the Self-Study Process

The Steering Committee and the Self-Study teams were charged with preparing for UWM’s reaccreditation. They operated under the guiding principle that their work would be of long-term use to the University, not only in meeting the requirements for accreditation, but also in assessing progress toward goals and mapping a future direction for the institution. The Self-Study process has prompted in-depth discussions about development of meaningful measures to assess the University’s activities, and it has highlighted ways in which we can benefit from additional data or more consistent data collection to guide decision making.
The portrait that results from this institutional self-reflection will also serve as a resource for UWM’s new Chancellor, Carlos Santiago. Although he started his tenure at UWM relatively late in the Self-Study process (July 2004), the Steering Committee has actively sought his input on the Self-Study draft and its recommendations, with the express goal that the Self-Study reflect UWM’s past and address its future.

The Self-Study Process

The Self-Study process was structured to ensure broad participation. Five teams were created, one for each of the five criteria. The teams were led by faculty members whose names were forwarded to the Provost through the governance process. The 100 team members were drawn from across campus and included representatives from every school, college and administrative division, faculty members, students, and classified and academic staff.

The Self-Study teams were charged with collecting data that address the NCA’s Criteria for Accreditation; aligning the Self-Study with UWM’s strategic aims; communicating progress toward reaccreditation back to the campus community; preparing the institutional Self-Study; and planning for the site visit in 2005. The main steps in the campus process are summarized as follows:

Involvement of Governance Groups

Given the importance of shared governance to UWM’s organizational culture, the Steering Committee felt that it was imperative to engage with governance groups such as the Faculty Senate, the University Committee (the executive committee of the Faculty Senate), the Academic Staff Committee, the Academic Planning and Budget Committee, the Graduate Faculty Committee, and the Academic Program and Curriculum Committee. In addition to governance representation on the Self-Study teams, special sessions were scheduled for the governance groups with the Steering Committee to discuss the Self-Study process, key issues facing the campus, team organization and charges, and strategies to increase the effectiveness of the Steering Committee’s communication and coordination with the governance groups. These meetings took place over the fall of 2003, culminating in an endorsement from the Faculty Senate, whose resolution regarding the Self-Study process reads as follows:
The Faculty Senate affirms the critical importance of the NCA Accreditation Team’s work in preparing the Self-Study report. In order to achieve the most lasting benefit for the University from this substantial effort, it is expected that members of the Team will engage in a collaborative process with faculty governance committees. This process will be coordinated by the University Committee, with a goal of building broad consensus and ownership by the faculty of the resulting report and its recommendations.

**Rationale:**
This motion is the result of a meeting between the University Committee and the NCA Accreditation Team Steering Committee. It is being proposed to formally connect the NCA Accreditation Team’s work with UWM faculty governance.

This commitment to open communication has helped ensure broad awareness of the activities of the Self-Study teams, and has set the stage for data collection, the production of team reports, and the campus launch of this Self-Study.

**Data Collection**
Throughout the fall of 2003, Self-Study teams analyzed the accreditation criteria. Their discussions raised questions that could be answered with existing data; they also asked questions whose answers required new data or data that needed to be “refreshed” for the Self-Study.

Requests for new or updated data were addressed in one of two ways: first, requests particular to a campus office were sent out on an individual basis (e.g., a question on space utilization went to the space planning unit in the Office for Resource Analysis).

The second approach to data requests involved questions that cut across all or some levels of the campus structure. For questions such as how hiring decisions supported campus priorities, the Steering Committee needed aggregate data from, for example, all Deans or all department chairpersons. For these crosscutting questions, the Division of Information and Media Technologies (I&MT) created a web-based survey that all relevant parties were requested to complete. Web surveys for Deans, department chairpersons, center directors, and program directors were created. Survey responses were accessible to teams through a web-based reporting tool that allowed team members
to access the data by question, by responding unit, or by the team asking the question.²

The quantitative and qualitative responses to the web surveys constituted a major source of information for this Self-Study, and a review of the data collected has already initiated discussions about regularizing data collection in some areas such as scholarly productivity. The University is currently implementing a web-based system that will enable faculty members to enter their own yearly activity reports (for the accreditation survey, data were entered at the department level).

**Team Reports**

Typically, the teams broke into subteams, and each subteam tackled a core component of the criteria. The subteam reports, which were produced over the summer of 2004, were collated to produce team reports. These reports formed the core of the Self-Study, although there is not a one-to-one correspondence. The Self-Study, although crafted from the team reports, was edited for consistency, and duplicative material was removed to create a single narrative that tells UWM’s story.

Each team report identifies the University’s strengths as well as its challenges pertinent to the criterion under consideration. Discussions focusing on identified challenges are underway with governance groups.

**Self-Study Launch and Campus Review**

The campus launch of the Self-Study draft included the following venues for soliciting input:

- A September 2004 kick-off event for the accreditation teams;
- The formation of reading groups from the schools and colleges to provide a close review of the draft;
- Presentations to the University Committee, the Academic Staff Committee, the Student Association, the Academic Deans Council and key community advisory groups; and
- An announcement on the UWM home page, inviting students, faculty, and staff to review the web-based version of the draft.

The inclusive nature of UWM’s Self-Study process was designed to make this document as authentic to UWM as possible and to ensure that the Self-Study is a valuable springboard to future action.

² Sample surveys and access to the reporting tool are online at www.selfstudy.uwm.edu.
Summary of UWM’s Accreditation History

UWM underwent its first accreditation review in 1969, when the University was fully accredited through the master’s level. Two focused visits on extending accreditation to the doctoral level were made in the early 1970s, and doctoral accreditation was granted in 1975. The next review was held in 1985, and full accreditation, without stipulation, was granted in May of 1985. UWM’s last NCA accreditation review occurred in November of 1995.

The 1995 Report of the NCA Evaluation Team

The NCA voted to continue its accreditation of UWM in response to the NCA evaluation visit to the campus in April of that year. The NCA evaluation team concluded that “the University meets all of the GIRs (General Institutional Requirements) and all five accreditation criteria, and continues to be a basically healthy and dynamic institution.” As a result of the evaluation, NCA recommended the full 10-year interval (2004-05) until the next comprehensive visit. The evaluation team did, however, recommend that a focused visit be added “for the purpose of evaluating progress made by the University in the strategic planning process.”

The 1995 NCA accreditation review occurred at a time of declining enrollments, state funding, and faculty size. The NCA examiners posed questions about how the University would respond to these trends. Their report emphasized the University’s urgent need for a campus-wide strategic planning process, the strained and ineffective communication among campus stakeholders, and the University’s inadequate progress in diversifying the University.

The NCA report made 14 suggestions for the University to consider and recommended a focused site visit in 1998 “for the purpose of evaluating progress made by the University in the strategic planning process.” The report stated that the lack of a planning process jeopardized the University’s ability to accomplish its mission and strengthen its educational effectiveness. The report also emphasized that the site visit would focus on evaluating the planning process, not just a planning report.

The NCA recommendations aligned with ongoing campus activities and conversations that were beginning to address the need for more comprehensive long-range planning. The NCA report gave additional impetus to this trend, and over the next three years following its publication, UWM developed a university-wide strategic plan, evaluated its degree array, and adopted a plan to increase campus diversity (treated in more detail in “Criterion 2”).

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3 For the interval between 1956 and 1969, UWM’s was considered accredited by virtue of the accredited status of its founding institutions; see “UWM Overview” for more information on UWM’s early history.

4 See, for example, the 1986 publication task force report “UWM and the Future of Metropolitan Milwaukee.”
The 1998 Focused Site Visit

UWM’s Institution Report for the focused site visit detailed the strategic planning process and the development of accountability measures. The report also commented on enrollment issues (including enhanced recruitment and retention efforts), improvements in the budgeting process, and steps to improve communication across campus.

The NCA report noted the “substantial progress” that UWM had made in the areas of strategic planning, communication, and enrollment/budget management. The report also indicated five “challenges needing continued attention”:

1. The need to transform the plan into a “fully iterative strategic planning process”
2. The 1997–98 Program Array Review (PAR) process seemed to lack documentation of student achievement and to have raised unrealistic expectations
3. The continuation of strategic planning would require broad support with the upcoming change of Chancellor
4. The importance of broad acceptance for integrating research, teaching, and service within a premier research university
5. The state and system environment makes strategic planning difficult to the point that “the University operates in an environment in which long delays in implementing needed improvements are clearly harmful to the institution’s ability to function effectively”

These challenges, and UWM’s responses to them, are detailed in “Criterion 2.”

The team also offered a series of suggestions as advice on following up on the progress to date. The specific suggestions were:

1. To involve students in the consultation and information gathering phases of decision-making processes
2. To evaluate and address student concerns regarding campus image and reputation
3. To integrate the PAR results and an assessment of student academic achievement in all program reviews
4. To supplement the PAR process with a review of all service and administrative programs and offices

5. The PAR process is described in “Criterion 2.”
To reexamine institutional research allocations in light of the vision statement

To enhance communication by tightening the committee and governance structures, upgrading computer resources, and making more information available online

To reexamine the role and status of instructional academic staff

These points are addressed in “Criterion 2” as well, but are also addressed throughout the Self-Study, in discussions, for example, of governance structures and processes, the Black and Gold Commission, program review, campus technology, and the University’s hiring and other resource allocations in support of research, instruction, and engagement activities.
IN 1994, THE UNIVERSITY OF WISCONSIN–MILWAUKEE was designated as a Research II University (now Doctoral/Research Extensive) by the Carnegie Commission. UWM continues advancing its stature as a research university while also recognizing its important role in Milwaukee, the state’s ethnic, international, cultural, artistic, manufacturing, financial, and population center. In 1998, the campus adopted a bold initiative—the Milwaukee Idea—to expand and maintain focused engagement with community partnerships and collaborations that are built on a solid foundation of research and scholarship. In 2000, the campus began an ambitious plan—Investing in UWM’s Future—to achieve dramatic increases in funding, enrollments, and faculty and academic staff positions. Building on its existing momentum and enhanced visibility, the University is poised to advance its status as a research university.

UWM is one of two doctoral institutions in the University of Wisconsin System. It was founded nearly 50 years ago in the belief that Milwaukee needs a great public university to become a great city. The themes of quality education, excellent research, and community service guide the University’s activities.

The formal mission of UWM is defined on three levels:

1. All institutions in the University of Wisconsin System share the System’s mission “to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and human sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose.”

2. UWM shares with UW–Madison, the other doctoral campus in the System, the core mission “to offer degree programs at the baccalaureate, master’s and doctoral levels; offer programs leading to professional degrees; conduct organized programs of research; promote the integration of the extension function; encourage others in the System to seek the benefit of the unique educational and research resources of the doctoral institution; serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification; and support activities designed to promote the economic development of the state.”
UWM, finally, has a distinctive select mission “To fulfill its mission as a major urban doctoral university and to meet the diverse needs of Wisconsin’s largest metropolitan area, the University of Wisconsin–Milwaukee must provide a wide array of degree programs, a balanced program of applied and basic research, and a faculty who are active in public service.”

UWM was created in 1956 as the result of a merger between Wisconsin State College–Milwaukee (which was the successor to the Milwaukee State Normal School and the Milwaukee State Teachers College) and the University of Wisconsin Extension Center–Milwaukee. The 93-acre main campus is located in a vibrant residential neighborhood on Milwaukee’s east side that offers its faculty, staff and students a wide range of cultural, athletic and entertainment opportunities. UWM is a short walk from Lake Michigan, near historic areas of interest, and is easily accessible via public transportation from downtown Milwaukee, which is just three miles away.

**Governance and Institutional Culture**

The University of Wisconsin–Milwaukee is one of 26 campuses that form the University of Wisconsin System. A 17-member Board of Regents sets policy for all UW institutions, and System President Kevin Reilly guides operations. Each individual university in the System has an advisory Board of Visitors; the UWM Board is composed of 20 individuals who focus on legislative and community relations.

The University of Wisconsin–System Administration is based in Madison. Membership in the statewide system allows UWM to participate in extensive cooperative arrangements that independent institutions can rarely replicate. Many resources are available for System campuses to share, including the Office of Learning and Information Technology, the Office of Professional and Instructional Development, the Multicultural Center for Educational Excellence, PK-16 Partnerships and Initiatives and the Center for Learning Innovations. The 13 two-year colleges feed undergraduates to all of the four-year campuses in the system. UWM also has a unique collaborative program (UWM College Connection) that delivers a full bachelor’s degree to place-bound students at numerous two-year campuses and technical colleges throughout the state.

The most prominent feature of the culture of the University of Wisconsin System, including UWM, is shared governance, a system unique in U.S. higher education that is formalized in state law. Chapter 36 of the Wisconsin Statutes specifies that the faculty, academic staff, and students have significant responsibilities for the formulation of policies, activities and personnel matters that affect
each of these groups within the University community. This system of governance depends on collaborative, consultative, and inclusive relationships among the University’s administrators, faculty, academic staff, and students.

**Academic Programs**

Faculty and instructional staff deliver the University’s curriculum and programs to approximately 27,000 enrolled students. The University offers 152 degree programs, including 83 undergraduate, 48 masters, 20 doctoral, and one specialist degree, through 12 schools and colleges. The schools and colleges are profiled below:

### College of Health Sciences

In the almost 30 years since its inception, the College has developed a strong faculty committed to research, teaching and professional and community service. It maintains close relations with the health care community and makes extensive use of community placements in meeting its teaching mission. The College supplies a significant amount of the health care workforce in southeastern Wisconsin and throughout the state and is committed to diversifying its faculty and student graduates. The College offers an array of academic and professional programs (six undergraduate degrees, five master’s, one Ph.D., and nine certificates). Six of the College’s programs are accredited by professional accreditation agencies. All accredited disciplines have received the highest accreditation awards including: communication sciences and disorders (ASHA), clinical laboratory sciences (NAACLS), health care administration (AUPHA), occupational therapy (AOTA), athletic training (CAAHEP), and cytotechnology (ASC). Several programs are nationally ranked by either their professional societies or *U.S. News & World Report*, including occupational therapy (ranked 15th nationally), clinical laboratory sciences (ranked 4th), and communication sciences and disorders (ranked 58th). In 2003, the UW System Board of Regents approved a new Ph.D. in health sciences and a new master’s of science in health care informatics. Research and extramural funding have been significantly enhanced, primarily through the establishment of interdisciplinary research centers. Over the past three years, the College has received almost $4 million in federal grants to support its diversity efforts.

### College of Engineering and Applied Science

Since its establishment in 1964, the College of Engineering and Applied Science (CEAS) has created a learning environment that forges a strong foundation of basic scientific and engineering principles with the practical application needs of industry. The College has developed a full complement of undergraduate and graduate
programs in engineering and computer science with a strong faculty committed to research, teaching and professional service.

The College of Engineering and Applied Science offers programs in civil engineering, electrical engineering, industrial engineering, materials engineering, and mechanical engineering that are accredited by the Engineering Accreditation Commission of the Accreditation Board of Engineering and Technology (EAC/ABET). The College also has a program in computer science; four of its faculty members have received the prestigious National Science Foundation CAREER award.

The College prides itself on very high standards, which are supported by its centers: Composite Materials; By-Product Utilization; Cryptography, Computer, & Network Security; Energy Analysis & Diagnostics; Urban Transportation Studies; and Alternative Fuels Research.

**College of Letters and Science**

The largest academic unit at UWM, the College of Letters and Science (L&S) comprises approximately 55 percent of the University in student enrollment. With 21 departments across three divisions—Humanities, Social Science, and Natural Science—Letters and Science offers 40 undergraduate majors and 25 academic certificates. In addition, the College is home to a number of important interdisciplinary research groups—Age and Community, biotechnology, genomics, environmental health, nanoscience, neuroscience, freshwater science, the WATER Institute, and GIS and spatial analysis—and is an active participant in interdisciplinary partnerships such as the Carnegie-funded Teachers for a New Era, and the Milwaukee Mathematics Partnership. Many of UWM’s interdisciplinary centers and institutes are also partially or completely located within the College, including the Center for Economic Development, the Center for International Education, the Center for 21st Century Studies, the Center for Latin American and Caribbean Studies, the Center for Forensic Science, the Helen Bader Institute for Nonprofit Management, the Institute of World Affairs, and the Institute for Service Learning.

A major contributor to both undergraduate and graduate programs, the College is the entry point for most of UWM’s 3,800 new freshmen. Of these, approximately 1,300 are admitted as pre-L&S majors. The College provides foundational general education courses for all UWM undergraduates students in three areas: English composition, mathematics, and foreign language, as well as supplying most of the courses that satisfy the campus-wide General Education Requirements in Humanities, Social Science, and Natural Science. The College also houses the UWM Honors Program, the Freshman Seminar Program, the Peer Mentoring Program, and the Undergraduate Research Opportunity program. The College is home also to the UWM College Connection, an innovative collaborative bachelor’s degree program.
initiated by L&S that allows students at a number of UW College campuses to earn bachelor’s degrees in Communication, Organization Administration, and Information Resources. It is also home to an active advising staff that provides a wide range of academic advising, including specialized advising for freshmen, African American, Native American, Southeast Asian, Pre-Professional, and Continuing students, along with the Academic Opportunity Center, dedicated to recruiting and retaining at-risk students.

As a primary contributor to the liberal arts education of all undergraduate majors, the College is consistently attempting to stretch its resources in order to fulfill the expectations of its students, faculty, staff, and the public. The College of Letters and Science comprises 48 percent of the ranked faculty, 49 percent of the teaching academic staff, and 78 percent of the graduate teaching assistants at UWM. Extremely active in funded research, the College of Letters and Science garnered over $8,700,000 in 2003-04; five of the top ten researchers on campus during the past five years were L&S faculty. Its master’s and doctoral array includes distinguished and nationally recognized programs in 20 master’s concentrations and 12 doctoral fields. The faculty and academic staff of the College are active partners with many UWM schools and colleges and are involved in a number of community initiatives, particularly centered around improving education in the Milwaukee public schools.

College of Nursing

Nearing its 40th anniversary in 2005, the UWM College of Nursing is viewed as an innovative leader in nursing education nationally and internationally and is fully accredited by the Commission on Collegiate Nursing Education (CCNE). Nationally ranked by US News & World Report in the top 10 percent of all nursing schools with graduate programs (29th of more than 300), the College has master’s programs that prepare graduate nurses as Clinical Nurse Specialists and Family Nurse Practitioners. The College offers a unique MS/MBA degree in collaboration with the UWM School of Business. In 2002, the faculty expanded access to doctoral education for nurses by adding to their well respected doctoral program one of the first fully online Ph.D. curricula in nursing. This program, launched with great national and international interest, currently has 24 students. The largest nursing undergraduate program in Wisconsin, the College has expanded undergraduate enrollment dramatically in the past three years in response to the nursing shortage, while implementing a number of additional curricular options including an accelerated second degree option and expansion of a baccalaureate completion program. The latter is offered both through a collaborative UW System online option and off campus partnerships with area health care systems. The College has offered a second campus option to students in southeastern Wisconsin for 25 years through the UWM/UW Parkside Consortial program and in 2002 added a similar option in partnership with UW–Washington County campus in West Bend.
The college prides itself on very high standards in both research and community engagement. These activities are supported by several centers including the Harriet H Werley Center for Nursing Research and Evaluation, the Institute for Urban Health Partnerships (which directs three community nursing centers), and the Center for Nursing History. Through the Center for Cultural Diversity and Global Health, the College coordinates initiatives to expand multiculturalism both locally and globally. The college has established a reputation as a strong partner with communities, health care organizations and other academic institutions, and its faculty and staff and graduates are changing the face of health care delivery across the globe.

**Graduate School**

In collaboration with graduate faculty governance bodies, the Graduate School and Office of the Associate Provost for Research plays a central role in the life of the research university and in the aspirations of its faculty, staff, and students. The Graduate School promotes graduate education as an integral component of the research university as well as guiding and administering the research mission of the institution. The current graduate program array includes 48 master’s and 20 doctoral degree programs as well as 24 certificate programs. Fiscal year 2003-04 extramural funding for research exceeded $24.8 million.

Various offices within the Graduate School provide leadership and infrastructural support for graduate education, intramural and extramural research, and creative and scholarly activities. Capitalizing on a centralized organization, staff members work collaboratively with faculty and academic staff, graduate program representatives, Deans and department chairs, and organized research unit administrators across the University to facilitate the achievement of mutually established goals and objectives for graduate education and research.

The Graduate School also provides a home for research units whose missions transcend the boundaries of individual schools and colleges. These centers, institutes, laboratories, and facilities connect researchers to each other and to resources in order to enhance productivity and scholarly innovation. The multidisciplinary nature of centers encourages collaboration across fields and fosters the creation of new knowledge.

**Helen Bader School of Social Welfare**

Created in 1964, this school is one of only two schools in the nation that houses both a criminal justice department and social work department within one administrative structure. Both departments have national reputations in their fields. The criminal justice department houses the Hamilton Fish Center on School and
Community Violence, one of seven centers across the country created and funded through an act of Congress. The center has generated over $2 million dollars in external funding since its foundation in 1998. Within the social work department, the Center for Addiction and Behavioral Health Research (CABHR) conducts cutting-edge research on addictions and substance abuse. This center has generated over $15 million dollars in external funding since being established in 1991. In addition, the Endowed Chair in Applied Gerontology is housed in the School with support from the Helen Bader Foundation. The Foundation’s 2001 $5 million dollar gift is the single largest gift given to the University to date.

**Peck School of the Arts**

In December 1962 the Board of Regents approved the creation of the School of Fine Arts at UWM. This new academic unit became a center for the creative and performing arts within the city and continues to be a crucial influence in the cultural life of metropolitan Milwaukee and beyond. Renamed the Peck School of the Arts (PSOA) in 1999, it is the only school in the UW System dedicated exclusively to the arts. In 2000, following a successful $7.5 million fundraising campaign, the school established the Helene Zelazo Center for the Performing Arts.

Today the Peck School of the Arts offers 12 undergraduate and five graduate degree programs serving over 1,850 student majors, making it one of the largest and most comprehensive schools in the region. The PSOA currently consists of five academic departments (Dance, Film, Music, Theatre, and Visual Art) and the Institute of Visual Art (inova), an exhibition venue for contemporary art. As a presenter of over 270 arts events per year, it is the second most prolific arts organization in all of Wisconsin.

**School of Architecture and Urban Planning**

The School’s faculty and programs focus on advancing excellence in the built environment through education of architects and planners, engaging in research and creative work in design and planning, and sharing its expertise and energy with the Milwaukee community, the state, and the professions. The School of Architecture and Urban Planning (SARUP) offers four degree programs: the Bachelor of Arts in Architectural Studies, Master of Architecture, Master of Urban Planning, and Ph.D. in Architecture (one of only 19 nationally). SARUP’s architecture program, the only program in the state of Wisconsin, is designated as a UW System Center of Excellence. Now only 35 years old, SARUP’s professional architecture program was recognized as among the top 20 in the country by *U.S. News & World Report*. The Ph.D. program in architecture has been recognized as a leader in environment-behavior research, and the urban planning
program ranks 6th in research productivity among 47 master's-only urban planning programs nationally. SARUP is the campus home of Community Design Solutions, one of the original Milwaukee Ideas, providing design and planning services to neighborhood groups and community organizations.

**School of Business Administration**

The School of Business Administration has a unique mission and niche in the UW System, as a metropolitan business school with a doctoral program. All degree programs (six majors, three certificates, three master’s, and a doctoral degree in Management Science) are accredited by the Association to Advance Collegiate Schools of Business (AACSB). The School also collaborates with the College of Nursing and the College of Letters and Science on jointly offered master’s degrees in public administration, human relations, and nursing. Executive Programs deliver educational programs and training to the staff, managers, and executives of Wisconsin organizations, including customized programs, and industry-specific seminars. Faculty research efforts were recognized in a 2000 study based on faculty research productivity. The School was one of two Wisconsin schools ranked in the top 100 nationwide (64th), based on a study of over 700 AACSB-accredited M.B.A programs. Additionally, the 64 full-time tenure or tenure-track faculty serve as associate editors for seven differently scholarly journals, and collectively report editorial board responsibilities for 37 journals. The different centers and institutes within the School of Business Administration provide service and help keep our learning partners on the cutting edge of practice. This, in turn, helps improve southeastern Wisconsin productivity. Examples include the Center for Technology Innovation; Deloitte & Touche Center for Multistate Taxation; Helen Bader Institute for Nonprofit Management; and the Bostrom Center for Business Competitiveness, Innovation and Entrepreneurship.

**School of Continuing Education**

Working in the tradition of the Wisconsin Idea, the School of Continuing Education serves as a bridge between the University and the community. The School offers wide-ranging educational programming for lifelong learning. This comprehensive curriculum is presented in a variety of formats, including short courses and customized, on-site training. The School offers many opportunities for personal and professional growth, including new career skills tailored to current workforce needs. The School’s public courses are designed for varying levels of expertise, from introductory to advanced and are offered days, evenings, and weekends. The School also partners with public and private companies and organizations to create training programs that address specific workplace requirements.
Each year the School’s eight faculty, 53 academic staff, 26 classified staff, and 500-plus adjuncts attract over 30,000 individuals to more than 1,500 courses and other educational activities. The School offers continuing education to professionals in business, technology, engineering, government, and social and human services. In addition, the School offers a broad range of personal enrichment opportunities in arts, humanities and science. Despite the relatively small size of our faculty, the school ranks competitively with other UWM schools and colleges in attracting extramural funding.

School of Education
The University of Wisconsin–Milwaukee School of Education prepares educators to meet the social and economic challenges of a multicultural, urban society. The faculty, internationally recognized for their research, scholarship and leadership in education, are dedicated to the training of urban educators—teachers, administrators, counselors and other personnel—who provide creative leadership to schools and community agencies. The School of Education works closely with the Milwaukee Public Schools to increase the diversity of the teaching force and to help certify teachers in high-demand fields such as special education, bilingual education, early childhood education, mathematics and science. The School of Education also develops leaders to work in social service agencies, government, business and industry. Degree offerings include nine undergraduate majors, six master’s, and 14 doctoral specializations. In addition, the School has five certificate programs, many of which are collaboratively designed to meet the professional needs of Milwaukee and the surrounding communities. The graduate program in elementary education was ranked 16th nationally in the U.S. News & World Report 2004 rankings. The School has received more than $7 million in grant funding during the past year to support research and instructional activities.

School of Information Studies (SOIS)
Offering a bachelor’s in information resources (BSIR) and a master’s in library and information science (MLIS), SOIS promotes the highest levels of research and learning in the information professions. In a recent study of similar programs nationwide, the SOIS faculty ranked 5th in scholarly productivity and the MLIS degree was listed among the top 20 in the most recent U.S. News & World Report ranking of such programs. SOIS delivers the MLIS in a traditional mode as well as in a completely online format—one of only 10 online MLIS degrees in the country. Additionally, students may earn certificates of advanced specialized study or, in cooperation with other academic units at UWM, gain access to interdisciplinary Ph.D. programs with significant attention given to aspects of information studies. SOIS is equally committed to the education of information professionals for the initial attainment of professional and educational qualifications.
UWM Libraries

The UWM Libraries is an integral component of the academic life of the University. As the second largest research collection in Wisconsin, UWM Libraries consist of centralized information collections and resources for all of the UWM colleges, schools, departments, and programs. The UWM Libraries welcomes several hundred thousand...
visitors annually, and in 2003-2004 loaned more than 250,000 items to other libraries. The library building is open 96 hours per week, with reference service available 76 hours per week while classes are in session. Both research and curricular needs are important to the development of the UWM Libraries collections, which contain over five million cataloged items. Currently, faculty liaisons work with librarians to communicate departmental needs. This professional relationship builds and maintains a well-developed collection.

Addition of materials to the Libraries’ collections occurs two ways; about two-thirds of the monographic purchases are acquired through automatic acquisition plans established in consultation with faculty liaisons. The remainder of monographs added to the collections is acquired at the request of faculty members; such requests are given high priority, and ordered as funds permit. Serials subscriptions have been rigorously evaluated due to enormous increases in serial subscription costs. UWM Libraries is a 60 percent selective U.S. Federal Depository Library. Federal government resources are received in various formats, including paper, microfiche, CD-ROM, DVD, and via the Internet. Most of the Federal and all Wisconsin State documents are included in the online catalog.

Several outstanding research collections are especially noteworthy at the UWM Libraries. The largest of these is the American Geographical Society Library. The AGSL, one of the largest geography libraries in the world, houses a vast number of historical and detailed maps, many rare and valuable books, research and technical reports, photographs, satellite images, digital data, and relevant serials. The University Archives consists of the Milwaukee Area Research Center, the UWM Manuscript Collection, and records of the University. The Archives contains historical resources from Milwaukee and southeastern Wisconsin, including private papers from individuals, records from businesses and organizations as well as records from UWM. Special Collections supports a broad range of research and teaching activities in the arts, humanities, and social sciences, and includes the UWM Authors’ Collection. Beginning in the summer of 2001, selected local photographic collections have been digitized as part of the University of Wisconsin Digital Collections (UWDC) to provide quality digital resources from the UW academic libraries to faculty, staff and students, citizens of the state, and researchers, worldwide. Additional library collections at the UWM Libraries include those of the Curriculum Library, Multimedia Library and the Music Library. The UWM Curriculum Library provides resources and services to students and faculty in education and school library media programs. The UWM Multimedia Library is a growing collection of VHS videotapes, DVDs, laserdiscs, audio books and CD-ROMs supporting many disciplines. The UWM Music Library is the second largest collection of music-related materials in Wisconsin.

Strong academic and public services provided by the Libraries increases the likelihood of a successful student experience and promotes research at the University of Wisconsin–Milwaukee. The
UWM Libraries Research and Instructional Support Department (RIS) provides reference assistance, instructional services, and advice in the use of library materials and collections. Reference assistance is provided in person, by telephone, e-mail and via instant messaging. The UWM Libraries instruction program educates more than 10,000 students through 600 class sessions each year. A Multicultural Studies Librarian develops and coordinates diversity initiatives for the Libraries.

The UWM Libraries is committed to technological innovations to provide access and services to its users. The UWM Libraries participates in UW System Borrowing, which enables library users with a valid UWM ID to request and borrow from, and return materials to, any library within the UW System. Supplementing the physical collection, UWM Libraries provides access to more than 17,000 online journals and 12,000 electronic books. In recent years, library distance education services have increased substantially and are meeting users’ needs by providing remote online access to the majority of our databases including full-text access to online journals. Items that the UWM Libraries does not own may be electronically obtained via the Interlibrary Loan service. Course Reserve services have expanded exponentially due to the technological advances of Electronic Reserve. The RIS department participates in the Ask Wisconsin library chat service, soon to be expanded for a trial period, to 24/7 availability, and has also developed several interactive library tutorials. Recently, the UWM Libraries was added to PROWLnet, the campus-wide wireless network, which enables users to access Internet resources while engaged in library research.

Finally, the Libraries’ physical environment has recently become more welcoming with the addition of an inviting “gathering place” for group study, conversation, or individual contemplation, over a cup of coffee and a snack.

**Students**

UWM’s student population is the second largest in the UW System. Enrollment patterns suggest that UWM is the campus of choice for many Wisconsin residents; the number of new students applying only to UWM within the UW System recently increased 18 percent. Total UWM enrollment for the fall of 2004 is 27,208. Of these, 22,655 are undergraduates and 4,554 are graduate students.

UWM is the second largest graduate degree granting institution in the state, with 3,114 master’s students, and 898 doctoral candidates as of fall 2004. UWM students have earned prestigious awards from institutions such as the Ford Foundation, the National Science Foundation, the McNair Program, and the Big Ten Consortium for Institutional Cooperation. UWM also provides internal funding for graduate students as dissertation fellows and project, research and teaching assistants. Many of UWM’s former graduate students are
employed by universities and colleges, government agencies, and research institutes, and play important roles in the business sector.

Students at UWM are somewhat older than those at the usual residential campus; many are first generation college students; most are employed, and significant numbers have family responsibilities. Of the students who receive the baccalaureate degree in a typical year, fewer than 15 percent follow the “traditional model,” beginning as UWM freshmen and continuing as full-time students until graduation. Nearly half the graduates transfer to UWM during their undergraduate years.

Within the UW System, UWM plays a central role in providing academic opportunities for students of color. In the 2003-04 academic year, while UWM enrolled 16 percent of all students in the UW system, UWM’s proportion of enrollment of students of color in the system is twice that at the undergraduate level (32% of all undergraduate students of color in the UW System) and more than twice at the graduate level (37% of all graduate students of color in the system). Additionally, to the graduating class of 2002-03, UWM awarded one third (33%) of all bachelor’s degrees and more than half (52%) of all master’s degrees awarded by the UW System to African American students.

More than half of UWM’s undergraduate students come from southeastern Wisconsin and commute to campus. Most of these students find jobs in the area following graduation and enjoy an excellent reputation with local employers. Many graduates play prominent roles in the city’s business and professional life as well as serving as elected and appointed officials.

**Finance and Facilities**

UWM is a public institution that operates within the state of Wisconsin’s two-year, biennial budget cycle. UW System negotiates its budget with the executive and legislative branches of state government. When new funds are either projected or made available to campuses, budget building starts at the department/college level with recommendations forwarded to the Provost and Vice Chancellor for review and final approval by the Chancellor. UW System administration and the Board of Regents then review, approve and forward the System budget to the Governor. Legislative review and passage, and the Governor’s approval, precede the finalized budget.

The University’s current operating budget of $429.4 million includes $38.1 million for research and $115.4 million in federal aid, grants, and contracts, and supports a total workforce of 4,307 employees, including 777 faculty, 496 instructional academic staff, 934 administrative staff, 952 graduate assistants, and 1,148 classified personnel. State support for the institution increased for the first four of the past five years, but declined from $137.7 million to
$126.3 million in 2003-04. A significant increase in tuition (18%) was approved to offset a portion of the reduction.

The campus has 68 buildings totaling more than 5.3 million square feet. An aggressive $130 million building program over the last decade provided new facilities to support academic programs in business, architecture, performing arts and the sciences, as well as student housing. Construction totaling $53 million is underway for biological sciences renovation and the Klotsche Center addition, which will provide additional space for intramural and recreational activities, the Physical Therapy and Sports Medicine (Athletic Training) programs, intercollegiate athletics and parking.

The University has outstanding facilities and collections that support its academic programs. For example, the Schools of Architecture and Urban Planning and Business Administration are housed in state-of-the-art buildings. The Great Lakes WATER Institute provides excellent facilities and support for freshwater research and protection. The Helene Zelazo Center for the Performing Arts has become one of the region’s premier performance spaces.

The main campus, sometimes referred to as the Kenwood campus, is compact, with all buildings within easy walking distance of each other. On the north end of campus is an 11-acre nature conservancy, the Downer Woods. Near the Kenwood campus are the Alumni House and Hefter Conference Center. Several other UWM facilities not adjacent to the main campus are:

**Kenilworth Building**

An historic factory building located one mile south of campus that houses Physical Plant Services, Central Services and Peck School of the Arts faculty and graduate student research space for the departments of Visual Art and Film. Currently, plans are underway to redesign the building to include faculty and graduate research labs and presentation space for all departments of the Peck School of the Arts, while adding a significant amount of student housing, additional parking, and retail space on the ground floor.

**School of Continuing Education**

Located in downtown Milwaukee, this facility houses non-credit program, outreach, and conference operations. Situated in the same building is WUWM, Milwaukee’s National Public Radio affiliate, which is managed by the College of Letters and Science.
UWM Field Station

Approximately 30 miles north of campus is the Field Station, a College of Letters and Science research unit situated in a scientifically significant property of approximately 300 acres. It is adjacent to the 2,500 acre Cedarburg Bog, an experimental ecological reserve. The UWM Field Station conducts highly regarded research in conservation and ecology.

The Great Lakes WATER Institute

A UW System Regents Center of Excellence, the Institute, located on Lake Michigan, houses the UWM Center for Great Lakes Studies; the National Institute of Environmental Health Sciences, Marine and Freshwater Biomedical Sciences laboratories; and some Wisconsin Department of Natural Resources offices and laboratories. WATER has its own 70-foot research vessel, R/V Neeskay, which operates on Lake Michigan.

Athletics

The mission of the athletics program is to provide a positive Division I experience for all student-athletes and to create an atmosphere of institutional pride for all students, community members, and alumni. UWM has moved into a prominent position both regionally and nationally in NCAA Division I athletics. Numerous teams have earned League Championship honors and have participated in the NCAA Division I tournaments each year. The enthusiasm, pride, and support of the athletics program have grown each year since moving to Division I. The University’s student athletes—seven women’s and eight men’s teams—compete in 15 varsity sports. Over the last five years, UWM has earned 40 regular season and tournament titles in a variety of men’s and women’s sports. During that same period, UWM landed NCAA tournament berths in baseball, women’s volleyball, and both men’s and women’s soccer and basketball. Many athletes are also successful scholars. Forty-four were named to the Dean’s list in each of the last two semesters, 90 were on the Horizon League’s Academic Honor Roll last spring, and the women’s basketball team had the fourth highest GPA nationally last year. The athletic program was certified by the NCAA in 1999.

Development

Alumni of the University of Wisconsin–Milwaukee are heavily concentrated locally; 75 percent of graduates stay in Wisconsin, about 60 percent of them remain in the greater Milwaukee area. As the only major public four-year institution in the region, the University has an extraordinary impact on the local community. There are few people
The Deans have drawn on this network of relationships by establishing advisory councils in the schools and colleges. The University’s Alumni Association connects with its 9,000 members by offering an Alumni College, a UWM Connections program, and numerous sponsored activities throughout the year in Milwaukee and other locales.

The Office of Development cultivates relationships with prospective donors and coordinates its work with the UWM Foundation. Formerly decentralized, the University’s fund-raising infrastructure has become more unified. Most school/college-affiliated gift officers work together in one office.

Established in 1974, the UWM Foundation raised $17 million in 2003-04, surpassing previous yearly totals by $3.3 million. In addition, a 9 percent increase made it the best year for alumni giving. The number of planned-gift commitments also increased approximately 18 percent. UWM’s endowment is currently $38 million. An additional $7 million is in UW System Trust funds. In 2004 a one-year scholarship campaign was begun and completed, which raised $6.3 million, exceeding the goal of $5 million.

UWM is preparing for its first capital campaign. A feasibility study has been conducted and its recommendations (consolidation of the campus development efforts to emphasize major gifts, upgrading the annual giving programs and technology, management reports, database screening, and contracting with a campaign consultant) are being implemented. With campaign preparation continuing, the Chancellor has spent his first several months in office taking his message to donors and the community. He has successfully recruited the first campaign chairs and an honorary chair. The broad themes of the $100 million campaign have been established: Capital Improvements and Equipment, $50 million, Building the Faculty Base for the 21st Century, $25 million and Providing Access and Opportunity for Students, $25 million.
Toward an Exceptional Future

The University of Wisconsin–Milwaukee is a vital and distinctive public university that maintains a high-quality academic program supported by outstanding faculty and academic staff. The University provides a positive culture that supports students and their learning. UWM’s strong programs in basic and applied research demonstrate a robust commitment to the city of Milwaukee, its surrounding region, and the state of Wisconsin. UWM seeks to enhance its reputation as a premier research university focusing on engagement with its community while providing excellent teaching, learning, scholarship and research.

As UWM anticipates its future, the institution and its stakeholders can build upon two initiatives put in place over the past few years:

- The Milwaukee Idea seeks to forge lasting community-university partnerships within the Greater Milwaukee area. It brought together hundreds of people from the community and the University to identify and implement critical projects. These partnerships focus on teacher preparation and enriched urban classrooms, healthy communities, cultural diversity, and economic development.

- Investing in UWM’s Future is a long-range Investment Plan to strengthen UWM’s position as a premier research university. Endorsed in 2000 by all governance groups within the University, the plan outlines major new intellectual and capital investments needed by UWM. These investments seek to focus and strengthen the core activities of teaching, research, and service.

These initiatives and others express the University’s vision, focus, and momentum. Now, the opportunity and challenge is to chart the next stage in UWM’s ascent as a preeminent research university focused on linking research and teaching to the region’s economic, cultural and intellectual needs in the 21st Century.
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.
The relevant documents defining the mission of the University of Wisconsin–Milwaukee campus and its instructional and administrative sub units are embedded in a five-tiered hierarchy of mission statements. The most general is that of the statewide university system, the University of Wisconsin System.

University of Wisconsin System Mission Statement:

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

The next relevant mission statement is that governing the "doctoral cluster," i.e., UW–Madison and UW–Milwaukee.

UW System Doctoral Cluster Mission Statement:

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

(a) Offer degree programs at the baccalaureate, master’s and doctoral levels.

(b) Offer programs leading to professional degrees at the baccalaureate and post-baccalaureate levels.
(c) Conduct organized programs of research.

(d) Promote the integration of the extension function, assist the University of Wisconsin–Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.

(e) Encourage others in the University of Wisconsin System and in other state and national agencies to seek the benefit of the unique educational and research resources of the doctoral institutions.

(f) Serve the needs of women, minority, disadvantaged, disabled and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.

(g) Support activities designed to promote the economic development of the state.

The campus also has a “select” mission governing the UW–Milwaukee campus.

**UWM Select Mission Statement:**

To fulfill its mission as a major urban doctoral university and to meet the diverse needs of Wisconsin’s largest metropolitan area, the University of Wisconsin–Milwaukee must provide a wide array of degree programs, a balanced program of applied and basic research, and a faculty who are active in public service. Fulfilling this mission requires the pursuit of these mutually reinforcing academic goals:

a) To develop and maintain high quality undergraduate, graduate and continuing education programs appropriate to a major urban doctoral university.
(b) To engage in a sustained research effort which will enhance and fulfill the University’s role as a doctoral institution of academic and professional excellence.

(c) To continue development of a balanced array of high quality doctoral programs in basic disciplines and professional areas.

(d) To attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities.

(e) To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students.

(f) To establish and maintain productive relationships with appropriate public and private organizations at the local, regional, state, national, and international levels.

(g) To promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas.

(h) To encourage others from institutions in the University of Wisconsin System and from other educational institutions and agencies to seek benefit from the University’s research and educational resources such as libraries, special collections, archives, museums, research facilities, and academic programs.

(i) To provide educational leadership in meeting future social, cultural, and technological challenges.

These statements are relatively stable and have remained unchanged since 1988. Authority for and authorship of the statements is lodged in a hierarchy of decision making that starts at the campus level (for the UWM mission statement) and moves to the UW System administrative level for the higher level statements. Final authorization and approval rests with the Board of Regents of the University System. (See following paragraph for further detail.)
The mission statements are readily accessible on the campus website and on the UW System website (http://www.wisconsin.edu/quick/mission.htm).

**Mission Statements of Major Campus Units**

Subunits of the campus in turn are governed by mission statements created by the units themselves, either school or college academic units or administrative units. The 12 schools and colleges have their own mission statements. The faculty of the schools and colleges are charged with defining, reviewing and updating mission statements subject to the approval of the Dean and campus administration (Provost). For example, in the spring of 2004, as part of the five-year review of college degree requirements, the College of Letters and Science reviewed and revised its mission statement.

The chief administrative support units of the campus, Administrative Affairs, Student Affairs, Development, Partnerships and Innovation, and University Relations and Communications, also have mission statements defining their roles. Finally, under General Educational Administration, the Secretary of the University’s Office, the Milwaukee Idea, and the Chancellor’s deputies for Education Partnerships and Campus and Urban Design have mission statements. The chief administrators of each administrative unit are responsible for defining the unit mission, subject to approval by the Chancellor.

**Mission Statements of Departments, Programs and Initiatives**

The final set of mission statements are those for the individual departments within schools and colleges and within administrative support units of the campus. These documents tend to be more varied. The same procedures for defining the campus, major administrative level and school and college units are used, that is, the articulation of a unit mission by the lead administrative or appropriate governance body and approval by higher administrative and/or governance authority. All units, chiefly departments, that offer instructional programs and degrees have mission statements. See the school/college websites and the program or department name. Mission statements for administrative departments are linked to the website of the supervising unit. For example, the mission statement for the Department of Financial Aid and Student Employment Services, a subunit of Student Affairs, is available at http://www.uwm.edu/Dept/FINAID/.
Diversity as Addressed in UWM’s Mission Documents

The UW System Doctoral Cluster Mission Statement calls on UWM to “serve the needs of women, minority, disadvantaged, disabled and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.” The UWM Select Mission also emphasizes diversity: “To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students.”

Eight of the schools and colleges at UWM have mission statements that address diversity in some fashion.

- The mission of the College of Letters and Science includes the charge “to encourage multicultural understanding by promoting diversity in the student body, faculty, and staff, and in the curriculum.”

- The Peck School of the Arts is “committed to recruiting faculty, staff, and students who reflect the richness and diversity of art-making in a variety of cultures.”

- In the Helen Bader School of Social Welfare, the primary goal is “to enhance the quality of life for all with special attention to the poor and oppressed, including people of different ethnic and racial groups, sexual orientation, physical and mental abilities, and genders.”

- At the School of Education, the mission involves teaching, research, and service that “is responsive to the needs of the community and reflects a visible commitment to diversity, equity, and excellence.”

- The School of Information Studies “strives to make significant contributions toward extending and enhancing the quality of information services and the promotion of information and technological literacy to a diverse society.”

- The College of Nursing “prepares diverse students to be science-based, compassionate nurse-leaders for all settings and levels of practice.”

- The mission of the College of Engineering and Applied Science calls upon the College to further “academic and professional opportunities for all students including women, minority, part-time, and financially disadvantaged students.”

- The School of Business Administration delivers its high quality education “to a diverse group of graduate and undergraduate students and practicing executives and professionals.”
Mission–Awareness

Evidence assembled for Criteria 2 through 5 illustrates how strategic planning and resource allocation for student learning and effective teaching, research, and engagement flow from and support the University’s mission. In their responses to the accreditation web survey, Deans, administrators, department chairs, program directors, and center directors from across the campus display a consistent understanding of and support for UWM’s mission. Thematically, responses center on advancing UWM’s standing as a public research university; extending the University’s historical commitment to educational access and opportunity; and demonstrating the University’s engagement with Milwaukee and surrounding communities. This shared understanding is also evident in campus publications.

Structures and Processes for Implementing the Campus and Unit Missions

Key Structures

Implementing the vision and goals of campus and unit missions is embedded in the ordinary administrative structures and procedures of the institution. In other words, during the normal course of university business and planning, procedures require the students, faculty, staff, and administrators of the institution to keep in mind, address, and adhere to the mission and its goals. This is the case both on a short-term basis (annual or biennial) in scheduling, budgeting, and planning; and in the longer term planning for new programs and initiatives, evaluation of existing programs, and the planning for major capital initiatives, such as the acquisition of new buildings or major fundraising. The following description of these structures and procedures reveals how the University implements its mission and goals. An organizational chart of the University administration is also presented on the following page (See Figure 3).

Chapter 36

Throughout the University of Wisconsin System, overall administrative responsibility is grounded in the statutory rules of shared governance. These provisions are known colloquially as “Chapter 36,” the chapter of the Wisconsin Statutes that governs the University System. The overall mission of the System quoted above is Section 36.01(2) of state statutes. Wisconsin is unique in having its governance system grounded in statute. Accordingly, the responsibilities of the employee groups, faculty and academic staff, and constituencies, students, employees, the board, and administrators, and their respective rights, duties and responsibilities for governance are explicitly defined. This system
Figure 3. UWM Administrative Organizational Chart
provides a chain of direct accountability from the state government to the actions of individuals in the institution. Through the state budget and oversight process, the system shapes UWM’s capacity to function, innovate, grow, or change.

The Board of Regents
At the top of the System is the 17-member Board of Regents. Fifteen members are appointed by the Governor and confirmed by the State Senate. They serve seven-year terms without pay. The head of the State Department of Public Instruction and the president of the Wisconsin Technical College Board serve by virtue of their positions. The one student representative appointed by the Governor serves a two-year term. There are no faculty, academic staff, or classified staff representatives to the board.

The Board represents the entire 26-campus System and makes policy with respect to one institution, such as UWM, only in appointing the Chancellor and planning for the overall System, e.g., in planning programs or developing the biennial budget recommendation to the legislature. The Board appoints the President of the UW System, the Chancellors of the 13 universities, the Chancellor of Extension, the Chancellor of UW Colleges and the Deans of the 13 colleges. All appointees serve at the pleasure of the Board. The Board also sets minimum admission standards\(^1\), reviews and approves university budgets and tuition, and establishes the regulatory framework within which the individual units operate.

The members of the Board generally come from constituencies supportive of the current gubernatorial administration. The Governor aims to provide broad representation from the different parts of the state. There are no Board members who are designated as “UWM” members. Former governor Tommy Thompson had a very long tenure (1986-2001). For most of the past 15 years, the Board has reflected the policies and goals of his administration. Since being elected in 2002, Governor Jim Doyle has appointed 10 new members to the Board; several await Senate confirmation. Seven current board members are from the Milwaukee metropolitan area.

System President and System Administration
The Chief Executive of the System is the President of the University of Wisconsin System. Dr. Kevin Reilly is the UW System President. System administration is housed on the UW–Madison campus and is charged with overall coordination and planning for the University System. The President has full executive responsibility for the operation and management of the UW System. The President reports to the 17-member Board of Regents and carries out the duties enumerated in Wisconsin Statutes. and such other duties as may be assigned by the Board or in policy actions of the Board. The Senior Vice Presidents, Vice Presidents, 15 Chancellors and General Counsel report to the President. The President sees to the appropriate staffing of System administrative offices, and directs and coordinates the activities of

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\(^1\) Each campus can establish additional requirements. UWM’s current requirements for general admission are as follows:

1) A minimum of 17 college preparatory academic units including 4 English, 3 math, 3 natural science, 3 social science, 2 academic electives (from the above, and/or speech/communication or foreign language) and 2 additional electives.

2) Rank at least at or above the 50th percentile, or

3) an ACT score of at least 21 (or equivalent SAT).

Some programs have additional requirements and/or admit students only to a certain enrollment limit. Programs with additional requirements/limits currently include the Arts, Architecture, Engineering and Applied Science, and Nursing.
these offices as needed to fulfill his or her responsibilities. Through its management of these functions, the President and System administration affect the implementation of the mission and goals of the UWM campus, as noted below.

**The Chancellor**

Chapter 36.09(3)(a) mandates a Chancellor as head of each campus in the University system. Chapter 36 invests the Chancellor with overall responsibility for planning and budget:

> The Chancellors shall be the executive heads of their respective faculties and institutions and shall be vested with the responsibility of administering board policies under the coordinating direction of the president and be accountable and report to the president and the board on the operation and administration of their institutions. Subject to board policy the Chancellors of the institutions in consultation with their faculties shall be responsible for designing curricula and setting degree requirements; determining academic standards and establishing grading systems; defining and administering institutional standards for faculty peer evaluation and screening candidates for appointment, promotion and tenure; recommending individual merit increases; administering associated auxiliary services; and administering all funds, from whatever source, allocated, generated or intended for use of their institutions.

Chapter 36 defines two categories of academic employees, faculty, and academic staff, and vests each group with specific powers and responsibilities. The classified staff, defined as part of the state civil service, constitutes the third major employee category.

**The Faculty**

Chapter 36 assigns the roughly 800 UWM faculty the responsibility for “the immediate governance” and institutional policy development of the institution, and “primary responsibility” for academic and educational activities and faculty personnel matters:

The faculty of each institution, subject to the responsibilities and powers of the board, the president and the Chancellor of such institution, shall be vested with responsibility for the immediate governance of such institution and shall actively participate in institutional policy development. As such, the faculty shall have the primary responsibility for academic and educational activities and faculty personnel matters. The faculty of each institution shall have the right to determine their own faculty organizational structure and to select representatives to participate in institutional governance (See Figures 4 and 5).
The Academic Staff

Academic staff members are administrative and instructional staff, not members of the faculty. Currently 1,430 employees (about 1,187 FTE) hold academic staff appointments. Chapter 36 provides governance rights for academic staff in personnel matters concerning academic staff and mandates that academic staff be “active participants in the immediate governance of and policy development for the institution.”

The academic staff members of each institution, subject to the responsibilities and powers of the board, the president and the Chancellor and faculty of the institution, shall be active participants in the immediate governance of and policy development for the institution. The academic staff members have the primary responsibility for the formulation and review, and shall be represented...
in the development, of all policies and procedures concerning academic staff members, including academic staff personnel matters. The academic staff members of each institution shall have the right to organize themselves in a manner they determine and to select their representatives to participate in institutional governance (See Figure 6).

Governance
*UWM Policies and Procedures* defines the position of the Secretary of the University, an official responsible for assisting in the administration of governance activity. The position is generally held by a senior member of the faculty. The Secretary of the University also serves as the administrative support for academic staff governance. The Secretary of the University’s Office provides staff support for certain committees, the faculty senate, and the academic staff senate and guidance to administration on governance activities. The Office runs faculty and academic staff elections, organizes commencement, and supports search and screen committees for senior administrative positions.

The Students
Chapter 36 also provides that the students of each institution “be active participants in the immediate governance of and policy development for such institutions.” Students “have primary responsibility for the formulation and review of policies concerning student life, services and interests” through the “disposition of those student fees.”

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

Implementation
On the UWM campus, administrative structures and governance procedures implement the statutory mandates of Chapter 36. The Deans of UWM’s 12 schools and colleges function as a Dean’s Council,
chaired by the Provost. The council is the major administrative unit concerned with academic budget and planning. The leaders of support units, Student Affairs and Administrative Affairs, and the Provost, serve on the Chancellor’s staff.

The faculty and academic staff organize their academic and personnel responsibilities at the unit or department, school/college, and university level. UWM Policies and Procedures is the primary campus wide codification of the procedures for making and implementing academic policy. Its six chapters provide the framework for academic decision-making, including defining the organizational procedures for departmentalization and governance, faculty personnel, academic program planning and review, and the functioning of elected and appointed standing faculty committees. Individual schools and colleges have their own procedural documents. Academic Staff Personnel Policies and Procedures define the university-wide governance structures and responsibilities for the academic staff. The Secretary of the University’s Office coordinates and supports the university-wide governance and decision making functions of the faculty and academic staff.

These structures provide the framework through which academic and administrative planning and budgeting take place, and hence the framework for implementing the mission and goals of the institution.

Key Procedures
We detail here how a number of key activities are aligned with the institutional mission in the course of academic planning, review and budgeting. They include program review, new program planning, faculty hiring, and annual budget planning.

Program review
Existing academic programs are reviewed and evaluated by faculty committees and the appropriate administrators on a 10-year cycle. At the undergraduate level, the Academic Program and Curriculum Committee, an elected standing committee of the faculty, conducts the reviews. The opening statement required for the program self-study calls for a description of the program “and its place within the unit and the mission of the University.” At the graduate level, the Committee on Reviews of the Graduate Faculty Council (also an elected standing committee of the faculty) oversees the reviews. The Committee mandates that the program self-study “describe the mission and goals of the program” and evaluate them in the context of resource levels and the mission and goals of the school/college and campus. External reviewers, internal reviewers, and administrators, students, and faculty from the unit address the mission documents in the review process. The faculty committees, Deans and Provost consider changes to the programs in light of the evaluation of the mission and related material.
New academic program planning
The development of new academic programs involves consideration of the mission and goals of the institution and its subunits. Since program approval ultimately requires action by the Board of Regents, the guidelines for creating new degree programs are determined at the UW System level. These guidelines specifically ask the sponsoring unit, generally faculty in a particular department, to ensure that academic programs “are consistent with the institutional and UW System missions.” The guidelines also require that the program proposal “will make the case that the new program is congruent with and furthers the strategic plan and mission of the institution.” Embedding such requirements in the program development process at the outset provides a strong guarantee that the mission of the institution is fulfilled, and also that campus stakeholders are aware of and respond to the mission.

Campus and school/college budget and planning
The state of Wisconsin uses a biennial budget process. The next state biennial budget is scheduled for 2005-07. In the even-numbered year before the budget, the Governor and the System administration prepare the budget requests for the following biennium. In 2004, the University system is developing proposals for the 2005-07 budget. That budget will be submitted to the legislature in early 2005, with approval expected by the start of the fiscal year in July 2005. The campus submits its budget requests to System in the even year, as the statewide university budget is developed. The Regents approve the budget request in the summer or fall of the even year. Budget request guidelines require campuses to relate their requests to the institutional mission.

Annual budget and planning takes place in the context of this biennial process. This year the Provost requested that schools and colleges provide budget and planning documents in the spring. These documents referenced the mission documents to ground and justify the budget requests. For example, the UWM Libraries planning document referenced its mission to frame its budget analysis in this way:

The mission of the UWM Libraries, in support of the mission of the University of Wisconsin–Milwaukee as a research university, is to provide: organized and accessible collections of high quality research and instructional materials, access to networked information and digital resources, services to educate and benefit the University and surrounding urban communities, the physical and human resources required to satisfy the information needs of its users.

The document then goes on to detail budget requests and decisions with specific references to the objectives listed in the mission.
Organizational Integrity

Formal mission statements and the requirements of Chapter 36 provide one leg of the constitutional framework for the implementing documents for the university system in general and UWM in particular. State and federal law and administrative practice provide a second framework. In addition, the campus develops formal procedures concerning academic practice, employee rules and regulations, and student conduct. Particular procedural documents have been developed over the years in response to particular mandates. Seen as a whole, the procedures provide a coherent set of rules and practices guiding university actions.

Each campus in the UW System has developed foundational policies and procedures implementing the statutory mandates in Chapter 36. The UWM Policies and Procedures were written in the 1970s by the faculty and approved by the Board of Regents. They are frequently amended and updated by faculty action. UWM Policies and Procedures defines how to organize the basic academic structures and processes of the campus. It defines how to constitute the administration and the faculty, the departments, executive committees, schools and colleges, and committees. It defines the authority of faculty and administration; procedures for faculty governance, faculty and administrative hiring, promotion, tenure and dismissal; the handling of grievances and complaints against an individual with faculty status; and defines procedures for fiscal emergency.

The statutes that created the UW System also created the category of “academic staff” employees, university professionals without faculty status. That statutory mandate required the definition of “Academic Staff Policies and Procedures” at each UW institution. The UWM academic staff wrote their procedures, which were approved by the Board, to define the employment rules and the rights and responsibilities of individuals with an academic staff appointment.

Procedural documents colloquially referred to as SAPPs, Selected Administrative Policies and Procedures, constitute a third category of documents. Often based upon UWM Policies and Procedures or Academic Staff Policies and Procedures, they commonly focus on a particular aspect of rule or procedure. They are generally written at the campus administrative level. SAPPs are particularly useful for adding to the procedural system rules and regulations mandated by innovations in federal or state law, for example, rules for the proper handling of hazardous materials, defining signature authority, or establishing guidelines for contractual and business agreements.

Employee Procedures and Union Contracts

Most of UWM’s classified staff employees, that is, employees in the state civil service, are unionized, and their employment rules and
procedures are governed by civil service rules and the collective bargaining agreement. Teaching assistants and Project assistants are also unionized and their work procedures are spelled out in the contract between the Milwaukee Graduate Assistant Association (MGAA) and the University.

### Rules and Procedures Affecting Students

Authority for rules and procedures relating to students is defined initially in Chapter 36.09 of Wisconsin Statutes. Chapter 36.09(5) defines the governance authority of students over student fees and student life. Chapters 14, 17, and 18 of the Rules of the Board of Regents of the University of Wisconsin System, also known as section UWS of the Wisconsin Administrative Code, define academic and nonacademic disciplinary procedures and the rules for conduct on university land. These procedures are further detailed at the campus level, in the administrative documents of the Office of Student Life, the *UWM Student Handbook*, and student governance documents.

### Constituencies External to the Campus

The foundational documents framing UWM’s relationships with and responsibilities toward its external constituencies are less developed than the formal authorizations and procedures defining the structures and procedures of governance for administration, faculty, academic staff and students. The definitions and relationships with external constituencies are either implied in the general administrative powers of the Chancellor and his or her staff or in various Board of Regent actions over the years. For example, in 1978 the Regents created the 20-member UWM Board of Visitors. The Board, which has advisory functions, is a vital link between UWM and the Milwaukee area. The Office of University Relations is charged with oversight of the relationship between the campus and its immediate neighborhood.

### Neighborhood relations

The city of Milwaukee, the University, and neighborhood associations have recently undertaken organizational efforts to identify and address critical issues for the area immediately surrounding the University. The UWM neighborhood is located in one of Milwaukee’s most attractive residential areas. When compared to other urban university neighborhoods across the nation, the UWM neighborhood, and the greater Milwaukee area, contain the attributes of a great university town.

In recent years increased resident and commuter demand for on-street parking, near campus housing, and student-oriented services have affected the neighborhood surrounding the campus, with concerns arising on how to maintain and improve the area’s quality of life. These concerns have intensified efforts to improve the physical/social “town-gown” relationship and find appropriate strategies to resolve campus-neighborhood conflicts.
Area residents’ concerns include parking demands on neighborhood streets; increasing traffic and safety risks; development pressure to increase housing density (occupancies, units per building, and units per block); increasing absentee property ownership with a corresponding increase in unsightly or poor property maintenance and building code violations; and a perceived decline in neighborhood livability closely tied to quality-of-life issues, such as nuisance crimes (e.g., noise, public drunkenness, litter, etc.).

For all these reasons, UWM, the near-university neighborhood groups, and the area’s alderman requested that the city of Milwaukee undertake a comprehensive neighborhood strategy and vision process to identify and address critical issues for the area immediately surrounding the University. After a period of intensive study and data collection, the city issued its report, *A Partnership for Change: A Strategy and Vision for the UWM Neighborhood*, in 2003. The report had three main objectives:

1. Provide a coordinated long-term strategy for addressing neighborhood issues in the critical areas of parking, housing, transit, and quality-of-life.

2. Provide practical methods for implementation with emphasis on community involvement, high quality design, and adding long-term value.

3. Serve as a model for ongoing, collaborative, university neighborhood planning.

The report outlined a series of action steps centering on parking, transit, housing, and quality of life:

**Parking**

The overarching goal is to provide a balanced parking resource for the residents, the University, and visitors. This includes on-street spaces, on-campus lots and/or garages, and off-campus remote facilities linked to campus by transit. The highest priority initiative is increasing on-street parking for neighborhood residents.

**Transit**

The highest priority initiative at present is to increase alternatives to driving to campus by increasing ridership and enhancing service on Milwaukee County Transit System (MCTS) routes that currently serve UWM.

**Housing**

The market for housing on or near campus, compounded by UWM’s limited available land, results in a demand for off-campus rental units far beyond what the neighborhood can sustain or accommodate without undergoing a significant
change in character primarily due to absentee ownership. It is clearly in the long-term interest of the city and the University to preserve property values and community character, therefore a combined strategy is needed to:

- Increase owner occupancy within the neighborhood with the goal of meeting the metro Milwaukee average for home ownership,
- Leverage creative university-operated housing opportunities, and
- Encourage private student housing options within the larger city fabric that are effectively linked to campus by transit.

**Quality of life**

Great university neighborhoods are known for a desirable quality of life that stems from their diverse population, pleasing physical character, and cultural/commercial amenities. Inherent in this diversity is a mix of full-time residents, transient residents (students), nonresident investors (landlords), and visitors each with differing contributions to neighborhood life and activity, and each with differing levels of interest in neighborhood stewardship. Inherent in this mix is a need to maintain balance and reduce conflict. The highest priority initiative for neighborhood residents is to improve neighborhood peace and quiet by addressing the situations and behaviors that cause conflict. Action strategies range from increased police and regulatory action to cooperative efforts that build connections and understanding among the diverse groups.

The University Neighborhoods Association (UNA), formed in 2001, is the group charged with implementation oversight of the report’s recommendations. The UNA is a collaborative partnership consisting of representatives from UWM, the city of Milwaukee, Columbia-St. Mary’s, Milwaukee County, and the leaders of the Murray Hill Neighborhood Association, Cambridge Woods Neighborhood Association, Mariners Neighborhood Association, and the Water Tower Landmark Trust. The UNA meets every other month to discuss neighborhood issues and to track progress in implementing neighborhood initiatives.

Recent actions have included UWM’s hiring of a neighborhood liaison to facilitate and improve communications with the neighborhood; increased neighborhood police patrols; the development of model landlord leases and a landlord compact, and a “Walk-to-Work” brochure that promotes UWM employee home ownership in the UWM neighborhood. The University maintains a Neighborhood Relations website, [http://www.uwm.edu/Dept/Univ_Rel/neighborhood/](http://www.uwm.edu/Dept/Univ_Rel/neighborhood/).
In its dealings with neighborhood residents and business owners, UWM has consistently demonstrated a commitment to open communication and an understanding of how the fortunes of the surrounding neighborhoods and the University are intertwined. A campus of roughly 30,000 students, faculty, and staff inevitably has positive and negative effects on its immediate neighborhood. When concerns have been voiced, UWM has addressed them directly and in a timely manner.

**Public presentation**

As a major institution in southeastern Wisconsin, UWM is often in the news, averaging about 18 stories in a variety of news outlets per week. The Office of University Communications and Media Relations serves UWM, as well as local, national, and international constituencies, by providing timely, accurate, and targeted information on university issues, achievements, and practices. The University’s communications team is staffed with journalists who have been trained in and follow high journalistic standards. The University’s NPR affiliate, WUWM, follows the same high standards when covering the University. Campus media, including the Research Profile magazine and the UWM Report, as well as school and college publications, represent the breadth of the University’s activities to the public. The University’s Speakers Bureau and Experts Directory connect faculty and staff to community organizations and the media. On average, there is one public presentation to a community organization per faculty member each year. In 2002 the University commissioned a telephone survey of residents in Southeastern Wisconsin. The survey of more than 400 adults showed strong public support for the institution: 86 percent of respondents said they thought UWM was a diverse institution and nearly 50 percent said the momentum and visibility of the university had increased in the past year; 74 percent said UWM is a university on the rise and a university for the 21st century; 68 percent of respondents agreed that UWM is “a university engaged with the community.”
Implementation: Compliance and Assessment of Procedural Effectiveness

The procedural documents discussed above provide for implementation, monitoring, and assessment of activities. Chapter 36 invests the Chancellor with executive authority and responsibility for administering the activities of the University, including the budget, academic matters, and auxiliary services. This broad mandate encompasses the development of systems to guarantee compliance with the institutional and unit missions.

The Chancellor has the authority and responsibility to organize his or her office and activities to respond to current circumstances. The divisions of the Chancellor’s office define the organizational responsibilities for academic affairs, administrative affairs, student affairs, university relations, development and university partnerships. Further specification of authority and responsibility is defined in the institution’s subunits, i.e., the administrative offices listed above and the schools and colleges.

Compliance activities mandated by state or federal law, for example, for human subjects review, animal care, equal employment opportunity, and student privacy, which may also be supplementary to the academic mandates of Chapter 36, find their administrative authorization in the broad mandate to the Chancellor.

Below are selected examples of procedural effectiveness:

Equal Opportunity Compliance

UWM provides equal opportunity to all individuals regardless of race, color, creed, sex, sexual orientation, age, national origin, ancestry, marital status, pregnancy, political affiliation, arrest or conviction record, identity as a veteran, Vietnam era veteran, membership in the national guard, state defense force, or any reserve component of the military forces of the United States or this state, or any other characteristic protected by state or federal laws. UWM takes every effort to prevent and eliminate discrimination or harassment against its students and employees.

UWM’s anti-discrimination policy is readily available from the Office of Equity/Diversity Services (EDS) and is posted on its website. The policy is also available from the Office of the Secretary of the University. During the 2003-04 academic year, EDS mailed a copy of its official brochure describing its services to UWM employees and student organizations. It also updated its website to enhance resources promoting diversity and non-discrimination.
UWM offers a variety of general and specific training regarding non-discrimination and diversity. In some instances, EDS provides training in response to complaints and specific requests. In other cases, EDS provides general programming as proactive means of promoting diversity and prohibiting discrimination. These programs include video presentations, panel discussions and workshops. Since the fall of 2002, EDS has sponsored Diversity Dividends, monthly diversity seminars covering a variety of topics.

Responding to discrimination complaints
UWM has designated EDS as the office responsible for addressing discrimination issues. UWM’s anti-discrimination policy informs students and employees about how to seek assistance regarding discrimination concerns and file discrimination complaints. EDS processes complaints consistent with UWM’s policies and procedures that prohibit discrimination. During the 2003-04 academic year EDS received 19 complaints. On average, it took 79 days to resolve a complaint. The complaints are broken down by type and percentage in Figure 7.

Equal opportunity in employment
UWM complies with federal and state laws regarding equal employment. EDS is responsible for creating and maintaining UWM’s Affirmative Action Plan. UWM is aware that equal opportunity, affirmative action and diversity objectives cannot be successfully achieved by one individual. They must be actively implemented by all members of management.

Responsible parties
The Chancellor assumes overall responsibility for the success and implementation of the University’s equal opportunity, affirmative action and diversity program.

Reporting to the Chancellor on campus climate issues, the EDS Director is responsible for preparing and annually updating the affirmative action program; monitoring the implementation and evaluating the results of program action plans; designing audit and reporting systems that will measure program effectiveness; indicating need for remedial action and determining the degree to which goals have been met; working with administrators, supervisors and faculty in setting program goals; reporting on promotions, terminations, and other employment matters; investigating, resolving or otherwise consulting with the Associate Vice Chancellor regarding the disposition of complaints of discrimination and providing recommendations to the Provost; examining employment polices, practices, developing and carrying out affirmative action training programs; and working with minority organizations, women’s organizations and campus community action groups concerned with employment opportunities for minorities and women.

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td>26%</td>
</tr>
<tr>
<td>National Origin</td>
<td>16%</td>
</tr>
<tr>
<td>Age</td>
<td>5%</td>
</tr>
<tr>
<td>Sex</td>
<td>21%</td>
</tr>
<tr>
<td>Disability</td>
<td>16%</td>
</tr>
<tr>
<td>Retaliation</td>
<td>26%</td>
</tr>
</tbody>
</table>

Note: Because some complaints contained multiple allegations, the percentage total is more than 100.
All Vice Chancellors are responsible and accountable for the implementation of the equal employment opportunity, affirmative action and diversity programs within their units and within all divisions or units reporting to them. Specific responsibilities include collecting and reporting all data required by the Office of Equity/Diversity Services for monitoring the equal employment opportunity, affirmative action and diversity program, preparing position announcements and recruitment plans in accordance with established affirmative action search and screen procedures, and ensuring that the criteria established for filling positions are applied to the selection process. In addition, they are responsible for maintaining equitable promotional practices, reviewing termination practices and policies for non-discrimination, maintaining salary equity, creating and maintaining a working environment free of discrimination and harassment, aiding the career advancement of protected group members and providing accommodations to employees with disabilities.

**Policy and information dissemination**

UWM publicizes its commitment to being an equal opportunity employer through a variety of channels. On a biannual basis, the policy is printed in the *UWM Report*, the monthly campus publication that is distributed to all UWM employees and approximately 700 people in the greater Milwaukee community. The Department of University Communications and Media Relations regularly publishes articles addressing equal opportunity programs, progress reports including promotions of minority and female employees, and other articles addressing equal opportunity and affirmative action. News Services and Publications monitors all publications to ensure that they reflect the diversity of UWM.

Internally, the Department of Human Resources distributes the equal employment opportunity policy with the classified personnel handbooks. A copy of UWM’s Affirmative Action Plan, which includes the equal employment opportunity policy, is available in the UWM Libraries for review by the entire UWM and Milwaukee communities. The Vice Chancellor for Administrative Affairs, the Director of the Office Legal Affairs, and the Associate Vice Chancellor of Academic Affairs review all federal and state EEO posting requirements. This review is conducted to ensure compliance with regulating agencies and includes distribution of the equal employment policy to all building managers for posting. Management and other employees engaged in placement, employment, and training, receive briefings on applicable federal, state and local equal employment opportunity laws. UWM’s personnel policies and practices are periodically audited to ensure that they do not discriminate against protected class members.

Equal opportunity is emphasized in UWM’s recruiting practices. The UWM Guide for Faculty & Academic Staff Recruitment, which is posted on the Academic Affairs website, outlines strategies Search and Screen committees can use to attract diverse candidate pools. UWM maintains relationships with major recruiting sources, including
minority and women’s organizations, organizations for veterans, and organizations for individuals with disabilities. UWM’s EEO statement indicating that it is “an equal opportunity employer” has been printed in various media, including the Milwaukee Journal Sentinel, Milwaukee Community Journal, Milwaukee Times, Milwaukee Courier, Milwaukee Star, Spanish Journal, Spanish Times, El Conquistador, and News from Indian Country.

Management of Complaints of Student Academic Misconduct

UWS Chapter 14 and UWM Faculty Document 1686 define the parameters of academic misconduct, sanctions that can be recommended, and due process for appeal.

The following case sample (details expunged) illustrates how UWM handles cases of undergraduate academic misconduct:

- Letter from instructor to student received by Student Affairs Officer on November 19, 2003, detailing the allegation, recommended sanctions, and the justification for the sanctions.

- Letter from Student Affairs Officer to student reiterating allegation of misconduct and recommended sanction and the right to appeal sent November 20, 2003.

- Chapter UWS 14.05 (3) states in part “If a student desires such a hearing, he or she must file a written request with the student affairs officer within 10 days of imposition of the disciplinary sanction by the instructor.”

- Request for hearing from student received December 1, 2003.

- Hearing scheduled and held on December 16, 2003.

- Final decision of the hearing body sent to student December 23, 2003.

This standard process is followed in all cases by the Student Affairs Officer.

During the 2002-03 academic year, 70 cases of undergraduate student academic misconduct were reported. Sixty-three students did not appeal. The allegation stood and the sanction(s) recommended by the instructor were imposed. For the 2003-04 academic year, 47 cases were reported. Only one student requested a hearing, and the original sanction was upheld in that case.

See “Federal Compliance” for information on handling of undergraduate and graduate student complaints.
Graduate student appeals
Policies and procedures relating to graduate student appeals of findings of academic misconduct are outlined in the Graduate Student and Faculty Handbook. The Graduate School publishes and distributes the Handbook annually in print form at the start of each academic year. A separate document, the Graduate Student Academic Appeals and Exceptions Handbook, provides a detailed description of the appeal process and directs students and faculty members to UWS Chapter 14 and Faculty Document 1686 for detailed information on all aspects of academic misconduct. During the 2002-04 period, four cases of graduate student academic misconduct were reported; in one case the student accepted the sanction and did not appeal, in two of the appealed cases sanctions were upheld, and in one appealed case the sanction was overturned. The average time to complete an investigation was 60 days.

Compliance with Open Meetings Law
The Division of University Relations and Communications complies with the Wisconsin Open Meetings Law by continuously maintaining a process designed to accept and post meeting announcements. Clear information about the process is posted on a series of web pages, starting with the page at http://www.uwm.edu/News/Open_Meet/

This page includes:

- Links to currently scheduled open meetings
- A link to an online open meetings form, allowing for easy submission of open meeting notices
- Options for additional ways to submit open meetings forms (FAX, in-person or mail)
- A phone number to call if there are questions about any process relating to open meeting notices
- The deadline for filing open meeting notices
- A link to the Wisconsin Open Meetings Law
- A link to the Wisconsin Department of Justice website offering further information about Open Meetings Law

There also are directions to where notices are physically posted on campus (a display box on the south wall of the Union Concourse immediately west of the entrance).
Trademark Enforcement

Enforcement of trademark policies is coordinated through the office of the director of UWM Auxiliary Services. The University uses Licensing Resource Group (LRG), Holland, Michigan, as its licensing agent. Because LRG is the second largest licensing management company in the United States, most vendors are familiar with working with them and make contact with them to become a licensed vendor. New wholesalers are informed of our use of LRG as our licensing agent.

UWM Auxiliary Services reviews all new applications for use of UWM’s trademarks to ensure they comply with university standards and maintains a record of those approved. On a biannual basis LRG tours the area to determine whether the UWM material on display has been properly licensed. If it has not been licensed, the manufacturer is contacted and informed of the procedure for obtaining a license. If UWM is made aware of a misuse of our marks, the University will contact the offending party and ask that it desist. This has not occurred recently.

UWM Auxiliary Services maintains the records of its reviews and approvals, which may be reviewed upon request through the director’s office.

Compliance with Open Records Laws

A staff member in University Relations and Communications has been designated as the legal custodian of all public records maintained at UWM, except for patient health records that are under the control of the Norris Student Health Center or any other health care provider associated with the University.

Requests to inspect records or to receive copies of records can be made directly to the designated custodian during normal office hours or by mail or e-mail. Requests may be made verbally or in writing, and the requester may remain anonymous if he or she chooses. Records that are readily available will be provided promptly. If a search is necessary to locate records, the requester may be charged the cost of locating them, if the cost exceeds $50.

Records requests are fulfilled as soon as is practicable in accordance with Wisconsin Open Records Law. The standard is seven work days for personnel records and 10 days for all other records, although 45 days is the standard for a request by a student or parent for his or her own records under FERPA (Family Educational Rights & Privacy Act). A database is maintained to show that these standards are met consistently.
Discussion

UWM has systems and processes in place to ensure that it operates with integrity and in a fashion consistent with its mission. The University is attentive to the needs of its internal and external constituents. The one area that the Self-Study team identified as a limiting factor with respect to mission is the overall System structure and its degree of responsiveness to UWM’s unique mission within the System and the state.

Apart from the system-wide Board of Regents, there is no formal board or community decision-making institution for the UWM campus. There are advisory committees, but no equivalent to a board with formal oversight and planning authority, which poses problems for integrating community partnerships into the formal processes of the institution. The Board of Regents has the authority to delegate authority to “committees of the board,” and perhaps this option of creating board subcommittees for particular campuses could be investigated. See 36.09(1)(f):

> The board shall delegate to each Chancellor the necessary authority for the administration and operation of the institution within the policies and guidelines established by the board. The board may also delegate or rescind other authority to Chancellors, committees of the board, administrative officers, members of the faculty and students or such other groups as it deems appropriate.

Because the campus is a unit in the System, it does not have the autonomy to control its own destiny. Most planning and proposals for innovation must pass through a System filter. The advantages of being part of the system include centralized buying and policymaking; for example, for library database acquisition and information technology. The disadvantages relate primarily to institutional flexibility. The campus has difficulty responding rapidly to changing circumstances. Its capacity to restructure administratively, develop new academic programs, and articulate a vision is constrained by the coordinating activities that must take place with other campuses and with the central administration. To fulfill its mission as a research university, UWM must compellingly articulate its unique needs to the Board of Regents, the UW System, and the people of the state of Wisconsin.
Looking Forward

As this document is being finalized, discussions are underway to create research and instructional partnerships across the UW System and among public and private institutions in the Milwaukee area. The University is also exploring four-year degree options in Waukesha County. Decisions regarding options for future development will be grounded in UWM’s mission as a public research university. Our select mission as a research institution located in the heart of the population center of Wisconsin also challenges us to serve the needs of a diverse study body. Creating access for all students to a high-quality education remains of paramount importance.
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.
Overview of UWM’s Strategic Planning History (1995 to present)

This planning cycle occurred at a time when the University experienced financial and enrollment stresses due to state and UW System policies and budgetary decisions. In the five fiscal years from 1992-93 to 1996-97, budget cuts and rescissions totaling $7.2 million from general revenue far exceeded the $1.4 million provided for specific initiatives. Some of these cuts were due to state budget shortfalls, others were due to enrollment declines that were due to system-level mandated “enrollment management” efforts to reduce student enrollment. At the same time (1992-93 to 1994-95), a “Quality Reinvestment Program” required the reallocation of $3.4 million of salary funds to provide faculty and staff raises at the cost of reducing funding for other campus initiatives and for making new hires. The resulting declines in student enrollments (from over 25,000 in 1990 to a low of fewer than 22,000 in 1996) and faculty numbers (from a 1990 headcount of 813 to a 1999 headcount of 707) were obvious by the mid-1990s.

UWM administration recognized the significance of these changes and their implications for UWM’s future. Chancellor John Schroeder initiated strategic planning processes by appointing an ad hoc Academic Planning Committee (APC) composed of faculty, staff, and students. The Chancellor asked the APC to develop a set of strategic initiatives that reflected UWM’s urban mission. By the time of the NCA review, the APC had developed a Vision Statement and identified eleven campus goals in the areas of:

1. Student enrollment, retention and graduation
2. Efficiency
3. Working and learning environment

Nevertheless, the 1995 NCA review team found UWM’s strategic planning efforts insufficient and required a focus visit devoted to the strategic planning process.

Strategic Plan (1996)

In October 1995 the APC distributed the draft strategic plan for comment to the UWM community, its governance committees, and members of the outside community. The faculty Academic Planning and Budget Committee (APBC) provided the collective faculty perspective on the strategic plan in Faculty Document 2028, which subsequently was approved by the Faculty Senate. The final strategic plan was the end result of these campus-wide discussions (June 1996).
The main objective of the plan was “to firmly establish UWM as one of the nation’s premier urban research universities within the next decade and thereby increase the value of a UWM degree and increase the University’s value to Milwaukee and Wisconsin.” The plan focused on four priorities:

1. Strengthening the central functions of creating, disseminating and applying knowledge
2. Stabilizing enrollment and resources
3. Expanding the use of technology
4. Enhancing the campus learning and working environment

Each of these strategic priorities was expanded into one to three initiatives with a few implementation goals.

Provost Kenneth Watters was charged with implementing the strategic plan, and he presented a plan in September 1996 to evaluate progress toward these goals in the form of 50 action steps. The plan’s goals and initiatives provided the basis for budget investments for the 1997-98 to 1999-2000 budgets at a time of increasing state funding driven by rising enrollments. The initial progress report (May 1997) and annual planning documents (1996-99) itemized significant progress toward implementing the action steps across the institution. By the time of the NCA focus visit in 1998, UWM’s strategic planning process had progressed sufficiently to merit this comment in the report: “The campus has also engaged in an effective strategic planning effort, and the success of the effort is found in documented changes tied to planning and prioritizing in this process.”

Program Array Review (1997–98)

The 1996 Strategic Plan directed the campus to “adjust the academic program array to maintain high quality and meet the needs of students.” In response, and with the approval of the Faculty Senate, the campus undertook a general review of its program array during the 1997-98 academic years. The review was coordinated by the APBC, with the participation of the Academic Program and Curriculum Committee (APCC) and Committee on Reviews (COR), the faculty committees that respectively oversee reviews of undergraduate and graduate programs. Departments provided various data about their programs to the review committee that evaluated the quality of programs.

The goal of the PAR was for faculty to “examine our program array because it is the fundamental academic structure of the university which must support our efforts to achieve our basic goal of academic excellence.” The intended result of the review was for campus to
“review and modify its program array to ensure (high quality) and effective utilization of resources (to meet the needs of students).”

The PAR process identified 31 programs across campus as “in need of attention,” meaning that these programs required closer examination to determine if the programs needed strengthening or reorganization or should be phased out. Resources, including faculty lines available by reallocation, were used to strengthen the fifteen programs judged to be most in need. The Provost reallocated $348 thousand of one-time funding and $815 thousand of permanent base funding to address the needs identified by the PAR process, and the schools and colleges provided match funds for most of these allocations. Most of the positions were filled in the 1999-2002 academic years. One doctoral program was closed to applicants; another went through a major reorganization to make it more effective.

The Milwaukee Commitment and Campus Climate (1988–date)

In 1988, the UW System was the first university system to adopt a long-range plan for racial/ethnic diversity. That plan, Design for Diversity, was based on the belief that a public university must serve all the people of the state and must lead the way in increasing educational opportunity for targeted racial/ethnic groups: African Americans, Hispanics/Latinos, Asian Americans (particularly Southeast Asians), and American Indians.

When the 10-year life span of Design for Diversity ended, the UW System’s renewed commitment was embodied in Plan 2008. It builds upon the experience gained in the previous decade and offers a vision of a better, more diverse UW System for the decade ahead. The goal of Plan 2008 is to close the existing gap in educational achievement by bringing participation and graduation rates for African American, Hispanic/Latino, American Indian, and Asian American (especially Southeast Asian) students in the UW System in line with the student body as a whole.

The Milwaukee Commitment

UWM’s campus-specific Plan 2008 is the Milwaukee Commitment, which sets goals and outcomes for the University’s diversity vision. In its first phase (up to 1995), the plan set four goals (with accompanying action steps) that reflected UWM’s setting:

1. Double the number of students served in pre-college programs

2. Increase the proportion of minority students to reflect their numbers in metropolitan Milwaukee and achieve parity in retention and graduation rates
Increase the percentage of minority faculty and staff and achieve parity in promotion rates

Increase institutional accountability for achieving diversity and improving the campus climate

Some progress has been made on these goals. The pre-college goal has been met. In 1995, 17 percent of UWM’s faculty members were persons of color. Today, that has grown to more than 22 percent. The student population proportion of minority students has increased from 10 percent in the mid-80s to 16 percent today. While UWM has achieved gains in these areas in Phase I of the Milwaukee Commitment, there is still much work to be done in diversifying the campus and to improve on outcomes in the area of academic success of the enrolled students. A study of the 1996 freshman cohort shows that the six-year graduation rate for all UWM freshmen is 41 percent—but the six-year graduation rate for UWM freshman who are African American, American Indian, or Hispanic is 23 percent. General campus climate is another concern. The preliminary findings of the Task Force on Race and Ethnicity (the report will be released in spring 2005) indicate that the campus climate falls short of being one that accepts and accommodates people of color (see next section).

These and other concerns will be addressed in the Milwaukee Commitment’s second phase. Following a thorough campus review that began in spring 2004, the “Milwaukee Commitment: Phase II, Closing the Achievement Gap: Retention and Graduation,” was submitted to the Board of Regents in spring 2005. Phase II of the Milwaukee Commitment sets goals and action steps for the campus in the areas of student recruitment and success; faculty and staff recruitment, retention and diversity training; and organizational coordination of the plan’s initiatives. Coordination will be the responsibility of a newly created Advisory Council to the Chancellor on Issues of Race, Ethnicity, and Gender, which will serve as the key planning group around diversity concerns on campus.

Campus climate

In March 2000, Chancellor Zimpher named the Task Force on the Status of Women and charged it to develop a plan to ensure that the talents of women faculty, staff, and students are used effectively. The Task Force presented detailed recommendations in June 2001 and recommended 15 “Quick Wins” (changes that could be implemented immediately) and eight longer-term changes. The implementation of the recommendations was turned over to three teams dealing with accountability and recruitment/retention, work/life, and curriculum. Three progress reports have been issued to date. By fall 2003, action had been taken on 13 of the 15 Quick Wins and five of the longer-term changes. The implementation teams were working on the other recommendations and had timelines to accomplish most of the others.
In summer 2001, the administrative position of the Associate Vice Chancellor for Campus Climate was created. The objective was to establish a high-level position to develop and coordinate programs to address campus climate issues, including diversifying the UWM community and recruitment and retention of faculty and staff. The position grew out of the work of the Task Force on the Status of Women but has also provided effective administrative involvement in initiatives such as the faculty and academic staff mentoring programs, the Task Force on Race and Ethnicity, the development of a new recruitment handbook, and a handbook for department chairpersons. With the creation of the Advisory Council to the Chancellor on Issues of Race, Ethnicity, and Gender, accountability for campus climate will rest at the highest level with the Council; the Director of Equity/Diversity Services and an Associate Vice Chancellor in Academic Affairs are responsible for implementing and monitoring many of the climate-related initiatives.

One such initiative is the Task Force on Race and Ethnicity, which was established in early 2003. Its charge was to investigate the extent to which the UWM environment accepts and accommodates individuals of various racial and ethnic backgrounds and to make recommendations on policies and practices. The task force involved over 100 people in a leadership committee and several working groups. A report is due in spring 2005, but preliminary findings highlight concerns about deficits in diversity training and in managing interpersonal conflicts, the lack of critical mass of diverse faculty, staff and students in many units, and inadequate mentoring and advancement opportunities. Clearly, these are challenges the campus must address in Phase II of the Milwaukee Commitment so that all members of the University community can thrive academically and professionally.

Another group that is working on diversity-related issues is the Advisory Committee on Lesbian, Gay, Bisexual, and Transgender Issues, which was established in 1995. Its role is to study UWM policies and practices that might differentially affect LGBTQ employees and students and to work with campus groups to improve the campus climate for LGBTQ people. It was less active in the late 1990s but has recently resumed its work.

The varied programs and activities summarized here are related to the recognition during the last NCA process and focused site visit of the need to improve UWM’s climate. They are the result of a self-evaluation of the institution’s shortcomings and the development of programs to support the work and study of all students, staff and faculty. Their impact is diffused across campus, and hard to evaluate easily. One measure of their success was the recognition of UWM by *Milwaukee Magazine* as one of the “2003 Best Places to Work for Women.” UWM also received the State of Wisconsin Department of Employee Relations 2002 Annual Diversity Award in recognition of the recruitment and retention of a diverse faculty and staff through
innovative recruitment strategies. However, there is broad agreement across campus that UWM still faces challenges with respect to diversity and campus climate. There is also a strong institutional commitment, clearly articulated by the Chancellor, that UWM has the institutional will and the capability to meet these challenges.

The Milwaukee Idea (1998–date)

Nancy Zimpher became Chancellor in fall 1998 following a search that sought a campus leader who would lead the institution to a higher level of national recognition and regional engagement. She challenged the campus to develop a “Milwaukee Idea” that would accomplish this goal. The Milwaukee Idea was envisioned as an outgrowth of the “Wisconsin Idea,” a turn-of-the-century principle that the “boundaries of the university are the boundaries of the state.” It was also seen as part of a national “Great Cities’ Universities” movement to revitalize urban America by harnessing the expertise of public urban universities. The Milwaukee Idea is also a vehicle for describing the research, instructional, and service strengths of an urban research university to local and statewide constituencies.

The Milwaukee Idea moved UWM’s strategic planning in a new direction because of its emphasis on community engagement, the development of new initiatives, and their alignment with enhanced funding resources. This is still a work in progress. Although Chancellor Zimpher moved on to the University of Cincinnati in 2003, the Milwaukee Idea continues to develop. This review highlights the planning aspects of this effort.

Chancellor’s Zimpher’s 1998 plenary address envisioned a broadly inclusive planning process initiative to develop the Milwaukee Idea. This process started in October 1998 and involved over 200 faculty, staff, students, and community members, who discussed university/community partnerships that would enhance the quality of education, environment and health, and economic development (the “three Es”) of the Milwaukee region. As a result of these discussions, ten “First Ideas” were identified as the initial projects of the Milwaukee Idea built around the idea of community engagement (March 1999). These were funded by the UW System and UWM reallocations, and were inaugurated from 1999 to 2001.

From a planning perspective, the Milwaukee Idea effort resulted in a more proactive, outward-looking approach to thinking about the University’s future. Its development involved many campus stakeholders, and it generated heightened awareness of UWM at the local, state and national levels. While concerns have been raised among some faculty members about the long-term connection between the Milwaukee Idea initiatives and the University’s research mission, the Milwaukee Idea’s energy, creativity, and resonance with larger audiences provide a model for directing the University’s activities toward a common goal.
Investing in UWM’s Future (1999–date)

As the Milwaukee Idea developed, it became clear that UWM needed to integrate its several planning initiatives and to develop a strategy to attract resources to reach its strategic goals. Starting with a campus retreat in April 1999, the campus Investment Plan was developed, discussed, and refined. The final Investment Plan (Investing in UWM’s Future, February 2000) attempted to merge past planning efforts and the Milwaukee Idea, and was endorsed by a broad range of governance entities (including the faculty, academic staff, and student senates). The Investment Plan remains the broadly accepted statement of UWM’s strategic planning goals.

The Investment Plan outlines a series of investments aimed at:

- Positioning UWM as a premier center of learning and research, engaged with its local and global communities
- Enabling a supportive environment for the work and accomplishments of the UWM community

The first goal’s investments included increasing the number of full-time faculty and staff, fostering research, scholarship, and creative activity, and enriching the learning experiences of UWM students. The specific strategies included investments in programs, scholarship, student access and recruitment, and instruction. The second goal’s investments were designed to improve UWM’s infrastructure and environment. The Investment Plan also laid out a number of milestones and accountability measures relevant to the quality of the institution and programs, its community engagement, and its financial resources. The plan envisioned new financial investments of $79 million over three biennia from a mixture of sources: new state funding ($29 million), increased extramural funding ($20.6 million), tuition increases ($20.4 million), spendable gifts ($5 million), and internal reallocations ($4 million).

Following development of the Investment Plan, campus efforts turned to the development of the programs that would implement the strategic plan. The university began building its case for a major investment by the state of Wisconsin. An expanded description of the Investment Plan (Investing in Wisconsin’s Future, June 2000), prepared for the Board of Regents, presented the first overview of UWM’s four-year $25 million budget request for funding the new strategic initiatives. The initiatives were termed “action plans,” and they were developed in a “grassroots” manner. Departments and faculty research groups were asked to develop proposals that were forwarded to the schools and colleges (approximately 200 were submitted). The schools and colleges collected and grouped the proposals and forwarded them for campus-wide evaluation. In fall 2000, the Academic Deans Council (ADC) established action teams (composed of faculty members and administrators) to evaluate, revise, and prioritize the proposals. The
result was a set of twenty action plans. The action teams and the Provost, in consultation with the ADC and APBC, further refined the plans to align the individual action plan investments with the available funding. The action plans and investments for the 2001-03 biennium were completed in Spring 2001. Some additional refinements were made in fall 2001 (after the budget bill was passed) to match state funding.

The investment goals and action plans have been used to guide campus-wide budget planning. Most notably, the 2001-2003 biennial budget provided $16 million for the new initiatives (although the funding was subsequently cut to $11 million due to state budget shortfalls). Various investments were made and the action plan provided the framework for the actual investments (for example, deciding which faculty lines to open for recruitment). Forty-five faculty and 19 staff positions were filled by fall 2003. An additional 16 faculty and two new staff positions were opened for recruitment in 2003-04. The campus has also been assessing and reporting on its progress toward the investment goals, with the Academic Planning and Budget Committee’s leadership.

**Black and Gold Commission (2001-date)**

Based on the campus experience with the Blue Ribbon Committee on the Undergraduate Experience (1994), which led to a series of changes in policies, practices, and outcomes, the UWM Black and Gold Commission was launched by Chancellor Zimpher in 2001. The charge of UWM Black and Gold Commission is to ensure that the quality of the UWM student experience improves as UWM grows in stature as a premier public research university. The Commission developed recommendations on providing a higher quality student experience at UWM as measured by increased retention and graduation rates and higher satisfaction survey rankings. As a planning process, the Black and Gold Commission was highly inclusive, relying extensively on students as team members. Each school and college now has a Black and Gold group, and membership continues to involve students, typically at the level of 50 percent of the group’s membership. (For more detail on Black and Gold initiatives, see “Criterion 3.”)

**Budget Planning Activities (2002-03-present)**

The budget rescissions in 2002-03 required a campus-wide budget strategy. Academic units (at the level of schools and colleges) and non-academic units prepared plans for dealing with budget cuts of 5 to 10 percent, and campus administration examined options for allocating budget cuts across various functional categories such as budget support for teaching, research, student services, physical plant, etc. (these categories are termed “programs” in UWM’s budgets). As the budget situation was clarified, campus administration integrated a
model of function-based cuts (differentially protecting core functions such as teaching and research) with the unit plans to develop a campus-wide plan for dealing with the range of likely budget cuts. In April 2003, this plan was presented at an open forum for discussion by the campus community. Some of the cuts were balanced by increased tuition revenue due to higher enrollment and tuition increases, so the actual budget cuts were relatively minor. Investment plan goals and the related action plans were spared to the extent possible.

Shortly before departing UWM, Chancellor Zimpher challenged the campus and the UW System to build additional programs with national reputations. In summer 2003, Interim Chancellor Robert Greenstreet and Provost John Wanat began planning for strategic investments with institutional funds that had built up from several years of enrollment increases. Approximately $2 million was available to invest in 2003-04 for ‘one-time’ ongoing purposes and in 2004-05 for ongoing purposes. The process was based on a survey of the Deans regarding the impact of the new initiatives and proposals for new investments for both the immediate (2003-04) or future (2004-05 and ongoing) funding. This process resulted in the identification of selected one-time investments for the 2003-04 funding (which were approved), and six possible priorities for the future funding. The priorities for future (2004-05) funding were discussed with other governance bodies (APBC, Faculty Senate) in the late spring and summer of 2004. The result was an Investment Plan that funded positions in selected academic programs (architecture, arts, nursing, health sciences), supported research by increasing funding for the library and graduate student support, and invested in programs for student success and access. At the same time, the Provost asked the schools and colleges to develop planning documents that provide a context for consideration of future investments. The school and college plans were incorporated into the units’ budget plans (late spring and summer, 2004).

Building on the Milwaukee Idea, the Investment Plan is an outward-looking strategic plan that is linked to the development of the University’s resource base. One imperative for the institution is to continue this level of effective strategic planning.

**Conclusions**

A few generalizations can be made about the various strategic planning efforts described above.

1. UWM has undertaken several strategic planning exercises since the mid-1990s. The initial effort was initiated in response to budget and enrollment concerns and encouraged by an external agent (the 1995 North Central Accreditation Review). Since that time, UWM has shifted to a more outward-looking, proactive approach that more closely considers its external constituencies and community.
Parallel to this shift in approach, there has also been a change in the process of strategic planning. The initial planning process (Strategic Plan of 1996) was developed by campus administration and governance groups. Later efforts, such as the Milwaukee Idea, involved more representatives of the wider campus community. The 2000 Investment Plan linked a detailed fiscal plan to the institution’s long-term development and objectives, and gained the participation and support of the campus community. Although there is no single, definitive process for long-term strategic planning at this time, these successes suggest effective strategies for conducting future planning exercises.

There appear to be two levels of planning activity.

(A) Long-term planning exercises are commonly initiated by the administration but require broader involvement and transparency to be effective. The structure of these planning processes varies, but usually the Chancellor and Provost involve the ADC, the APBC, Faculty Senate and Senate of the Academic Staff (and their respective executive committees), classified staff members (through their unions), students, and community representatives.

(B) Short-term choices related to implementing the strategic plans are generally left to the administration and are commonly negotiated between the Provost and the ADC. Administrators’ skill at implementing strategic plans is assessed through their five-year reviews.

Capacity to Respond to Change

UWM’s strategic plan, embodied in the Investment Plan, reflects a sound understanding of the University’s current fiscal capacity, especially the need to secure resources for program enhancement. The Investment Plan looks to increased student enrollment in order to generate revenue for schools and colleges, requests additional funds from the state to support targeted initiatives, plans on research growth of approximately 15 percent annually, and anticipates a significant private gift campaign.

Beginning in the 2003-04 academic year, UWM engaged in a major enrollment planning process. The process was launched on December 2, 2003 at a joint meeting of the Academic Deans Council, Chancellor’s Cabinet, Academic Planning and Budget Committee, University Committee, and Academic Staff Committee.
Enrollment Management Overview
UWM enrollment declined substantially between the mid 1980s and mid 1990s. These declines were costly to the campus in many ways, most significantly because they resulted in cuts to the base budget. Beginning in 1997, following campus investments in recruitment and retention activities, the enrollment began to recover. In adopting its investment plan in 2000, UWM committed itself to increase enrollments by 3 to 4 percent per year to build the breadth and strength of the University and to add to its resource base.

Enrollments did grow within this range to slightly under 27,000 students by fall 2004. While the budget infusion of $11 million in the 2001-03 biennium provided substantial support for UWM’s enrollment growth, subsequent budget cuts placed the burden of enrollment growth increasingly on revenues from tuition without additional state tax dollar support. Absent changes in processes and policies, enrollments are predicted to continue to increase, peaking at slightly fewer than 28,000 in 2010 and then dropping to approximately 27,000 (See Figure 8).

In light of this situation, the campus leadership began a comprehensive review of enrollment capacity and mix (i.e., balance of undergraduate to graduate students, academic profile of incoming students, etc.) in December 2003. After this discussion was launched by the Provost’s presentation of a white paper on UWM’s enrollment status at a campus leadership forum, over 75 faculty and staff participated on subcommittees focusing on capacity/revenues/models, retention, freshmen and high-achieving students, adult/evening/weekend and transfer students, graduate and international students, nonresident students, and online/hybrid delivery students. The work of the subcommittees was compiled by the Enrollment Management Steering Committee into a report issued in August 2004. The goals articulated by the Steering Committee were strongly reinforced by Chancellor Santiago in his September 2004 plenary address to the campus and community:
Unless there are major infusions of new state support, UWM will limit future enrollment growth within the parameters described below:

- The proportion of graduate to undergraduate students will increase.
- The number of international students will increase.
- The size of the freshman class will be capped at approximately its current size.
- Published admission criteria will be reviewed and possibly modified to limit undergraduate enrollment growth and ensure better student preparation for the standard college curriculum.
- Criteria for students admitted under exception to published admission standards will be reviewed and possibly modified to facilitate increased student retention and graduation.
- Multiple points of entry to UWM will be developed to maintain and/or increase access to UWM degree programs for students with varying levels of academic preparedness.
- Retention efforts will be both enhanced and better coordinated to increase student success and satisfaction rates.
- Numbers of high-achieving students applying and attending UWM will increase.
- Increasing proportions of students will live in residence halls.
- Both the number of students of color enrolled at UWM and their success in earning UWM degrees will increase.
- A financial strategy and specific action plans will be formulated to accomplish this vision.

The Enrollment Management Steering Committee began its “Phase 2” work in fall 2004 by forming and charging nine subcommittees to address the goals articulated above. The primary focus has been on undergraduate retention analysis and strategies for improvement. Strategies for limiting enrollment growth are also being pursued, but the immediate urgency has diminished with the leveling of the size of the incoming freshman class. Strategies to increase the number of graduate students have focused on methods by which programs can expand capacity and selection of strategic programs UWM should build in the future.
Based on direction from the Steering Committee and supported by data analyses, the subcommittees working on undergraduate retention improvements are focusing on ways to improve first-year success and retention to the second year for students in the following categories:

- New freshmen entering UWM with remedial placements in both English and math
- New freshmen entering UWM with college-level ACT and placement scores who attain grade point averages of 2.0 or better in their first year
- New freshmen of color, especially to reduce gaps between the success and retention rates of students of color and white students

At this writing, the subcommittees are preparing their final reports and recommendations and, beginning March 4, 2004, the Enrollment Management Steering Committee will review reports from the Subcommittees on the first-year experience, early warning systems, high-achieving students, advising, graduate students, student services, and diversity. The final report of the Enrollment Management Steering Committee will be available in mid-April 2005. The work of the Enrollment Management Steering Committee and subcommittees has been participatory and strongly data-driven.

Chancellor Santiago noted that the work of the Enrollment Management planning is the most important planning in which UWM is currently engaged—there is wide recognition amongst the planning participants and the entire university community that the decisions coming out of this planning will determine UWM’s future at this pivotal time in its evolution.

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**Space**

Enrollment growth has increased pressure on campus space. The Physical Environment Committee (PEC) is a broadly based committee including faculty, students and administrators, along with the Chancellor. The committee makes recommendations for the development of the physical environment of the campus consistent with the mission and with the present and future academic programs of the University.

Classroom space currently is at a premium. Various task forces have dealt with this issue and the related issue of scheduling for classes. In 1999, for example, the enrollment management planning committee sent a questionnaire to department chairs asking, among other things, how dependent the department was on general assignment classrooms that are coordinated and scheduled by the University. The campus established a formal class scheduling policy to ensure better utilization of classroom space and to prevent scheduling conflicts for students,
and this has enabled UWM to absorb additional enrollment. Two ways of coping with the classroom shortage have been to look for space off campus and to offer more courses online or in a hybrid (partly online) format.

UWM’s programs serving nontraditional markets make extensive use of the off-campus and online formats. The UWM College Connection is a collaborative bachelor’s degree program between UWM and participating UW College campuses. The program is designed so that students can earn their bachelor’s degrees from UWM without ever leaving their local College campuses. The first half (or more) of the degree is completed at the two-year campus. Students then apply to UWM and take the upper-level courses leading to the bachelor’s degree through UWM, but the combination of online, compressed video, and classroom instruction at the UW College campus means that students do not have to move to Milwaukee to complete their degrees.

Planning and Emerging Factors

Globalization

UWM is aware of its responsibility to offer programs on international issues to students and the community and of the importance of international education for its students. The UWM Center for International Education (CIE) is the umbrella for internationally focused university functions including student and scholar services, overseas programs and partnerships, and academic programs. CIE fosters a new, interdisciplinary, collaborative, and cooperative approach to international education at UWM, bringing together international and Milwaukee-based scholars and students, fostering a global perspective on local concerns, and linking Milwaukee and the Milwaukee Idea to the world.

CIE includes two institutes (the UW System Institute for Global Studies and the Institute of World Affairs, Wisconsin’s World Affairs Council); key service units (International Student and Scholars Services, Overseas Programs and Partnerships); nationally recognized K-12 outreach initiatives; and a range of academic, research and faculty development programs.

The Center has facilitated a 70 percent increase in study abroad participation in the past four years, the establishment of a new student organization uniting international and US students through intercultural exchanges, and the creation of new faculty lines in several disciplines. A new bachelor’s degree in Global Studies with five distinctive pre-professional tracks, a substantial foreign language requirement, and a core curriculum based in the humanities has also been established.
The Center has established a strong campus-community connection, resulting in a strengthening of university/community relationships through formation of the UWM Partnership Council on International Education and the International Council of Wisconsin. Both councils have representatives from major community international groups as members.

**Demographic shifts**

Achieving the goals outlined in Phase II of the Milwaukee Commitment is critically important to the economic development of southeastern Wisconsin. An analysis of the demographics in this area shows that the proportions of African Americans, Latinos and Southeast Asians in the population entering the workforce are increasing. As the baby boomer generation approaches retirement age, they will be replaced by an increasingly diverse workforce. UWM has a key role to play in successfully educating and preparing this future workforce and thus assuring the economic vitality of the region and the state in the years to come.

**Technology**

In May of 1999, UWM embarked on a four-year project to replace its aging computer system with a modern student administration system. The legacy student administrative systems, which were initially developed over 25 years ago, did not have the functionality necessary to serve students, faculty and staff in today’s web-based work and study environments. Starting in 1997, a team of representatives from across campus spent more that 18 months studying needs and alternatives. PeopleSoft software was determined to be the most appropriate choice for this campus.

As part of the UWM Investment Plan, $6.5 million dollars was approved for this project. Part of the budget was earmarked to create a student data warehouse. At the completion of four years, every module in the system was implemented successfully and upgraded once, with the total project coming in under budget by half a million dollars. Today, class registration via the web can be done from anywhere in the world, students can pay tuition online via credit card or from their bank accounts, and they can use the web to access select information on their applications, records, financial aid, and financial accounts. Instructors have access to class rosters and grade reporting via the web. The data warehouse is utilized by administrators to manage student support services and to better understand and respond to trends.

**Assessment of Needs**

Both the UWM Strategic Plan and the Milwaukee Idea were built from extensive environmental scans that involved campus and community representatives. To illustrate UWM’s attention to the changing needs of the population it serves, the following paragraphs outline UWM’s recent initiatives in the areas of health care and the aging of the U.S. population.
Health care and aging initiatives

With the number of people over age 60 expected to double in the next 25 years, the Age and Community initiative is working to expand research and scholarship on aging, develop new degree and nondegree programs in gerontology, and train practitioners in the latest techniques for working with older adults. The Bader Foundation has provided $5 million to endow a chair in applied gerontology in the Department of Social Work and to offer scholarships to students in the field of aging. An internationally known scholar in aging occupies the new chair. Efforts to develop a Ph.D. program in Social Work with an emphasis in gerontology are also underway.

The Health Sciences Ph.D. is a new interdisciplinary degree program that enrolled its first students in fall 2004. The program is uniquely designed to develop future teaching and research faculty who will fill the critical need for faculty in such academic areas as Communication Sciences and Disorders, Clinical Laboratory Sciences, Human Movement Sciences, Occupational Therapy, and Physical Therapy. The program also will prepare researchers who are employed or seeking employment outside higher education. Students enrolled in the program will work with research faculty in a selected area of concentration and also complete cross-disciplinary and core courses that emphasize an interdisciplinary perspective in health-related education and research.

UWM’s new master’s in Health Care Informatics fills a crucial need in Wisconsin’s public health arena. As health care organizations merge into larger health care enterprises, their administrative and clinical information systems have become more complex. The growing volume, sophistication, and complexity of information technology have led to a shortage of informatics professionals in many fields, but none more dramatically than in health care. For the period between 2000 and 2010, national, regional, and Wisconsin labor statistics report and anticipate significant growth in health care informatics occupations.

Similarly, the new Ph.D. in Medical Informatics will meet anticipated demand for researchers in the field. The degree program is housed in the College of Engineering and Applied Science; other partners in this interdisciplinary program include the College of Health Sciences, the College of Nursing, the School of Business Administration, the School of Information Studies, and the Medical College of Wisconsin. Students in the doctoral program will train to become future leaders in the use of information systems in healthcare delivery, research and education. A unique feature of this Ph.D. program is its interdisciplinary approach. The program combines the collective strengths in the participating units to offer advanced training that integrates clinical and administrative applications of information technology in medicine and health care.
The Ph.D. program in Nursing prepares scholars to conduct independent and collaborative research and to improve the quality of care by expanding the body of nursing knowledge. Scholars are prepared to serve the urban community and improve the general accessibility and acceptability of health care. Graduates have careers as educators, researchers, and leaders in nursing and in health care and policy formulation. The doctoral program provides opportunities for students to influence health from an urban perspective. Research, teaching, and practice are directed toward enhancing the health of those who live and work in urban centers. The College of Nursing has developed two options in addition to the traditional Ph.D. program. The online option provides web-based delivery of courses for students with master’s degrees in nursing and the B.S.-to-Ph.D. option is designed for students with a bachelor’s degree in nursing.

Together, UWM’s new health and aging initiatives and degree programs are addressing areas of anticipated need for advanced practitioners and Ph.D.s. Additional examples of UWM’s responsiveness to changing societal needs are presented in “Criterion 5.”

**Adhering to Core Values**

In the midst of its forward-looking planning activities, UWM is also mindful of its origins and preserves its unique heritage. The themes of serving the metropolitan Milwaukee area by increasing access to higher education and adding to the knowledge base that defines a great city have persisted through time.

Leading up to UWM’s establishment in 1956, a commission was established by the governor to study education in the lakeshore area. Newspaper articles reacting to the report pointed out the benefits of a city university, noting that UWM would enable many city residents to get a college education.

UWM’s first Chancellor, J. Martin Klotsche, pointed out in his 1972 history of the University that “its urban location was clearly its unique opportunity, and its special responsibilities, consequent upon this location, became more and more important.” As noted by Klotsche, the urban mission led directly to the establishment of programs such as medical technology, a department of urban affairs, a center for economic education, a criminal justice major, a center for Afro American studies, and a Spanish-speaking outreach institute.

In May 1986, a nine-person task force of civic leaders as well as leaders of the UWM faculty and academic staff issued a report entitled *UWM and the Future of Metropolitan Milwaukee*. The task force, chaired by community leader Frank J. Pelisek, made 15 recommendations targeting how UWM could serve as a catalyst to the improvement of Milwaukee’s economy, cultural and physical environment, and the overall health and well-being of the area’s residents.
Preparing for the Future

The strategic planning process used in 1995 involved the Academic Planning Committee, which sponsored a retreat with a panel of community members and shared drafts of the plan with campus and community constituents. This planning process led to four global strategies. Chief among these was strengthening and more effectively integrating the University’s central functions of creating, disseminating and applying knowledge. UWM also sought to advance its stature as a center of scholarly excellence and improve its position in the Carnegie ranking of Research II universities; to enrich the learning experiences of UWM students; and to expand UWM’s urban mission and reinforce the University’s commitment to enhancing the quality of life and economic base of the Milwaukee metropolitan area and the state of Wisconsin.

Finally, in its most recent strategic planning endeavors, the University’s Milwaukee Idea and the Investment Plan capture these same themes that have existed since UWM was established.

UWM’s Resource Base

The data on UWM’s fiscal resources are contained in the annual financial reports that are published in early to mid fall for the prior fiscal year. These reports are the primary source of the fiscal data because they summarize the actual expenditures. (There is also a similar set of annual budget reports produced early in the fiscal year that forecast the planned expenditures.) The financial reports list revenue in the broad categories of state support, student fees and tuition, program revenue, federal support, and gift income. These are further broken down into several categories (See Figure 9). Revenues have climbed steadily from $271 million in 1995-96 to $430 million in 2002-03 (except for a decline in federal support between 1996-97).

Figure 9. Plot of Revenue Sources, 1995-96 to 2003-04

Note: For 95-96 and 96-97 data do not allow separation of federal grant and contracts from federal student aid, so those data are not shown.
State general program revenue (GPR) gradually declined from 32.7 percent (1995-96) to 30.0 percent (2002-03) of the revenue, but declined sharply in 2002-03 to 28.1 percent. This decline is mirrored by an increase in revenue from student fees (tuition) that slowly rose from 18.1 percent of the revenue in 1995-96 to 19.0 percent in 2002-03, and then increased to 19.6 percent in 2002-03. Another revenue source that rose markedly was federal grants and contracts that increased from $11.6 million (1995-96) to $28.7 million (2002-03). The most significant shift in 2003-04 is that state GPR further declined to 24.3 percent of revenue and tuition increased to 23.1 percent of revenue.

### Expenditures

The uses of funds are reported in three ways:

1. By “divisions” equivalent to academic and administrative units

![Figure 10. Use of Funds by Division, All Funds](image-url)
By “program” in reference to the major purpose of the expenditure (i.e., instruction, research, public service, academic support, student services, etc.)

By “classifications” that refer to the type of expenditure (salaries, fringes, capital expenditures, student aid, etc.)

The uses of funds by division illustrate the campus-wide allocations among academic and administrative units (See Figure 10). Some of the variations among academic units reflect funding allocations related to tuition revenue adjustments that benefited units with growing enrollment and allowed them to pay their additional instructional costs. Starting in 1999-00, when UWM began experiencing planned enrollment growth, the tuition revenue increases generated by enrollment increases were directed back to the schools and colleges that were offering courses to these additional students. The uses of funds by program indicate that funding has varied across the basic institutional functions (See Figure 11). Public service activities, physical plant, and instructional support have received modest increases while research, student services, and student aid all increased by relatively large amounts.

Figure 11. Uses of Funds by Program, All Funds
The uses by major expenditure demonstrate that the largest expenditure categories in 2001-02 were salaries and fringe benefits (55.5%), for supplies and services (23.2%), and for student aid (20.9%) (See Figure 12). The expenditures for capital projects (construction, major remodeling) show an irregular but significant decline since 1995-96.

These data demonstrate some significant changes over the last decade. Each of these carries with it an important point for the University’s future.

The level of state support (as represented by GPR as a portion of the budget) has declined from one-third to one-quarter. Tuition now provides nearly a quarter of the budget and is expected to rise in the next few years (See Figures 13 and 14). The increasing reliance on tuition as a revenue source suggests that management of enrollment will be critical for the University. Student recruitment, retention, and degree completion must be a major concern of the institution.

Federal grants and contracts have increased by 134 percent ($11.6 million to $28.7 million) from 1997-98 to 2002-03 (See Figure 15). These funds support a growing research program within the University, and reflect the campus’ success in attracting good research faculty. This has required considerable startup investments. The University will need to continue to invest in research infrastructure to maintain this growth rate.

Gift income has nearly doubled from its low point in 1996-97 ($6.4 million to $11.7 million) but still constitutes a small part of the overall revenue stream. A strong and successful gift campaign is needed to provide income for new projects.
Capital building projects are almost entirely funded by state allocations, and this funding has decreased to about half its 1995-96 level. The exception was the Zelazo Center, a significant expansion of space for the Arts that was funded by a $7.5 million gift. The University may need to develop additional funding sources for capital projects to maintain its ability to upgrade the campus infrastructure, as was done for the Zelazo Center.

There have been considerable investments in the Milwaukee Idea and Investment Plan projects. Some of the funding is reflected in the use of funds by division (See Figure 10) but this does not include the new faculty and staff positions distributed among the various academic units. The impact of these programs will be carefully evaluated because they provide a means to attract increased state support; the APBC’s spring 2005 assessment of Investment Plan hiring strategies is an example of the oversight of governance groups in this area.
Human Resources

UWM employs approximately 3,500 people (2002-03) in a variety of different types of appointments. Positions are divided into classified and unclassified categories, each with five to six different appointment types, some of which are further subdivided into numerous job titles. The major appointment types are faculty, academic staff (instructional and non-teaching), and classified staff.

Several patterns emerge from the history of appointments since the mid-1990s (See Figures 16 and 17), some of which are related to the mid-1990s enrollment drop and subsequent recovery of enrollments from the late-1990s to present. The number of faculty and graduate students (teaching assistants) mirrors the enrollment numbers, although the increase in faculty numbers was delayed a year or two. The instructional academic staff also grew as enrollments rebounded. The growth of the non-teaching academic staff (unclassified staff) and clerical (classified staff) ranks was accompanied by declines in the number of professional and LTE employees (both classified staff). The growth of the non-teaching academic staff is the largest factor in the increase in non-instructional employees.
Data on the distribution of part-time employees is relatively consistent over time (See Figure 18). There has been a drop in the percentage of part-time employees among academic staff (both instructional and non-teaching).

Two structures are needed to make effective use of this diverse academic workforce. First, an effective human resources organization is needed to serve the campus community. Second, development programs must be available to serve the varying needs of different employees. The Human Resources department reports through the Academic Affairs Division, and has responsibility for recruitment and classification of positions, labor relations management, benefits administration, workers compensation management, and HRIS. A reorganization several years ago reduced the number of internal administrative levels. The unit has three major initiatives:

Figure 17. Instructional FTE Employees by Appointment Types, 1995-96 to 2003-04

![Graph showing the distribution of instructional FTE employees by appointment types from 1995-96 to 2003-04.](image)

Figure 18. Percentage of Part-time Appointments by Types, 1995-96 to 2003-04

![Graph showing the percentage of part-time appointments by types from 1995-96 to 2003-04.](image)
Continuous quality improvement of processes and procedures

Enhanced customer service

Outreach to the campus and urban community

Employee Development

The employee development programs are diverse. One of the oldest is the Center for Instructional and Professional Development (CIPD), established in 1981 to improve student learning and instructional effectiveness. CIPD reports to the Provost, and offers a number of workshops and speakers, administers UW-System grant programs, and helps individual instructors. CIPD also provides a two-day training session for teaching assistants to develop their understanding of instructional approaches and student learning styles. This effort has been strongly supported by the GTA Union, and is written into the current union contract. The Learning Technology Center is part of CIPD and provides training in a wide variety of instructional technology tools.

The Provost’s office supports mentoring programs for faculty (beginning in 1993-94) and academic staff (beginning in 2001-02) and the Employee Development website, which provides individualized information for faculty and staff on professional development events, mentoring, and orientation for new hires.

Three major challenges face UWM in the development of the workforce it will need over the next decade.

1. The culture of career development needs to be nurtured throughout the organization. Quite simply, we are all being called upon to contribute in many ways, and need to learn how to learn from each other. Fostering this culture is a collective responsibility of all administrative units.

2. Career pathways for academic and classified staff members need to be strengthened. More instructional academic staff should be moved into probationary/permanent status, if the positions fill permanent needs.

3. The balance of faculty and instructional academic staff needs to be closely examined.
The UW System annually requests each campus to develop a six-year major project list for capital projects. These requests cover three biennial budget cycles, and it often takes longer than six years to complete the projects. The planning process requires the capital requests to be prioritized and developed as they move up the priority list. The list is developed by the Campus Facilities and Planning office, the administrative unit responsible for planning related to campus facilities (preparing capital budget requests, programming new projects, and acting as liaison with UW System and state agencies). The Physical Environment Committee reviews and makes recommendations regarding capital requests.

Since 1995, several major capital projects have been undertaken; some are still under way (Table D-7). Most of the projects were remodeling and facility upgrades. The projects that added additional space were the Zelazo Center purchase (67,193 GSF), the new tower of the Sandburg Residence Halls (143,780 GSF), the Klotsche Center addition (134,700 GSF), and the Field Station Research Laboratory (3,060 GSF). The funds for the capital projects (totaling $130,807,744) were provided by the state Building Trust Funds (84.8%), Program Revenue (9%), the Wisconsin Initiative for State Technology and Applied Research (0.5%), and Gifts (5.7%) (See Figure 19).

### Figure 19. Capital Projects (> $100,000) 1995-97 to 2003-05 biennia

#### BUILDING PURCHASES, ADDITIONS OR RENOVATIONS

- Bolton Hall Remodeling: $3,689,000
- Sabin Hall Remodeling: $6,926,000
- Lapham Hall South Wing Renovation: $11,500,000
- Lapham Hall North Wing Renovation: $10,295,000
- Klotsche Center Addition, Parking, and Remodeling: $42,117,000
- Spainshts Plaza Renovation: $1,886,300
- Student Union: $4,645,000
- Zelazo Center for the Performing Arts: $7,500,000
- Fine Arts Capital Renewal: $4,341,000

#### CLASSROOM OR LABORATORY RENOVATIONS OR UPGRADES

- Classroom and Lecture Hall Renovations (Curtin, EMS, Enderis, Merrill): $4,298,000
- Mitchell Hall Student Photo Laboratory Ventilation: $391,000
- Chemistry Building Fume Hoods: $4,310,000
- Chemistry NMR Equipment: $356,000
- GLRF Aquaria Life Support System: $110,000
- GRLF Functional Genomics Laboratory: $455,000
- Field Station Research Laboratory: $435,000
- Field Station Laboratory Renovation: $150,000

#### INFRASTRUCTURE IMPROVEMENTS AND REPAIRS

- Telecommunications Wiring: $1,000,000
- Primary Electrical System Distribution: $3,698,000
- Heat Plant Boiler Upgrade, Chiller Retubing: $1,177,000
- Fire Alarm/Protection Systems (Campus, Sandburg Hall, Student Union): $6,140,830
- Arts Center ADA Compliance: $485,400
- Library Safety and Security Improvements: $295,300
- Elevators (Cunningham, Curtin, Enderis, EMS, University Center for Continuing Education): $2,761,200
- Electrical and HVAC (Art Building, Holton, Enderis, Music Building, Merrill, Johnston, Greene, Lapham, EMS): $3,501,914
- Window Replacements (Merrill, Engelmann): $785,200
- Mitchell HVAV Box Replacement: $1,952,300
- Exterior Repairs (Alumni House, Curtin, Mitchell): $1,126,000
- Sandburg Residence Hall: $1,025,000
- Parking (Sandburg, EMS, Student Union): $924,800
- Engelmann Field Lighting: $350,000
- Kenilworth Soil Remediation: $650,000

#### PLANNING ACTIVITIES

- GRLF Master Plan Study: $130,000
- Columbia Campus Feasibility Study: $850,000
The 2005-2011 capital development list includes the following projects, in order of their listed prioritization. Several projects are broken into two or three phases:

**Columbia Hospital**
Columbia-St. Mary’s Hospital is constructing a new facility with a projected completion date of 2008-09. The present Columbia Hospital is adjacent to UWM and its acquisition would present a landmark opportunity for a major expansion. This project is currently in the planning phase, and campus anticipates asking for funding in the 2005-07 biennium for a feasibility study and land acquisition. Cost not yet determined.

**Physics Building renovation and addition**
The Physics Building needs a complete renovation to correct building design shortfalls and to provide space for research and instruction. A new wing is planned to accommodate research needs that cannot be addressed in the existing building. Estimated cost: $33.9 million.

**Golda Meir Library remodeling and addition**
The Library building requires remodeling and expansion to improve student services, library operations, collection management, and space for a technology center. Estimated cost: $34.2 million.

**Great Lakes Research Facility (GLRF) remodeling and facilities development**
GLRF’s new “master plan” provides the framework for development of the facility. The projected projects include development of an aquatic science and biotechnology facility, site development (boat storage, aquaculture space, utilities), and remodeling of the west end of the facility. Estimated cost: $21 million.

**Mitchell Hall remodeling**
Mitchell Hall is 92 years old, and requires remodeling to address the many instructional, research, and support services housed in it. Estimated cost: $17.5 million.

**Arts Center remodeling**
This project will target three buildings within the Art Center to accommodate changes in their program and technology applications as well as electrical and HVAC needs. Estimated cost: $8 million.

**EMS Building remodeling and addition**
The Engineering and Mathematical Sciences Building needs remodeling to address instructional and research needs that were not anticipated when it was built in the 1960s. Programmatically, the biggest needs are interdisciplinary research centers and computer support space. Estimated cost: $25.9 million.

**Cunningham Hall remodeling and addition**
Cunningham Hall is used by the College of Nursing, and the
College of Letters and Science. The major needs are HVAC upgrade, expansion and renovations to both instructional and research space. Estimated cost: $17.3 million.

The University also owns a large (490,502 GSF) former factory building, the Kenilworth Building, one mile south of the main campus. The space is underutilized and is used for art studios and storage. The University is moving forward with a $68 million redevelopment, funded by bonds issued by the Redevelopment Authority of the City of Milwaukee and underwritten by UWM’s commitment to an operating lease. The developer will convert the existing building into two buildings separated by pedestrian green space providing access to the Oak Leaf bicycle trail. The west building will include approximately 179 apartments intended for approximately 370 upper-class, graduate, and married students, approximately 144 parking spaces, and 10,000 square feet of street-level retail space. The east building will include instructional, office, and studio space for the Peck School of the Arts, approximately 82 parking spaces, and 16,500 square feet of street-level retail space.

UWM also leases space. In 1995 the School of Continuing Education (SCE) moved its operations into the downtown, centrally located Plankinton Building. SCE has 50,000 square feet of administrative space on the 6th floor of the Plankinton Building; 50,000 square feet of conference space on the 7th floor, and approximately 8,000 square feet of unremodeled space on the 5th floor that is used for some of Arts and Humanities courses such as movement, painting, acting and improvisation.

The planned capital projects will provide new laboratory spaces, improve instruction, and upgrade support services. Most of the projects are state-funded remodeling projects of existing campus buildings. Some projects (Physics Building, Golda Meir Library) will add additional space; others (Kenilworth) will allow full use to be made of existing space. The most important project is the potential acquisition of the Columbia Hospital facility because it represents a unique opportunity to expand the “footprint” of the main campus. If part of the hospital can be remodeled for residence hall space, that would meet a pressing campus need—student demand for campus housing exceeds capacity in the Sandburg Towers, which has space for 2,500 residents.

An additional funding source is the state’s laboratory modernization fund for the improvement of the instructional and research infrastructure. The level of funding has remained virtually unchanged in the study period.

A major challenge facing the University is obtaining sufficient funds for improving the campus infrastructure. State support for capital projects has decreased over the past decade, and the funding for laboratory modernization remains unchanged. The University has not
prepared private funds to offset this decline. The state procedures for major projects can be slow (for example, it takes two years to update a research laboratory if the cost is over $100,000) and may stretch major renovation out over several bienniums (the Physics Building project is currently estimated as a six-year renovation).

**Using Data for Institutional Effectiveness**

UWM has systems in place to collect, analyze, and use organizational data. The 1996 strategic plan, the PAR process, the Milwaukee Idea, the Investment Plan—all of the planning activities outlined in this chapter have been informed by institutional data, which has also been used, to varying degrees, to track their implementation. The strategic plan formed the basis of school/college/division assessments in the annual budget planning processes in 1997-98 through 1999-2000. The Investment Plan, adopted in 2000, underwent a midpoint evaluation in 2003. The results of the midpoint evaluation have been used in planning for the 2004-05 budget. In the area of campus climate, the Task Force on the Status of Women has followed up on its 2001 report with three progress reports indicating action on the recommendations. The accomplishments of the Milwaukee Idea are described annually in the Report to the Milwaukee Community. In the PAR process, departmental data on scholarly productivity and extramural funding helped identify programs that either met quality expectations or needed further attention. Several programs were identified as needing attention to maintain program strength and were provided with additional funds, primarily for faculty. Members of the Black and Gold Commission, the Task Force on Race and Ethnicity, and the Enrollment Management initiative also drew on institutional data in their work. The Phase II of the Milwaukee Commitment report has assessment indicators embedded throughout the plan to ensure accountability.

The UW System Office of Policy Analysis and Research is a data resource for UWM as well. The office develops and publishes research briefs on topical areas such as enrollment trends, student retention and outcomes, faculty workload, compensation and pay equity, and multicultural student success. The office compiles annual accountability reports from each campus in the System. Our annual submission, “Achieving Excellence at UWM,” provides data on issues such as providing access for Wisconsin citizens, support services that facilitate student academic success, providing a campus environment that fosters learning and personal growth, and utilizing resources in an efficient and effective manner:

This report is part of an overall effort by the UW System to express a commitment to self-assessment. The goals and measures presented are intended to provide a description of the many ways in which UW–Milwaukee is achieving
excellence. For each goal, there is one measure that is common to all UW institutions. These common measures reflect the mission of the UW System as a whole. In addition to the common measures, UW–Milwaukee has selected several supplementary measures that are reflective of its specific institutional mission and values. These unique campus-specific measures are useful as a means of providing context to the performance on the system-wide measures.

The Office of Resource Analysis, working with the Provost and Provost’s staff, provides data informing decisions on budgets, enrollment, and retention. The new Office of Assessment has taken on the role of coordinating and communicating reports and institutional data. For example, the Office of Assessment has promoted awareness and understanding of UWM’s National Survey of Student Engagement (NSSE) results through a workshop and by developing new materials for UWM’s assessment website.

The Office of Resource Analysis annually provides budget, financial, and departmental reports to the campus. The budget report shows how UWM’s resources are organized into a spending plan reflecting educational priorities and public policy. The financial report provides a comprehensive view of both sources and uses of funds. The use of funds is broken down by division, program (school or college) and expenditure classification. Monitoring data at the department level is facilitated by “department profiles” that contain seven years of longitudinal data on student enrollments, retention and graduation, on instructional delivery efficiency measures, and on measures of scholarly productivity and research funding. In addition, the Graduate School provides monthly updates on faculty scholarly productivity and grants.

From a technology perspective, UWM has invested significantly in the development of data systems. As part of the investment to replace the legacy student information system with software from PeopleSoft starting in 1999, UWM budgeted $450,000 to create a new data warehouse. UWM has also actively participated in the planning for UW System financial data warehouses and Human Resources warehouses. These rich sources of data are also made available to UWM departmental staff for purposes of providing management information and the ability to assess performance. Planning is underway to augment the staffing in the Data Administration department to incorporate more sources of data into the data warehouse and to increase assessment capabilities.

Finally, the Internal Audit Department has a mission to inform and advise management personnel by providing them with objective analyses, appraisals, recommendations, and pertinent comments concerning the operations for which they are responsible. The Department reviews the reliability and integrity of information and internal controls.
Planning Processes and Their Alignment with UWM’s Mission

Campus-wide planning processes have developed since 1995 to integrate the University’s mission with a set of strategic initiatives. The initiatives are part of a well-articulated Investment Plan that will enhance both the financial resources and the programs of the institution. This will increase UWM’s ability to fulfill the varied aspects of its mission within the state.

Some of the key parts of UWM’s mission are its obligations to provide a wide array of degree programs, a balanced program of applied and basic research, and a faculty who are active in public service. The planning processes developed since the mid-1990s are tied directly to the campus mission. The Milwaukee Idea challenged the campus community to identify research areas that fit the opportunities of the University, to build links to the surrounding business community, and to strengthen the University’s community engagement in ways that would benefit the city, the metropolitan area, and the state. The broad themes were aligned under the “3Es”: Education, Environment and Economy. The Investment Plan established campus goals and priorities within an overall vision of the institution’s future that balanced its teaching, research and engagement values.

The outcomes are best illustrated by considering some specific examples of initiatives that grew out of the campus’ strategic planning processes, and the resulting campus investments.

- The Institute of Environmental Health was one of the Milwaukee Ideas’ First Ideas, and initiated in August 2001 as collaboration among the colleges of Letters and Science, Nursing, Health Sciences and the School of Education. The Institute has developed projects in support of basic research (zebrafish genomics and toxicology), applied science (public health issues related to fish consumption among Hmong in Wisconsin), and education (pre-college programs and teaching modules). This has been done by building multidisciplinary collaborations between the participating colleges, a pilot grant program, and by working for the establishment of new research clusters.

- The Urban Teacher Education initiative is a major commitment by the University to engage with the Milwaukee Public Schools (MPS) to provide new educators (teachers, counselors, administrators, etc.). About a dozen faculty members have been hired in support of this effort. This initiative has developed to include a campus-wide Carnegie grant in collaboration with MPS to engage not only the School of Education, but also the College of Letters and Science and the Peck School of the Arts in enhancing teacher preparation.
and supporting graduates during their early teaching career. Another large NSF grant supports an UWM-MPS partnership in mathematics.

- Biotechnology was one of the initiatives funded under the New and Expanded Programs theme of the Milwaukee Idea budget request. The goals are to build a research cluster that builds on existing strengths in Biosciences and Chemistry, and to establish a new master’s degree program that will supply graduates for biotech employers in Wisconsin. Three new faculty members arrived in fall 2003, with a fourth starting in fall 2004. The campus has invested nearly $500 thousand in renovating new research space and is in the process of purchasing an instrument array for the research cluster. The three new faculty members have already submitted $5.7 million in grant proposals to the NSF, the NIH, and other funding sources. The entitlement to plan the new master’s program was submitted to UW System in spring 2003.

The Investment Plan framework provided the overall strategic plan at the campus level since 2000. In 2003-04, the Provost asked the major administrative (administrative affairs, student affairs, UWM libraries, etc.) and academic (schools and colleges) units to write planning documents that reviewed the past few years and that presented a plan for the future. These plans provide a framework for the various initiatives these units proposed for funding in the next few years. This process resulted in a set of plans that are integrated with Investment Plan goals and provide guidance for future development.

The linkages between the strategic planning and budgeting processes are best seen in the directions provided by the Provost for school and college budget requests, and the investments made with new state funding provided for the Milwaukee Idea First Ideas and the initiatives developed for the Investment Plan.

Planning and Budgeting

The Provost and his staff meet with academic units on an annual basis to review the school and college budget plans, usually over the summer near the start of the new fiscal year. These discussions are wide-ranging and include both past performance and potential impacts of planned investments. The expectation is that academic units demonstrate how their decisions are implementing campus-level planning priorities.

One clear example of the impact of planning on budget choices is the number of new faculty hires associated with the initiatives that arose from the planning processes. New faculty members have been hired to build or enhance basic and applied research, student learning, and community engagement. A considerable number of new faculty and
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staff joined UWM from fall 2002 to fall 2004 in relation to the new initiatives in Urban Teacher Preparation (11 hired, 8 in recruitment), Information Professions (9 hired, 3 in recruitment), Online (3 hired), College Connections (7.5 hired, 1 in recruitment), New and Expanded Programs (10 hired, 1 in recruitment), Academy of Scholars (3.5 hired), Education Pathways (1.5 hired, 1 in recruitment), Health Partnerships (4 hired, 1 in recruitment), Aging (1 hired, support for two other positions), Basic and Applied Research (5 hired, 2 in recruitment) Technology Research (1 hired, 1 in recruitment), Pre-College (2 hired), and Economic Opportunities (1 hired).

Planning and budget are clearly linked through some of the processes used to develop budget requests. For example, the procedure for capital budget requests is that they are developed by the Campus Facilities Planning office and reviewed by the Physical Environment Committee. The Library Committee reviews both budgets and strategic plans for the Golda Meir Library so that the plans are placed in an accurate budgetary context. Several committees on campus deal with various aspects of technology (data systems, campus portal project, infrastructure, etc.) and all proposals are developed to include the budgetary implications of the plans. The point is that planning processes are closely tied with budget considerations at all levels because our fiscal resources limit the projects we can undertake. Therefore any serious plan needs to include both the programmatic impacts and the budgetary implications of implementation.

Implementation

Schools and colleges make operational decisions regarding allocating resources in key areas such as faculty and staff recruitment, academic program development, community engagement activities, and budget management. These decisions are generally based on department-level recommendations that are integrated at the school and college level. The Provost and the Provost’s staff annually review these plans during budget meetings in the early summer prior to the fiscal year.

Some resource decisions are constrained by the ongoing obligations and needs of the units, particularly in the area of instruction. However, most units have opportunities to make choices based on the unit and campus’ long-range plans. The faculty provides advice to the Deans on such decisions through either annual planning retreats or planning committees. The most common types of decisions are briefly discussed below with some examples.

Faculty hires

UWM does not control positions centrally. Positions remain in the schools, colleges, or divisions where vacancies occur. The University as a whole is regulated in total positions available through the UW System. Faculty lines are opened to cover critical departmental needs due to departing faculty or to develop new program strengths. The Investment Plan called for building new faculty clusters in selected
areas. This quickly resulted in department-level consideration of faculty lines, and the hiring of many new faculty members (about 45, not counting faculty starting in fall 2004) in support of the new initiatives. Other hires were the result of school and college plans that promoted diverse goals such as establishing a specific research area (nanotechnology in Engineering), increasing research productivity (Nursing, for example), and supporting a new degree program (Biochemistry in Letters and Science).

Budget
Campus and school and college plans and goals affect many of the budget choices within the institution. Some examples of this at the campus level are (a) the reallocation of $2 million to support a graduate fellowship program to enhance our ability to recruit high-quality graduate students, (b) the new or increased funding of campus support units for Milwaukee Idea initiatives and the Honors program, and (c) the funding of laboratory remodeling for new research initiatives in biotechnology and zebrafish genomics (about $750 thousand to date). At the school and college level, plans have influenced budget allocations in support of research (through startup and staff positions), teaching (such as the opening of permanent teaching academic staff lines in critical areas), and the research infrastructure (computer labs, L&S technology group, etc.).

Inclusiveness of Planning Processes
Planning processes have evolved through time to involve a wider group of constituencies. Prior to the 1996, there was little strategic planning at the campus level. Chancellor Schroeder drew upon various UWM constituencies (administrators, faculty, staff, and students) to develop a strategic plan. The development of the Milwaukee Idea included input from the community outside the University, and highlighted the role of community partnerships in the future of the University. Many of the outside constituencies are represented on the advisory boards of the new initiatives, thereby providing a structural role for groups beyond the University to contribute to planning processes.

The involvement of external constituencies varies across the schools and colleges. Several of the professional schools (Business, Engineering, Health Sciences, Nursing, Social Welfare) have formal advisory boards with community and alumni representation. Other units have advisory groups for important programs (such as the School of Information Science’s BSIR and MLIS programs, the School of Continuing Education’s Nonprofit Certificate program, etc.) or major community projects. The most notable of these is the involvement of the School of Education, Peck School of the Arts, and the College of Letters and Science in the Milwaukee Partnership Academy along with the Milwaukee Public Schools (MPS), Milwaukee Area Technical College, the Milwaukee Teachers Association, the Private Industry Council, and the Milwaukee Association of Commerce. This group has worked to coordinate and integrate work to improve teaching in MPS.
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The Graduate School has well-developed links to other academic units. The various faculty governance bodies (most significantly, the Graduate Faculty Council), the network of graduate program advisors, the annual reviews of graduate programs, and the various research-related programs (Research Awards, Travel Award, etc.) provide numerous opportunities for communication between the Graduate School and the other units. These formal and informal links have led to an increased emphasis on promoting research activity among the faculty.

The University of Wisconsin governance structure provides a framework for involving internal constituencies in major campus decisions at several levels. Various committees review specific recommendations related to planning: good examples are the Physical Environment Committee that reviews capital requests, and the Academic Program and Curriculum Committee (APCC) that reviews and approves new programs. At a broader level, the Academic Planning and Budget Committee (APBC) is a campus planning unit that includes faculty, staff and administrators. It has been involved in the main planning exercises, although the structure of its involvement needs clarification (see recommendations). Finally, major campus plans are reviewed by representative governance bodies (such as the Faculty Senate and Senate of the Academic Staff). Our practice is that these bodies must approve the plans for them to be considered accepted by the campus community.

The Black and Gold committees have provided students an opportunity to directly contribute to guiding campus’ activities. The committees are mixtures of students, faculty, staff, and administrators. They have discussed a variety of concerns important to students with the goal of developing recommendations for improving the student experience. The significance of these committees has been to involve both students and campus leaders in an ongoing dialog on how to improve the University.
Collectively the analysis presented earlier in this chapter can be combined into three main recommendations.

1) **Build on lessons learned in past strategic planning exercises**

Strategic planning exercises have proceeded in an ad hoc manner, with different processes being used at different times. UWM’s experience has yielded some insights about basic parameters that need to be incorporated:

1. Establish a planning group that represents the spectrum of campus constituents, and community and external stakeholders. Such a group is not currently part of our governance structure, but this may be appropriate.

2. Plans need to be considered within the goals of the institution’s mission, the nature of the regional community, and the campus research and teaching infrastructure.

3. Plans must have a sound fiscal component. New initiatives that attract additional investments are particularly valuable.

4. An assessment process needs to be built into the plan.

This may take varied forms, ranging from specific targets (enrollment, research activity, funding, etc.) to less quantitative engagement goals.

The recommendation is to establish the framework for such planning exercises that identifies which governance bodies and administrative offices are responsible for collaborating in the design of the planning body, which review and comment on the resulting strategic plans, which are responsible for their implementation, and which assess and review the progress of the plan’s implementation. The recommendation is to establish the responsibility for these tasks based on our experience to date. The committee does not recommend that a detailed process be codified because it would be advantageous to retain flexibility in planning procedures.

2) **Develop better systems to communicate resource and budget allocations**

The existing resource systems are largely organized to provide annual reports and summaries of data regarding revenue, expenditures, enrollments, etc., and are generally available online. The data and the accompanying narratives contain a lot of useful information for understanding UWM’s resources. However, the reports retain the format of their “paper” heritage and are not designed for comparisons of trends over more than three years. It can also be quite
time-consuming to relate the mega-campus budget picture to the more detailed record presented in the “Red Book” (the UW-System Administration annual budget). This often results in a gap between the data that are accessible and what is needed for planning and decision making.

The recommendation is to develop data systems that make resource allocations easier to understand and access. The intention is to make the realities of the budgets and resources more transparent to the UWM community. UW–Stout did this a few years ago, and it helped everyone understand their resource realities, and improved the level of their campus planning and budget discussions. The ongoing development of UWM’s data warehouse will be a great benefit in this regard.

Another suggestion is to conduct periodic campus-wide reviews or forums about the data systems with the goals of identifying the data needs of campus units, and to synthesize the critical data for making decisions and developing strategic plans.

3) Establish review procedures that allow assessment and provide lines of accountability for implementing strategic plans

The impact of strategic plans can be difficult to measure because they extend across a wide range of activities and involve a diversity of academic and administrative units. In some areas, the most important results may be readily quantifiable, and less so in others. However, there is wide consensus that a meaningful assessment is vital for measuring progress, identifying effective programs, and reporting to various stakeholders.

Various components should be incorporated within such review processes. These might include:

1. Development of specific benchmarks or targets during the planning process to help evaluate the effectiveness of a plan’s implementation. It will be easier to identify meaningful assessment goals at the start of the process (and modify them if needed) than to attempt this later.

2. Establishment of a regular review of unit-level needs and resource allocations in light of the institution’s long-term goals. Such a review will help target needs for new resources, and indicate areas for resource reallocations if the planning goals are to be met.

3. Identification of the administrative unit with the authority and accountability for implementing strategic plans, and incorporate this into the five-year review of administrators.

The Phase II of the Milwaukee Commitment document and the Milwaukee Idea annual report guidelines are good models of how this can be accomplished.
The 2004-05 year is an important juncture for UWM. Here are a few of the significant events taking place:

- Chancellor Carlos E. Santiago, UWM’s seventh Chancellor, has taken the helm and clarified to the campus and community the goals of enhancing UWM’s research base and scholarly strengths, limiting future enrollment growth, and enhancing the quality and diversity of the student body and its success in attaining educational goals.

- UWM is nearing the end of the six-year Investment Plan
  - The Milwaukee Idea “First Ideas” have built momentum for three years despite not being fully funded.
  - Most of the Milwaukee Idea “Action Plans” funded with 2001-03 biennial budget funds have been launched fully or in part.
  - Black and Gold Committees have defined issues and are implementing initiatives to meet the student success and satisfaction goals of the Investment Plan.
  - Research expenditures increased by 63 percent from 1998-99 through 2002-03, reflecting UWM’s renewed commitment to becoming a premier research university.
  - Program development has resulted in the addition of three new Ph.D. programs—bringing the total to 20—with others in planning stages.

- The University has been very successful over the last three years in meeting its financial goals by expanding its resource base. Critical to that expansion was a sizeable increase in new state funds. But UWM has also been affected by the serious budget deficits facing the state and the nation, and needs to look to an immediate future of ‘flat-line’ state support, and likely reductions in financial support, for its initiatives.

- Budget conservation strategies were implemented to absorb budget cuts in ways that would protect to the greatest extent possible the instructional, research and student service missions. The campus needs to examine both the impact and the effectiveness of those strategies.
• Given that tuition revenues increasingly make up a major portion of potential new revenues, UWM has begun a critical examination of its enrollment capacity and profile.

• Conversations on “taking UWM to the next level” have begun by critically evaluating those selective programs to lead UWM into greater recognition as a premier research university.

• Investments have been made in selected programs.

• New Ph.D. programs will be developed in areas of faculty strengths.

The campus priorities as reflected above are continuing as defined in UWM’s current strategic plan—its Investment Plan. But there is a clear call for more definitive choices that will need to be made. Collectively, UWM will need to decide which programs will lead UWM in becoming a nationally recognized public research university. The University must also determine how to manage enrollment, integrating access and excellence to increase academic success for all students.
Overview of UWM’s Strategic Planning History (1995 to present)

This planning cycle occurred at a time when the University experienced financial and enrollment stresses due to state and UW System policies and budgetary decisions. In the five fiscal years from 1992-93 to 1996-97, budget cuts and rescissions totaling $7.2 million from general revenue far exceeded the $1.4 million provided for specific initiatives. Some of these cuts were due to state budget shortfalls, others were due to enrollment declines that were due to system-level mandated “enrollment management” efforts to reduce student enrollment. At the same time (1992-93 to 1994-95), a “Quality Reinvestment Program” required the reallocation of $3.4 million of salary funds to provide faculty and staff raises at the cost of reducing funding for other campus initiatives and for making new hires. The resulting declines in student enrollments (from over 25,000 in 1990 to a low of fewer than 22,000 in 1996) and faculty numbers (from a 1990 headcount of 813 to a 1999 headcount of 707) were obvious by the mid-1990s.

UWM administration recognized the significance of these changes and their implications for UWM’s future. Chancellor John Schroeder initiated strategic planning processes by appointing an ad hoc Academic Planning Committee (APC) composed of faculty, staff, and students. The Chancellor asked the APC to develop a set of strategic initiatives that reflected UWM’s urban mission. By the time of the NCA review, the APC had developed a Vision Statement and identified eleven campus goals in the areas of:

1. Student enrollment, retention and graduation
2. Efficiency
3. Working and learning environment

Nevertheless, the 1995 NCA review team found UWM’s strategic planning efforts insufficient and required a focus visit devoted to the strategic planning process.

Strategic Plan (1996)

In October 1995 the APC distributed the draft strategic plan for comment to the UWM community, its governance committees, and members of the outside community. The faculty Academic Planning and Budget Committee (APBC) provided the collective faculty perspective on the strategic plan in Faculty Document 2028, which subsequently was approved by the Faculty Senate. The final strategic plan was the end result of these campus-wide discussions (June 1996).
The main objective of the plan was “to firmly establish UWM as one of the nation’s premier urban research universities within the next decade and thereby increase the value of a UWM degree and increase the University’s value to Milwaukee and Wisconsin.” The plan focused on four priorities:

1. Strengthening the central functions of creating, disseminating and applying knowledge
2. Stabilizing enrollment and resources
3. Expanding the use of technology
4. Enhancing the campus learning and working environment

Each of these strategic priorities was expanded into one to three initiatives with a few implementation goals.

Provost Kenneth Watters was charged with implementing the strategic plan, and he presented a plan in September 1996 to evaluate progress toward these goals in the form of 50 action steps. The plan’s goals and initiatives provided the basis for budget investments for the 1997-98 to 1999-2000 budgets at a time of increasing state funding driven by rising enrollments. The initial progress report (May 1997) and annual planning documents (1996-99) itemized significant progress toward implementing the action steps across the institution. By the time of the NCA focus visit in 1998, UWM’s strategic planning process had progressed sufficiently to merit this comment in the report: “The campus has also engaged in an effective strategic planning effort, and the success of the effort is found in documented changes tied to planning and prioritizing in this process.”

**Program Array Review (1997–98)**

The 1996 Strategic Plan directed the campus to “adjust the academic program array to maintain high quality and meet the needs of students.” In response, and with the approval of the Faculty Senate, the campus undertook a general review of its program array during the 1997-98 academic years. The review was coordinated by the APBC, with the participation of the Academic Program and Curriculum Committee (APCC) and Committee on Reviews (COR), the faculty committees that respectively oversee reviews of undergraduate and graduate programs. Departments provided various data about their programs to the review committee that evaluated the quality of programs.

The goal of the PAR was for faculty to “examine our program array because it is the fundamental academic structure of the university which must support our efforts to achieve our basic goal of academic excellence.” The intended result of the review was for campus to
“review and modify its program array to ensure (high quality) and effective utilization of resources (to meet the needs of students).”

The PAR process identified 31 programs across campus as “in need of attention,” meaning that these programs required closer examination to determine if the programs needed strengthening or reorganization or should be phased out. Resources, including faculty lines available by reallocation, were used to strengthen the fifteen programs judged to be most in need. The Provost reallocated $348 thousand of one-time funding and $815 thousand of permanent base funding to address the needs identified by the PAR process, and the schools and colleges provided match funds for most of these allocations. Most of the positions were filled in the 1999-2002 academic years. One doctoral program was closed to applicants; another went through a major reorganization to make it more effective.

**The Milwaukee Commitment and Campus Climate (1988–date)**

In 1988, the UW System was the first university system to adopt a long-range plan for racial/ethnic diversity. That plan, Design for Diversity, was based on the belief that a public university must serve all the people of the state and must lead the way in increasing educational opportunity for targeted racial/ethnic groups: African Americans, Hispanics/Latinos, Asian Americans (particularly Southeast Asians), and American Indians.

When the 10-year life span of Design for Diversity ended, the UW System’s renewed commitment was embodied in Plan 2008. It builds upon the experience gained in the previous decade and offers a vision of a better, more diverse UW System for the decade ahead. The goal of Plan 2008 is to close the existing gap in educational achievement by bringing participation and graduation rates for African American, Hispanic/Latino, American Indian, and Asian American (especially Southeast Asian) students in the UW System in line with the student body as a whole.

**The Milwaukee Commitment**

UWM’s campus-specific Plan 2008 is the Milwaukee Commitment, which sets goals and outcomes for the University’s diversity vision. In its first phase (up to 1995), the plan set four goals (with accompanying action steps) that reflected UWM’s setting:

1. Double the number of students served in pre-college programs

2. Increase the proportion of minority students to reflect their numbers in metropolitan Milwaukee and achieve parity in retention and graduation rates
3 Increase the percentage of minority faculty and staff and achieve parity in promotion rates

4 Increase institutional accountability for achieving diversity and improving the campus climate

Some progress has been made on these goals. The pre-college goal has been met. In 1995, 17 percent of UWM’s faculty members were persons of color. Today, that has grown to more than 22 percent. The student population proportion of minority students has increased from 10 percent in the mid-80s to 16 percent today. While UWM has achieved gains in these areas in Phase I of the Milwaukee Commitment, there is still much work to be done in diversifying the campus and to improve on outcomes in the area of academic success of the enrolled students. A study of the 1996 freshman cohort shows that the six-year graduation rate for all UWM freshmen is 41 percent—but the six-year graduation rate for UWM freshman who are African American, American Indian, or Hispanic is 23 percent. General campus climate is another concern. The preliminary findings of the Task Force on Race and Ethnicity (the report will be released in spring 2005) indicate that the campus climate falls short of being one that accepts and accommodates people of color (see next section).

These and other concerns will be addressed in the Milwaukee Commitment’s second phase. Following a thorough campus review that began in spring 2004, the “Milwaukee Commitment: Phase II, Closing the Achievement Gap: Retention and Graduation,” was submitted to the Board of Regents in spring 2005. Phase II of the Milwaukee Commitment sets goals and action steps for the campus in the areas of student recruitment and success; faculty and staff recruitment, retention and diversity training; and organizational coordination of the plan’s initiatives. Coordination will be the responsibility of a newly created Advisory Council to the Chancellor on Issues of Race, Ethnicity, and Gender, which will serve as the key planning group around diversity concerns on campus.

Campus climate

In March 2000, Chancellor Zimpher named the Task Force on the Status of Women and charged it to develop a plan to ensure that the talents of women faculty, staff, and students are used effectively. The Task Force presented detailed recommendations in June 2001 and recommended 15 “Quick Wins” (changes that could be implemented immediately) and eight longer-term changes. The implementation of the recommendations was turned over to three teams dealing with accountability and recruitment/retention, work/life, and curriculum. Three progress reports have been issued to date. By fall 2003, action had been taken on 13 of the 15 Quick Wins and five of the longer-term changes. The implementation teams were working on the other recommendations and had timelines to accomplish most of the others.
In summer 2001, the administrative position of the Associate Vice Chancellor for Campus Climate was created. The objective was to establish a high-level position to develop and coordinate programs to address campus climate issues, including diversifying the UWM community and recruitment and retention of faculty and staff. The position grew out of the work of the Task Force on the Status of Women but has also provided effective administrative involvement in initiatives such as the faculty and academic staff mentoring programs, the Task Force on Race and Ethnicity, the development of a new recruitment handbook, and a handbook for department chairpersons. With the creation of the Advisory Council to the Chancellor on Issues of Race, Ethnicity, and Gender, accountability for campus climate will rest at the highest level with the Council; the Director of Equity/Diversity Services and an Associate Vice Chancellor in Academic Affairs are responsible for implementing and monitoring many of the climate-related initiatives.

One such initiative is the Task Force on Race and Ethnicity, which was established in early 2003. Its charge was to investigate the extent to which the UWM environment accepts and accommodates individuals of various racial and ethnic backgrounds and to make recommendations on policies and practices. The task force involved over 100 people in a leadership committee and several working groups. A report is due in spring 2005, but preliminary findings highlight concerns about deficits in diversity training and in managing interpersonal conflicts, the lack of critical mass of diverse faculty, staff and students in many units, and inadequate mentoring and advancement opportunities. Clearly, these are challenges the campus must address in Phase II of the Milwaukee Commitment so that all members of the University community can thrive academically and professionally.

Another group that is working on diversity-related issues is the Advisory Committee on Lesbian, Gay, Bisexual, and Transgender Issues, which was established in 1995. Its role is to study UWM policies and practices that might differentially affect LGBTQ employees and students and to work with campus groups to improve the campus climate for LGBTQ people. It was less active in the late 1990s but has recently resumed its work.

The varied programs and activities summarized here are related to the recognition during the last NCA process and focused site visit of the need to improve UWM’s climate. They are the result of a self-evaluation of the institution’s shortcomings and the development of programs to support the work and study of all students, staff and faculty. Their impact is diffused across campus, and hard to evaluate easily. One measure of their success was the recognition of UWM by Milwaukee Magazine as one of the “2003 Best Places to Work for Women.” UWM also received the State of Wisconsin Department of Employee Relations 2002 Annual Diversity Award in recognition of the recruitment and retention of a diverse faculty and staff through
innovative recruitment strategies. However, there is broad agreement across campus that UWM still faces challenges with respect to diversity and campus climate. There is also a strong institutional commitment, clearly articulated by the Chancellor, that UWM has the institutional will and the capability to meet these challenges.

The Milwaukee Idea (1998–date)

Nancy Zimpher became Chancellor in fall 1998 following a search that sought a campus leader who would lead the institution to a higher level of national recognition and regional engagement. She challenged the campus to develop a “Milwaukee Idea” that would accomplish this goal. The Milwaukee Idea was envisioned as an outgrowth of the “Wisconsin Idea,” a turn-of-the-century principle that the “boundaries of the university are the boundaries of the state.” It was also seen as part of a national “Great Cities’ Universities” movement to revitalize urban America by harnessing the expertise of public urban universities. The Milwaukee Idea is also a vehicle for describing the research, instructional, and service strengths of an urban research university to local and statewide constituencies.

The Milwaukee Idea moved UWM’s strategic planning in a new direction because of its emphasis on community engagement, the development of new initiatives, and their alignment with enhanced funding resources. This is still a work in progress. Although Chancellor Zimpher moved on to the University of Cincinnati in 2003, the Milwaukee Idea continues to develop. This review highlights the planning aspects of this effort.

Chancellor’s Zimpher’s 1998 plenary address envisioned a broadly inclusive planning process initiative to develop the Milwaukee Idea. This process started in October 1998 and involved over 200 faculty, staff, students, and community members, who discussed university/community partnerships that would enhance the quality of education, environment and health, and economic development (the “three Es”) of the Milwaukee region. As a result of these discussions, ten “First Ideas” were identified as the initial projects of the Milwaukee Idea built around the idea of community engagement (March 1999). These were funded by the UW System and UWM reallocations, and were inaugurated from 1999 to 2001.

From a planning perspective, the Milwaukee Idea effort resulted in a more proactive, outward-looking approach to thinking about the University’s future. Its development involved many campus stakeholders, and it generated heightened awareness of UWM at the local, state and national levels. While concerns have been raised among some faculty members about the long-term connection between the Milwaukee Idea initiatives and the University’s research mission, the Milwaukee Idea’s energy, creativity, and resonance with larger audiences provide a model for directing the University’s activities toward a common goal.
Investing in UWM’s Future (1999–date)

As the Milwaukee Idea developed, it became clear that UWM needed to integrate its several planning initiatives and to develop a strategy to attract resources to reach its strategic goals. Starting with a campus retreat in April 1999, the campus Investment Plan was developed, discussed and refined. The final Investment Plan (Investing in UWM’s Future, February 2000) attempted to merge past planning efforts and the Milwaukee Idea, and was endorsed by a broad range of governance entities (including the faculty, academic staff, and student senates). The Investment Plan remains the broadly accepted statement of UWM’s strategic planning goals.

The Investment Plan outlines a series of investments aimed at:

- Positioning UWM as a premier center of learning and research, engaged with its local and global communities

- Enabling a supportive environment for the work and accomplishments of the UWM community

The first goal’s investments included increasing the number of full-time faculty and staff, fostering research, scholarship and creative activity, and enriching the learning experiences of UWM students. The specific strategies included investments in programs, scholarship, student access and recruitment, and instruction. The second goal’s investments were designed to improve UWM’s infrastructure and environment. The Investment Plan also laid out a number of milestones and accountability measures relevant to the quality of the institution and programs, its community engagement, and its financial resources. The plan envisioned new financial investments of $79 million over three biennia from a mixture of sources: new state funding ($29 million), increased extramural funding ($20.6 million), tuition increases ($20.4 million), spendable gifts ($5 million), and internal reallocations ($4 million).

Following development of the Investment Plan, campus efforts turned to the development of the programs that would implement the strategic plan. The university began building its case for a major investment by the state of Wisconsin. An expanded description of the Investment Plan (Investing in Wisconsin’s Future, June 2000), prepared for the Board of Regents, presented the first overview of UWM’s four-year $25 million budget request for funding the new strategic initiatives. The initiatives were termed “action plans,” and they were developed in a “grassroots” manner. Departments and faculty research groups were asked to develop proposals that were forwarded to the schools and colleges (approximately 200 were submitted). The schools and colleges collected and grouped the proposals and forwarded them for campus-wide evaluation. In fall 2000, the Academic Deans Council (ADC) established action teams (composed of faculty members and administrators) to evaluate, revise, and prioritize the proposals. The
result was a set of twenty action plans. The action teams and the Provost, in consultation with the ADC and APBC, further refined the plans to align the individual action plan investments with the available funding. The action plans and investments for the 2001-03 biennium were completed in Spring 2001. Some additional refinements were made in fall 2001 (after the budget bill was passed) to match state funding.

The investment goals and action plans have been used to guide campus-wide budget planning. Most notably, the 2001-2003 biennial budget provided $16 million for the new initiatives (although the funding was subsequently cut to $11 million due to state budget shortfalls). Various investments were made and the action plan provided the framework for the actual investments (for example, deciding which faculty lines to open for recruitment). Forty-five faculty and 19 staff positions were filled by fall 2003. An additional 16 faculty and two new staff positions were opened for recruitment in 2003-04. The campus has also been assessing and reporting on its progress toward the investment goals, with the Academic Planning and Budget Committee’s leadership.

Black and Gold Commission (2001-date)

Based on the campus experience with the Blue Ribbon Committee on the Undergraduate Experience (1994), which led to a series of changes in policies, practices, and outcomes, the UWM Black and Gold Commission was launched by Chancellor Zimpher in 2001. The charge of UWM Black and Gold Commission is to ensure that the quality of the UWM student experience improves as UWM grows in stature as a premier public research university. The Commission developed recommendations on providing a higher quality student experience at UWM as measured by increased retention and graduation rates and higher satisfaction survey rankings. As a planning process, the Black and Gold Commission was highly inclusive, relying extensively on students as team members. Each school and college now has a Black and Gold group, and membership continues to involve students, typically at the level of 50 percent of the group’s membership. (For more detail on Black and Gold initiatives, see “Criterion 3.”)

Budget Planning Activities (2002-03-present)

The budget rescissions in 2002-03 required a campus-wide budget strategy. Academic units (at the level of schools and colleges) and non-academic units prepared plans for dealing with budget cuts of 5 to 10 percent, and campus administration examined options for allocating budget cuts across various functional categories such as budget support for teaching, research, student services, physical plant, etc. (these categories are termed “programs” in UWM’s budgets). As the budget situation was clarified, campus administration integrated a
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model of function-based cuts (differentially protecting core functions such as teaching and research) with the unit plans to develop a campus-wide plan for dealing with the range of likely budget cuts. In April 2003, this plan was presented at an open forum for discussion by the campus community. Some of the cuts were balanced by increased tuition revenue due to higher enrollment and tuition increases, so the actual budget cuts were relatively minor. Investment plan goals and the related action plans were spared to the extent possible.

Shortly before departing UWM, Chancellor Zimpher challenged the campus and the UW System to build additional programs with national reputations. In summer 2003, Interim Chancellor Robert Greenstreet and Provost John Wanat began planning for strategic investments with institutional funds that had built up from several years of enrollment increases. Approximately $2 million was available to invest in 2003-04 for ‘one-time’ ongoing purposes and in 2004-05 for ongoing purposes. The process was based on a survey of the Deans regarding the impact of the new initiatives and proposals for new investments for both the immediate (2003-04) or future (2004-05 and ongoing) funding. This process resulted in the identification of selected one-time investments for the 2003-04 funding (which were approved), and six possible priorities for the future funding. The priorities for future (2004-05) funding were discussed with other governance bodies (APBC, Faculty Senate) in the late spring and summer of 2004. The result was an Investment Plan that funded positions in selected academic programs (architecture, arts, nursing, health sciences), supported research by increasing funding for the library and graduate student support, and invested in programs for student success and access. At the same time, the Provost asked the schools and colleges to develop planning documents that provide a context for consideration of future investments. The school and college plans were incorporated into the units’ budget plans (late spring and summer, 2004).

Building on the Milwaukee Idea, the Investment Plan is an outward-looking strategic plan that is linked to the development of the University’s resource base. One imperative for the institution is to continue this level of effective strategic planning.

Conclusions

A few generalizations can be made about the various strategic planning efforts described above.

1 UWM has undertaken several strategic planning exercises since the mid-1990s. The initial effort was initiated in response to budget and enrollment concerns and encouraged by an external agent (the 1995 North Central Accreditation Review). Since that time, UWM has shifted to a more outward-looking, proactive approach that more closely considers its external constituencies and community.
Parallel to this shift in approach, there has also been a change in the process of strategic planning. The initial planning process (Strategic Plan of 1996) was developed by campus administration and governance groups. Later efforts, such as the Milwaukee Idea, involved more representatives of the wider campus community. The 2000 Investment Plan linked a detailed fiscal plan to the institution’s long-term development and objectives, and gained the participation and support of the campus community. Although there is no single, definitive process for long-term strategic planning at this time, these successes suggest effective strategies for conducting future planning exercises.

There appear to be two levels of planning activity.

(A) Long-term planning exercises are commonly initiated by the administration but require broader involvement and transparency to be effective. The structure of these planning processes varies, but usually the Chancellor and Provost involve the ADC, the APBC, Faculty Senate and Senate of the Academic Staff (and their respective executive committees), classified staff members (through their unions), students, and community representatives.

(B) Short-term choices related to implementing the strategic plans are generally left to the administration and are commonly negotiated between the Provost and the ADC. Administrators’ skill at implementing strategic plans is assessed through their five-year reviews.

**Capacity to Respond to Change**

UWM’s strategic plan, embodied in the Investment Plan, reflects a sound understanding of the University’s current fiscal capacity, especially the need to secure resources for program enhancement. The Investment Plan looks to increased student enrollment in order to generate revenue for schools and colleges, requests additional funds from the state to support targeted initiatives, plans on research growth of approximately 15 percent annually, and anticipates a significant private gift campaign.

Beginning in the 2003-04 academic year, UWM engaged in a major enrollment planning process. The process was launched on December 2, 2003 at a joint meeting of the Academic Deans Council, Chancellor’s Cabinet, Academic Planning and Budget Committee, University Committee, and Academic Staff Committee.
Enrollment Management Overview

UWM enrollment declined substantially between the mid 1980s and mid 1990s. These declines were costly to the campus in many ways, most significantly because they resulted in cuts to the base budget. Beginning in 1997, following campus investments in recruitment and retention activities, the enrollment began to recover. In adopting its investment plan in 2000, UWM committed itself to increase enrollments by 3 to 4 percent per year to build the breadth and strength of the University and to add to its resource base.

Enrollments did grow within this range to slightly under 27,000 students by fall 2004. While the budget infusion of $11 million in the 2001-03 biennium provided substantial support for UWM’s enrollment growth, subsequent budget cuts placed the burden of enrollment growth increasingly on revenues from tuition without additional state tax dollar support. Absent changes in processes and policies, enrollments are predicted to continue to increase, peaking at slightly fewer than 28,000 in 2010 and then dropping to approximately 27,000 (See Figure 8).

In light of this situation, the campus leadership began a comprehensive review of enrollment capacity and mix (i.e., balance of undergraduate to graduate students, academic profile of incoming students, etc.) in December 2003. After this discussion was launched by the Provost’s presentation of a white paper on UWM’s enrollment status at a campus leadership forum, over 75 faculty and staff participated on subcommittees focusing on capacity/revenues/models, retention, freshmen and high-achieving students, adult/evening/weekend and transfer students, graduate and international students, nonresident students, and online/hybrid delivery students. The work of the subcommittees was compiled by the Enrollment Management Steering Committee into a report issued in August 2004. The goals articulated by the Steering Committee were strongly reinforced by Chancellor Santiago in his September 2004 plenary address to the campus and community.
Unless there are major infusions of new state support, UWM will limit future enrollment growth within the parameters described below:

- The proportion of graduate to undergraduate students will increase.
- The number of international students will increase.
- The size of the freshman class will be capped at approximately its current size.
- Published admission criteria will be reviewed and possibly modified to limit undergraduate enrollment growth and ensure better student preparation for the standard college curriculum.
- Criteria for students admitted under exception to published admission standards will be reviewed and possibly modified to facilitate increased student retention and graduation.
- Multiple points of entry to UWM will be developed to maintain and/or increase access to UWM degree programs for students with varying levels of academic preparedness.
- Retention efforts will be both enhanced and better coordinated to increase student success and satisfaction rates.
- Numbers of high-achieving students applying and attending UWM will increase.
- Increasing proportions of students will live in residence halls.
- Both the number of students of color enrolled at UWM and their success in earning UWM degrees will increase.
- A financial strategy and specific action plans will be formulated to accomplish this vision.

The Enrollment Management Steering Committee began its “Phase 2” work in fall 2004 by forming and charging nine subcommittees to address the goals articulated above. The primary focus has been on undergraduate retention analysis and strategies for improvement. Strategies for limiting enrollment growth are also being pursued, but the immediate urgency has diminished with the leveling of the size of the incoming freshman class. Strategies to increase the number of graduate students have focused on methods by which programs can expand capacity and selection of strategic programs UWM should build in the future.
Based on direction from the Steering Committee and supported by data analyses, the subcommittees working on undergraduate retention improvements are focusing on ways to improve first-year success and retention to the second year for students in the following categories:

- New freshmen entering UWM with remedial placements in both English and math
- New freshmen entering UWM with college-level ACT and placement scores who attain grade point averages of 2.0 or better in their first year
- New freshmen of color, especially to reduce gaps between the success and retention rates of students of color and white students

At this writing, the subcommittees are preparing their final reports and recommendations and, beginning March 4, 2004, the Enrollment Management Steering Committee will review reports from the Subcommittees on the first-year experience, early warning systems, high-achieving students, advising, graduate students, student services, and diversity. The final report of the Enrollment Management Steering Committee will be available in mid-April 2005. The work of the Enrollment Management Steering Committee and subcommittees has been participatory and strongly data-driven.

Chancellor Santiago noted that the work of the Enrollment Management planning is the most important planning in which UWM is currently engaged—there is wide recognition amongst the planning participants and the entire university community that the decisions coming out of this planning will determine UWM’s future at this pivotal time in its evolution.

**Space**

Enrollment growth has increased pressure on campus space. The Physical Environment Committee (PEC) is a broadly based committee including faculty, students and administrators, along with the Chancellor. The committee makes recommendations for the development of the physical environment of the campus consistent with the mission and with the present and future academic programs of the University.

Classroom space currently is at a premium. Various task forces have dealt with this issue and the related issue of scheduling for classes. In 1999, for example, the enrollment management planning committee sent a questionnaire to department chairs asking, among other things, how dependent the department was on general assignment classrooms that are coordinated and scheduled by the University. The campus established a formal class scheduling policy to ensure better utilization of classroom space and to prevent scheduling conflicts for students,
and this has enabled UWM to absorb additional enrollment. Two ways of coping with the classroom shortage have been to look for space off campus and to offer more courses online or in a hybrid (partly online) format.

UWM’s programs serving nontraditional markets make extensive use of the off-campus and online formats. The UWM College Connection is a collaborative bachelor’s degree program between UWM and participating UW College campuses. The program is designed so that students can earn their bachelor’s degrees from UWM without ever leaving their local College campuses. The first half (or more) of the degree is completed at the two-year campus. Students then apply to UWM and take the upper-level courses leading to the bachelor’s degree through UWM, but the combination of online, compressed video, and classroom instruction at the UW College campus means that students do not have to move to Milwaukee to complete their degrees.

Planning and Emerging Factors

Globalization

UWM is aware of its responsibility to offer programs on international issues to students and the community and of the importance of international education for its students. The UWM Center for International Education (CIE) is the umbrella for internationally focused university functions including student and scholar services, overseas programs and partnerships, and academic programs. CIE fosters a new, interdisciplinary, collaborative, and cooperative approach to international education at UWM, bringing together international and Milwaukee-based scholars and students, fostering a global perspective on local concerns, and linking Milwaukee and the Milwaukee Idea to the world.

CIE includes two institutes (the UW System Institute for Global Studies and the Institute of World Affairs, Wisconsin’s World Affairs Council); key service units (International Student and Scholars Services, Overseas Programs and Partnerships); nationally recognized K-12 outreach initiatives; and a range of academic, research and faculty development programs.

The Center has facilitated a 70 percent increase in study abroad participation in the past four years, the establishment of a new student organization uniting international and US students through intercultural exchanges, and the creation of new faculty lines in several disciplines. A new bachelor’s degree in Global Studies with five distinctive pre-professional tracks, a substantial foreign language requirement, and a core curriculum based in the humanities has also been established.
The Center has established a strong campus-community connection, resulting in a strengthening of university/community relationships through formation of the UWM Partnership Council on International Education and the International Council of Wisconsin. Both councils have representatives from major community international groups as members.

**Demographic shifts**

Achieving the goals outlined in Phase II of the Milwaukee Commitment is critically important to the economic development of southeastern Wisconsin. An analysis of the demographics in this area shows that the proportions of African Americans, Latinos and Southeast Asians in the population entering the workforce are increasing. As the baby boomer generation approaches retirement age, they will be replaced by an increasingly diverse workforce. UWM has a key role to play in successfully educating and preparing this future workforce and thus assuring the economic vitality of the region and the state in the years to come.

**Technology**

In May of 1999, UWM embarked on a four-year project to replace its aging computer system with a modern student administration system. The legacy student administrative systems, which were initially developed over 25 years ago, did not have the functionality necessary to serve students, faculty and staff in today’s web-based work and study environments. Starting in 1997, a team of representatives from across campus spent more than 18 months studying needs and alternatives. PeopleSoft software was determined to be the most appropriate choice for this campus.

As part of the UWM Investment Plan, $6.5 million dollars was approved for this project. Part of the budget was earmarked to create a student data warehouse. At the completion of four years, every module in the system was implemented successfully and upgraded once, with the total project coming in under budget by half a million dollars. Today, class registration via the web can be done from anywhere in the world, students can pay tuition online via credit card or from their bank accounts, and they can use the web to access select information on their applications, records, financial aid, and financial accounts. Instructors have access to class rosters and grade reporting via the web. The data warehouse is utilized by administrators to manage student support services and to better understand and respond to trends.

**Assessment of Needs**

Both the UWM Strategic Plan and the Milwaukee Idea were built from extensive environmental scans that involved campus and community representatives. To illustrate UWM’s attention to the changing needs of the population it serves, the following paragraphs outline UWM’s recent initiatives in the areas of health care and the aging of the U.S. population.
Health care and aging initiatives
With the number of people over age 60 expected to double in the next 25 years, the Age and Community initiative is working to expand research and scholarship on aging, develop new degree and nondegree programs in gerontology, and train practitioners in the latest techniques for working with older adults. The Bader Foundation has provided $5 million to endow a chair in applied gerontology in the Department of Social Work and to offer scholarships to students in the field of aging. An internationally known scholar in aging occupies the new chair. Efforts to develop a Ph.D. program in Social Work with an emphasis in gerontology are also underway.

The Health Sciences Ph.D. is a new interdisciplinary degree program that enrolled its first students in fall 2004. The program is uniquely designed to develop future teaching and research faculty who will fill the critical need for faculty in such academic areas as Communication Sciences and Disorders, Clinical Laboratory Sciences, Human Movement Sciences, Occupational Therapy, and Physical Therapy. The program also will prepare researchers who are employed or seeking employment outside higher education. Students enrolled in the program will work with research faculty in a selected area of concentration and also complete cross-disciplinary and core courses that emphasize an interdisciplinary perspective in health-related education and research.

UWM’s new master’s in Health Care Informatics fills a crucial need in Wisconsin’s public health arena. As health care organizations merge into larger health care enterprises, their administrative and clinical information systems have become more complex. The growing volume, sophistication, and complexity of information technology have led to a shortage of informatics professionals in many fields, but none more dramatically than in health care. For the period between 2000 and 2010, national, regional, and Wisconsin labor statistics report and anticipate significant growth in health care informatics occupations.

Similarly, the new Ph.D. in Medical Informatics will meet anticipated demand for researchers in the field. The degree program is housed in the College of Engineering and Applied Science; other partners in this interdisciplinary program include the College of Health Sciences, the College of Nursing, the School of Business Administration, the School of Information Studies, and the Medical College of Wisconsin. Students in the doctoral program will train to become future leaders in the use of information systems in healthcare delivery, research and education. A unique feature of this Ph.D. program is its interdisciplinary approach. The program combines the collective strengths in the participating units to offer advanced training that integrates clinical and administrative applications of information technology in medicine and health care.
Preparing for the Future

The Ph.D. program in Nursing prepares scholars to conduct independent and collaborative research and to improve the quality of care by expanding the body of nursing knowledge. Scholars are prepared to serve the urban community and improve the general accessibility and acceptability of health care. Graduates have careers as educators, researchers, and leaders in nursing and in health care and policy formulation. The doctoral program provides opportunities for students to influence health from an urban perspective. Research, teaching, and practice are directed toward enhancing the health of those who live and work in urban centers. The College of Nursing has developed two options in addition to the traditional Ph.D. program. The online option provides web-based delivery of courses for students with master's degrees in nursing and the B.S.-to-Ph.D. option is designed for students with a bachelor’s degree in nursing.

Together, UWM’s new health and aging initiatives and degree programs are addressing areas of anticipated need for advanced practitioners and Ph.D.s. Additional examples of UWM’s responsiveness to changing societal needs are presented in “Criterion 5.”

Adhering to Core Values

In the midst of its forward-looking planning activities, UWM is also mindful of its origins and preserves its unique heritage. The themes of serving the metropolitan Milwaukee area by increasing access to higher education and adding to the knowledge base that defines a great city have persisted through time.

Leading up to UWM’s establishment in 1956, a commission was established by the governor to study education in the lakeshore area. Newspaper articles reacting to the report pointed out the benefits of a city university, noting that UWM would enable many city residents to get a college education.

UWM’s first Chancellor, J. Martin Klotsche, pointed out in his 1972 history of the University that “its urban location was clearly its unique opportunity, and its special responsibilities, consequent upon this location, became more and more important.” As noted by Klotsche, the urban mission led directly to the establishment of programs such as medical technology, a department of urban affairs, a center for economic education, a criminal justice major, a center for Afro American studies, and a Spanish-speaking outreach institute.

In May 1986, a nine-person task force of civic leaders as well as leaders of the UWM faculty and academic staff issued a report entitled *UWM and the Future of Metropolitan Milwaukee*. The task force, chaired by community leader Frank J. Pelisek, made 15 recommendations targeting how UWM could serve as a catalyst to the improvement of Milwaukee’s economy, cultural and physical environment, and the overall health and well-being of the area’s residents.
The strategic planning process used in 1995 involved the Academic Planning Committee, which sponsored a retreat with a panel of community members and shared drafts of the plan with campus and community constituents. This planning process led to four global strategies. Chief among these was strengthening and more effectively integrating the University’s central functions of creating, disseminating and applying knowledge. UWM also sought to advance its stature as a center of scholarly excellence and improve its position in the Carnegie ranking of Research II universities; to enrich the learning experiences of UWM students; and to expand UWM’s urban mission and reinforce the University’s commitment to enhancing the quality of life and economic base of the Milwaukee metropolitan area and the state of Wisconsin.

Finally, in its most recent strategic planning endeavors, the University’s Milwaukee Idea and the Investment Plan capture these same themes that have existed since UWM was established.

**UWM’s Resource Base**

The data on UWM’s fiscal resources are contained in the annual financial reports that are published in early to mid fall for the prior fiscal year. These reports are the primary source of the fiscal data because they summarize the actual expenditures. (There is also a similar set of annual budget reports produced early in the fiscal year that forecast the planned expenditures.) The financial reports list revenue in the broad categories of state support, student fees and tuition, program revenue, federal support, and gift income. These are further broken down into several categories (See Figure 9). Revenues have climbed steadily from $271 million in 1995-96 to $430 million in 2002-03 (except for a decline in federal support between 1996-
State general program revenue (GPR) gradually declined from 32.7 percent (1995-96) to 30.0 percent (2002-03) of the revenue, but declined sharply in 2002-03 to 28.1 percent. This decline is mirrored by an increase in revenue from student fees (tuition) that slowly rose from 18.1 percent of the revenue in 1995-96 to 19.0 percent in 2002-03, and then increased to 19.6 percent in 2002-03. Another revenue source that rose markedly was federal grants and contracts that increased from $11.6 million (1995-96) to $28.7 million (2002-03). The most significant shift in 2003-04 is that state GPR further declined to 24.3 percent of revenue and tuition increased to 23.1 percent of revenue.

Expenditures

The uses of funds are reported in three ways:

1. By “divisions” equivalent to academic and administrative units
2 By “program” in reference to the major purpose of the expenditure (i.e., instruction, research, public service, academic support, student services, etc.)

3 By “classifications” that refer to the type of expenditure (salaries, fringes, capital expenditures, student aid, etc.)

The uses of funds by division illustrate the campus-wide allocations among academic and administrative units (See Figure 10). Some of the variations among academic units reflect funding allocations related to tuition revenue adjustments that benefited units with growing enrollment and allowed them to pay their additional instructional costs. Starting in 1999-00, when UWM began experiencing planned enrollment growth, the tuition revenue increases generated by enrollment increases were directed back to the schools and colleges that were offering courses to these additional students. The uses of funds by program indicate that funding has varied across the basic institutional functions (See Figure 11). Public service activities, physical plant, and instructional support have received modest increases while research, student services, and student aid all increased by relatively large amounts.
The uses by major expenditure demonstrate that the largest expenditure categories in 2001-02 were salaries and fringe benefits (55.5%), for supplies and services (23.2%), and for student aid (20.9%) (See Figure 12). The expenditures for capital projects (construction, major remodeling) show an irregular but significant decline since 1995-96.

These data demonstrate some significant changes over the last decade. Each of these carries with it an important point for the University’s future.

The level of state support (as represented by GPR as a portion of the budget) has declined from one-third to one-quarter. Tuition now provides nearly a quarter of the budget and is expected to rise in the next few years (See Figures 13 and 14). The increasing reliance on tuition as a revenue source suggests that management of enrollment will be critical for the University. Student recruitment, retention, and degree completion must be a major concern of the institution.

Federal grants and contracts have increased by 134 percent ($11.6 million to $28.7 million) from 1997-98 to 2002-03 (See Figure 15). These funds support a growing research program within the University, and reflect the campus’ success in attracting good research faculty. This has required considerable startup investments. The University will need to continue to invest in research infrastructure to maintain this growth rate.

Gift income has nearly doubled from its low point in 1996-97 ($6.4 million to $11.7 million) but still constitutes a small part of the overall revenue stream. A strong and successful gift campaign is needed to provide income for new projects.
Capital building projects are almost entirely funded by state allocations, and this funding has decreased to about half its 1995-96 level. The exception was the Zelazo Center, a significant expansion of space for the Arts that was funded by a $7.5 million gift. The University may need to develop additional funding sources for capital projects to maintain its ability to upgrade the campus infrastructure, as was done for the Zelazo Center.

There have been considerable investments in the Milwaukee Idea and Investment Plan projects. Some of the funding is reflected in the use of funds by division (See Figure 10) but this does not include the new faculty and staff positions distributed among the various academic units. The impact of these programs will be carefully evaluated because they provide a means to attract increased state support; the APBC’s spring 2005 assessment of Investment Plan hiring strategies is an example of the oversight of governance groups in this area.
Human Resources

UWM employs approximately 3,500 people (2002-03) in a variety of different types of appointments. Positions are divided into classified and unclassified categories, each with five to six different appointment types, some of which are further subdivided into numerous job titles. The major appointment types are faculty, academic staff (instructional and non-teaching), and classified staff.

Several patterns emerge from the history of appointments since the mid-1990s (See Figures 16 and 17), some of which are related to the mid-1990s enrollment drop and subsequent recovery of enrollments from the late-1990s to present. The number of faculty and graduate students (teaching assistants) mirrors the enrollment numbers, although the increase in faculty numbers was delayed a year or two. The instructional academic staff also grew as enrollments rebounded. The growth of the non-teaching academic staff (unclassified staff) and clerical (classified staff) ranks was accompanied by declines in the number of professional and LTE employees (both classified staff). The growth of the non-teaching academic staff is the largest factor in the increase in non-instructional employees.
Data on the distribution of part-time employees is relatively consistent over time (See Figure 18). There has been a drop in the percentage of part-time employees among academic staff (both instructional and non-teaching).

Two structures are needed to make effective use of this diverse academic workforce. First, an effective human resources organization is needed to serve the campus community. Second, development programs must be available to serve the varying needs of different employees. The Human Resources department reports through the Academic Affairs Division, and has responsibility for recruitment and classification of positions, labor relations management, benefits administration, workers compensation management, and HRIS. A reorganization several years ago reduced the number of internal administrative levels. The unit has three major initiatives:
Preparing for the Future

CRITERION 2

1. Continuous quality improvement of processes and procedures
2. Enhanced customer service
3. Outreach to the campus and urban community

Employee Development

The employee development programs are diverse. One of the oldest is the Center for Instructional and Professional Development (CIPD), established in 1981 to improve student learning and instructional effectiveness. CIPD reports to the Provost, and offers a number of workshops and speakers, administers UW-System grant programs, and helps individual instructors. CIPD also provides a two-day training session for teaching assistants to develop their understanding of instructional approaches and student learning styles. This effort has been strongly supported by the GTA Union, and is written into the current union contract. The Learning Technology Center is part of CIPD and provides training in a wide variety of instructional technology tools.

The Provost’s office supports mentoring programs for faculty (beginning in 1993-94) and academic staff (beginning in 2001-02) and the Employee Development website, which provides individualized information for faculty and staff on professional development events, mentoring, and orientation for new hires.

Three major challenges face UWM in the development of the workforce it will need over the next decade.

1. The culture of career development needs to be nurtured throughout the organization. Quite simply, we are all being called upon to contribute in many ways, and need to learn how to learn from each other. Fostering this culture is a collective responsibility of all administrative units.

2. Career pathways for academic and classified staff members need to be strengthened. More instructional academic staff should be moved into probationary/permanent status, if the positions fill permanent needs.

3. The balance of faculty and instructional academic staff needs to be closely examined.
Figure 19. Capital Projects (> $100,000) 1995-97 to 2003-05 biennia

**BUILDING PURCHASES, ADDITIONS OR RENOVATIONS**

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolton Hall Remodeling</td>
<td>$3,689,000</td>
</tr>
<tr>
<td>Sabin Hall Remodeling</td>
<td>$6,926,000</td>
</tr>
<tr>
<td>Lapham Hall South Wing Renovation</td>
<td>$11,500,000</td>
</tr>
<tr>
<td>Lapham Hall North Wing Renovation</td>
<td>$10,295,000</td>
</tr>
<tr>
<td>Klotsche Center Addition, Parking, and Remodeling</td>
<td>$42,117,000</td>
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<tr>
<td>Spaights Plaza Renovation</td>
<td>$1,886,300</td>
</tr>
<tr>
<td>Student Union</td>
<td>$4,645,000</td>
</tr>
<tr>
<td>Zelazo Center for the Performing Arts</td>
<td>$7,500,000</td>
</tr>
<tr>
<td>Fine Arts Capital Renewal</td>
<td>$4,341,000</td>
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**CLASSROOM OR LABORATORY RENOVATIONS OR UPGRADES**

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Classroom and Lecture Hall Renovations (Curtin, EMS, Enders, Merrill)</td>
<td>$4,298,000</td>
</tr>
<tr>
<td>Mitchell Hall Student Photo Laboratory Ventilation</td>
<td>$391,000</td>
</tr>
<tr>
<td>Chemistry Building Fume Hoods</td>
<td>$4,310,000</td>
</tr>
<tr>
<td>Chemistry NMR Equipment</td>
<td>$356,000</td>
</tr>
<tr>
<td>GLRF Aquaria Life Support System</td>
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</tr>
<tr>
<td>GRLF Functional Genomics Laboratory</td>
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<tr>
<td>Field Station Research Laboratory</td>
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<tr>
<td>Field Station Laboratory Renovation</td>
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**INFRASTRUCTURE IMPROVEMENTS AND REPAIRS**

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<tr>
<th>Project Description</th>
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<tbody>
<tr>
<td>Telecommunications Wiring</td>
<td>$1,000,000</td>
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<tr>
<td>Primary Electrical System Distribution</td>
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<tr>
<td>Heat Plant Boiler Upgrade, Chiller Retubing</td>
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<tr>
<td>Fire Alarm/Protection Systems (Campus, Sandburg Hall, Student Union)</td>
<td>$6,140,830</td>
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<tr>
<td>Arts Center ADA Compliance</td>
<td>$485,400</td>
</tr>
<tr>
<td>Library Safety and Security Improvements</td>
<td>$295,300</td>
</tr>
<tr>
<td>Elevators (Cunningham, Curtin, Enders, EMS, University Center for Continuing Education)</td>
<td>$2,761,200</td>
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<tr>
<td>Electrical and HVAC (Art Building, Holton, Enders, Music Building, Merrill, Johnston, Greene, Lapham, EMS)</td>
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<td>Window Replacements (Merrill, Engelmann)</td>
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<tr>
<td>Mitchell HVAC Box Replacement</td>
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<tr>
<td>Exterior Repairs (Alumni House, Curtin, Mitchell)</td>
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<tr>
<td>Sandburg Residence Hall</td>
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<tr>
<td>Parking (Sandburg, EMS, Student Union)</td>
<td>$924,800</td>
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<tr>
<td>Engelmann Field Lighting</td>
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<tr>
<td>Kenilworth Soil Remediation</td>
<td>$650,000</td>
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</table>

**PLANNING ACTIVITIES**

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRLF Master Plan Study</td>
<td>$130,000</td>
</tr>
<tr>
<td>Columbia Campus Feasibility Study</td>
<td>$850,000</td>
</tr>
</tbody>
</table>

Facilities

The UW System annually requests each campus to develop a six-year major project list for capital projects. These requests cover three biennial budget cycles, and it often takes longer than six years to complete the projects. The planning process requires the capital requests to be prioritized and developed as they move up the priority list. The list is developed by the Campus Facilities and Planning office, the administrative unit responsible for planning related to campus facilities (preparing capital budget requests, programming new projects, and acting as liaison with UW System and state agencies). The Physical Environment Committee reviews and makes recommendations regarding capital requests.

Since 1995, several major capital projects have been undertaken; some are still under way (Table D-7). Most of the projects were remodeling and facility upgrades. The projects that added additional space were the Zelazo Center purchase (67,193 GSF), the new tower of the Sandburg Residence Halls (143,780 GSF), the Klotsche Center addition (134,700 GSF), and the Field Station Research Laboratory (3,060 GSF). The funds for the capital projects (totaling $130,807,744) were provided by the state Building Trust Funds (84.8%), Program Revenue (9%), the Wisconsin Initiative for State Technology and Applied Research (0.5%), and Gifts (5.7%) (See Figure 19).
The 2005-2011 capital development list includes the following projects, in order of their listed prioritization. Several projects are broken into two or three phases:

**Columbia Hospital**
Columbia-St. Mary’s Hospital is constructing a new facility with a projected completion date of 2008-09. The present Columbia Hospital is adjacent to UWM and its acquisition would present a landmark opportunity for a major expansion. This project is currently in the planning phase, and campus anticipates asking for funding in the 2005-07 biennium for a feasibility study and land acquisition. Cost not yet determined.

**Physics Building renovation and addition**
The Physics Building needs a complete renovation to correct building design shortfalls and to provide space for research and instruction. A new wing is planned to accommodate research needs that cannot be addressed in the existing building. Estimated cost: $33.9 million.

**Golda Meir Library remodeling and addition**
The Library building requires remodeling and expansion to improve student services, library operations, collection management, and space for a technology center. Estimated cost: $34.2 million.

**Great Lakes Research Facility (GLRF) remodeling and facilities development**
GLRF’s new “master plan” provides the framework for development of the facility. The projected projects include development of an aquatic science and biotechnology facility, site development (boat storage, aquaculture space, utilities), and remodeling of the west end of the facility. Estimated cost: $21 million.

**Mitchell Hall remodeling**
Mitchell Hall is 92 years old, and requires remodeling to address the many instructional, research, and support services housed in it. Estimated cost: $17.5 million.

**Arts Center remodeling**
This project will target three buildings within the Art Center to accommodate changes in their program and technology applications as well as electrical and HVAC needs. Estimated cost: $8 million.

**EMS Building remodeling and addition**
The Engineering and Mathematical Sciences Building needs remodeling to address instructional and research needs that were not anticipated when it was build in the 1960s. Programmatically, the biggest needs are interdisciplinary research centers and computer support space. Estimated cost: $25.9 million.

**Cunningham Hall remodeling and addition**
Cunningham Hall is used by the College of Nursing, and the
College of Letters and Science. The major needs are HVAC upgrade, expansion and renovations to both instructional and research space. Estimated cost: $17.3 million.

The University also owns a large (490,502 GSF) former factory building, the Kenilworth Building, one mile south of the main campus. The space is underutilized and is used for art studios and storage. The University is moving forward with a $68 million redevelopment, funded by bonds issued by the Redevelopment Authority of the City of Milwaukee and underwritten by UWM’s commitment to an operating lease. The developer will convert the existing building into two buildings separated by pedestrian green space providing access to the Oak Leaf bicycle trail. The west building will include approximately 179 apartments intended for approximately 370 upper-class, graduate, and married students, approximately 144 parking spaces, and 10,000 square feet of street-level retail space. The east building will include instructional, office, and studio space for the Peck School of the Arts, approximately 82 parking spaces, and 16,500 square feet of street-level retail space.

UWM also leases space. In 1995 the School of Continuing Education (SCE) moved its operations into the downtown, centrally located Plankinton Building. SCE has 50,000 square feet of administrative space on the 6th floor of the Plankinton Building; 50,000 square feet of conference space on the 7th floor, and approximately 8,000 square feet of unremodeled space on the 5th floor that is used for some of Arts and Humanities courses such as movement, painting, acting and improvisation.

The planned capital projects will provide new laboratory spaces, improve instruction, and upgrade support services. Most of the projects are state-funded remodeling projects of existing campus buildings. Some projects (Physics Building, Golda Meir Library) will add additional space; others (Kenilworth) will allow full use to be made of existing space. The most important project is the potential acquisition of the Columbia Hospital facility because it represents a unique opportunity to expand the “footprint” of the main campus. If part of the hospital can be remodeled for residence hall space, that would meet a pressing campus need—student demand for campus housing exceeds capacity in the Sandburg Towers, which has space for 2,500 residents.

An additional funding source is the state’s laboratory modernization fund for the improvement of the instructional and research infrastructure. The level of funding has remained virtually unchanged in the study period.

A major challenge facing the University is obtaining sufficient funds for improving the campus infrastructure. State support for capital projects has decreased over the past decade, and the funding for laboratory modernization remains unchanged. The University has not
raised private funds to offset this decline. The state procedures for major projects can be slow (for example, it takes two years to update a research laboratory if the cost is over $100,000) and may stretch major renovation out over several bienniums (the Physics Building project is currently estimated as a six-year renovation).

Using Data for Institutional Effectiveness

UWM has systems in place to collect, analyze, and use organizational data. The 1996 strategic plan, the PAR process, the Milwaukee Idea, the Investment Plan—all of the planning activities outlined in this chapter have been informed by institutional data, which has also been used, to varying degrees, to track their implementation. The strategic plan formed the basis of school/college/division assessments in the annual budget planning processes in 1997-98 through 1999-2000. The Investment Plan, adopted in 2000, underwent a midpoint evaluation in 2003. The results of the midpoint evaluation have been used in planning for the 2004-05 budget. In the area of campus climate, the Task Force on the Status of Women has followed up on its 2001 report with three progress reports indicating action on the recommendations. The accomplishments of the Milwaukee Idea are described annually in the Report to the Milwaukee Community. In the PAR process, departmental data on scholarly productivity and extramural funding helped identify programs that either met quality expectations or needed further attention. Several programs were identified as needing attention to maintain program strength and were provided with additional funds, primarily for faculty. Members of the Black and Gold Commission, the Task Force on Race and Ethnicity, and the Enrollment Management initiative also drew on institutional data in their work. The Phase II of the Milwaukee Commitment report has assessment indicators embedded throughout the plan to ensure accountability.

The UW System Office of Policy Analysis and Research is a data resource for UWM as well. The office develops and publishes research briefs on topical areas such as enrollment trends, student retention and outcomes, faculty workload, compensation and pay equity, and multicultural student success. The office compiles annual accountability reports from each campus in the System. Our annual submission, “Achieving Excellence at UWM,” provides data on issues such as providing access for Wisconsin citizens, support services that facilitate student academic success, providing a campus environment that fosters learning and personal growth, and utilizing resources in an efficient and effective manner:

This report is part of an overall effort by the UW System to express a commitment to self-assessment. The goals and measures presented are intended to provide a description of the many ways in which UW–Milwaukee is achieving
excellence. For each goal, there is one measure that is common to all UW institutions. These common measures reflect the mission of the UW System as a whole. In addition to the common measures, UW–Milwaukee has selected several supplementary measures that are reflective of its specific institutional mission and values. These unique campus-specific measures are useful as a means of providing context to the performance on the system-wide measures.

The Office of Resource Analysis, working with the Provost and Provost’s staff, provides data informing decisions on budgets, enrollment, and retention. The new Office of Assessment has taken on the role of coordinating and communicating reports and institutional data. For example, the Office of Assessment has promoted awareness and understanding of UWM’s National Survey of Student Engagement (NSSE) results through a workshop and by developing new materials for UWM’s assessment website.

The Office of Resource Analysis annually provides budget, financial, and departmental reports to the campus. The budget report shows how UWM’s resources are organized into a spending plan reflecting educational priorities and public policy. The financial report provides a comprehensive view of both sources and uses of funds. The use of funds is broken down by division, program (school or college) and expenditure classification. Monitoring data at the department level is facilitated by “department profiles” that contain seven years of longitudinal data on student enrollments, retention and graduation, on instructional delivery efficiency measures, and on measures of scholarly productivity and research funding. In addition, the Graduate School provides monthly updates on faculty scholarly productivity and grants.

From a technology perspective, UWM has invested significantly in the development of data systems. As part of the investment to replace the legacy student information system with software from PeopleSoft starting in 1999, UWM budgeted $450,000 to create a new data warehouse. UWM has also actively participated in the planning for UW System financial data warehouses and Human Resources warehouses. These rich sources of data are also made available to UWM departmental staff for purposes of providing management information and the ability to assess performance. Planning is underway to augment the staffing in the Data Administration department to incorporate more sources of data into the data warehouse and to increase assessment capabilities.

Finally, the Internal Audit Department has a mission to inform and advise management personnel by providing them with objective analyses, appraisals, recommendations, and pertinent comments concerning the operations for which they are responsible. The Department reviews the reliability and integrity of information and internal controls.
Planning Processes and Their Alignment with UWM’s Mission

Campus-wide planning processes have developed since 1995 to integrate the University’s mission with a set of strategic initiatives. The initiatives are part of a well-articulated Investment Plan that will enhance both the financial resources and the programs of the institution. This will increase UWM’s ability to fulfill the varied aspects of its mission within the state.

Some of the key parts of UWM’s mission are its obligations to provide a wide array of degree programs, a balanced program of applied and basic research, and a faculty who are active in public service. The planning processes developed since the mid-1990s are tied directly to the campus mission. The Milwaukee Idea challenged the campus community to identify research areas that fit the opportunities of the University, to build links to the surrounding business community, and to strengthen the University’s community engagement in ways that would benefit the city, the metropolitan area, and the state. The broad themes were aligned under the “3Es”: Education, Environment and Economy. The Investment Plan established campus goals and priorities within an overall vision of the institution’s future that balanced its teaching, research and engagement values.

The outcomes are best illustrated by considering some specific examples of initiatives that grew out of the campus’ strategic planning processes, and the resulting campus investments.

- The Institute of Environmental Health was one of the Milwaukee Ideas’ First Ideas, and initiated in August 2001 as collaboration among the colleges of Letters and Science, Nursing, Health Sciences and the School of Education. The Institute has developed projects in support of basic research (zebrafish genomics and toxicology), applied science (public health issues related to fish consumption among Hmong in Wisconsin), and education (pre-college programs and teaching modules). This has been done by building multidisciplinary collaborations between the participating colleges, a pilot grant program, and by working for the establishment of new research clusters.

- The Urban Teacher Education initiative is a major commitment by the University to engage with the Milwaukee Public Schools (MPS) to provide new educators (teachers, counselors, administrators, etc.). About a dozen faculty members have been hired in support of this effort. This initiative has developed to include a campus-wide Carnegie grant in collaboration with MPS to engage not only the School of Education, but also the College of Letters and Science and the Peck School of the Arts in enhancing teacher preparation.
Preparing for the Future and supporting graduates during their early teaching career. Another large NSF grant supports an UWM-MPS partnership in mathematics.

• Biotechnology was one of the initiatives funded under the New and Expanded Programs theme of the Milwaukee Idea budget request. The goals are to build a research cluster that builds on existing strengths in Biosciences and Chemistry, and to establish a new master’s degree program that will supply graduates for biotech employers in Wisconsin. Three new faculty members arrived in fall 2003, with a fourth starting in fall 2004. The campus has invested nearly $500 thousand in renovating new research space and is in the process of purchasing an instrument array for the research cluster. The three new faculty members have already submitted $5.7 million in grant proposals to the NSF, the NIH, and other funding sources. The entitlement to plan the new master’s program was submitted to UW System in spring 2003.

The Investment Plan framework provided the overall strategic plan at the campus level since 2000. In 2003-04, the Provost asked the major administrative (administrative affairs, student affairs, UWM libraries, etc.) and academic (schools and colleges) units to write planning documents that reviewed the past few years and that presented a plan for the future. These plans provide a framework for the various initiatives these units proposed for funding in the next few years. This process resulted in a set of plans that are integrated with Investment Plan goals and provide guidance for future development.

The linkages between the strategic planning and budgeting processes are best seen in the directions provided by the Provost for school and college budget requests, and the investments made with new state funding provided for the Milwaukee Idea First Ideas and the initiatives developed for the Investment Plan.

Planning and Budgeting

The Provost and his staff meet with academic units on an annual basis to review the school and college budget plans, usually over the summer near the start of the new fiscal year. These discussions are wide-ranging and include both past performance and potential impacts of planned investments. The expectation is that academic units demonstrate how their decisions are implementing campus-level planning priorities.

One clear example of the impact of planning on budget choices is the number of new faculty hires associated with the initiatives that arose from the planning processes. New faculty members have been hired to build or enhance basic and applied research, student learning, and community engagement. A considerable number of new faculty and
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staff joined UWM from fall 2002 to fall 2004 in relation to the new initiatives in Urban Teacher Preparation (11 hired, 8 in recruitment), Information Professions (9 hired, 3 in recruitment), Online (3 hired), College Connections (7.5 hired, 1 in recruitment), New and Expanded Programs (10 hired, 1 in recruitment), Academy of Scholars (3.5 hired), Education Pathways (1.5 hired, 1 in recruitment), Health Partnerships (4 hired, 1 in recruitment), Aging (1 hired, support for two other positions), Basic and Applied Research (5 hired, 2 in recruitment) Technology Research (1 hired, 1 in recruitment), Pre-College (2 hired), and Economic Opportunities (1 hired).

Planning and budget are clearly linked through some of the processes used to develop budget requests. For example, the procedure for capital budget requests is that they are developed by the Campus Facilities Planning office and reviewed by the Physical Environment Committee. The Library Committee reviews both budgets and strategic plans for the Golda Meir Library so that the plans are placed in an accurate budgetary context. Several committees on campus deal with various aspects of technology (data systems, campus portal project, infrastructure, etc.) and all proposals are developed to include the budgetary implications of the plans. The point is that planning processes are closely tied with budget considerations at all levels because our fiscal resources limit the projects we can undertake. Therefore any serious plan needs to include both the programmatic impacts and the budgetary implications of implementation.

### Implementation

Schools and colleges make operational decisions regarding allocating resources in key areas such as faculty and staff recruitment, academic program development, community engagement activities, and budget management. These decisions are generally based on department-level recommendations that are integrated at the school and college level. The Provost and the Provost’s staff annually review these plans during budget meetings in the early summer prior to the fiscal year.

Some resource decisions are constrained by the ongoing obligations and needs of the units, particularly in the area of instruction. However, most units have opportunities to make choices based on the unit and campus’ long-range plans. The faculty provides advice to the Deans on such decisions through either annual planning retreats or planning committees. The most common types of decisions are briefly discussed below with some examples.

### Faculty hires

UWM does not control positions centrally. Positions remain in the schools, colleges, or divisions where vacancies occur. The University as a whole is regulated in total positions available through the UW System. Faculty lines are opened to cover critical departmental needs due to departing faculty or to develop new program strengths. The Investment Plan called for building new faculty clusters in selected
areas. This quickly resulted in department-level consideration of faculty lines, and the hiring of many new faculty members (about 45, not counting faculty starting in fall 2004) in support of the new initiatives. Other hires were the result of school and college plans that promoted diverse goals such as establishing a specific research area (nanotechnology in Engineering), increasing research productivity (Nursing, for example), and supporting a new degree program (Biochemistry in Letters and Science).

**Budget**

Campus and school and college plans and goals affect many of the budget choices within the institution. Some examples of this at the campus level are (a) the reallocation of $2 million to support a graduate fellowship program to enhance our ability to recruit high-quality graduate students, (b) the new or increased funding of campus support units for Milwaukee Idea initiatives and the Honors program, and (c) the funding of laboratory remodeling for new research initiatives in biotechnology and zebrafish genomics (about $750 thousand to date). At the school and college level, plans have influenced budget allocations in support of research (through startup and staff positions), teaching (such as the opening of permanent teaching academic staff lines in critical areas), and the research infrastructure (computer labs, L&S technology group, etc.).

**Inclusiveness of Planning Processes**

Planning processes have evolved through time to involve a wider group of constituencies. Prior to the 1996, there was little strategic planning at the campus level. Chancellor Schroeder drew upon various UWM constituencies (administrators, faculty, staff, and students) to develop a strategic plan. The development of the Milwaukee Idea included input from the community outside the University, and highlighted the role of community partnerships in the future of the University. Many of the outside constituencies are represented on the advisory boards of the new initiatives, thereby providing a structural role for groups beyond the University to contribute to planning processes.

The involvement of external constituencies varies across the schools and colleges. Several of the professional schools (Business, Engineering, Health Sciences, Nursing, Social Welfare) have formal advisory boards with community and alumni representation. Other units have advisory groups for important programs (such as the School of Information Science’s BSIR and MLIS programs, the School of Continuing Education’s Nonprofit Certificate program, etc.) or major community projects. The most notable of these is the involvement of the School of Education, Peck School of the Arts, and the College of Letters and Science in the Milwaukee Partnership Academy along with the Milwaukee Public Schools (MPS), Milwaukee Area Technical College, the Milwaukee Teachers Association, the Private Industry Council, and the Milwaukee Association of Commerce. This group has worked to coordinate and integrate work to improve teaching in MPS.
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The Graduate School has well-developed links to other academic units. The various faculty governance bodies (most significantly, the Graduate Faculty Council), the network of graduate program advisors, the annual reviews of graduate programs, and the various research-related programs (Research Awards, Travel Award, etc.) provide numerous opportunities for communication between the Graduate School and the other units. These formal and informal links have led to an increased emphasis on promoting research activity among the faculty.

The University of Wisconsin governance structure provides a framework for involving internal constituencies in major campus decisions at several levels. Various committees review specific recommendations related to planning: good examples are the Physical Environment Committee that reviews capital requests, and the Academic Program and Curriculum Committee (APCC) that reviews and approves new programs. At a broader level, the Academic Planning and Budget Committee (APBC) is a campus planning unit that includes faculty, staff and administrators. It has been involved in the main planning exercises, although the structure of its involvement needs clarification (see recommendations). Finally, major campus plans are reviewed by representative governance bodies (such as the Faculty Senate and Senate of the Academic Staff). Our practice is that these bodies must approve the plans for them to be considered accepted by the campus community.

The Black and Gold committees have provided students an opportunity to directly contribute to guiding campus’ activities. The committees are mixtures of students, faculty, staff, and administrators. They have discussed a variety of concerns important to students with the goal of developing recommendations for improving the student experience. The significance of these committees has been to involve both students and campus leaders in an ongoing dialog on how to improve the University.
Discussion

Collectively the analysis presented earlier in this chapter can be combined into three main recommendations.

1) **Build on lessons learned in past strategic planning exercises**

Strategic planning exercises have proceeded in an ad hoc manner, with different processes being used at different times. UWM’s experience has yielded some insights about basic parameters that need to be incorporated:

1. Establish a planning group that represents the spectrum of campus constituents, and community and external stakeholders. Such a group is not currently part of our governance structure, but this may be appropriate.

2. Plans need to be considered within the goals of the institution’s mission, the nature of the regional community, and the campus research and teaching infrastructure.

3. Plans must have a sound fiscal component. New initiatives that attract additional investments are particularly valuable.

4. An assessment process needs to be built into the plan. This may take varied forms, ranging from specific targets (enrollment, research activity, funding, etc.) to less quantitative engagement goals.

The recommendation is to establish the framework for such planning exercises that identifies which governance bodies and administrative offices are responsible for collaborating in the design of the planning body, which review and comment on the resulting strategic plans, which are responsible for their implementation, and which assess and review the progress of the plan’s implementation. The recommendation is to establish the responsibility for these tasks based on our experience to date. The committee does not recommend that a detailed process be codified because it would be advantageous to retain flexibility in planning procedures.

2) **Develop better systems to communicate resource and budget allocations**

The existing resource systems are largely organized to provide annual reports and summaries of data regarding revenue, expenditures, enrollments, etc., and are generally available online. The data and the accompanying narratives contain a lot of useful information for understanding UWM’s resources. However, the reports retain the format of their “paper” heritage and are not designed for comparisons of trends over more than three years. It can also be quite
time-consuming to relate the mega-campus budget picture to the more detailed record presented in the “Red Book” (the UW-System Administration annual budget). This often results in a gap between the data that are accessible and what is needed for planning and decision making.

The recommendation is to develop data systems that make resource allocations easier to understand and access. The intention is to make the realities of the budgets and resources more transparent to the UWM community. UW–Stout did this a few years ago, and it helped everyone understand their resource realities, and improved the level of their campus planning and budget discussions. The ongoing development of UWM’s data warehouse will be a great benefit in this regard.

Another suggestion is to conduct periodic campus-wide reviews or forums about the data systems with the goals of identifying the data needs of campus units, and to synthesize the critical data for making decisions and developing strategic plans.

3) Establish review procedures that allow assessment and provide lines of accountability for implementing strategic plans

The impact of strategic plans can be difficult to measure because they extend across a wide range of activities and involve a diversity of academic and administrative units. In some areas, the most important results may be readily quantifiable, and less so in others. However, there is wide consensus that a meaningful assessment is vital for measuring progress, identifying effective programs, and reporting to various stakeholders.

Various components should be incorporated within such review processes. These might include:

1. Development of specific benchmarks or targets during the planning process to help evaluate the effectiveness of a plan’s implementation. It will be easier to identify meaningful assessment goals at the start of the process (and modify them if needed) than to attempt this later.

2. Establishment of a regular review of unit-level needs and resource allocations in light of the institution’s long-term goals. Such a review will help target needs for new resources, and indicate areas for resource reallocations if the planning goals are to be met.

3. Identification of the administrative unit with the authority and accountability for implementing strategic plans, and incorporate this into the five-year review of administrators.

The Phase II of the Milwaukee Commitment document and the Milwaukee Idea annual report guidelines are good models of how this can be accomplished.
Looking Forward

The 2004-05 year is an important juncture for UWM. Here are a few of the significant events taking place:

- Chancellor Carlos E. Santiago, UWM’s seventh Chancellor, has taken the helm and clarified to the campus and community the goals of enhancing UWM’s research base and scholarly strengths, limiting future enrollment growth, and enhancing the quality and diversity of the student body and its success in attaining educational goals.

- UWM is nearing the end of the six-year Investment Plan

  - The Milwaukee Idea “First Ideas” have built momentum for three years despite not being fully funded.

  - Most of the Milwaukee Idea “Action Plans” funded with 2001-03 biennial budget funds have been launched fully or in part.

  - Black and Gold Committees have defined issues and are implementing initiatives to meet the student success and satisfaction goals of the Investment Plan.

  - Research expenditures increased by 63 percent from 1998-99 through 2002-03, reflecting UWM’s renewed commitment to becoming a premier research university.

  - Program development has resulted in the addition of three new Ph.D. programs—bringing the total to 20—with others in planning stages.

- The University has been very successful over the last three years in meeting its financial goals by expanding its resource base. Critical to that expansion was a sizeable increase in new state funds. But UWM has also been affected by the serious budget deficits facing the state and the nation, and needs to look to an immediate future of ‘flat-line’ state support, and likely reductions in financial support, for its initiatives.

- Budget conservation strategies were implemented to absorb budget cuts in ways that would protect to the greatest extent possible the instructional, research and student service missions. The campus needs to examine both the impact and the effectiveness of those strategies.
- Given that tuition revenues increasingly make up a major portion of potential new revenues, UWM has begun a critical examination of its enrollment capacity and profile.

- Conversations on “taking UWM to the next level” have begun by critically evaluating those selective programs to lead UWM into greater recognition as a premier research university.

- Investments have been made in selected programs.

- New Ph.D. programs will be developed in areas of faculty strengths.

The campus priorities as reflected above are continuing as defined in UWM’s current strategic plan—its Investment Plan. But there is a clear call for more definitive choices that will need to be made. Collectively, UWM will need to decide which programs will lead UWM in becoming a nationally recognized public research university. The University must also determine how to manage enrollment, integrating access and excellence to increase academic success for all students.
Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
By virtue of its Carnegie classification as a Doctoral/Research Extensive University, many UWM students have the opportunity to participate in research and creative activities alongside distinguished faculty. They also have access to a wide variety of enriching learning, social and cultural activities that are available in a dynamic metropolitan area. UWM offers a high-quality, learner-centered education with opportunities that challenge students of varying abilities to achieve their goals. UWM’s undergraduate and graduate degree programs are clearly defined, coherent, and rigorous.

The University is committed to effective teaching. The UWM mission statements, Investment Plan, and mission statements of the units of academic affairs assert a commitment to high-quality teaching, learning, and/or student achievement, as do the mission statements for all student affairs units that provide co-curricular programs.

This chapter offers direct and indirect evidence of student learning and teaching effectiveness at UWM, in the work of individual faculty and staff, in program reviews, in faculty dossiers for tenure and promotion, in reports on curricular or pedagogical enhancements, and in recent efforts in Academic Affairs and the schools and colleges to approach the assessment of student learning more systematically. Moreover, there is ample evidence for the existence and effective functioning of structures and programs designed to promote student learning and teaching effectiveness.

Overview

Given the breadth of its academic offerings, there are many facets to the “UWM Experience” for students. UWM students are a large and diverse group with a variety of educational goals and interests. Undergraduate students make up 83.3 percent of the student population. Graduate students represent 16.7 percent of students. Within the two groups, there is considerable diversity—for example, among undergraduates, there is a sizable group who fit the traditional model of undergraduate student (entering the University immediately after high school, living in the residence halls, taking a full credit load each semester, and graduating within four to six years). There are also many adult and returning students, who may ‘step out’ several semesters of their academic careers, attending on a part-time basis while balancing family responsibilities and full-time jobs, and taking a commensurately longer time to complete their degrees. The average age of all students at UWM is about 25, ranging from an average of 22 for undergraduates to 35 for doctoral students in the Graduate School.
A significant portion (37%) of UWM students attend school part-time. There is considerable variation in their credit load. For undergraduates, the average credit load per semester is 11.7, with 15 percent of undergraduates enrolling for six or fewer credits and 30 percent enrolling for 15 or more credits. Similarly, the average credit load per semester for graduate students is 6.4, with 33 percent of graduate students enrolling for three or fewer credits and 36 percent enrolling for eight or more credits.

UWM serves a diverse population consisting of 6.9 percent African-American students, 2.1 percent Asian students, 2.2 percent Southeast Asian students, .7 percent Native American students, 3.6 percent Hispanic students, 79.9 percent White students and 2 percent international students. Women represent 55 percent of the total student population at UWM.

**Academics**

UWM extends to entering students a wide array of program choices through its 12 schools and colleges. UWM also offers more than 85 undergraduate and graduate certificate programs. Commonly focused on specialized, non-traditional, and interdisciplinary areas of study, these programs offer students opportunities to gain a concentration of knowledge in a particular field. The wealth of certificate programs is indicative of the depth and breadth of faculty expertise and teaching interests at UWM.

Students accrue additional benefits from UWM’s mission as a research university. The curriculum is taught by faculty members, who have expertise in the subject matter covered in the courses they teach. Furthermore, undergraduate research opportunities exist in many departments and programs throughout the University as a natural part of the faculty’s commitment to scholarship (see “Criterion 4”). Finally, the many scholars and artists who visit the campus at the invitation of the faculty offer an array of unique opportunities for graduate and undergraduate students to sample the frontiers of thought and creativity.

Interdisciplinary activity is an increasing component of the student experience at UWM. For example, the new Ph.D. in history requires nine credits from outside history. The Ph.D. in medical informatics combines the expertise of faculty from schools and colleges across the University including the College of Engineering and Applied Science, the College of Health Sciences, the College of Nursing, the School of Business Administration, and the School of Information Studies. The new undergraduate major in biochemistry recognizes the increasingly strong interdisciplinary link between chemistry and biology. A series of new degree programs, collectively called the Bachelor of Arts in global studies, link the College of Letters and Science (L&S) with various professional schools such as the School of Business and the College of Engineering and Applied Science. These interdisciplinary offerings

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1 Data source: Addendum to Fall 2004 Enrollment Report.
intensify the liberal arts component of professional degree programs with a deliberate emphasis on knowledge in a global setting. Another option in the L&S programming is the new Cultures and Communities certificate that provides a focused alternative to satisfy the general education requirements. In this option, students take courses that link the topic areas of general education to urban society and, particularly, to Milwaukee. Service learning opportunities cement the link between on-campus studies and the life of the city.

Illustrations of the intellectual wealth that faculty scholars who regularly teach in the undergraduate program bring to their teaching come from across the campus. Professor Arun Garg from the College of Engineering and Applied Science shares his research experiences as a leader in the field of ergonomics with his students in Industrial Engineering–Introduction to Ergonomics. Kevin Hartman of the Peck School of the Arts performs with the Chicago Symphony Orchestra and conveys his knowledge and experience to his trumpet students. Mary Louise Buley Meissner, Associate Professor of English, regularly teaches Hmong Life Stories (English 192). Her recent essay, “The Spirit of a People: Hmong American Life Stories,” won the 2002 Virginia Hamilton Award for the best essay published in a national journal on issues related to multicultural youth. Several chemistry, engineering, computer science, and physics professors have received prestigious National Science Foundation CAREER Awards that explicitly link undergraduate teaching and research. Professor Ferne Bronson teaches Dance of the African Diaspora and African influence on Brazilian and Caribbean styles and at the same time is artistic director of the Dance Department’s nationally known Ko-Thi Dance Company.

Full-time teaching academic staff and part-time instructors from the community make significant contributions to the student experience at UWM. Many of the teaching academic staff members are recognized professionals with significant accomplishments in fields of business, engineering, and health professions. Others are accomplished artists, writers, linguists, mathematicians, and scientists.

**Student Life**

Socializing centers on the UWM Union, with its bookstore, craft center, movie theater, art gallery, recreation center, food outlets, credit union, coffeehouse, offices for student organizations, and frequent concerts and other performances. In the cultural arena, the Peck School of the Arts complex offers concerts, art exhibitions, dance performances, and films by student and faculty artists and by distinguished visitors from the broader art world. Students can cheer for UWM athletic teams, work off tensions in organized or pickup sports, or keep in shape at the Klotsche Center. The center, and the campus in general, are accessible to disabled students. Students are also eligible for medical services at the Norris Student Health Center.
The high-rise Sandburg Residence Halls offer dining areas, a grocery store, movie theater, fitness center, and computer lab. Students can share a suite at the residence halls, rent one of many rooms or apartments near campus or commute to the University, using express bus service provided through the UBUS program. The UPOOL/CARPPOOL and UPARK services offer carpooling and off-campus parking and shuttle bus service. The campus day care, which serves 387 children of students, faculty, and staff, offers a sliding fee schedule for students’ children, who comprise half of those enrolled. The UWM Children’s Center was the first program in Milwaukee to be accredited by the National Association for the Education of Young Children.

The Student Association and hundreds of other campus groups give students a voice in University life and opportunities to explore interests ranging from politics to sailing. Students are represented on university committees, publish newspapers, and are involved in radio station WUWM-FM 89.7. They also run an after-hours walking escort and van transportation service, B.O.S.S. for students, as a core component of UWM’s commitment to campus safety.

Milwaukee and Southeastern Wisconsin

Students are attracted to UWM’s urban setting, convenient to Milwaukee’s professional, cultural and recreational advantages. As indicated above, individuals from the community give guest lectures, participate in conferences, and give students contacts in the professional world. The city of Milwaukee is a dynamic laboratory for independent study and field work, and offers many job possibilities for students while in school or after graduation. The collective needs of the metropolitan area for an array of professionals from nurses, architects, and teachers to social workers, health care providers, and artists immediately link UWM with the city. Out of this nexus of interactions comes a thriving program of internships for students.

Because UWM is an institution of opportunity, the campus is committed to providing a comprehensive, sound liberal arts education to a diverse student body, particularly to first-generation undergraduate students. The University is also committed to increasing the percentage of graduate students on the campus to complement an expanding research profile. The challenge is to balance access with providing the highest quality of education. In meeting this challenge, we recognize that we must assess our current practices in advising, academic support, student learning, and curriculum to ensure greater success for all students.

The sections that follow provide an overview of UWM’s assessment practices, report on the evaluation of these practices conducted as part of the Self-Study, and describe current initiatives through which UWM is improving its ability to assess the learning of undergraduate and graduate students.
Scope of Assessment Activities

Across the institution, UWM faculty and staff engage in assessment practices that focus on courses, faculty, degree programs, offerings of the academic units, and the university as a whole. UWM is continuing to strengthen and extend the range of assessment activities, with a special focus on the assessment of student learning outcomes.

Academic Program Reviews

Undergraduate and graduate programs are thoroughly reviewed every ten years; the UW System also exercises oversight of programmatic quality through a separate review process.

Undergraduate program reviews are conducted by the Academic Program and Curriculum Committee. This standing faculty committee is responsible for conducting program reviews on a scheduled basis, and for approving new courses, significant changes in existing courses, admission and degree requirements. In addition, the committee serves as the policy body for the General Education Requirements.

Each year the committee reviews four to six of the 46 departments and schools that offer baccalaureate majors. The department conducts a self-study following the guidelines required by the committee. Reviews are conducted by three UWM faculty members from other disciplines and forwarded to the committee for review and recommendations. The reports are then forwarded to the Vice Chancellor for review and approval. The Vice Chancellor reviews the findings and recommendations with the appropriate Dean.

Program review generates a strengths-and-weakness type of analysis that guides departments in curricular and program development activities. Historically, these reviews identified the need for new or additional fiscal resources and additional faculty positions and addressed curricular concerns. More recent reviews have focused on improving quality within the existing resources of the school or college. Starting in 2003-04, the program review guidelines require reporting on how program faculty members are assessing student learning outcomes and what changes have been made to the program as a result of these activities.

In the case of graduate program review, the Graduate Faculty Council (GFC) serves as the governing body for curricular and programmatic issues. Through its Committee on Reviews (COR), the council reviews and approves all admission standards, program changes, graduation requirements and issues of program integrity. Each year the council reviews four or five of the 48 master’s and 20 doctoral programs. These reviews follow the same self-study approach that is used for the undergraduate programs. During these comprehensive reviews, faculty research, student achievement, performance, and satisfaction,
alumni placement, and the overall adequacy of program resources are assessed and compared with the standards of the University and the discipline.

Two experts in the discipline from other universities plus three UWM faculty members from other disciplines conduct the reviews. The external discipline experts file individual reports, which are incorporated into the Graduate Faculty Council report. Council members then review the reports and make a series of recommendations on the continuation and improvement of the program to the Dean of the Graduate School. The Graduate School Dean then presents these findings and his or her own conclusions to the Provost, who, in turn, meets with the Dean of the appropriate school or college for final consideration of the report. The graduate program reviews also require a two-year follow-up process in order to monitor how review recommendations are being implemented. During 2003-04, the Graduate Faculty Council revised the program review guidelines to incorporate questions about assessment of student learning outcomes. The campus has also made efforts to coordinate graduate and undergraduate program reviews so that undergraduate programs also have the input of external experts in the discipline. Joint program review guidelines are in draft form and are expected to be approved by both committees this academic year. These guidelines also address assessment as an important component of program quality.

**UW System Program Review**

The UW System maintains a degree program review cycle that uses both the report of the Graduate Faculty Council and the Academic Program and Curriculum Committee as part of its process for review of all new undergraduate and graduate degrees. These reviews occur at the end of the first five years of a degree program’s existence. The UW System may identify programs in need of “special attention,” generally because of low enrollment or poor reviews, and may request special reviews using outside consultants. UWM works with UW System planners on the development of new doctoral, master’s, and undergraduate programs. Currently, planning is underway for six new doctoral programs, two new masters programs, and two new undergraduate programs. Before any new degree is approved, two outside consultants must determine whether the proposed program can be accomplished with the available faculty and resources. Current UW System program development and review guidelines require information on how program faculty members assess student learning outcomes and use this information to enhance the program.

**National and Campus Surveys**

Student surveys are used extensively to gain students’ assessments of academic and student support programs. The Graduating Senior
survey has been administered annually since 1995. Students provide input on their satisfaction with instruction, quality of courses, accessibility of faculty and staff, and other academic and student support items. The National Survey of Student Engagement (NSSE) has been administered three times: 2001, 2002 and 2004. This instrument focuses on students’ engagement in learning as well as the broader student campus experience. The Faculty Survey of Student Engagement (FSSE) was administered once in 2004. This instrument enables some comparisons between instructors’ and students’ responses to similar questions. The Cooperative Institutional Research Program instrument for the American Freshmen reported by the UCLA Higher Education Research Institute collects information from new freshmen on their study habits in high school, plans and preparation for college, and other social, educational and political opinion items. UWM administered this survey in 2003 and 2004. In the spring of 2002, the Graduate School asked all 3,893 enrolled graduate students to complete a survey about their experiences at UWM. The first comprehensive survey of our alumni was administered in the fall of 2003 and provided information on a multitude of areas, including perceptions of learning and the value of a degree from UWM. Data from these surveys have been shared with Deans and program faculty and are posted on the UWM website.

UW System Accountability for Achievement
Since 1993, the Board of Regents has called upon each UW System institution to report annually on student-oriented goals—those defined at both the UW System and the individual campus levels. These reports, which include information on student success, participation and satisfaction, are approved annually by the Board and posted on the UW System website.

Program Accreditation Reviews
Twenty-six undergraduate and graduate programs are evaluated and accredited by over 20 external agencies. All accreditations include educational effectiveness among their criteria. During 2003-04 and early 2004-05, three external teams visited the campus and commented on the quality of the occupational therapy, information studies, and architecture programs.

School/College and Divisional Reviews
Many schools and colleges conduct their own alumni surveys and use other means of assessing their educational effectiveness. Departments survey current students and graduates to enable them to continuously monitor and refine their programs. In addition to the Cooperative Institutional Research Program (CIRP), National Survey of Student Engagement (NSSE), and the Graduating Senior Survey, the Division
of Student Affairs is participating in the Council for the Advancement of Standards in Higher Education review during 2004-05 to systematically assess the quality and effectiveness of their programs and services according to established general standards. Each divisional unit in Student Affairs, including auxiliary services, the career development center, enrollment services, financial aid, the Norris health center, the office of student life, recruitment and outreach, and the large array of TRIO and pre-college programs, engages in ongoing assessment processes and uses the feedback to improve their services.

**Evaluation of Teaching**

A foundation for UWM’s assessment practices is the policy on the evaluation of teaching. The University emphasizes the importance of using multiple sources of evaluation data, including both quantitative and qualitative measures, and emphasizes the importance of sensitivity to the varied models of teaching and student learning. According to University policy, faculty must have all of their classes evaluated by students each semester; summary results are made available to students. The results of student evaluation and other evidence of teaching effectiveness are reviewed annually by departments when determining merit pay increases. Teaching effectiveness receives much closer scrutiny during the probationary period for tenure-track faculty and when faculty members apply for promotion to full professor.

**Assessment of Student Learning Outcomes in Undergraduate and Graduate Programs**

Many programs have strong direct and indirect measures of student achievement for majors, including capstone courses, comprehensive exams, research papers, performances, etc. General education assessment is well established for the core competency areas, and the campus has approved measures to ensure that assessment is similarly rigorous for distribution areas. Significant advances have been made on the campus to document assessment practices and formalize the use of the data in decision making. Departmental student learning outcome assessment documents are posted on the web pages of the schools and colleges and linked to the Office of Assessment and Institutional Research’s website.

Departments continue to work to improve their assessment processes and formalize the use of this data in making curricular decisions. Our external consultant, Barbara Walvoord, has commented that “departments are finding ways to rely on both “indirect” data, i.e., student perceptions of their learning as revealed in surveys, and “direct” data, i.e., students’ performance on tests, exams, assignments, theses, exhibits, etc., to analyze student strengths and weaknesses as a
group, and bring that information to the department, along with the survey data and the post-graduation data, so the department makes its decisions based on more than just student perceptions of their learning.

**General Education Assessment**

All undergraduate degree students at UWM are required to fulfill general education requirements (GER). The Academic Program Planning and Curriculum Committee is the governing body for the approval and continuation of any course carrying GER credit. A subcommittee of the APCC evaluates the syllabus and course request form and recommends to the full committee formal designation of courses that satisfy the requirements.

The GERs are guided by Faculty Document 1382, approved by the UWM Faculty Senate and campus administration in November of 1984. The GERs have been reviewed and revised several times over the past 20 years.

Historically, the competency areas of the General Education Requirements have been the focus of much attention and assessment of student learning in math, foreign languages, and English composition is quite developed: The composition faculty makes extensive use of portfolios and reflective essays for assessing student learning; the mathematics faculty carefully tracks student placement, achievement, and progression in the math sequence; and the foreign language faculty uses proficiency guidelines established by American Council on the Teaching of Foreign Languages. Today assessment activities are used to make decisions about placement, class size, teaching practices, tutoring, and course content. Indirect assessment of General Education also results from UW System surveys, the Graduating Senior Survey, and alumni surveys. Answers to the educational and personal growth section of the NSSE and FSSE surveys have been used to gain insights into student perceptions of learning.

In contrast to the competency areas, assessment of courses meeting the distribution requirements has been less rigorous. As first envisioned by the APBC, UWM’s General Education Requirements would ensure that all students enrolled in a restricted set of core courses that provided a basis of liberal arts and sciences (humanities, social sciences, natural sciences, and arts) as well as proficiency in composition, mathematics, and a foreign language. However, even before being adopted, the GERs, by deliberate faculty action, became broader and more diffuse than a few selected courses. And, after being in place, greater and greater flexibility needed to be offered to students in order to accommodate not only the various degree programs offered at UWM, but also the many students entering UWM as transfer and adult returning students. As a result, what began, at least conceptually, as a
defined program with limited outcome goals became, as implemented and evolved, a diverse set of student experiences.

Recognizing this gap in general education assessment, a General Education Assessment Committee was created in the spring of 2003 to address the status of current assessment activities and plan for improvement in institutional policies and assessment requirements. The assessment focuses on the extent to which the courses meet the seven principal goals for GER as outlined in Faculty Document 1382:

General Education should provide opportunities to develop a strong foundation of verbal and quantitative skills; to understand the roles of methods and processes and their constraining effects on thought; to gain cultural and historical perspectives on the world; to develop consciousness of self in relation to tradition; to appreciate creativity, including the creation, testing, and application of ideas; to see how ideas relate to social structures; and to understand how values infuse both action and inquiry.

The Committee reviewed all existing assessment activities and developed detailed plans for those areas without adequate assessment practices. The Committee reviewed general education assessment practices at other universities and the NCA’s expectations. The Provost also enlisted the advice and assistance of Notre Dame professor Barabara Walvoord, a nationally recognized authority on assessment. Dr. Walvoord met with the group on two occasions over a six-month period and reviewed all activities and proposals.

In fall 2003, the APCC drafted guidelines that the committee believed would be helpful to the College of Letters and Science and Peck School of the Arts in developing the self-study document for the upcoming UW System 10-year program review of the General Education Requirements. This document asks specifically about the assessment practices in place to determine student learning in GER courses. The program review will take place in spring 2005 in parallel with the NCA visit.

At the same time, the General Education Assessment Committee brought forward two recommendations to the APCC for their consideration. Both were passed unanimously. The first recommendation requires departments requesting GER consideration for courses to provide a detailed justification for how the course meets the criteria in Faculty Document 1382 for a GER course. The second recommendation requires that the syllabus provide a statement to the student explaining and articulating that justification.

In fall 2004, the General Education Assessment Committee presented their report to the APCC with the additional recommendations to strengthen the assessment and oversight of the General
Education Requirements. In December 2004 the following three recommendations were passed unanimously:

- In addition to the justification for the course and linkage to the criteria in Faculty Document 1382, require each course to list at least one learning goal and identify at least one project or assignment by which student learning will be assessed.

- Require that all courses currently carrying GER designation comply with the syllabus and course request form process within the next five years in line with the program review cycle (departments with programs scheduled for review within the next five years will comply in the year of the program review; departments with programs that have already undergone program review in the past five years will comply on the fifth year anniversary of the review).

- Add general education assessment to the 10-year program reviews and require that departments report that they have documented clear goals, are assessing those goals (with both direct and indirect measures), and have made course and curriculum changes made as a result of faculty review of data.

The Deans and Associate Deans in Letters and Science and the Peck School of the Arts have made the following commitments:

- Require faculty members teaching courses that satisfy GERs to report annually to the department faculty on how the course is meeting stated learning goals and the overall strengths and weaknesses of student performance in the course.

- Link course, NSSE, Graduating Senior, and alumni surveys to GER program assessment and improvements.

Ongoing discussions with the APCC are focused on the following agenda:

- Developing specific guidelines within the program review document addressing GER assessment practices and resulting program changes.

- Retaining permanent subcommittees for GER and cultural diversity to review requirements and course listings; and

- Delisting any courses that no longer are able to demonstrate linkage to Faculty Document 1382 and assessment practices.

The work of the General Education Assessment Committee and the Academic Program Planning Committee has reaffirmed the overall general education goals from Faculty Document 1382. With acceptance of the Committee’s recommendations, a periodic review
for GER courses requiring evidence of effective assessment will be conducted. Faculty members teaching GER courses are expected to link specific learning goals to GER Faculty Document 1382 and report on how the course is meeting these goals on an annual basis. Institution-wide student and alumni survey data will be provided to GER faculty and programs as another source of data for their deliberations, and data are beginning to be used for student retention and enrollment management purposes. The overall philosophy of UWM’s assessment activities is to focus assessment as close to the classroom as possible, and to engage the departments and Associate Deans in the divisions. Departments are held accountable for their assessment practices by the Academic Program Planning Committee and the Provost through the program review process.

Programmatic Assessment

The time line in Figure 20 summarizes campus assessment activities focused on student learning outcomes since UWM’s last accreditation. As part of the Self-Study, the University evaluated assessment activities against three criteria:

1. Programs should have clearly stated outcomes for student learning
2. Multiple methods of evidence should be gathered to determine whether the outcomes are achieved
3. The assessment results should be used to improve the course, program, or institution.

Taken together, the three criteria define the full cycle of assessment in which goals are established, outcomes are measured, and the results are used for improvement. The NCA Criterion 3 team focused on these criteria to evaluate UWM’s assessment practices. The team found examples of excellent practices but also substantial opportunities for improvement.

The team found the pace of progress on assessment to have increased in recent years. In the College of Letters and Science, all department chairs developed revised assessment plans in 2002. The Provost’s office supported this work by providing an outside consultant to work with the College, and the Dean and Associate Vice Chancellor met with department chairs on numerous occasions to discuss the NCA focus on learning outcomes. Similarly, the professional schools have focused more precisely on student learning outcomes, in accordance with trends from their national accrediting agencies.

A review of these assessment plans reveals many examples where assessment is ongoing, classroom-based, performance-based, and integrated with learning. There are a great number of assessment measures in use, both direct and indirect. And, there are some
departments that provide information on how assessment results are used for department actions. All departments have received feedback on their assessment documents from our external consultant. Many have made important improvements in their assessment processes and others have improved their descriptions of their ongoing

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Figure 20. Assessment of Student Learning – Campus Focus

- **1995**: NCA self study document included assessment plans for all UWM departments
- **1996-2000**: Many departments further developed/enhanced assessment and feedback processes, increasing availability of assessment data
  - Student learning outcomes assessment was recognized as critical to the Investment Plan
- **2001**: Campus began discussions in preparation for next accreditation
  - Provost’s office held a workshop for Deans and Associate Deans
- **2002**: L&S Dean in collaboration with provost office hired a consultant to help all L&S departments update assessment activities
  - APCC revised undergraduate program review guidelines to include section on student learning outcomes
- **2003**: All schools and colleges assessment processes are in place and well documented
  - Working in collaboration with APCC, a General Education Assessment Task Force formed to develop plans for assessing the GER
  - Director of Assessment position identified as needed recruitment to increase/enhance data provided to campus decision makers
- **2004**: Provost office in collaboration with CIPD hired a nationally recognized expert in student learning outcome assessment to present at a spring workshop and meet with the GER task force
  - COR/GFC revises graduate program review guidelines to include section on student learning outcomes
  - NCA Team 3 prepares a rubric detailing “state of assessment at UWM”
  - Director of Assessment hired
  - General Education Task Force completes drafts of assessment plans for math, composition, foreign language, cultural diversity, arts, humanities, natural sciences, social sciences
    - Consultant reviews Team 3 rubric, all program and GER assessment plans, and provides written feedback to the campus
    - Consultant returns to campus on October 8, 2004 to conduct workshops for department chairs and program directors
- **2004-beyond**: Campus continues to refine assessment of student learning for curriculum improvement, enrollment management, and program review
assessment activities. Many program faculty members report that in strong, prerequisite-driven programs, a student’s ability to learn and use advanced subject matter is determined by the foundation of knowledge and understanding that has been established in earlier courses. There is recognition that in such programs, grades serve as excellent, comparative measures of student progress and achievement. In such departments where the primary form of assessment was solely grades or successful completion of a capstone experience, there have been deliberate steps taken to assure these measures reflect actual performance on agreed student learning goals and produce information that can be used to make improvements.

Several illustrative examples highlight departmental and unit assessment activities and their ongoing work to refine their assessment practices:

**Administrative Leadership**

**Electronic Portfolios**
Compilation of every project students completed in the course along with a reflective paper that provides an analysis of students’ experience as a learner. Outcomes: CD-ROM with all student work and analysis of their own work.

**Papers**
Papers that examine major theoretical approaches in the course. Outcomes: Identification and analysis of major theories and concepts in the course through the use of a critical thinking model.

**Professional Portfolios**
Students assemble portfolios that contain materials related to professional licensure programs in educational administration. The artifacts are related to the knowledge, dispositions and skills detailed within the design of our professional licensure programs. Upon completion of their studies, students present their portfolios and relate their portfolios to the School of Education Guiding Principles and Wisconsin State Standards for School Administrator licensure. Faculty members judge the portfolios to determine student outcomes and adjust program content when necessary to strengthen student attainment of required knowledge, dispositions and skills.

**Chemistry**
There is a long tradition of undergraduate students conducting independent research with faculty and recently this has become a requirement for all degrees offered by the department. All chemistry seniors will participate in faculty supervised research projects, summer internships, or other related research activities and present their findings as either a report or at a conference or meeting presentation.

**Occupational Therapy**
Evaluations of the programs and its graduates are available through a number of sources. The Program Evaluation Committee conducts
annual one-year and five-year alumni evaluations via mailed surveys and biennial survey of employers. The UWM Career Development Center Employment Surveys are carefully reviewed by the Program Evaluation Committee. Focus groups with fieldwork supervisors are held regularly at the annual Fieldwork Supervisors’ Symposium. Undergraduate students completing fieldwork provide evaluations of academic preparation following each fieldwork assignment. The Curriculum Committees of each degree program hold annual meetings to review courses and plan changes. Pass rates of graduates on national certification exams are at or above national averages. Attrition is at less than 5 percent annually. UWM Career Development Center Employment Survey data shows that occupational therapy program graduates report the following: 1999 – 93.1 percent employed; 2000 – 96 percent employed, 2001 – 95 percent employed.

**English**

*First-Year Writing Portfolio Assessment*

For many years, English 095, 101, and 102 in the composition sequence have included end-of-the-term portfolio writing assessment. This assessment process encourages students to revise each essay several times with instructor guidance before their work is evaluated by a team of instructors. Throughout the semester, there are practice assessment meetings during which instructors discuss assignments, teaching strategies, and engage in practice assessment of student work.

**Undergraduate Student Survey**

This past spring, the department distributed a survey through the undergraduate listserv created for English majors. Seventy-four students (or 22.84% of 324 majors spring 2003) responded. The results revealed that over half (44) of majors plan on attending graduate school. Fifty-eight agreed or strongly agreed that “My work in the Department of English has prepared me well for my future.” However, a number of students expressed dissatisfaction with the department’s advising and a desire for more evening courses.

The department is revising this electronic survey and will query undergraduate majors again this spring. In addition, a written survey is being developed that will be distributed and collected through capstone courses. This survey will identify the department’s mission statement and ask students to assess their course work in the department according to these goals. In addition, it will ask seniors about their plans after graduation.

**Graduate Survey**

The department is developing a survey of all Master’s and Ph.D. candidates to fill out immediately after their respective examinations. This survey will ask graduate students about their future plans as well as about their satisfaction with their graduate experience in light of the department’s goals for graduate education.
Faculty Surveys
The department is developing a faculty survey for those teaching undergraduate capstone courses as well as for master’s and Ph.D. graduate advisors. In the former case, faculty will be asked to explain how the department’s learning outcomes are achieved through their course’s curriculum and assignments and to evaluate the success of their students in meeting those outcomes. In the latter case, graduate advisors will be asked to consider to what extent the given candidate fulfilled the department’s goals for graduate education and the implications of the student’s performance for future planning, curriculum development, faculty hires, and so on.

Social Work
As a professional school, there is considerable emphasis on applied learning. Courses on practice methods are paired with field experience (work in agency settings) in order to directly connect skill learning and application. Hence, much assessment of student learning occurs in the field experience. Feedback from field instructors is then critical in working with individual students and their skill needs but also in curriculum development. Gaps in student learning noted by field instructors provide feedback to the faculty about learning needs of students. The department uses that feedback in course revisions, decisions on sequencing, and course prerequisites.

UWM Libraries
Using the LibQUAL+ survey tool, provided to libraries by the Association of Research Libraries, the UWM Libraries has begun to assess the quality of its services, collections and facilities. This survey tool helps identify the gap between library users’ perceptions of the service they currently receive and their desired level of service, and provides an opportunity to narrow that gap. Additionally, the UWM Libraries has begun to evaluate the library instruction program through surveys completed by instruction session participants and increased communication with course instructors.

Student Affairs
The Division of Student Affairs went through an extensive assessment this year using the tool established by the Council for the Advancement of Standards in Higher Education, called the CAS standards. Areas that the division established CAS teams for included: Admission, Campus Activities, Campus information and Visitor Services, Career Services, College Health Services, College Union, Counseling, Financial Aid, Fraternity and Sorority Advising, Housing, Judicial Affairs, Student Leadership, Lesbian, Gay, Bisexual, and Transgender Student Services, Student Orientation, Registrar, TRIO and Other Educational Opportunity, and Women Student Services. All of these 15 areas established teams composed of students, staff and others, who went through the process of evaluating UWM services to the established standards offered by CAS. While there was no area in which UWM did not meet the minimum standards, the information is being used across the division for future planning and to enhance student services within the division.
Many additional examples of departmental assessment activities are available in the web-based version of the Self Study at www.selfstudy.uwm.edu.

The Criterion 3 team has reviewed all of the departmental plans and developed a taxonomy of the measures used. UWM’s Assessment Typology (Figure 21) provides data on individual departments and summary data of all departments’ practices. The most frequently used direct measures of student learning outcomes are capstone projects (49%), course completion (41%), classroom assignments (36%), portfolios (33%), and grades/analysis of collective performance (31%). The most popular indirect measures are senior surveys (54%), alumni surveys (30%), student course evaluations, including midsemester evaluations (30%), employer and field supervisor surveys (25%), and student employment placement (20%). Of the measures that aren’t used as frequently, it seems likely that several (i.e., retention and graduation rates; acceptance in graduate/professional program; student assessment of learning gain) will see an increase in adoption as current university-wide initiatives such as Phase II of the Milwaukee Commitment, enrollment management, and better tracking of alumni outcomes are more fully implemented.

**Student Access to Assessment Results**

Assessment activities focused on student learning are posted on each school and college website and on the Office of Assessment and Institutional Research website. In addition, campus-wide survey results and departmental course evaluations, placement

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**Figure 21. Departmental Assessment Typology**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Extent of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Capstone” projects, thesis, exit exams, student teaching</td>
<td>49%</td>
</tr>
<tr>
<td>Course completion</td>
<td>41%</td>
</tr>
<tr>
<td>Class assignments (lab reports, presentations, term papers, juries)</td>
<td>36%</td>
</tr>
<tr>
<td>Portfolios of student work (may include student self-assessment)</td>
<td>33%</td>
</tr>
<tr>
<td>Class grades (as measures of individual learning; considered collectively)</td>
<td>31%</td>
</tr>
<tr>
<td>Faculty evaluation of ongoing student performance (before or during the major)</td>
<td>26%</td>
</tr>
<tr>
<td>Assessment of field work, practicum, student teaching</td>
<td>25%</td>
</tr>
<tr>
<td>Exams (within course; final)</td>
<td>20%</td>
</tr>
<tr>
<td>“Capstone” faculty assessment of student achievement of learning goals</td>
<td>18%</td>
</tr>
<tr>
<td>Student performance on accrediting/licensing exams (NB. Some areas consider this an indirect measure, e.g. Business)</td>
<td>18%</td>
</tr>
<tr>
<td>Student GPAs (considered collectively)</td>
<td>13%</td>
</tr>
<tr>
<td>Proficiency/majors exams (may include pre and post testing)</td>
<td>10%</td>
</tr>
<tr>
<td>Results from student competitions, performances</td>
<td>8%</td>
</tr>
<tr>
<td>Student performance on GREs, MCATs, etc.</td>
<td>5%</td>
</tr>
<tr>
<td>Grades in prerequisite courses</td>
<td>3%</td>
</tr>
<tr>
<td>Pre-major portfolio review</td>
<td>3%</td>
</tr>
<tr>
<td>Senior or exit survey/interview</td>
<td>54%</td>
</tr>
<tr>
<td>Alumni survey/interviews</td>
<td>30%</td>
</tr>
<tr>
<td>Student evaluations of course/instructor (may include mid-course focus groups, etc.)</td>
<td>30%</td>
</tr>
<tr>
<td>Employer or field supervisor surveys</td>
<td>25%</td>
</tr>
<tr>
<td>Student employment placement</td>
<td>20%</td>
</tr>
<tr>
<td>Faculty advising of majors and minors</td>
<td>16%</td>
</tr>
<tr>
<td>Retention and graduation rates</td>
<td>8%</td>
</tr>
<tr>
<td>Advisory boards</td>
<td>7%</td>
</tr>
<tr>
<td>Student awards</td>
<td>7%</td>
</tr>
<tr>
<td>Acceptance in graduate/professional programs</td>
<td>5%</td>
</tr>
<tr>
<td>Peer evaluations (may include mentoring)</td>
<td>5%</td>
</tr>
<tr>
<td>Student evaluations of teaching assistants</td>
<td>5%</td>
</tr>
<tr>
<td>Student advisory committees</td>
<td>2%</td>
</tr>
<tr>
<td>Student performance on accrediting/licensing exams (some areas)</td>
<td>2%</td>
</tr>
<tr>
<td>Faculty teaching portfolios</td>
<td>0%</td>
</tr>
<tr>
<td>SALG (student assessment of learning gains)</td>
<td>0%</td>
</tr>
</tbody>
</table>
results, licensure exam scores, disciplinary accreditation reports, and student and alumni satisfaction survey results are publicly available to faculty, staff and students.

Below are several examples of how assessment results, including course evaluations, are made available to students:

**Architecture**
Comparative quantitative measures of student evaluations are prominently displayed in the School to help students make decisions about what courses and instructors are appropriate for their personal objectives. Faculty members also have access to this data so they are aware of how students are assessing teaching across the curriculum.

**Urban Planning**
The program conducts a survey of first-year and of second-year (graduating) students each May. Following the administration of the survey, which includes 20-40 questions, the faculty meets with the students to discuss the results. This has led to very positive results for improving the program and student learning.

**Geography**
All seniors complete an exit survey before graduation as part of Geography 600. The students compile, analyze, and discuss the survey results in class. Faculty members examine the survey results and prepare a formal response each year addressing the issues raised. The faculty response is conveyed to students via e-mail.

Students also have access to PantherProf, an online tool that enables students to communicate with other students about course experiences. Initiated by students as part of the Black and Gold Commission, PantherProf was implemented in fall 2004. All students, faculty and staff can log in to PantherProf to view reports of the student surveys.

**Use of Externally Reported Data**
Pass rates on professional exams, graduation rates, results from external reviewers for accreditation, and graduate program reviews are examples of externally reported data that are part of the assessment activities of the campus. Similarly, a number of programs, particularly in the professional schools, have defined curricula based on national standards. These programs culminate in testing and certification that immediately rank UWM’s seniors with respect to national populations of students. For example, the definitive measure of academic accomplishment for College of Nursing baccalaureate graduates is passing the National Council Licensure Examination on the first attempt. Generally, UWM graduates perform well above the national
median on such exams. In the Department of Communication Sciences and Disorders, students have passed the national NTE exam in Speech-Language Pathology at a rate of 97 percent, with scores that are consistently above the national median during the past decade. Programs that rely on externally defined standards are documented in the "student performance on accrediting/licensing exams" columns in the Assessment Typology.

The following example shows how the Department of Health Sciences makes use of such data in its assessment plan:

**Health Sciences**

**Graduation Rate**
On average, 95 percent of the students admitted into the undergraduate clinical laboratory sciences (CLS) program graduate with a B.S. degree. These high retention and graduation rates can be attributed to the diligence of faculty, staff, and clinical coordinators and instructors in identifying and assisting students early when problems occur. For the health care administration and informatics program (HCA & I), an estimated 90 percent of the students graduate with a bachelor’s degree.

**Success of Graduates Seeking Employment**
The success rate of CLS program graduates seeking employment and finding jobs within six months of graduation is tracked. During the past five years, 100 percent of the graduates seeking jobs have found employment. For the HCA & I Program, an estimated 95 percent of graduates are employed after graduation.

**Survey of Graduates**
Graduates are surveyed for their job placement and assessment of the program between six months and one year following graduation. A summary of their responses is compiled and distributed to the program directors.

**Employer Evaluations of Program Graduates**
Employers of the graduates are contacted and asked to evaluate the preparedness of the employee as they enter the job market. Responses are summarized by the CLS program director and distributed to the program officials. A similar survey is carried out in the HCA & I program.

**Program Review by the UW System and UWM**
The UW System has an internal audit system that reviews each program on a 10-year basis and prepares a written report. The CLS program was last audited by the Academic Program and Curriculum Committee (APCC) during the 1998-99 academic year. The UW System also conducted a Lateral Audit of all the Allied Health Programs in 1995 and published a report. The (then) HCA program was last audited in 1996. The program received AUPHA certification in 2003.
Results on National Certification Examination(s)
The scores of the senior students taking national certification examinations are used to monitor program content and effectiveness. Results are reviewed by program directors and the staff of the clinical sites and any needed changes are made to the curriculum.

Assessment of noncredit offering
The School of Continuing Education (SCE) consists of a broad range of programming, research, and service-oriented units and activities. The range of educational experiences, formats, and offerings, is, as a result, remarkably diverse. As such, however, there is no absolute uniformity in how learning outcomes are evaluated and assessed. However, because the impact of inadequate programming or service activities can be felt immediately, it is crucial for learning outcomes to be assessed. Adverse results will directly—and relatively quickly—affect the School's fiscal position. Accordingly, programming efforts are rigorously assessed and modified as needed in response to the assessment outcomes.

Many SCE assessments are derived from a model developed by Don Kirkpatrick, a former SCE faculty member. Kirkpatrick’s model includes four steps: Reaction Data that measure how the participants assess the training, Learning Data that measure increases in knowledge or skills, Behavior Data that look at job behavior after training, and Results Data that are concerned with the organizational impact of training and Return on Investment.

One of the hallmarks of a successful continuing education program is the ability to react quickly to rapidly changing education and training needs. For that reason, SCE frequently commits seed money to innovative programming efforts aimed at new service or topical areas and/or new delivery methods. In the past few years, such seed monies have funded new courses in such diverse areas as child care administration, corporate wellness, community justice programming, and online certificate programs.

Faculty involvement in assessment
Faculty members have been key players in the development of program assessment plans. They have articulated their goals in terms of expected student learning outcomes. In UWM’s shared governance model, the creation and revision of new or existing courses and programs begins with faculty expertise and interest. In addition, the APCC and GFC are standing committees of the faculty and their policies have helped to institutionalize student learning outcome practices at UWM. Hence, faculty members are key to the work of assessing learning outcomes.
For example:

**Electrical Engineering and Computer Science**

In Electrical Engineering, each course has several learning outcomes as required for accreditation from the ABET. Students are surveyed each semester, the data are analyzed by the EE faculty and the Electrical Engineering Industrial Advisory Council (EEIAC), and course-contents/curricula are modified, if these groups find that essential. Besides course evaluations, students are also surveyed in each core course for the learning outcomes (that have been set by the faculty in consultation with the EEIAC). These are reviewed by the faculty and the industrial advisory council each semester, and appropriate steps are taken.

**Sociology**

The assessment plans for sociology include an annual evaluation of all of the indicators (student surveys, assessment of the capstone, feedback from majors, etc.) by a faculty committee that reports back to the entire department faculty with proposals for changes as appropriate.

**Reviews of assessment strategies**

The campus has undergone a thorough review of assessment strategies with the assistance of an external consultant. As evidenced by workshops, individual meetings of Chairs and Deans, program review guidelines, and written reviews, the campus has a strong commitment to ongoing review of assessment strategies. The most significant developments are the inclusion of questions that specifically address assessment activities in the APCC, GFC, and UW System program review guidelines, the series of workshops over the past two years on departmental assessment practices and UWM’s NSSE, FSSE, and CIRP surveys, and the incorporation of these data into the work of the enrollment planning initiative currently underway. The relatively new regulations for program reviews place more emphasis on student learning and require programs to articulate, justify and provide evidence of students learning outcomes. The campus has many examples of faculty and programs routinely using multiple data sources to review the effectiveness of their own assessment programs. The Office of Assessment and Institutional Research has launched a website featuring campus assessment plans, campus survey data, and the Assessment Typology. The website will facilitate review of assessment strategies by making cross-departmental comparisons more readily available to all members of the University community, including students. CIPD will continue to offer workshops to faculty members who are engaged in assessment activities.
Support for Effective Teaching

All mission statements of the schools and colleges assert a commitment to high quality teaching, learning, and/or student achievement, as do the mission statements for all student affairs units that provide co-curricular programs. Institutional policies require faculty expertise in the classroom and faculty members are supported in their efforts to raise the quality of their teaching.

Faculty Involvement in Curricular Matters

UWM faculty members are very involved in all curricular matters. All courses are approved through a multitiered process that involves department, school and college, Graduate School and campus-wide course and curriculum committees. Departments determine faculty qualifications and the Academic Program and Curriculum Committee (APCC) reviews the vitae of faculty members proposing courses. Departments determine curricular content and the APCC sorts out questions of curricular overlap. All new undergraduate courses and changes to the undergraduate programs must be approved by the APCC. The Audit and Review Procedures of the Academic Program and Curriculum Committee and the graduate-level Committee on Reviews require review of the qualifications of faculty and instructional academic staff of undergraduate programs being evaluated.

To teach courses carrying graduate credit; to serve as a major professor, advisor, or committee chair for master’s or doctoral students; or to serve on a doctoral committee, faculty members must have graduate faculty status, as defined by criteria established by the Graduate School. (Departments, schools or colleges may have additional criteria for reaching graduate faculty status.) Membership on the graduate faculty is reviewed by the Graduate Curriculum Committee and approved by the Graduate Faculty Council.

Professional Development

UWM’s varied learning environments include online or hybrid courses, independent study, large lectures, seminars, discussion sections led by teaching assistants, and study abroad opportunities in a wide array of disciplines. The University provides support for the professional development essential for effective teaching in these arenas. Professional development in the area of instructional technology is provided by the Learning Technology Center (LTC), whose staff prepares faculty to teach in web-enhanced, hybrid, and completely online environments and to use mediated technology for the classroom (e.g., PowerPoint, video). Support for faculty members to expand their repertoire of instructional strategies is provided by the Center for Instructional and Professional Development (CIPD), whose staff creates programming based on the latest research in teaching and learning (e.g., learning styles, syllabus design, assessment, and
CIPD (2.12 FTE; $200,000 budget) and the LTC (5.5 FTE; $300,000 budget) are widely recognized organizations on campus dedicated to helping faculty and teaching staff in all aspects of the teaching and learning mission.

CIPD concentrates on the learning process, i.e., how students learn, and how the University can effectively assess this learning. CIPD has assisted individuals and departments since 1981 with programs on engaging students in large lecture classes and on working more effectively in seminars. The CIPD website provides hints, resources, and encouragement on how to be more effective teachers at any level of instruction. UWM houses the UW System Leadership Site in the Scholarship of Teaching and Learning. CIPD’s Center Scholars in Teaching and Learning program, begun in 2000, has provided significant funding to 25 faculty and teaching academic staff members who have undertaken Scholarship of Teaching and Learning projects. These scholars work individually and collaboratively to examine important issues in teaching and student learning from both disciplinary and interdisciplinary perspectives. Each of the selected scholars writes an article analyzing their research project. CIPD also sponsors brown bag sessions on teaching; recent sessions have addressed how to integrate active learning strategies into lecture formats and the role metacognition plays in student learning. In the past four years, CIPD has averaged approximately 400 participants per year (graduate students, teaching academic staff, faculty).

Schools and colleges also support improved pedagogies. CIPD and the College of Letters and Science’s Edison Initiative co-sponsor a two-day development retreat for faculty members wishing to teach in the L&S Freshman Seminars program. Some 300 UWM faculty members have attended the retreat. Over the course of the two days, participants have the opportunity to examine and discuss the unique problems and challenges of teaching a small seminar of first-year students while also engaging in in-depth discussions about the importance of active learning, writing-to-learn, learning objectives, and other key concepts from the scholarship of teaching and learning. The retreat is thoroughly assessed each year and substantial changes are made to the curriculum in order to meet the changing needs of the faculty. Participants continue their involvement through a Teacher Network program.

In the College of Nursing, faculty members are supported by the college to attend conferences and workshops to increase their excellence in teaching. The college also conducts regular Teaching Round Tables that are well attended by tenure track and clinical faculty. The “teaching working group” in the School of Business Administration holds workshops on teaching issues such as classroom participation and teaching for diversity.

UWM’s faculty and staff participate in UW System professional development programs available through the Office of Professional
and Instructional Development (OPID). Established in 1977 as the Undergraduate Teaching Improvement Council, OPID was first led by a council of campus representatives who focused primarily on teaching improvement. Over the past few years OPID has expanded its emphases to meet the broader professional needs of faculty and academic staff with programming on topics such as student learning, the scholarship of teaching and learning, career stages, and faculty roles and rewards.

OPID’s professional development opportunities include:

- Faculty College, an annual event involving 100 participants in three days of intensive, interdisciplinary seminars on topics related to teaching and learning.

- Wisconsin Teaching Fellows, a program designed for outstanding early career untenured faculty and teaching academic staff who show exceptional promise as college teachers. Each Fellow undertakes a scholarly teaching project aimed at understanding “best practices” that enhance student learning. At the end of their fellowship year, Fellows are expected to disseminate the results of their project in a publication, conference presentation, or campus workshop.

- The Wisconsin Teaching Scholars, a program designed for middle and late career tenured faculty and teaching academic staff. Teaching Scholars undertake a significant project designed to advance the practice of teaching through the Scholarship of Teaching and Learning (SoTL). Scholars are expected to serve a leadership and mentoring role in UW System SoTL work.

Another UW System professional development initiative is the Women and Science program, which hosts an annual workshop for new science, mathematics, and engineering faculty and academic staff members. The UW System Institute on Race and Ethnicity also has a grant program to support the development, retention, and promotion of faculty of color. UW System professional development-related grants for 2004-05 focus on undergraduate teaching and learning, PK-16 initiatives, and curricular redesign.

**Graduate student professional development**

As a research university, UWM has a responsibility to the next generation of scholars. Through the Preparing Future Faculty program, originally funded by the Pew Charitable Trusts and now supported by modest campus funding, CIPD organizes professional development events such as an orientation conference and workshops to prepare teaching assistants and advanced graduate students for their current and future instructional roles. CIPD also works closely with departments and individual faculty to improve the coordination of instruction in large lecture courses with TA-led discussion sections and labs.
The University offers two one-credit courses on professional development topics for graduate students:

- Introduction to Academic Life, an overview of research, teaching, and service roles in higher education, including legal and ethical issues, the academic job market, and the tenure/promotion process; and

- Teaching and Learning in College: Reflections on Theory and Practice, which exposes graduate students to teaching and learning theories and strategies, leading to reflection on personal beliefs and expectations about the role of teacher and student and an understanding of professional practice and development in higher education.

The Graduate School and CIPD also co-sponsor Graduate Student Professional Development Day. This year’s event featured sessions on building a teaching portfolio, designing a CV, and a panel discussion on the academic job search and visit.

Opportunities for graduate student professional development also occur at the school, college, and departmental levels:

**Physics**

New TAs are required to take the course The Art and Science of Teaching Physics (Physics 610). This course, taught by one of the department’s most experienced and accomplished TAs, is supplemented by guest lectures from the best teachers of the department’s faculty. The course consists of about 15 lecture sessions in the first half of each fall semester.

Through the Physics tutorial service, one or two of the very best physics graduate TAs are made available to undergraduates for a total of 20 hours per week to answer any questions relating to any of their physics courses. Undergraduate students appreciate the opportunity to get help with their physics courses on an informal basis. Somewhat to the department’s surprise, this service has turned out to be very popular among the graduate TAs. Many volunteer to fill the vacant hours on the roster to hone their teaching skills, thus providing almost continuous coverage throughout the week in the office that is specially set aside for this purpose.

**School of Education**

The Dean created two new graduate assistant positions, entitled Holmes Scholars, to foster graduate student diversity, research capacity and doctoral degree completion in a timely manner. Holmes Scholars are provided an assistantship, a Chancellors Award, and a fellowship funded by the School of Education’s share of indirect costs. Scholars have research and work commitments to the School, receive travel funds
to disseminate their research, and participate in research projects with faculty.

Other examples include the School of Business Administration’s yearly teaching orientation for the TAs, and the English Department’s week-long teaching orientation for all new TAs and lecturers. The department also requires a semester-long graduate seminar focused on teaching for all new instructors.

**Valuing effective teaching**

UWM demonstrates the value it places on effective teaching in many ways, including the criteria it applies when making personnel decisions and the awards and other recognitions it gives for excellence in teaching. As stated by UWM Faculty Document 2019 (Jan. 1998), “All departments/instructional units will conduct end-of-the-semester student evaluations in every section of every course, including summer session courses.” All departments and programs also include some form of peer review, usually in the context of evaluations for merit and promotion.

There are numerous faculty documents that attest to the importance of effective teaching in merit and excellence in teaching for promotion. Divisional Promotion and Tenure Committees include consideration of teaching performance in the awarding of tenure and promotion. UWM also makes a commitment to teaching and learning by using a process similar to tenure by which teaching academic staff can gain indefinite status based on evidence of effective teaching. Renewals of fixed term contracts for part-time and full-time teaching academic staff are based predominantly on teaching performance. Departments refer individuals to CIPD for assistance in cases where teaching performance is not meeting standards set by the department. CIPD services include personal consultation, class visits and assessment, review of course materials, and mid-course evaluations through focused discussion.

Examples of the value placed on effective teaching:

**Curriculum and Instruction**

The department requires that student evaluations of courses and student evaluations of their student teaching supervisors be completed every semester for every course section and every section of student teaching. These course evaluations are used in a number of ways:

1. For ad hoc instructors and fixed term teaching academic staff, course evaluations are used, in addition to several other considerations, to determine whether instructors will be rehired to teach a course or supervise student teachers.
For beginning assistant professors, course evaluations are reviewed annually with the department faculty mentor and the department chair. In some cases where problems have been identified, they may be reviewed every semester for a period of time.

For all faculty, student course evaluations are used as part of the yearly merit review process and for tenure and promotion decisions.

Each instructor is encouraged to review her or his course evaluations each semester after grades are submitted and to use these evaluations as one criteria for course/instructional revision.

Teaching effectiveness is critical in the Department of Curriculum and Instruction. Every instructor in the department is modeling effective instructional practice for students who are studying to be teachers. Teaching effectiveness determined from student course evaluations and feedback, as well as, peer observations and evaluation, is used in yearly merit considerations, and in promotion and tenure decisions.

Civil Engineering and Mechanics
Teaching interest and ability are important criteria in the hiring of faculty and staff. These qualities are measured by prior experience, peer and student evaluations, and awards for teaching. Innovations in instruction, including use of media technologies, are another consideration.

For promotion to Associate Professor with tenure or Professor, successful teaching is important. This is measured as indicated above and by feedback and accomplishment in past teaching at UWM or other institutions.

Economics
Included in all hiring ads is a strong statement requiring proven teaching excellence. During recruitment visits, all prospective faculty are questioned about their teaching methods and their plans for teaching excellence; their pedagogical skills are assessed during their public presentations. Furthermore, all assistant professors on tenure-track have a peer evaluation annually by a tenured faculty member. This evaluation is provided to the assistant professor with suggestions for improvement and, of course, congratulations for jobs well done. Student evaluations of teaching are used for merit-promotion-tenure decisions.

A number of awards are granted for excellence in teaching. These include the Alumni Association Award, the Undergraduate Teaching Awards, the Academic Staff Outstanding Teaching Awards, and many awards sponsored by schools/colleges and student organizations.
Examples include:

- College of Letters and Science Martine Meyer Undergraduate Teaching Excellence Award
- College of Health Sciences Golden Apple Award
- College of Nursing Outstanding Teacher Award – Faculty
- College of Nursing Outstanding Teaching Award – Academic Staff
- School of Business Administration Business Advisory Council Teaching Award
- College of Engineering and Applied Science Outstanding Teacher award

In addition, the UW System’s annual Regents Teaching Excellence Award provides two $5,000 awards to faculty and academic staff members at UW System institutions in recognition of outstanding career achievement in teaching. One $5,000 award is given to an academic department, program or other academic unit that demonstrates exceptional commitment to and effectiveness in teaching.

UWM’s Learning Environment

One item on the graduating senior survey asks students if they would choose again to attend UWM. The percentage responding affirmatively rose from 77 percent in 1995 to 88 percent in 1999, but then decreased to 76 percent in 2003. It is reassuring to note, especially given the focus over the last two years on efforts to understand and address student issues, that the percentage of respondents reporting that they would choose again to attend UWM rose to 87 percent in 2004. This positive trend was supported by many student comments that referenced improvements they’ve noted recently in UWM’s attention to students. The quality of instruction was rated positively by 88 percent of the respondents to the 2004 senior survey—the highest percentage in the past 10 years. And the percentage of students reporting a sense of commitment to and involvement with UWM was 56 percent in 2004; the previous high was 42 percent, in 2000.

From all three administrations of the NSSE, UWM students report very similar assessments of overall satisfaction with the university, advising and instruction to benchmark comparisons with similar universities. However, UWM students report lower participation rates in measures of student engagement such as critical thinking, preparedness for college and courses, participation in a culminating
senior experience, academic challenge, and conducting research with faculty (See Figures 22 and 23). The FSSE provides some interesting additional perspective on these issues. For example, there is a decided difference in perception between faculty and students of what constitutes timely feedback. Forty-eight percent of students report receiving prompt feedback often or very often, while 87 percent of instructors report providing prompt feedback. The University is closely examining how timely feedback is being provided to students, and especially to students who need intervention to succeed, and these survey results are quite helpful in that work. Reports of the results of the 2004 FSSE and NSSE are being shared with the campus community through workshops, presentations, and publication on the web.

The 2003 and 2004 administrations of the Cooperative Institutional Research Program instrument for new freshmen yielded very helpful information that informs and supports our retention and student learning assessment development. For example, we learned that UWM was the first choice of 69.3 percent of new enrolled freshmen respondents. It is also apparent that entering freshmen do not have much confidence in their academic abilities as compared with students at peer institutions. This is significant to our efforts to build a common and supportive first year experience for all new freshmen.

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**Figure 22. 2004 NSSE Benchmark Report Weighted Mean of Student’s Score vs. Doctoral Extensive Comparison Group (0-100 range)**

<table>
<thead>
<tr>
<th></th>
<th>FIRST-YEAR</th>
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<th>SENIOR</th>
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<tbody>
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<td>UWM</td>
<td>Doc-Ext</td>
<td>UWM</td>
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<tr>
<td>Level of Academic Challenge</td>
<td>49.9</td>
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<td>52.1</td>
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<td>Active and Collaborative Learning</td>
<td>32.3</td>
<td>38.9</td>
<td>42.4</td>
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<td>Student – Faculty Interaction</td>
<td>26.8</td>
<td>29.5</td>
<td>32.1</td>
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<td>Enriching Educational Experiences</td>
<td>20.7</td>
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</tr>
<tr>
<td>Supportive Campus Environment</td>
<td>54.7</td>
<td>59.0</td>
<td>48.8</td>
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</tbody>
</table>

**Figure 23. NSSE Senior-Experience Benchmark Scores**

- Level of Academic Challenge
- Active and Collaborative Learning
- Student–Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

![Graph](image-url)
Retention and graduation rate targets for UWM were established as part of a UW System initiative to focus increasing attention on student success and are reported annually as part of the System’s Accountability Report.

Progress toward these targets is considered to be one of several important measures of how well UWM serves its students and encourages them to succeed. Although retention rates for full-time new freshmen are influenced by a variety of factors and do not provide a complete picture of student success, they are the most commonly utilized indicator of institutional performance (See Figure 24).

The nature of the Milwaukee campus, e.g., urban location, commuting students, part-time enrollment patterns, must be considered when examining graduation and retention rates. UWM’s retention and graduation rates are comparable to those at peer urban institutions (See Figure 25).

Although UWM is generally meeting its UW System targets, there are significant gaps in retention and graduation between UWM students of color and white students. The gap in second-year retention was 8.6 percent for the 1999 entering cohort and increased to 10.6 percent for the entering 2003 cohort. The gap in 6-year graduation between UWM students of color and white students was 24.3 percent for the entering 1994 cohort and decreased to 21.4 percent for the entering 1998 cohort (See Figure 26).
Figure 27 further examines UWM’s retention and graduation data for students of color. (The cohort sizes in the table are higher that those in the UW System report because the table includes enrollments supported by all funds of credit instruction, more accurately reflecting the experience of UWM students.)

The 2003 retention gap between all students of color and all white students is, as noted above, slightly over 10 percent. However, that gap is only 3.6 percent when considering only students who met the standard university admissions requirements. Even more important is that achievement gap, while slight (2.6%), is reversed in favor of students of color when considering only students who started UWM without needing to take either math or English remedial courses. The gap in first year retention is highest (17.3%) between students of color and white students who require both math and English remediation.

In Figure 27, 6-year graduation rates reflect students graduating from UWM rather than anywhere in the UW-System. The gap in 6-year graduation from UWM between all students of color and white students was 18.1 percent for the 1998 cohort. Considering only students who were admitted in 1998 under standard admissions criteria, the gap was 13.6 percent. Considering only students with no remedial requirements, the gap was 14.3 percent. And, considering only students requiring both math and English remediation, the gap was 8.6 percent.

One of the major challenges in successfully diversifying UWM is the differences in the levels of academic achievement among students of different races and ethnicities. The most significant gap in success rates appears in the six-year graduate rates. The six-year graduation rate of the 1998 freshmen class of students of color was 22.9 percent.
The same measure for white students was 41.0 percent. When the data are analyzed, it is evident that the significant gaps in the graduation rates are not completely explained by the academic preparedness of the incoming freshmen cohort—further analysis will be needed to understand the disparity in graduation rates.

While a large gap in student achievement is seen in the graduation rates, the second-year retention rate data generally show a considerably smaller gap. For the freshmen cohort of 2003, the second-year retention rate was 74.4 percent for whites and 63.8 percent for students of color—a difference of 10.6 percent. Further analysis reveals that the gap in the second-year retention rate appears to be related to academic readiness of incoming freshmen for college-level work. For students who met the standard admissions criteria and those who required no remedial instruction, the second-year retention rates for students of color and white students were similar (within 3% of each other). However, a wider gap exists in the second-year retention rates for students who required remedial instruction in mathematics and English (49% retention rate for students of color and 66% rate for white students). The challenge facing UWM is deeper when it is seen that 68 percent of incoming freshmen students of color in 2003 required remedial instruction in English and/or mathematics whereas the number is 31 percent for white students. Clearly, academic readiness of incoming freshmen students strongly influences second-year retention rates.

These findings form the impetus for Phase II of the Milwaukee Commitment. They also lend urgency to the University’s assessment work, particularly in light of the comprehensive advising, admissions, and student support services initiatives under consideration by the campus community as part of the enrollment management initiative (see “Looking Forward”).

**Academic Advising**

Each school and college supports professional academic advisors as well as faculty advisors. For the most part, the professional academic advisors work with undergraduates on issues regarding overall university and school and college policies and requirements, whether providing counseling and/or approval for student actions. Undergraduates work with faculty advisors once they are well along in their majors.

In addition to school and college based academic advisors, there are several programs that offer advising to targeted groups of students. African American Student Academic Services, American Indian Student Services, Southeast Asian American Student Academic Services, and the Roberto Hernandez Center all provide academic advising as well as other support services to students of color. The Academic Opportunity Center, which provides an admissions program with support services for students who do not meet standard UWM
admissions criteria, provides academic advising to its targeted students. The Office of Adult and Returning Student Services helps guide nontraditional students through the application process and in the adjustment to college life. The Center for International Education provides advising to international students. The Career Development Center helps students on their lifelong career progression. And the Athletics program offers academic advising that complements the advising within the school and college of UWM’s student athletes.

Online advising is provided for students participating in UWM’s distance education programs. In addition, UWM’s College Connection employs academic advisors who regularly visit the Wisconsin two-year colleges to work with the over 300 students at these campuses who are completing UWM degrees through the UWM College Connection.

Academic advising is coordinated by two committees. The Academic Administrative Policy Committee is chaired by an associate Vice Chancellor and is made up of the lead advisors from each school and college along with representatives from Enrollment Services. This group’s primary function is to ensure that university policies are applied consistently across schools and colleges. A much larger committee is the Advising Counseling Network, a grassroots organization of scores of advisors who meet monthly to communicate information of common interest and concern.

Assessment of academic advising has traditionally been limited, at the campus level, to one item on a comprehensive survey regarding student satisfaction. Typically, about 45 percent of graduating seniors indicate satisfaction with academic advising. But what aspect are they referencing—their most recent advisor, a freshman advisor, their inability to get into a course that was suggested? While several individual units regularly collect student assessments on advising, UWM has not engaged in a comprehensive assessment of advising to date. The groundwork for such an assessment is being laid through the work of the Academic Advising Action Team of the Black and Gold Committee and in coordination with a UW System initiative to enhance advising across the campuses.

Under Academic Advising Action team’s leadership, each school and college has developed its articulated vision, goals and intended outcomes for its advising function based on standards established by the National Academic Advising Association (NACADA). The next steps will be to identify measurable outcomes and collect input from students on these outcomes using surveys and focus groups. Such an assessment is a key item in a broad review of student support programs that has been called for by Chancellor Santiago in the context of his focus on improved student retention.

The responsibilities of professional advisors have expanded over the years, and now many advisors have at least some work that is tangential to the advising process, such as writing newsletters, coordinating social
events at the school and college level, or organizing Open House. To the extent that nonadvising responsibilities take away from time spent advising students, this is a factor that should inform the work of teams investigating advising functions on campus.

Student concerns regarding advising have resulted in positions being added and advising systems being reorganized. The School of Education recently restructured their entire academic advising structure based on student survey input criticizing the lack of consistency between what faculty and professional advisors were telling students. The academic advisors now work within the School’s departments in close conjunction with the faculty of those departments.

Similarly, the College of Engineering and Applied Science witnessed a drop in student satisfaction with advising. The advising system was restructured to assign students professional advisors as well as faculty mentors, and student satisfaction increased. This experience prompted the College to develop a “quick response” survey for students to complete following up on all meetings with advisors. Students are invited via e-mail to complete a very short “customer satisfaction” questionnaire the same day of their meeting. These responses are compiled and shared with the supervisor of Engineering advising, who shares the overall feedback with the advising staff. After this system was shared with other campus units through the campus Black and Gold committees, all UWM schools and colleges have adopted this immediate advising feedback system.

**Differential Tuition Directed at Improving Learning Environments**

Four UWM schools have used graduating senior survey data to develop action strategies that students help to fund through differential tuition. For example, engineering students have continually raised concerns with the laboratory equipment available in their classes. Together with the faculty and administration of the College, they put together a proposal for enhancing that equipment, funded by a differential fee to be paid by all students enrolling in engineering courses. The students in engineering sought and gained the approval of the UWM Student Senate, the campus administration, and the Board of Regents, and they now preside in deciding how the revenues collected from this differential fee are used to improve the student learning experience in engineering. Similar processes are in place to collect and allocate revenues from differential tuition in the School of Business Administration, the College of Nursing, and the Peck School of the Arts.
Freshman Seminars
The fundamental intention of the Freshman Seminars Program has been to provide a small-class environment for incoming students so that they have the opportunity to work closely with other first-year students and a faculty member. The program grew out of research conducted across the country on the first-year experience and “transitioning” students. The belief is that these sorts of small courses have a positive impact on the ability of students to connect to the University and make a successful transition to the higher demands of college curricula. A statistical analysis performed by the College in 1998 and a survey of past students in the program conducted this last fall provide evidence that the central learning objective of the Freshman Scholars Program (i.e., learning to succeed at a university) is being met. After controlling for major determinants of second-year retention such as GPA, participation in a Freshman Seminar was found to increase the probability of retention by 3 percent.²

UWM Black and Gold Initiatives
The work of the Black and Gold Commission is aimed at institutionalizing innovative practices that meet the needs of UWM’s students. Over the course of the 2001-02 academic year, the 12 students and 12 faculty and staff members serving on the commission reviewed data, drafted preliminary reports, collected feedback and recommendations through sponsored town hall meetings and other venues, and submitted their final report and recommendations in March 2002. The Black and Gold Commission set out strategies and responsibilities to improve UWM student success and satisfaction, develop students into increasingly competent learners, ensure that student and university expectations are realistic, increase connections between the entire UWM community, increase multicultural sensitivity, decrease stress and improve health, increase accountability, improve the learning environment, and increase accessibility and coordination of services.

Each school and college and the Division of Student Affairs formed their own Black and Gold Committees and established agendas based on issues and concerns raised by students within that unit. Representatives of each of these committees made up the UWM Black and Gold Committee, which met monthly. In addition to facilitating communications between unit committees, the UWM Black and Gold Committee established five campus-wide action teams to implement the commission’s recommendations in the areas of student success center, a spirit commission, common course evaluations, textbook rentals, and improved instructional strategies.

The Black and Gold action teams made considerable progress through sponsoring campus forums to discuss recommendations. Examples of action team areas included PantherProf, textbook rentals, and the myUWM portal. Implemented in fall 2004, PantherProf

² Note that the study did not control for some variables that may have an influence on retention such as family income or living in a residence hall.
provides students access to other students’ evaluation of courses and instructors. The myUWM Portal offers students, faculty and staff a single, secure access point to personalized university services and information (now available to a pilot audience, with campus launch scheduled for May-June 2005). At its campus forum on March 31, 2004 the myUWM action team proposed collaborating with I&MT’s Student Technology Services to provide the human contact component of a Virtual Student Success Center (telephone, e-mail and web form access to staff, information and assistance). The call center’s tracking system will provide the ability to monitor how long it takes for support offices to answer students’ questions. Since the forum, the Virtual Student Success Center has been funded by the student-led Educational Technology Fee Committee, which dispersed $1.68 million in 2005-05 from student educational technology fees for a variety of technology projects. Implementation will take place over the next academic year.

Textbook rentals were explored by an action team as one of several ways to minimize textbook costs to students. The team researched programs on other campuses, surveyed students and faculty, and sponsored a campus forum on March 10, 2004. After assessing data that had been collected, the team concluded that rentals are not feasible for a campus the size of UWM, but several strategies were identified to decrease costs to students, including promoting early adoption of textbooks by faculty and instructional academic staff and increasing instructor sensitivity to textbook costs.

Black and Gold action areas in 2004-05 support the goals articulated in both Chancellor Santiago’s plenary address to the campus and the recommendations of the Enrollment Management Steering Committee. Specifically, the Black and Gold committees are being asked to focus on strategies to enhance and coordinate retention efforts to increase the success and satisfaction rates of students. Academic Advising is being reviewed in a number of ways. All schools and college are implementing an online student satisfaction assessment tool and developing long-range plans for assessing advising services at UWM. An online training tool (framing work around the NACADA publication, Ten Steps to On-line Advisor Training) is being developed. Freshmen were provided new brochures during orientation that highlight academic advising at UWM.

These efforts should include enhancing advising and mentoring programs, developing plans for implementing an enhanced freshman year experience, implementing an “early warning system” to facilitate prompt intervention with at-risk students, developing bridge and other programs for students needing additional preparation for college and/or program level work. In that the ultimate goals of the Black and Gold Commission are to improve student success and satisfaction, the Black and Gold Committees continue to monitor freshmen retention rates, graduation rates, and student survey data. This activity will be closely synchronized in 2004-05 with the work of the Enrollment Management Steering Committee.
Support for Diverse Learning Styles

UWM strives to provide an environment that supports all learners and respects the diversity they bring to the campus. Tutoring services and academically oriented support programs that are offered to meet the needs of UWM students are outlined below:

- The Tutoring and Academic Resource Center (TARC) offers tutoring for over fifty 100, 200, and 300 level courses, including math, English composition, and large lecture courses to all currently enrolled UWM students. TARC provides weekly tutoring sessions, walk-in help desks in the Composition Corner (Bolton 180) or the Math/Science Center (Bolton 180), support groups, supplemental instruction for 12 courses, and access to the online NetTutor system.

- The Student Accessibility Center is a comprehensive support center whose mission is to create an accessible university community for students with disabilities. SAC fosters the development of each student’s full potential and promotes an increased awareness of the abilities of all students to ensure they are regarded on the basis of ability, not disability. All students with a documented disability are eligible to take advantage of SAC services, which include adaptive equipment and materials, alternative testing, laboratory and library assistance, note taking, priority registration, taped textbook service, and sign language and oral interpreting.

- The UWM Honors Program is open to students in every major and discipline. The program enhances the learning experience by offering talented and motivated students the personalized education of a small liberal arts college without sacrificing the unique opportunities available at a major research university. The program offers:
  - Individual attention in seminars (limited to 15 students) taught by faculty members committed to excellence in undergraduate education.
  - An active learning environment in which students are taught to think critically and improve their writing and speaking skills.
  - Opportunities to engage in undergraduate research, either by working as a research assistant or by doing a senior thesis or project.
  - Academic advising and support services, including: individual freshman, sophomore and junior reviews; a writing specialist to help students plan, write, and revise essays; assistance in preparing applications for fellowships and admission to graduate and professional schools; assistance in preparing the senior thesis or project.
• Co-curricular activities, including the Honors Program Student Association, Wingspread Scholars Program, field trips, and the Honors Program Colloquium.

Student learning outcomes from the program indicate that graduating seniors who participated in the program improved their skills in developing an argument, essay writing, and intellectual discussion when compared to their performance in a lower-level Honors course.

• The UWM Writing Center in the Department of English assists undergraduate and graduate students in any course with any type of writing assignment, including graduate school and scholarship essays, resumes, cover letters and essay exams. The Center’s trained peer tutors work with students to help them identify and correct writing errors.

• The Peer Mentoring Center in the College of Letters and Science helps students in areas such as writing, study skills, and time management. The Peer Mentors take a year-long course in writing, communication, tutoring, ethics, and technology before working in the Center.

• The Women’s Resource Center sponsors support groups and women-focused events.

• The LGBT Resource Center provides mentoring and support programs to help foster student leadership, and personal, academic, and professional growth.

• The College of Nursing’s Academic Enrichment Center provides mentoring services and academic support in science and nursing classes for all nursing students. Supplemental instruction is available for a variety of courses.

• The Student Support Services Program (SSS) is funded by the U.S. Department of Education to provide academic support services for eligible students at UWM. This program is part of the family of TRIO programs which also includes Upward Bound, Talent Search and McNair. Services provided include registration assistance, orientation to campus resources, free access to a computer lab, academic, financial aid, and career counseling and one-on-one tutoring in math and English. SSS staff members work with undergraduate students for their first 60 credits to ensure that they are academically prepared to transfer to the UWM school or college from which they intend to receive their degree. Enrollment in SSS is limited to 250 students per year.

• The UWM Libraries Multicultural Studies Librarian develops and coordinates a variety of diversity initiatives.
for the UWM Libraries. This position provides information services to students of color and students taking courses in, or completing course requirements on, cultural diversity and provides information services to faculty teaching and conducting research in all areas of cultural diversity. This individual serves as the chair of the UWM Libraries Advisory Committee on Diversity, charged with advising the Director Libraries on diversity issues relating to library services, represents the UWM Libraries on the Multicultural Affairs Council, and in the Institute on Multicultural Relations. In collaboration with the UWM Libraries Outreach Librarian, the Multicultural Studies Librarian provides an exposure to a university library setting for a number of pre-college students from the diverse local population.

- The Academic Opportunities Center teaches basic skills courses in math, English composition, study skills, reading, career choice, and all of the English composition courses required to meet English proficiency requirements.

- The Student Association-funded Links Peer Outreach & Mentoring Center offers opportunities for students to gather, interact, and develop leadership skills through mentoring relationships. Peer mentors help facilitate participation in the co-curricular life of UWM, encouraging the development of healthy lifestyles and the exploration of the rich cultural, educational and social opportunities available on campus.

New Technologies for Learning

UWM is a UW System leader in the use of new technologies for instruction. The Office of Information and Media Technology maintains campus computer general access labs, supports development and purchase of appropriate software, and provides instruction to students and staff. Its Classroom Support Services maintains classroom media and trains faculty in their use. The Learning Technology Center has primary responsibility for the implementation of course management systems through faculty and staff training. The campus has adopted Desire to Learn (D2L) as its primary course management system. Various departments maintain discipline-specific computer labs and services.

The UWM Libraries have implemented new technologies for searching, retrieving and borrowing both electronic and hardcopy resources from all of the UW System institutions in concert with the strategic goal of “One System, One Library.” The myUWM portal is beginning to facilitate seamless access to D2L, PeopleSoft student information systems, and Library resources for both students and faculty. Under the auspices of the Black and Gold initiatives, the portal and the Help Desk will be melded together to create a Virtual Student Success Center. The recently implemented PantherProf web-based
system for collecting and distributing student feedback regarding courses and instructors is another Black and Gold initiative.

The Learning Technology Center provides a variety of programs and resources to help UWM faculty and teaching staff enhance teaching and student learning through the meaningful use of learning technologies. LTC consultations, workshops, and support are designed to help faculty and teaching staff become independent developers of effective technology resources for teaching and learning. Unlike many technology centers, the LTC organizes its efforts around student learning, not technology. It is nationally recognized as a leader in the design of professional development for hybrid course instruction. Two programs of note in this area are grants to faculty and teaching academic staff to develop hybrid courses, and programs for faculty/graduate student collaboration on instructional technology projects. The LTC has added two staff in the last two years, in order to help academic units prepare faculty to teach fully online and hybrid courses. Over 1,000 UWM courses taught by more than 400 faculty and staff will use the Desire2Learn course management system this year.

Each school and college, and some departments, employ staff members who assist students and faculty with technology. Results of these investments are evident in the following examples from schools, colleges, and departments:

**The School of Business Administration**
Students receive hands-on experience in using information technology for learning, research, and problem solving. Information technology available to all students includes e-mail, full Internet access, database applications, word processing, spreadsheets, and a host of specialized software packages in our microcomputer classroom and microcomputer lab. The emerging technology lab helps students develop advanced skills with local area networks, intranets, and website development. The School’s faculty have also increased the use of technology and other innovative teaching initiatives within their courses to enrich the learning experiences of students. One example is the use of course management tools (such as D2L) in traditional, hybrid, and distance education courses. Students in the Business School are using SAP software and gaining an introduction to one of the world’s most utilized enterprise resource-planning (ERP) packages, one that covers all business processes. Faculty also use the Internet to access Internal Revenue and State databases to illustrate points being made in lecture or utilize interactive statistics websites for in-class simulations.

**Helen Bader School of Social Welfare**
Classrooms and the School’s computer lab have been upgraded to provide more access by students to state-of-the-art hardware and software. Improvements in the delivery of computer support have also been made through the allocation of more space in the School for computer and technology support.
Occupational Therapy
The instructional classrooms and labs on the 9th floor of Enderis Hall are equipped to teach courses in pediatrics, school-based practice, rehabilitation, mental health practice, hand rehabilitation, and activities of daily living and are adequately resourced with evaluation and intervention supplies. Enderis 977 houses a computer station that is capable of developing multimedia software and website information for teaching purposes. The equipment primarily consists of a computer with multiple multimedia authoring tools, digital video production, scanning, and CD burning capabilities. Enderis 135A, the Assistive Technology Lab, is the location of a sample of low- and high-tech devices intended to represent the wide range of some of the 20,000 plus assistive technology devices that have been cataloged and that therapists, educators, and others will use and encounter in practice. Several courses are supported by D2L.

Psychology
The Applied Behavior Analysis Laboratory, used in Psych 502, provides students with extensive training in the principles of behavior analysis. Training takes the form of in-house utilization of Edit Fast, a software program that uses behavior analytic methodology to teach writing fluency and conciseness. Also, the course utilizes software called Simulation in Developmental Disabilities in which the student participant assumes the role of a behavior analyst and assesses and treats problem behavior in an individual who is mentally retarded.

Visual Arts
The Mitchell B43 Multimedia computer lab is set up with workstations for a range of multimedia applications for the DIVAS (Digital Interactive Visual Animation and Sound) program. The lab provides classroom use and project space for DIVAS interdisciplinary students from Visual Art, Film, and Music. Students have supervised and secure access to complex equipment both during class and outside of class, which allows for both production activities and workstation skill development.

Nursing
The College has a new learning tool for students, SimMan, short for Simulation Manikin. SimMan is a realistic virtual patient that can be programmed to talk, gasp, have an allergic reaction, or complain about pain. Faculty members can develop complex and changing scenarios for the more experienced nursing students, programming the virtual patient’s condition to change suddenly—a developing a postoperative infection, an allergic reaction, or a medical crisis while the nurse is working with SimMan. If the student responds correctly, the patient begins to improve; if not, the condition worsens. Such scenarios help students develop their critical thinking, decision-making, and assessment abilities.

UWM has improved its technology support for both students and instructors. The UWM Libraries have significantly enhanced their
services by the intelligent and effective use of technology. The campus expansion into web-enhanced, hybrid and online instruction has been ably supported by staffing increases in Learning Technology Center (for instructors) and I&MT Student Technology Services (e.g., 24/7 Help Desk for students and faculty). These and similar services are readily available to faculty and students who teach or study in the evening, on weekends, and off campus.

The Resource Base for Learning and Teaching

Since 1995, UWM has made significant improvements in the area of resources that support student learning and effective teaching. Specifically, the UWM Libraries, campus technology, classrooms and laboratories, and residential life experiences provide strong facilities and services.

Access to Learning Resources

Significant improvements have been made in the upgrading of labs and performance spaces (e.g., purchase of the Zelazo Center). Course scheduling has been revised to make better use of existing classrooms. Long range campus facilities planning, described earlier, includes aggressive strategies for increased opportunities for technology-enhanced classrooms, state of the art laboratories, expansion of the library, and on-campus residential life experiences for more students including living-learning communities similar to those planned for the Peck School of the Arts. Distance education course offerings have expanded, as have “hybrid courses” that mix on campus meetings with online learning.

UWM has made a concerted effort to improve the physical spaces and support services needed to create more effective learning environments. This has included increasing the number of mediated classrooms, upgrading existing classroom technologies, enhancing student computer labs and improving access to web and e-mail resources. There were 432 instructional spaces scheduled for credit courses for the fall 2004 semester. Of those, 153 were General Assignment classrooms, 279 additional rooms were under academic department control. A total of 122 of the 432 teaching spaces (28%) are classified as mediated. Sixty-one of those are supported by the Information and Media Technologies Division. The remainder is supported by the departments that schedule the rooms. Projects are underway to increase the number of General Assignment mediated classroom with one large lecture hall and a new Macintosh computer classroom scheduled for early 2005 completion.

One of the I&MT Campus Computer Labs (CCLs) is open on a 24-hour basis. In addition, there are more than 50 discipline-specific
computer labs that are managed by various academic units. Every classroom has at least one wired Internet connection, and an increasing number are also equipped with instructor computer consoles and projection equipment to enable live Internet access, use of Library resources and D2L. Instructors can call the Classroom Hotline to quickly resolve problems in classrooms involving environmental, scheduling, or multimedia issues.

I&MT has made considerable investments in staff and problem resolution technology over the last five years to create a round-the-clock help desk known as the Campus Solution Center (CSC). Because of the CSC, students and faculty rarely have to wait until the next day to get answers to the simple questions that can stop their studies or research dead in its tracks, e.g., a lost password, a virus infection or a deleted file. The CSC works continually with vendors and other UWS institutions to procure necessary hardware and software applications at little or no marginal cost to schools and colleges. The CSC also negotiates discounts for the personal purchase of hardware and software by students, faculty and staff. The CSC is expected to be the nucleus of the Student Success Center that is recommended by the Black and Gold Committee.

The number of modems in the campus pool was expanded to meet demand for remote access to the Internet and campus network during the early 1990s. As the number of modem users decreased in the late 1990s, and the use of course management systems and rich media content increased, the modem pool was deemed too slow. Therefore in 2004, the modem pool was replaced with faster equipment (56Kbps). Meanwhile, many students, faculty and staff have purchased commercial broadband connectivity for home use, e.g., cable or DSL. I&MT continues to meet with broadband vendors to explore possible partnerships that would reduce the cost of home use.

After running a pilot in the Architecture and Urban Planning building, wireless hotspots, known as PROWLnet, were installed across campus in 2004 in the public areas of each building where students tend to congregate. Auxiliary Services and several academic units are expanding PROWLnet to larger areas of the Union, residence halls and other buildings.

The use of virtual tools for learning and scholarship has also greatly increased since 1995. The Learning Technology Center (LTC) has led the UW System in equipping faculty and staff in the use of learning management systems, most recently Desire2Learn (D2L). The LTC has added two staff members in the last two years, in order to help academic units prepare faculty to teach fully online and hybrid courses. The UWM Libraries now provides online research databases that can be accessed from both on and off campus, electronic reserve holdings for course materials, toll-free telephone contact for support services, reference services via e-mail and online chat, and significant support on a course-by-course basis.
The facilities of both the Student Accessibility Center (SAC) and the UWM Libraries’ Adaptive Technology Student Room (LIB E191) serve persons with special needs who are using IT resources. The occupational therapy program has an Assistive Technology laboratory that allows faculty to work with students to demonstrate the applied use of assistive technologies in the curriculum. This facility also aids the research efforts of faculty and graduate students in the College of Health Sciences.

Teaching and Learning as a Budget Priority
UWM has made strong commitments to faculty hiring, new program development, and faculty/staff development. UWM has made a consistent effort to replace retiring faculty and hire new faculty with the credentials and skills needed to create new, often interdisciplinary, programs. Just as importantly, however, the campus has expanded its professional development services to help faculty and staff meet the demands of teaching in the more complex environment of the urban doctoral institution with a significant number of undergraduate students. As seen in the following examples, the University’s pattern of financial allocation provides strong support for student learning and effective teaching:

Academic Affairs
The Investment Plan calls for investments to improve student learning and success. Allocations directed toward student learning and development have been made through the action plans, funded with $11 million in new state funds in the 2001-03 biennia. These funds have supported 58 new faculty and staff to advance the research and teaching mission of the institution. These new faculty and staff also provide instruction, provide advising, and support technology-enhanced instruction. Action plan funds also provided infrastructure support in the library, student affairs, information technology, and classroom upgrades.

Tuition revenues earned from expanding enrollments have supported direct instruction as well as infrastructure support to enhance the student experience. The campus is now in the process of allocating the indirect costs portions of these tuition revenues to support academic programs and retention initiatives that are being developed in coordination with UWM’s Black and Gold and Enrollment Management committees.

College of Engineering and Applied Science
Decisions on the college’s recruitment of faculty and instructional staff are influenced by student learning and effective teaching. One example of budget allocations in this area is the recruitment of three full-time probationary track instructional academic staff in Computer Science and in Mechanical Engineering. These budget decisions resulted in more resident staff and less reliance on ad-hoc lecturers. In addition, a laboratory manager was hired in Mechanical Engineering
with primary duties to manage the facilities that serve instruction in the program. This decision shifted the responsibility for maintenance of instructional laboratory equipment from graduate assistants to full-time staff resulting in continuity and higher level of reliability of laboratory equipment. These decisions have had a positive influence on student learning through increased interactions between academic staff and students, assured continuity of staff leading to improvements in courses resulting in a higher level of achievement of learning goals, and a higher quality learning experience in the laboratories.

Budget decisions with respect to software purchases are made to enhance the learning opportunities for students. Students use the software suite that is installed and supported in the Computer-Aided Engineering Laboratory to learn how to apply computers to engineering problem solving and design. Examples are the decisions to purchase software such as ProEngineer (Computer-aided design and solid modeling), ANSYS (Finite Element Analysis software), Microsoft Project (project management tools), MATLAB with tool boxes (math applications software), and AUTOCAD (computer aided graphics and design).

Budget decisions with respect to purchase of equipment for laboratory improvement are based on the analysis of outcomes achievement in each program. The goal again is to enhance student learning and effective teaching. The following examples can be cited: Mechatronics laboratory, the Scanning Electron Microscope, and computer network analysis laboratory.

All capstone senior design projects in the College address real-life problems in the industry and involve interactions between students and personnel in the industrial community. The departments provide the needed supply and expense funds for the conduct of the projects. Student presentations at the end of the project are evaluated by a jury of peers and practicing professionals with the departments providing the needed expenses.

**School of Education**

Planning and budget reallocation has focused on placing advisors in individual departments so that they can interact more with students and faculty. Three advising positions were moved to the departments of Curriculum and Instruction and Exceptional Education. An additional advisor was hired and the appointment of a part-time advisor was increased in the Department of Exceptional Education. In the Department of Educational Policy and Community Services two part-time advising appointments were expanded to full time.

An Office of Academic Services was created with four existing positions and 1.5 new Academic and classified staff positions added. Additionally, funding for graduate assistants and student help was also allocated to this new office to allow for new tutorial and support services directly to students.
Discussion

The Self-Study process has provided extensive evidence that UWM is fulfilling its educational mission and has the resources and determination to continue to improve the level of student learning and teaching effectiveness. We are committed to our mission as an institution of access and opportunity that provides all students the highest level of educational quality. UWM’s many community and institutional partnerships (detailed in “Criterion 5”) offer students access to a wealth of learning resources in the city of Milwaukee and beyond.

The strong governance systems, large number of accredited programs, assessment practices, and relationship with the UW System described in earlier sections are evidence that sound evaluation processes are in place. Quality assurance at UWM is inclusive—depending on the program or activity, students, faculty, graduates, and community members are involved. The data gathered are used to monitor the program and direct changes. As indicated earlier, these processes have increasingly focused on student learning outcomes.

Faculty and academic staff members who participate in course approval, curriculum development, and program review through service on course and curriculum committees take their work seriously. Their efforts have resulted in significant improvements in the quality of education students receive at UWM.

UWM has made significant progress in improving resources that support teaching and learning. The evolution of support for CIPD and LTC indicates a clear commitment on the part of the institution to make student learning and effective teaching a priority. Its strong efforts in web-enhanced, hybrid and online instruction have led to many improvements in teaching and learning, which have in turn justified the funding set aside for these purposes. Investments in classrooms, laboratories, and the libraries also point to fostering a learning environment that is intellectually challenging for our undergraduate and graduate students.

The campus has engaged in many forms of assessment, including, increasingly, the direct assessment of student learning outcomes in programs and general education. Achieving key campus goals is dependent on further progress in adopting assessment strategies throughout the University. This means that the mission statements at all levels need to continue to evolve toward the inclusion of specific goals and outcomes related to student learning. Departments, programs and individuals must continue to deepen their understanding of three key assessment issues:
1. The difference between the assessment conducted through course examinations and the broader assessment of student outcomes in degree programs.

2. The need to close the feedback loop after obtaining assessment information.

3. The difference between evaluating resources and processes and the assessment of student learning outcomes.

UWM must work to gain a better understanding of why its undergraduate graduation rate is less than 50 percent and act to improve this record. The campus must also ensure that we move our NSSE scores to a level comparable to our peers. And, we must do so while meeting our campus diversity goals for student success as measured by retention and graduation. In light of the increasing dependence of the state on the UW System as an economic engine through provision of well educated graduates, high performance at both the undergraduate and graduate student levels is critical for the future of Wisconsin. Besides the educational opportunities that UWM provides, the other element that will determine performance is student academic potential. UWM has invested greatly in the former; it has given insufficient thought to the latter. That must change.

Another challenge is to better communicate what the University has accomplished to date regarding assessment. Institutional learning has already occurred through such vehicles as workshops, comprehensive posting of plans and results to the web, and chairs meetings. Assessment efforts are becoming routine practice at UWM and will serve to support our shared commitment to teaching and learning.

As the campus strives to fulfill its mission as a public research university, the expanded research portfolio will provide a number of positive benefits to the campus and the Milwaukee community. An enhanced academic profile will result in a higher quality educational experience for our students and allow us to better support graduate students and increase the percentage of graduate students on campus. It will allow for greater research opportunities for our undergraduates. As our efforts acknowledge the relationship among teaching, learning, and research, we will need to ensure that we continue to seek new resources and create programs in ways that sustain that relationship.
Looking Forward

The enrollment management initiative will have a major impact on UWM in the near future. The goal of ensuring a campus climate that is inviting and welcoming for all students has inspired a review of all advising, mentoring, and support systems. Based on the work of the subcommittees, recommendations are expected to include some of the following highlights:

Admissions and records policy committee
The committee continues to review data on student performance based on characteristics of incoming freshmen. Discussion includes whether a minimum ACT should be required for “standard” admissions.

There is also considerable discussion of using placement information, especially remedial placements, to better direct students to services and/or restricted options to enable these students to complete their remedial work and attain college level skills. It is envisioned that several options for remedial students will be developed, including:

Option 1: Multiple Points of Entry/Access Subcommittee
The subcommittee is exploring the development of a joint transition/dual admission program that would prepare marginally prepared students for greater potential for success either at UWM in a baccalaureate degree program or at MATC in an associate degree program. This program would be a pilot approach; the subcommittee envisions that other options would also be available to students on the UWM campus. Other options being explored with MATC that are not focused on remedial students are pre-UWM program tracks in such areas as pre-engineering, pre-health care professions, and pre-business.

Option 2: Bridge Program Subcommittee
The group is considering recommending that students tentatively admitted to UWM for the fall semester who have tested into Math 090/095 and English 090/095 and who do not meet standard admission criteria successfully complete a summer program prior to being admitted. Students who meet standard admission criteria but who place in both remedial math and English would have the option of completing the bridge program in the summer or restricting their first fall semester to concentrate on math and/or English. Students who place in either remedial math or English may enroll in the summer bridge session as appropriate. Two types of bridge
programs are envisioned: one that includes the actual math and English remedial courses; and one that focuses on critical skills to prepare students to either take the course in the fall and/or to retake the placement tests.

**Option 3: Revised Math Remedial Curriculum**

Discussions have begun regarding revising the teaching of Math 090 and Math 095 to better enable students—and perhaps require students—to focus on attaining math proficiency prior to pursuing college level courses. It might be a goal to provide programs that would enable entering students placing at remedial math levels to attain college level placement in math by the beginning of the first spring semester.

**Early warning subcommittee**

It is proposed that instructors of all Math 090, 095, 105 and 106; all English 090, 095, and 101; and selected introductory courses (or possibly all courses enrolling first time freshmen) complete online feedback forms during the fourth week of instruction for students who are performing less than average based on such factors as attendance and performance (assignments, quizzes and tests, participation, etc). Comments and suggestions will also be solicited. The feedback forms will be sent to the students’ assigned advisors for follow-up and referral.

Next steps include selecting introductory courses, designing an online form, doing the technical work necessary to implement, and sharing recommendations with the Enrollment Management Steering Committee, University Committee, and other governance groups.

**First-year experience subcommittee**

The subcommittee is drafting goals for the “UWM” first year experience, such as:

- All freshmen will participate in a credit first year transition course selected from the array currently available—but that will incorporate common goals and will be limited to no more than 25 students per section.

- All freshmen should be able to identify one UWM individual (student, advisor, faculty member, alum) as his/her mentor.

Indictors (such as NSSE engagement measures) of student engagement through first year academic classes will improve. Strategies to achieve these goals include marketing freshmen transition courses, bringing up the capacity of these courses to be able to enroll all freshmen, organizing mentoring
to provide for all freshmen students, and expanding supplemental instruction and teaching teams to more first year courses.

**Organization of student support programs subcommittee**
The subcommittee has raised the following questions based on a review of the inventory of current programs and the goal of ensuring better access for students along with greater efficiency:

- Should there be greater consolidation of services such as tutoring, mentoring and career services?

- Should UWM develop a Multicultural Student Center?

**Advising subcommittee**
The group is focusing on student satisfaction surveys and is developing a plan to help schools and colleges utilize such data effectively and continues to facilitate assessment of advising activities.

**Diversity subcommittee**
The committee is considering a comprehensive study of why students of color leave UWM; a proposal to address how remedial math classes are taught; and a proposal to distribute information about support services for students of color to faculty and staff.

**High-achieving student subcommittee**
The group is exploring ways to increase the proportion of high-achieving students applying to and ultimately enrolling at UWM with specific consideration given to program development, honors experiences, and scholarship support.

**Graduate student enrollment subcommittee**
Enrollment management discussions have led to the recommendation that UWM add more graduate students to its mix of students, increasing the current level of 16.7 percent to 25 percent. The committee has also discussed a need for a more collaborative approach to new graduate program development. The Deans’ 2004-05 capacity exercise (an analysis of each graduate program’s capacity to admit additional students and identification of barriers to achieving higher enrollment) will be the basis for school and college plans for increasing graduate enrollment. The Graduate Faculty Council and the Dean of the Graduate School will draw on these reports to develop a campus-wide plan for graduate enrollment management and new program development.
The results of this campus-wide initiative will be improved student advising and a learning environment that more students will find supportive. Increased retention and graduate rates will be key indicators of success, as will increased applications and evidence that UWM is increasingly a first-choice institution for a diverse pool of incoming freshmen and graduate students. As Chancellor Santiago emphasized in his January 2005 plenary address, “every student who steps on our campus should believe that success is achievable, and we must raise our expectations about how successful students can be at UWM.”
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.
Learning and the Discovery constitute the foundation of the research university. The opportunity for intense intellectual and creative growth and development by faculty, students, and staff make the university an unique, critically important institution in society. Whether faculty members are contributing to knowledge through research, graduate students are exploring new avenues of creativity, or undergraduates are broadening their understanding of the world in their general education, the research university provides a site for societal exploration and understanding of the frontiers of knowledge. The NCA’s new Criterion 4, on the acquisition, discovery, and application of knowledge, supports this expansive view of learning by expecting that the institution values a life of learning at all levels of activity. All programs, whether they focus on general education, the undergraduate major, or graduate studies must foster both intellectual inquiry and an understanding of the breadth of knowledge. Moreover, these programs need to be relevant in a rapidly changing world, be effective as demonstrated through thoughtful evaluation, and be undergirded by personal and community responsibility toward the acquisition, discovery, and application of knowledge. It is in this context that the University of Wisconsin–Milwaukee has undertaken its self-assessment in relation to Criterion 4.

Valuing a Life of Learning

UWM’s commitment to scholarship is expressed in the preamble to the University’s strategic plan, Investing in UWM’s Future:

UWM is at its core a community of faculty, staff and students engaged in learning, discovery, and creative expression. For the sake of generations of students to come, for our immediate neighbors in metropolitan Milwaukee, for the state of Wisconsin, and for our world as it ventures into the twenty-first century, UWM aspires to become a premier doctoral research university. Our capacity to serve our constituents (students and numerous external communities) is grounded...
in our identity as a research university, engaged in scholarship across the campus. This foundation provides UWM with the capability to meet students at the frontiers of knowledge and to engage the surrounding communities (city, state, world) with a robust base of scholarly expertise.

UWM is a doctoral research university. Excellence in faculty research and creative expression is the expansive and deep foundation upon which the wide-ranging activities of the University are founded. Its scholars reach out to study the world and, in turn, bring the world to UWM and Wisconsin. At UWM, the discovery of knowledge begins with the scholar’s basic commitment to intellectual and creative work.

UWM has had a rather remarkable development as one of only two research/doctoral universities in the University of Wisconsin System. As reviewed in the “UWM Overview,” the University has grown from its roots as a teachers’ college to a Doctoral Research-Extensive university as categorized in the Carnegie Classification of Institutions of Higher Education. Its successful transition to date has required recognition both internally and externally of the culture necessary for successful research universities. At this pivotal time, UWM’s future success will depend increasingly on:

1. Recognition within the UW System of the value of UWM’s research mission to both the System and the state. In this regard, there has been almost singular focus on the excellence of the University of Wisconsin–Madison as a leading public research university. But, as recognized broadly, the state’s economic, cultural, and social success can be greatly enhanced by building a strong research university in the state’s major urban and industrial center.

2. Recognition within the Milwaukee metropolitan area and across the state of UWM’s comprehensive mission to not only excel in research, but also to continue to provide access to higher education degrees and the lifelong skills of intellectual inquiry for first-generation and historically under-represented populations. This dual role is critical to the region, and it is expensive.

3. Recognition within UWM that research and scholarly productivity must be nurtured within the culture of the University. UWM needs to be able to attract and support leading researchers in departments and selected interdisciplinary areas. But the base of faculty and staff participating actively in research and garnering extramural support must also increase.
The sections below provide an overview of:

1. The environment for research and creative activity, including the University’s commitment to academic freedom and the research support infrastructure

2. The creation of knowledge among faculty and staff, undergraduate students, and graduate students and how their accomplishments are celebrated by the University community

**Academic Freedom**

The concept of academic freedom, the idea that universities, their faculty, staff, and students have the right to seek truth freely and without interference, has deep historical roots in the University of Wisconsin System. Going back to the 1890s, the university faculty at UW-Madison, the Board of Regents, and the state legislature debated the independence of the university from political pressure in academic matters. In that era, Wisconsin pioneered in the development of American higher education by positing a profound commitment to the search for truth.

Today academic freedom is recognized as a right having both constitutional dimensions and as a contractually guaranteed freedom and academic norm that is fundamental to the success of the academic enterprise. Academic freedom in the UW System is protected by the Wisconsin Administrative Code, which prohibits nonrenewal of a probationary faculty member for conduct, expressions, or beliefs that are constitutionally protected, or protected by the principles of academic freedom. In addition, the Wisconsin Administrative Code assures that a faculty member is entitled to enjoy and exercise all the rights and privileges of a United States citizen, and the rights and privileges of academic freedom as they are generally understood in the academic community. UWM’s strong culture of shared governance, based statutorily on Chapter 36 of the Wisconsin State Statutes (see “Criterion 1”), provides further safeguards for academic freedom among faculty, staff and students.

**Support Infrastructure for Research and Creative Activity**

Research universities require strong research support mechanisms, ranging from individual research grants to funding for multi-user instrumentation to major institutional support for library holdings and new facilities such as laboratories and performance spaces. The following review surveys the infrastructure for research and creative activity in the Graduate School, the University in general, and the schools and colleges.
The Graduate School

Much of the institution’s infrastructure in support of research is provided through the Graduate School. The Research Services and Administration (RSA) office of the Graduate School helps faculty and staff secure external funding for research and creative activities. RSA services include identification of funding sources, proposal development, coordination, and submission services, and post-award administration. Other services include research-related workshops, individual consultation, internal award program administration, and administration of the Institutional Review Board. The Graduate School provides resources for the Technology Transfer Office to protect intellectual property and encourage the licensing of inventions. Recently, it has been able to link UWM researchers to a new UW System-sponsored office, WiSys, which offers a complete suite of patent services. In the first 30 months of operation with WiSys, the Technology Transfer Office has handled 48 invention disclosures, from which 25 faculty-invented technologies have been selected by WiSys for protection. As of February 2004, UWM has 56 invention disclosures, five patents, 18 U.S. patent applications, and seven foreign patent applications.

The School also administers cost sharing for extramural proposals. Cost sharing helps fund the purchase of equipment (one-for-one matching on capital instrumentation items on multi-user and individual grant proposals), support for graduate students, and return of indirect costs revenue from grants. For example, in the College of Engineering and Applied Science, matching funds were supplied for a communications laboratory that was funded by the National Science Foundation.

The Graduate School promotes research and creative activity through a competitive research grant award program. In 2003-04 the Graduate School Research Committee awarded $275,932 to 22 faculty members. The awards are made each year to support junior faculty, new research projects, and faculty changing fields. The School’s Arts and Humanities Faculty Travel Grants Program supported 15 faculty members’ travel to pursue research and creative activities between Oct. 1, 2003, and March 31, 2004. The Graduate School also provides travel support grants for graduate students.

Five university-wide, interdisciplinary organized research units are managed by the Graduate School. The Advanced Analysis Facility houses major one-of-a-kind instruments meeting the research and instructional needs of physical science and engineering faculty and students with analysis services in material analysis, trace components analysis, and molecular structure analysis. The Center for Urban Initiatives and Research conducts numerous community-oriented assessment, program evaluation, and strategic planning projects throughout the Milwaukee metropolitan area. The Laboratory for Surface Studies conducts basic research on the structure and properties of solid surfaces and on the interaction of surfaces with...
atoms and molecules. The NIEHS-sponsored Marine and Freshwater Biomedical Sciences Center conducts research in environmental health using nonmammalian aquatic organisms. And the Great Lakes Wisconsin Aquatic Technology and Environmental Research (WATER) Institute, a premier freshwater sciences research institute, conducts an extensive range of freshwater studies aimed at a thorough understanding of the Great Lakes and other aquatic and environmental resources through the Center for Great Lakes Studies, the Great Lakes Aquaculture Center, and the Center for Water Security. Altogether these interdisciplinary research units account for approximately 17 percent of UWM’s total sponsored project activity.

The Graduate School plays a critical role in helping the University achieve its research goals. Historically, the School’s performance in this role has been examined intensively as UWM has endeavored to increase its research stature. During the past decade, two ad hoc committees were constituted to review the Graduate School. The first was given the charge to consider decentralizing the functions of the Graduate School. Recognizing the key role that this unit has played in representing the interests of research throughout the campus, the committee concluded that the School should be strengthened instead. Among a number of recommendations was a proposal to elevate the Graduate School Dean to Associate Provost in order to give the position some leverage with respect to the other Deans to advocate for stronger support for research. The advice to change the title was taken but without a concomitant increase in authority. In 2003 a second committee, the Graduate School Analysis Group, revisited the structure of the Graduate School. It advocated the restoration of the position of Associate Dean for Research, a faculty position intended to ensure that a strong, dedicated focus on research exists at the upper level of the Graduate School structure. The 2003 report also echoed the call for a higher campus profile for research leadership. Both recommendations are being put into effect. In 2004 the School appointed an Associate Dean for Research. In 2005 a search is underway for the newly created position of Vice Chancellor for Research and Dean of the Graduate School. The new Vice Chancellor will report directly to the Chancellor and have primary responsibility for advancing UWM’s research agenda, coordinating the work of the Research Services office in the Graduate School with the Academic Deans Council, as well as with departments, programs, and centers.

A major finding of the 2003 analysis was the need for more comprehensive support in the identification of grant opportunities, coordination of multiple-partner grants, and grant writing. The report has stimulated the Graduate School to pursue a more proactive, client-centered approach to executing its role in the research activities of the campus. For example, the School is working with the Deans regarding their strategic plans for sponsored research. The formation of research clusters within and across school and college boundaries is being encouraged to take advantage of expertise and match faculty interests to funding agency priorities. Graduate School discretionary budgetary
resources will be used as leverage in combination with school/college resources to enhance the sponsored research agenda. The goal is to increase extramural funding of campus research and to attract high-quality faculty and graduate students.

The Campus Environment for Research and Creative Activity

At the campus level, UWM’s objective to become a premier research university has become a basis for planning and financial allocation, as evidenced by the 1996 Strategic Plan and the Investment Plan. As outlined in “Criterion 2,” the University’s hiring plans and its response to budget rescissions have advanced and protected strategic research initiatives. Recently targeted research areas that promise to elevate UWM’s expertise have been undertaken in biotechnology, neuroscience, developmental biology and toxicology, and gravitational physics.

In the course of this Self-Study, however, concerns have been expressed about a past disconnect between campus planning and ongoing research interests. Many have noted a strong belief that rather than a basis, the objective to become a premier research university needs to become the basis for planning and financial allocation. Although the current administration is moving forward aggressively to expand UWM’s extramural funding base and increase the number of high-quality graduate programs, these campus discussions emphasize that the entire university must develop the ethos and operating structure in which decision making begins with and flows from the objective to achieve major research university status. Such clarity in priority would not dilute the importance of the teaching or engagement functions of the University. Those responding to our open forums and opportunities for discussion relate that without a foundation and the conditioning of research and creative activity, teaching and service soon become dated. A shared understanding across campus is that it is only through the discipline of research and creative activity—through the daily practice of the search for knowledge—that the faculty earns credibility in its teaching and applications. Thus, the research foundation strengthens teaching, learning, and engagement by gathering and aligning them under the umbrella of discovery. It also imparts a unified mission to the campus.

The doctoral array

Doctoral programs are a defining characteristic of the research university because their presence attracts high-quality faculty members and graduate students who are focused on generating knowledge and advancing their disciplines. UWM’s efforts to build its doctoral program array were for many years not supported by the UW System administration, as most recently exemplified by the System’s
opposition to the History Ph.D. This moratorium seems to have been lifted, as three new doctoral programs have been approved in recent years and three additional programs are under development. This has resulted in renewed energy and optimism in the faculty, which is strongly committed and understands that scholarly development within UWM’s many graduate but non-Ph.D. granting programs will depend significantly upon their ability to offer the Ph.D. degree in the future. Moreover, the rapid emergence of new disciplines or combinations of disciplines will necessitate timely access to doctoral degree granting rights. UWM has the scholarly resources in house and opportunities to collaborate with other Milwaukee institutions that will propel UWM’s programs to prominence. The Chancellor has set the goal of adding 12 new doctoral programs by 2010. The support of the UW System and the Board of Regents for UWM’s doctoral mission will be of critical importance in meeting this goal.

**Faculty and staff size and composition**
The past 15 years have seen a decline and a partial reversal in the size of the faculty that has been matched by an increase in academic staff. As noted in “Criterion 2,” the size of the faculty is larger today (748 FTE) than it was in 1995-96 (707 FTE). However, it is still below the level in prior years (e.g., 777 FTE in 1991). Meanwhile, the number of academic staff has grown from 757 in 1991 to 1,187 in 2003. Because research is primarily conducted by faculty members, the size of the faculty is seen as a limiting factor on research productivity. UWM’s research aspirations have grown considerably since 1991, but faculty numbers have not seen a parallel increase.

The campus is addressing faculty resource issues in graduate programs that result from the combination of an undersized faculty and the need for members to teach in their graduate program specializations and at the same time staff the undergraduate course portfolio. Despite the increased use of academic and ad hoc staff to teach in the undergraduate curriculum, the responsibility to ensure comprehensive coverage of the undergraduate program has put pressure on certain graduate programs, resulting in a limitation of the number of discretionary courses offered to upper-level graduate students.

**Building the faculty to critical mass**
The University fully recognizes that it is cost intensive to rebuild faculty ranks. Start-up packages for new faculty that support the purchase of capital items are a major university commitment to research. Total start-up expenditures topped $3.7 million in 2003-04 (See Figure 28). Nevertheless, despite these outlays the University has found it difficult to provide adequate start-up funds for new faculty, a problem most clearly evident in the sciences and engineering. While the College of Letters and Science spends approximately $1 million per year on nationally competitive start-up packages for new faculty, some of the professional schools that have smaller budgets simply can not contribute as much to start-up costs. Recent graduate program reviews in Chemistry and Engineering identified inadequacies in start-up

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1 Data are from the 2003-04 UWM Factbook
funding as a key factor affecting UWM’s ability to compete with other universities for outstanding faculty members. To address this issue, in 2002-03, 2003-04, and 2004-05 additional funds have been reallocated from Academic Affairs to fund start-up costs for new faculty.

The University has also begun to ‘replace at rank.’ When senior faculty members leave the University, their department’s productivity often suffers if replacement hires are made exclusively at the junior rank. In general, expectations for scholarly productivity (funded research, publication in peer-reviewed journals, or a high level of creative activity) are being emphasized to new assistant professors and to faculty going through promotion and tenure processes. There are increased efforts to recruit senior-level scholars with strong track records in external funding. Within the past two to three years faculty numbers have begun to be restored, moving the faculty size closer to the critical mass that is needed to achieve the University’s research goals.

In adding to faculty ranks, UWM’s hiring and tenure criteria are an asset. Although specific criteria vary by department, school, college, and division, all criteria stipulate that only faculty with great potential as scholars be hired and that only those with substantial, externally recognized merit be granted tenure.

**Graduate student support**
The caliber of the graduate student body is paramount both for the research portfolio of the campus and the success of its undergraduate programs. Because of uncompetitive teaching assistantships (TA) and stipends, UWM increasingly found itself with declining quality and quantity among its TA population. Sparked by a report of the Graduate Research Policy Committee and by calls from graduate programs, in 2002 the Provost reallocated funds to redress the
inadequate TA stipends with the newly created Chancellor’s Graduate Student Fellowships. Two $1 million enhancements have been made (2002, 2003), with the result that programs are seeing the numbers and quality of their new graduate students increase. Considering that these reallocations were made at a time when major budget rescissions were imposed by the State, this program demonstrates that academic program and student quality are first priorities.

Another issue is the research assistantship. While tuition remission is provided for teaching and project assistants, research assistants (RAs) must pay their own in-state tuition from their stipends. In an effort to alleviate this problem, RA stipends were raised several years ago. However, tuition increases have erased the gain of the stipend increase and have made the package uncompetitive, especially for natural and physical sciences and engineering graduate programs. The result has been a precipitous drop in research assistants from 101 in fall 1996 to 30 in fall 2003. For the 2004-05 year, the University has remitted in-state tuition for RAs through a reallocation of one-time state GPR funds; a further commitment has been made to fund remissions from indirect cost returns in future years. There is collective agreement that this reallocation is an investment in UWM’s research capacity. It should lead to an increase in the volume of external sponsorship of research through the expected increases in the number of RAs and the quality of graduate students that the possibility of more competitive multiyear compensation packages would create.

**Facilities that support research and creative activity**

The acquisition of the Helene Zelazo Center for the Performing Arts in 2001 represented an enormous enhancement for the Peck School of the Arts. For the first time, faculty and students had a large, first-class venue in which to perform for the public. Similarly, the renovations of the Klotsche Center and Lapham Hall are providing improved facilities for programs in the College of Health Sciences and excellent research laboratory space for the Department of Biological Sciences. The Great Lakes Research Facility, which houses the WATER Institute and other research centers, is a strategically placed facility with additional potential for built-out space, albeit doing so is very expensive.

With its compact footprint of 93 acres, UWM’s main Kenwood campus is fully developed (for a campus tour of facilities, see [http://www.uwm.edu/UWM/Map3/](http://www.uwm.edu/UWM/Map3/)). Increasingly, space for research and creative activity will have to be found off campus. The redevelopment of the Kenilworth Building, the leasing of space in the Cozzens and Cudahy Research Center, and the potential acquisition of the Columbia Hospital site represent the kind of creative thinking that will be needed to address these needs in the long term.

UWM’s technology infrastructure supports research. UWM has been a member of Internet 2 from its inception and continues to believe in the value and potential of the high-speed connectivity and
new applications that it provides. Participation in Internet 2 is also necessary for recruiting new researchers and meeting the campus targets for research funding. A 2001 review of UWM’s information technology infrastructure found that, in total, UWM commits approximately $19.7 million of its operating budget on information technology hardware, software, personnel costs and other IT services or resources. This represents approximately 7.8 percent of UWM’s overall operating budget. The percentage parallels the percentage of budget devoted to IT at other large universities such as the University of Minnesota and the California State University System.

The UWM Libraries, which has a collection of more than 5 million catalogued items, is a core facility supporting scholarship. Current library space is at 379,000 square feet (approximately nine acres). Librarians work with faculty liaisons to understand departmental needs. This professional relationship builds and maintains a well-developed collection. The addition of materials to the Libraries’ collections occurs in two ways. About two-thirds of the monographic purchases are acquired through automatic acquisition plans established in consultation with faculty liaisons, and the remainder of monographs is added to the collections at the request of faculty members; such requests are given high priority, and ordered as funds permit.

The Schools and Colleges

Research infrastructure needs are also met at the school, college, and unit levels. Several schools and colleges have their own internal research offices. The Center for Architecture and Urban Planning Research encourages faculty to submit proposals, serves as a matchmaker between community clients and potential researchers, and facilitates the grant-writing process for faculty. The staff of the Werley Center for Nursing Research and Evaluation in the College of Nursing provides vital support for the research and scholarship activities of the faculty and staff through consultation particularly for study design and data analysis, grant application preparation including boilerplate and budgets, assistance with transmittal, and assistance with preparation of posters, papers, and manuscripts for dissemination of findings. The School of Education, the College of Engineering and Applied Science, and the College of Health Sciences also have research support offices.

The schools and colleges provide research support for new faculty members by reducing teaching loads in their first year, providing summer support following the first academic year of appointment, and funding start-up packages for new faculty. Many schools provide some travel funds to their faculty to support research conferences and dissemination activities. Release time from courses for proposal writing is provided on an ad hoc basis by schools and colleges. Several units provide monetary awards for research excellence (e.g., the Business Advisory Council Research Award, Dean’s Research Awards in Nursing, School of Education Research Awards).
Schools and colleges also pursue joint appointments for research with other institutions or agencies, as illustrated in the following examples from the College of Nursing. The College’s joint appointments include the Schroeder Chair for Nursing Research (Aurora Health Care), Aurora Distinguished Professor of Health Care Informatics and Quality (Aurora Health Care), Research Facilitator (Froedtert Hospital), Clinical Nurse Specialist (All Saints Healthcare System), Research Facilitator (St. Francis Hospital), Research Facilitator (Elmbrook Hospital -pending), Research Facilitator (St. Michael’s Hospital).

Outstanding research contributions are recognized through the appointment of distinguished professors and endowed chairs. Both the UW System and UWM fund distinguished professor programs to recognize excellence in research. Currently, UWM has seven UWM Distinguished Professors and seven UW System Wisconsin Distinguished Professors. The University also has 11 currently occupied endowed or named research chairs: the Manegold Professor of Management, the Bostrom Professor of Entrepreneurship, the Tata Consultancy Services Professor, and the Hans Storr Professor of Finance in the School of Business; the Harvey and Patricia Wilmeth Professor of Economics, the Shaw Distinguished Professor, the Vilas Professor of English, and the Wilder Crane Professor in the College of Letters and Science; the Rockwell Automation Professor in the College of Engineering and Applied Sciences; the Schroeder Chair for Nursing Research in the College of Nursing; and the Endowed Chair in Applied Gerontology in the Helen Bader School of Social Welfare. Recruitment for the Richard C. Notebaert Distinguished Chair of Global Studies and International Business is underway.

Seminars, colloquia, and visiting artists are supported across the University. The School of Business Administration’s Management Science Brown Bag Seminar series has in recent years featured presentations by prominent national and international scholars outside the Business School. In 2003–04 the Dean’s Office in the Peck School of the Arts provided the matching funds needed to bring Susan Marshall, a renowned New York-based choreographer and recipient of a MacArthur Foundation “genius” award, to UWM for master classes, performances, and workshops. The College of Letters and Science helped to sponsor the Distinguished Speakers in Molecular Biology and Biochemistry along with the Departments of Biological Sciences and Chemistry.

The UWM Libraries also sponsors scholarly events. The Chancellor’s Golda Meir Library Scholar program provides select UWM doctoral students and dissertators with resources to pursue a year’s intensive research in their chosen field. Awardees present the results of their research during the Libraries’ Scholar and the Library series. The UWM Libraries Morris Fromkin Research Grant and Lectureship is a competitive award to a faculty or academic staff member for research in the area of social justice.
A prime example of support for the humanities, arts and social sciences is the faculty research fellowship program administered by the Center for 21st Century Studies. Each year a research topic is pursued by the Center, and six to eight faculty members who have research interests related to the topic are awarded fellowships on a competitive basis. Lectures, faculty seminars, conferences, and colloquia are coordinated around the year’s research theme. The focus of the Fellows’ research in 2004-05 is “Geographies of Difference.” Jointly supported by the College of Letters and Science and the Graduate School, the Center is a major campus resource for scholars in the humanities, arts, and social sciences.

Schools and colleges also make internal research awards. In Architecture, a small grants program supports faculty research. The Frank Lloyd Wright Initiative, the Institute for Historic Preservation, the College of Health Science’s Stimulus for Enhancing Extramural Development (SEED) Program, and the Metro Milwaukee Initiative are just some of the school and college programs that support faculty research.

All of the investments outlined above demonstrate that UWM is making strong efforts to advance the quality and quantity of research and creative activity—yet there is a fundamental tension between the University’s aspirations and its current resources. In addition to faculty staffing needs, travel monies for research are very limited, as are funds for disseminating results. Many program review reports mention critical infrastructure needs, citing deficits in office space, seminar rooms, and space for graduate students.

UWM’s infrastructure for research and creative activity, while strained by the concerns noted above, has nonetheless enabled faculty, staff, and students to make rich and substantial contributions to knowledge, as reflected in the profiles presented below.

**Creation of Knowledge: Faculty and Staff**

Scholars conduct research and work creatively as individuals, in collaborative groups and in centers and other organizations that bring together a critical mass of scholars and support resources. Scholarly productivity and extramural research funding provide two assessments of progress in building UWM’s research status.

The University has gathered scholarly productivity information three times: in 1997—as part of the Program Array review; again in 1998 as part of the annual planning process, and in 2004 as part of the NCA Self-Study preparation. For the most recent survey, departments were asked not only to provide quantitative information about scholarly outcomes but also to indicate which measures were most significant in their own estimation. Not surprisingly, for most areas the top-ranked indicators were publications in books, chapters, refereed journals, and invited publications; grant submissions and
awards; and presentations at national or international meetings. Peer-reviewed journal publications represent work that has been favorably judged by external reviewers, signaling acceptance of the work by the community of scholars. For the sciences, engineering, nursing, and some of the social sciences, extramural funding is another key indicator of quality scholarship because it is generally awarded through national competitions based on peer scrutiny and rankings. Finally, participation in national and international meetings provides an indicator of the close connection of the faculty with the frontiers of knowledge in their fields.

Departments were grouped among sciences, social sciences, and humanities and the scholarly activity of each group was analyzed. This grouping strategy was adopted in order to allow for comparisons with earlier surveys such as the PAR, which used these three categories of science, social science, and humanities. Future analyses and data structures may need to address the University’s Divisional structure, instead (Professions, Social Sciences, Natural Sciences, and Arts/Humanities). For the purposes of analysis, the standard of one refereed publication per faculty member per year was used as a benchmark. Similarly, the benchmark of one presentation at a national and international meeting per faculty member per year was also used as a productivity indicator. In advancing UWM’s research agenda, we must hold ourselves to high standards of scholarly productivity; where ratios are under one, there are a variety of factors that may affect productivity (i.e., absence of a Ph.D. program, lack of funds for research assistants, the quality of work being produced, departmental expectations for service or administration, disciplinary standards, etc.). However, we must still be accountable for our scholarly goals and where ratios are low, identify barriers and determine whether and how they might be eliminated or reduced.

It is important to note that this assessment of scholarly productivity does not address the absolute quality of the aggregate scholarly work reported.

**Sciences**

According to the survey of 2001–03 scholarly activity, 75 percent of departments (12 of 14 reporting) average at least one refereed journal article/year/faculty member; 50 percent average a strong two papers; and 17 percent have an excellent record of at least three per year per faculty member. Thirty-three percent of departments reported that on average each of their faculty members contributed at least one invited article for a monograph during the past three years. This is a robust indicator of importance of the scholarship being carried out by faculty members within their fields of research. Finally, although book publication is an uncommon activity within the sciences, 50 percent of responding departments have faculty members who published scholarly monographs and text books; this percentage rises to 67 percent if one includes edited books. These findings underscore
the presence of externally recognized expertise among many of the science departments.

More than 90 percent of departments meet the minimum standard of one presentation per year per faculty member; 33 percent reach the higher standard of two. Indicative of the relevance of faculty scholarship within their fields, on average each member from more than 90 percent of departments has been asked to give an invited presentation during the past three years. More than 50 percent of departments average one or more invited presentations per year per faculty member. Two average about two per year per faculty member.

Faculty from 75 percent of the departments served as journal editors between 2000 and 2003; 50 percent provided guest editors. Coupled with the fact that 50 percent of the departments were also represented on editorial boards, these numbers underscore the presence of outstanding scholars among the faculty.

Finally, indicators of scholarly activity include the finding that faculty in several departments do significant work as grant/contract referees. This tends to be an indicator of preeminence in a field of study. In addition, 25 percent of the departments report development of inventions, patents, and other innovations.

The results gathered in the NCA survey for 2001–03 can be compared in modified form with data from 1994-97 collected for the PAR review.
(See Figure 29). Focusing on aggregate figures for articles (refereed and non-refereed) and presentations (national/international, regional/local, and invited), the heart of scholarly publication in the sciences, the quantitative results are similar or displayed some decline over the course of the decade. Overall, departments that entered the decade with a strong scholarly base continued at a similar level as did departments with a smaller research foundation at the outset. Generally, science departments have not increased their productivity over the past decade.

**Social Sciences**

According to the data gathered in 2004, 73 percent of departments in the social sciences report that their faculty members average close to one book chapter or refereed journal article per year.

As with the Sciences, presence of some books indicates breadth of faculty activity and recognition of expertise. Articles in books can be a means of synthesizing the faculty member’s own research as well

![Figure 30. 2001-2003 Scholarly Productivity Summary: Social Sciences](image)

*na indicates where departmental restructuring does not allow for historical comparisons*
as reviewing the research of others. In 77 percent of departments faculty have published scholarly or text books; this rises to 95 percent if edited books are included. Ninety-five percent of departments have had articles in books; 67 percent of departments have at least one per faculty/three years; two departments average close to one per faculty per year.

The minimum standard of one presentation per year per faculty member is met by 77 percent of the departments in the Social Sciences; 32 percent meet the stronger standard of two per year per faculty member; 95 percent of the departments report that their faculty members were invited to do presentations over the last three years; 18 percent averaged at least one per faculty member per year; 86 percent of departments report that their faculty organized conferences or sessions within the last three years.

Seventy-three percent of the departments have faculty who were journal editors during the last three years. All departments in the Social Sciences have representation on journal editorial boards; 27 percent report two or more per faculty per year; 55 percent of the departments had faculty who were guest editors of a special issue during the last three years.

A comparison of the 2001-03 data with the 1994-97 PAR data indicates that scholarly productivity did not notably increase over the period (See Figure 30). For example, while 40 percent of departments had some increase in the number of articles produced, 60 percent experienced a modest decline.

**Humanities**

Drawing conclusions from the quantitative data contained in the 1997, 1998, and 2004 surveys for the departments classified as humanities is very difficult for a number of reasons. This division is extremely heterogeneous, consisting of the five departments in the Peck School of the Arts, language and literature departments, art history, philosophy, and communications. The form that scholarship typically takes in these departments varies widely. In the arts departments it often takes the form of performances and exhibitions; in English and language and literature departments the main mode of scholarly production tends to be books rather than papers, while the reverse is true in philosophy. Moreover, what are considered respectable rates of productivity vary widely across disciplines. The Division has just one Ph.D. program, which may also affect productivity.

Despite these caveats, the data contained in the surveys indicate that the level of research output for the departments classified as humanities constitutes a sound basis on which to build UWM’s future as a first-rate research university. According to the data gathered in 2004 all of the departments meet disciplinary standards. In the departments of language and literature, art history, philosophy, and communications the Self-Study team used the standard of one article
in a refereed journal or book per year per faculty member as an indicator of active scholarship. All departments met this standard, and half of them exceeded it by a factor of two or three. Moreover, these departments produced a total of 36 books in the two-year period covered by the survey. In the cases of Dance, Film, Music, Theater, Visual Arts the standard of one solo exhibition, museum exhibition, recording, and guest appearances or performances per faculty member per year was used. It seems clear that this standard was met and in most cases substantially exceeded. The Peck School of the Arts has a long-standing record of public performance of both original and re-created work; part of its productivity is its role as a catalyst for the arts in Wisconsin. The School offers 270 performances and gallery exhibits per year, making it the second most active arts organization in the state.

Figure 31. 2001-2003 Scholarly Productivity Summary: Humanities

<table>
<thead>
<tr>
<th></th>
<th>Monographs 94-97 01-03</th>
<th>Chapters 94-97 01-03</th>
<th>Articles 94-97 01-03</th>
<th>Presentations 94-97 01-03</th>
<th>Creative Expression 94-97 01-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>0.16 0.09</td>
<td>0.05 0.90</td>
<td>1.09 0.62</td>
<td>1.43 3.62</td>
<td>0.00 0.00</td>
</tr>
<tr>
<td>Communication</td>
<td>0.14 0.13</td>
<td>0.95 0.71</td>
<td>1.65 1.22</td>
<td>3.61 3.09</td>
<td>0.00 0.00</td>
</tr>
<tr>
<td>Dance</td>
<td>6.40 0.00</td>
<td>na*</td>
<td>na</td>
<td>na</td>
<td>6.40 4.00</td>
</tr>
<tr>
<td>English</td>
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<td>0.41 0.11</td>
<td>0.40 1.71</td>
<td>1.38 4.19</td>
<td>0.60 1.45</td>
</tr>
<tr>
<td>Film</td>
<td>0.70 0.16</td>
<td>na</td>
<td>0.03</td>
<td>0.00 0.26</td>
<td>5.10 10.38</td>
</tr>
<tr>
<td>Foreign Languages and Linguistics</td>
<td>na 0.33</td>
<td>na 0.39</td>
<td>na 0.83</td>
<td>na 1.19</td>
<td>na 0.00</td>
</tr>
<tr>
<td>French, Italian, and Comparative Literature</td>
<td>na 0.22</td>
<td>na 0.51</td>
<td>na 0.38</td>
<td>na 1.62</td>
<td>na 0.00</td>
</tr>
<tr>
<td>Music</td>
<td>0.30 0.40</td>
<td>0.06 0.03</td>
<td>0.08 0.47</td>
<td>0.30 6.32</td>
<td>0.30 5.57</td>
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<tr>
<td>Philosophy</td>
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<td>0.57 1.02</td>
<td>0.81 0.36</td>
<td>1.57 2.00</td>
<td>0.35 0.51</td>
</tr>
<tr>
<td>Spanish and Portuguese</td>
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<td>0.00 0.28</td>
<td>1.20 0.33</td>
<td>0.00 2.28</td>
<td>0.00 0.00</td>
</tr>
<tr>
<td>Theatre</td>
<td>3.50 0.13</td>
<td>na 0.21</td>
<td>na 0.29</td>
<td>2.10 13.01</td>
<td>3.50 2.25</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>0.01 0.04</td>
<td>0.57</td>
<td>9.64</td>
<td>2.30 8.60</td>
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</tr>
</tbody>
</table>

*na indicates where departmental restructuring does not allow for historical comparisons

Longitudinal comparisons with the PAR data for the humanities mirror the basically stable results for the sciences and the social sciences (See Figure 31). However, the number of activities categorized as ‘creative expression’ increased, with productivity in several departments more than doubling.

**Extramural Funding**

External support for research is both an indicator of the quality of scholarly work and an engine for further scholarly development. Increasing success in the competition for extramural funding reflects the high regard that sponsors have for the academic quality of faculty and staff and the value of the scholarly and creative work in which they
engage. In turn, this funding provides important resources to support the building blocks of scholarship—from facilities and equipment to support for graduate students and libraries.

UWM faculty and academic staff have made significant progress over the last ten years in gaining support from external sponsors to fund scholarly activities. Since 1995, proposals for extramural funding have increased 31.6 percent and extramural research awards have increased 95.6 percent from $12.7 to $24.8 million. Since 1998, the base year of UWM’s current Investment Plan, extramural expenditures have increased 60.5 percent from $24.1 to $38.7 million and Facilities and Administrative (indirect) costs have increased 57 percent from $3.0 to $5.3 million. For the last full fiscal year, 2003-04, 233 faculty and academic staff members received one or more research or instructional awards. These awards, when added to other categories of awards, resulted in total extramural funding that exceeded $64.1 million. Sponsored research funding reached $24.8 million and instructional funding totaled $11.9 million (See Figure 32).

While these amounts represent demonstrable growth and development of the University’s sponsored programs, all agree that UWM would benefit from a broadening of its base, involving more faculty and academic staff in extramural funding activities, and reducing its dependence on a relatively small group of focused research units. In fiscal year 1995-96, 152 faculty and academic staff members obtained extramural research funding and another 69 received instructional funding. In 2004-05, comparable participants numbered 162 for research and 71 for instructional awards. This does not demonstrate significant growth in extramural funding participation. While the amount of funding increased substantially during the past 10 years, the distribution of funding has become more concentrated. In 1995-96 the top ten research award recipients represented 33 percent of the campus total. Today, the first 10 in rank order constitute 43 percent of total research funding (See Figure 33). Similarly, a decade ago, the top 10 instructional grant recipients obtained 66 percent of that campus total; today the top 10 group brought in 64 percent. About 30 percent of today’s UWM faculty are involved in extramural funding, not a trivial proportion, but many in this group bring in relatively small amounts of funding. In short,

<table>
<thead>
<tr>
<th>Figure 32. Extramural Funding History</th>
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<tbody>
<tr>
<td>Proposals for extramural funding increased 31.6%</td>
</tr>
<tr>
<td>Extramural research awards increased 95.6%</td>
</tr>
<tr>
<td>1995: $12.7 million</td>
</tr>
<tr>
<td>2004: $24.8 million</td>
</tr>
<tr>
<td>Extramural expenditures increased 60.5%</td>
</tr>
<tr>
<td>1998*: $24.1 million</td>
</tr>
<tr>
<td>2004: $38.7 million</td>
</tr>
<tr>
<td>Facilities and Administrative (indirect) costs increased 57.0%</td>
</tr>
<tr>
<td>1998*: $3.0 million</td>
</tr>
<tr>
<td>2004: $5.3 million</td>
</tr>
<tr>
<td>For the last full fiscal year (2003-04) 233 faculty and academic staff members received one or more research or instructional awards resulting in extramural funding</td>
</tr>
<tr>
<td>Research or instructional awards plus other categories of awards: &gt;$64.1 million</td>
</tr>
<tr>
<td>Sponsored research funding: $24.8 million</td>
</tr>
<tr>
<td>Instructional funding: $11.9 million</td>
</tr>
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</table>

*Base year of UWM’s current Investment Plan
UWM’s extramural funding base relies on a relatively few individuals, mainly housed in research centers or focused on large multiyear projects funded by federal agencies. Examples of these large UWM research units include the WATER Institute, Center for Addiction and Behavioral Health Research, the NIEHS funded Marine and Freshwater Biomedical Research Center, the LIGO Physics project, and the NSF funded Milwaukee Mathematics partnership project. Nonfederal funding remains fairly constant over time and represents a relatively small portion of total funding.

One approach for the future is to broaden UWM’s funding base by expanding upon the existing model of research clusters or foci. It is clear that funding agencies are requesting more collaboration on larger, often interdisciplinary research projects and programs. Over the past decade, research has become a more collaborative enterprise at UWM as well: In 1995-96, UWM generated $5.4 million in multipartner grants; the amount rose to $15 million by 2003-04 (See figure 34). Emerging research groups at UWM suggest a growing capacity to demonstrate interdisciplinary collaboration. The Graduate School’s 2004 Research Investment Plan calls for partnerships with the schools and colleges in which discretionary resources are used to coordinate the development of large grant proposals and create additional new concentrations of research strength. In addition, developing research partnerships with non-governmental units should lead to increases in nonfederal extramural support over time.

**Creation of Knowledge: Undergraduates**

Research is self-driven learning that is focused on the discovery of new knowledge. Encouraging undergraduate students to conduct research beyond the level required in ordinary classes, especially independent projects in cooperation with individual faculty members, is an important part of valuing a life of learning and discovery. Engagement in and support of undergraduate research is extensive at UWM: Whether in the laboratories of scientists, in community nursing clinics, or in professional dance groups, students have taken advantage of the rich resources that UWM offers as a research university to move beyond the classroom into project-driven individual studies.

About 80 percent of departments reporting in the recent NCA survey listed opportunities for undergraduate research and creative expression, though the detail provided varied greatly.

Several of these are highlighted for illustrative purposes:

- Art History professor Derek Counts serves as the Associate Director of the Athienou Archaeological Project, an archaeological excavation and undergraduate field school on the island of Cyprus. In collaboration with a colleague at Davidson College, he is co-principal investigator for a three-year (2004–2006) National Science Foundation Research
Experiences for Undergraduates Grant. This grant provides funding (tuition, airfare, room and board, and stipend) for UWM undergraduates who participate in the field school. Students are actively engaged in both field and library research and are required to complete a research project.

- Psychology actively involves undergraduates in faculty research. Undergraduate students have coauthored more than 125 scholarly products during the past decade. UWM Psychology students have consistently been recognized for the quality and quantity of scholarly research they conduct with Psychology faculty. National awards students received in 2003 include: American Psychological Association Travel Award: Kristen Jastrowski; APAGS (American Psychological Association of Graduate Students): Nancy B. Forest; L. Michael Honaker Scholarship for Master’s Research in Psychology: David Bauer; Centers for Disease Control and Prevention Doctoral Dissertation Grand for Violence-Related Injury Prevention Research in Minority Communities ($19,866): Michael McCart.

- Nursing undergraduate students participate in faculty and staff research activities through independent study. Several of these experiences have led to presentations at research conferences and awards for the research. Undergraduates are also involved in the research activities at the Community Nursing Centers. Many of these projects focus on health promotion activities. In October 2003 one of the participants received a $1,000 award for the best student paper from the UW Medical School Public Health and Health Policy Institute.

A small sampling of the accomplishments of undergraduates is listed below:

- Architecture students have won numerous awards in the annual Chicago Chapter of the American Institute of Architects design competition, more, in fact, than any other Midwest school.

- A number of Chemistry undergraduates participate in research, such as D. R. Killelea, who was recently first author on publications in *Chromatography* and *Chemosphere*.

- Civil Engineering and Mechanics students won the Martin Brueing Award for outstanding technical papers in 1999, 2000, 2001, 2002 (statewide competition).

- Nursing student Jacqueline Alomepe received a Minority International Research Scholarship that allowed her to study and work with a researcher in Thailand. Her project was entitled “Perception of Sexual Violence among Thai Adolescents.”
• Psychology major Steven Bulinski (B.A., 2000) received funding for a Sigma Xi proposal, coauthored nine national conference presentations, and was later accepted at Yale for graduate study.

• Dance, Film, and Music students are also widely recognized for their creativity. For example, Dani Kuepper (1998) choreographed and performed a solo that was included in the Gala performance of the American College Dance Festival at the Kennedy Center.

• Bachelors of Fine Arts student Alexander Boguslavsky’s (2003) senior film project, “Blue Lamp,” won a Kodak prize at the Wisconsin Film Festival. The film was nominated for a Student Academy Award in the Midwest Region and was the only student film selected for screening at the 2003 Milwaukee Film Festival.

• Kevin Schlei was commissioned to compose a work for the Milwaukee Ballet that was performed in February 2004.

• Economics student Greg Whitten served as a State Department Intern with the U.S. Mission to the Organization for Economic Cooperation and Development in Paris in 1999.

At the University level, the Honors Program offers an Honors Research seminar that pairs honors students with faculty in conducting a research project. The Undergraduate Research Opportunity (UROP) also pairs students with leading academic researchers. Building on a strong tradition of undergraduate research at UWM, the UROP makes it possible for undergraduates to participate first-hand in the University’s research mission. First- and second-year students are teamed with faculty members based on shared interests and then work side-by-side with their mentors on research projects. Students receive up to three credits each semester for their work and participate in a special one-credit UROP Seminar to discuss their research and learn about methodological approaches in other disciplines.

The UW System also sponsors an Undergraduate Research Symposium that UWM sends students to each year. In 2004–05, five UWM students participated by presenting their research at the statewide conference.

Another initiative that exposes undergraduates to research is the Ronald E. McNair Postbaccalaureate Achievement Program, which was initiated by the U.S. Department of Education in 1989. UWM was one of the first of 14 universities in the country to receive funding for this program. The purpose of the McNair Program is to increase the number of students from underrepresented backgrounds who enter graduate studies leading to the doctorate. The McNair Program at UWM provides tutoring, academic advising, and career counseling for juniors and seniors during the academic year. Eligible students
are provided workshops that emphasize library research, writing, and computer skills; selected juniors and seniors receive research internships and stipends, primarily during the summer. During the internship, each student is paired with a faculty mentor and receives individualized attention in completing a research project. Fifteen internships are offered each year. The program is open to students in any major discipline. To further expose students to academia, McNair provides travel to conferences, graduate schools, professional meetings, and forums, where mentors and students present research findings. In addition, the program assists students in finding avenues for publishing.

Although UWM undergraduates can participate in faculty research projects or carry out their own research projects, these opportunities vary significantly by department. On the 2004 NSSE, 24 percent of UWM seniors reported having worked on or planning to work on a research project with a faculty member; 41 percent of instructors taking the FSSE rated that as being a very important activity for seniors. Clearly, the University can close this gap between instructor expectations and student experience. Individual faculty and staff advocates from across campus encourage undergraduate research; however, there is strong opinion that undergraduate research should be better promoted across the entire campus, possibly through establishing an undergraduate research office.

Creation of Knowledge: Graduate Students

The UWM graduate education portfolio includes 20 doctoral and 48 master’s degree programs. All doctoral and many master’s programs are focused on research and creative work. In virtually all of them, students collaborate with faculty, publish joint papers, and present their studies at meetings, frequently at the national level (Appendix 14). Many are supported by external or internal funding and receive travel grants to present their work at conferences. Numerous graduate students have received regional and national recognition for their thesis work.

The following examples illustrate the high quality of UWM’s graduate student scholars:

- Zoran Samardizija, a doctoral student in Modern Studies (English), was invited to present a paper on Balkan film at the Yale University Film Conference in Jan. 2003. He was the only graduate student invited to speak at this event.

- Institute of Chamber Music (ICM) graduate students perform two major recitals each semester on campus. In addition, ICM students perform at several university and community functions each semester. They also compete yearly in major chamber music competitions such as the Fishoff and Coleman.
• Over the past five years, graduate students in the College of Health Sciences have co-authored eight publications with faculty members and made five joint presentations at national conferences with faculty members.

• The Dance Department has three graduate students studying on prestigious Jacob Javits fellowships.

• Steve Morales, a graduate student in the School of Architecture and Urban Planning, worked on a Community Design Solutions project that was a joint venture with the United Community Center (Milwaukee’s central resource for the Latino community). His work on this project secured public and private funding in excess of $50,000.

• In 2000, Spanish and Portuguese graduate student Tamara DuPage’s translation of an essay entitled “I Work, You Work, Does She Work?” by Guatemalan sociologist Ana Silvia Monzón was published in Americas & Latinas 2000, a publication of the Working Group on Women and Gender in the Americas of Stanford University.

• Ann Kern (Master of Arts in Foreign Language and Literature) was awarded a full fellowship from Yale for the doctorate in Comparative Literature.

• Tisha King Heiden of the NIEHS Marine and Freshwater Biomedical Sciences Center garnered the following awards: Midwest Regional Chapter Society of Toxicology Young Investigator Award ($150.00); Midwest Regional Chapter Society of Environmental Toxicology and Chemistry (SETAC) Student Travel Award; Best Student Poster Midwest Regional Chapter SETAC; $1000.00 to attend the national meeting; Society of Toxicology Student Travel Award; EPA graduate student fellowship for 2004-2005.

Coupled with the independent analysis of the faculty’s research productivity above, it is clear that students in a wide range of programs have excellent opportunities to achieve at high levels in their graduate research focus.

Celebrating the Achievements of Faculty, Staff and Students

UWM honors excellence in scholarship in a variety of ways:

• The UWM and UW System Distinguished Professor programs honor researchers whose work is recognized as exceptionally innovative and important.
• Campus media profile research in the campus website’s story of the day, in the UWM Report publication targeting faculty and staff, in the UWM Today alumni magazine, and in the Graduate School’s Research Profile and Salute to Scholars publications. School and college publications also highlight innovative research.

• KnowledgeFest, a Milwaukee Idea initiative showcasing research and scholarship at UWM, offers the community a chance to learn about and interact with the full breadth of UWM research and the many ways the university is working to improve the quality of life. KnowledgeFest activities include:

• The Chancellor’s Research Forum—this new annual symposium brings guests from the community together with UWM scholars for a look at noteworthy research and community-university partnership opportunities.

• WUWM “KnowledgeFest on the Air”—research achievements featured regularly on WUWM, the National Public Radio affiliate.

• The UWM Authors Collection is composed of monographs, written, edited, compiled, translated, or illustrated by present and former staff during their employment at UWM. This collection is housed in the University Libraries Special Collections. Since 1992, contributing authors are biennially recognized in an awards ceremony.

• The Graduate School’s biennial Humanities Research Award was inaugurated in 2003.

Departments such as History, Visual Art, Psychology (R. Dale Nance award), and Electrical Engineering and Computer Science (alumni association award) make awards to worthy undergraduates for their achievements in course work and research. Similarly, programs including Art History (Lawrence Hoey Memorial Prize) and Chemistry annually honor their graduate students. An example of these initiatives is the spring awards day in Chemistry, during which undergraduates and graduates display research posters in the halls, outside judges evaluate them for the purpose of presenting a number of monetary awards in a ceremony to which parents and administrators are invited. At that time, outstanding undergraduates at every level are also cited for their excellence in course work.

UWM honors its outstanding junior and senior Letters and Science undergraduates with invitations to join Phi Beta Kappa. Other Schools and Colleges have their own professional honorary societies. In addition, honors are accorded students at the time of graduation based on their grade point average.
Fostering Breadth of Knowledge and the Skills of Intellectual Inquiry

UWM’s vision for student learning is expressed in the preamble to *Investing in UWM’s Future* (summarized in the bolded text).

UWM is at its core a community of faculty, staff and students engaged in learning, discovery, and creative expression. For the sake of generations of students to come, for our immediate neighbors in metropolitan Milwaukee, for the state of Wisconsin, and for our world as it ventures into the twenty-first century, UWM aspires to become a premier doctoral research university. **Our capacity to serve our constituents is grounded in our identification as a research university, engaged in scholarship across the campus. This foundation provides UWM with the capability to meet students at the frontiers of knowledge and to engage the surrounding communities (city, state, world) with a robust base of scholarly expertise.**

The University has designed its academic and support programs with the goal of helping students to reach their intellectual potential. UWM’s model for the education of its undergraduate students broadly includes two elements: general liberal arts education and focused education in a major field of study.

The first addresses the need by all educated adults to have a foundation of knowledge and understanding about the world in which they live. Our society has become more complex, in some sense more self-aware, and increasingly intertwined with other societies and the underlying biosphere. It is absolutely necessary that students establish an objective knowledge base that can help them comprehend their surroundings and provide a starting point for effective decision making.

For the same reasons, students need to commit a substantial portion of their undergraduate education to gaining a foothold of more developed knowledge and expertise in particular areas of study. Commonly, this concentration provides them with the tools to launch a career. More generally, it can provide an organizing center for lifelong learning about the world in which we live.

At the graduate level, the learning process continues as students proceed from undergraduate majors to advanced study in even more defined subjects. Society’s intellectual leaders emerge from the intense discipline of graduate work.
General Education

Breadth of knowledge and the skills of intellectual inquiry are strongly emphasized in UWM’s General Education requirements. The program requires students to acquire basic competencies in math, foreign language, and English composition and to take classes spread across a credit distribution pattern in the arts, humanities, social sciences and natural sciences. There is also a cultural diversity requirement.

The UWM faculty designed the distribution requirements to provide a high degree of flexibility for students. There are clear expectations of learning outcomes for both the competency and distribution components of the GER. As described in “Criterion 3,” the assessment of student learning outcomes in these courses has been instituted in the program review and oversight processes within the divisions of the College of Letters and Science. Compared to courses in the competency areas, however, distribution-requirement courses have received less scrutiny at the campus level. The assessment of student learning for the many courses that satisfy the distribution requirement has been left to the departments offering the courses. The general thinking of the campus, as documented in the APCC discussions from September through December 2003, is that while many of these courses are of high quality and continue to be highly sought by students, other courses may have drifted away from their intended purpose. Newly designed and implemented assessment activities will provide data useful in determining if the course array meets the intended student learning outcomes. A notable exception to the historical lack of review of the distribution areas has been the consistent monitoring of the freshman seminars and the related faculty development focused on student success and retention in the first year.

A unique component of UWM’s General Education program is the Cultures and Communities certificate. This certificate affords students the option of focusing their distribution requirements through designated, interrelated Cultures and Communities courses. Learning goals for the Cultures and Communities certificate address students’ ability to reflect critically on their own cultural identity in relation to the historical and social construction of categories such as “race” and “ethnicity” and their ability to collaborate with people from diverse backgrounds.

The lasting impact of UWM’s general education program is evident in the 2003 survey of alumni: 73 percent of respondents with bachelor’s degrees reported that UWM was very helpful in helping them acquire a broad general education. When alumni were asked to evaluate various components of their UWM experience, general education was one of the items that scored highest (See Figure 35).
The Major

The companion of general education is the student’s work in a major field of knowledge. A special category of courses are those that provide students with research and creative experiences under the individualized direction of faculty mentors. In these diverse venues, faculty gain more detailed knowledge of a student’s abilities to grasp, utilize, and apply knowledge in an open environment of inquiry. Undergraduates increasingly are required to carry out a significant research project as part of their major. Many programs in the College of Letters and Science assess student learning through senior-level capstone experiences that are predicated on a foundation of course work and involve the application of knowledge in the major to an independent project of research or creative activity. The College determined this as one method to ensure that all students experience the linkage between learning and discovery in settings that require them to become increasingly responsible for their own learning. Similar efforts that also focus on independent student inquiry are in place or underway in many of the professional schools.

UWM’s annual survey of graduating seniors provides evidence of students’ satisfaction with their experiences at UWM. The 2004 survey revealed that 88 percent of graduates rated the overall quality of instruction as excellent or good, compared with 71 percent of the 2003 graduates, 78 percent of the 2002 graduates, and 80 percent of the 2001 graduates. Similarly, 81 percent of 2004 graduates rated the overall quality of courses as excellent or good, compared with 68 percent of the 2003 graduates, 72 percent of the 2002 graduates, and 75 percent of the 2001 graduates (See Figure 36).

Recognizing that the validation of UWM’s undergraduate programs also rests on the student’s assessment of their learning years after graduation, UWM recently surveyed over 600 UWM graduates. Results revealed that as the time after graduation lengthened, alumni increasingly appreciated their UWM education. Information from departments indicates that graduates of programs throughout the campus are being accepted into graduate degree programs. Similarly, programs point to numerous alumni who are professionally employed based on their undergraduate majors, indicative of the strength of the educational foundations that are set in place at UWM.

UWM’s alumni have established themselves in a wide array of professional careers, including the following examples:
• Anhai Doan, an MS graduate of the Electrical Engineering and Computer Science Department went on to obtain his Ph.D. in Computer Science from the University of Washington in 2003 and received the ACM outstanding doctoral dissertation award. He has also received the NSF Early Career Award. Currently, he is an assistant professor at the University of Illinois-Urbana/Champaign.

• Occupational Therapy alumna Joyce Engel Knowles is an associate professor of Occupational Therapy at the University of Washington-Seattle. She has obtained several NIH grants for her research in pain management in children with cancer as well as adults with cerebral palsy.

• Christopher Bratton (MFA ’94, Film) was appointed President of the San Francisco Art Institute in January 2004. Prior to his SFAI appointment, Bratton served as Dean of Undergraduate Studies at the School of the Art Institute of Chicago.

• Juan-Carlos Campuzano, an undergraduate as well as a graduate student in the Physics Department is currently a Professor in the Physics Department of the University of Illinois at Chicago. He recently joined the select group of Fellows of the American Physical Society.

• Robert Stein, a graduate of the Political Science Dept., was appointed Dean of the School of Social Sciences at Rice University.

• Ann Prestamo, (MLIS 1995, School of Information Studies) is President of the Oklahoma Library Association (2003-04) and Oklahoma Librarian of the Year (1999).

• Alok Chaturvedi (Ph.D., MIS, 1989, School of Business) is currently Associate Professor and Director of the SEAS Laboratory at Purdue. He is also an Adjunct Research Staff Member at the Institute for Defense Analyses in Alexandria, Virginia, a leading think tank on national security matters.

Although the Self-Study process elicited many examples of positive alumni outcomes, the need for more comprehensive data is clear. Some departments keep full records of graduates, but many do not, in part because of other pressures on departmental administrative support resources. As part of its assessment of student learning outcomes, UWM has committed additional resources for alumni tracking.
Graduate Education
The bachelors, master’s, and doctoral degree requirements represent a continuum in expectations for a student’s depth of knowledge and understanding, intensity of work, and capacity to do advanced intellectual or creative work. Graduate programs provide students with advanced expertise in particular fields of knowledge and artistic work.

At the doctoral level, students go through a rigorous series of assessments, beginning with comprehensive tests of knowledge and understanding that must be passed before students achieve doctoral student status. Once in the doctoral program, both the primary mentor and a doctoral committee repeatedly assess progress toward the doctoral degree. The general requirement that the degree research must be publishable serves as the final, external indicator of success at this level. Similar, though less stringent and more variable assessments accompany progress toward the master’s degree.

In a 2002 survey of 1,012 graduate students, 84 percent were satisfied or very satisfied with their experience. Students were particularly pleased with the availability of faculty members for independent study, with results that are highlighted in Appendix 14. These appendices focus on student publications in national journals, presentations at national meetings, shows and performances of fine arts students, and the accomplishments of alumni of the programs. They contain a variety of information indicating that the level of accomplishment of graduate students at UWM is good to excellent.

UWM carries out a full assessment of each graduate program every decade that features the reports of external reviewers. UWM’s doctoral and master’s programs are well to highly regarded by external experts. A common qualifier, however, is the observation that programs are limited by available resources.

Co-Curricular Experiences
Due to UWM’s size, diversity of academic departments, and the wide ranging scholarly interests of faculty members, resources that support the academic mission extend far beyond the UWM classroom. Undergraduates’ intellectual inquiry is enhanced with research opportunities offered by individual faculty, by the study abroad option, through participation in field-oriented clubs, and by the opportunity to interact with invited speakers and artists. Graduate students have an even greater prospect to learn from distinguished scholars who visit their departments. Centers as well as programs also make major contributions to the co-curricular assemblage.

Student Union-sponsored-activities further support the basic academic mission by providing a calendar filled with provocative films and film series featuring international as well as domestic film-makers, numerous speakers, and other activities such as the UWM orchestra and band performances.
Practice and social responsibility are also supported generously by co-curricular activities throughout UWM. Departments (both pre-professional and in the liberal arts) and centers make a wide variety of internship and service learning options available to undergraduate students. These experiences are invaluable, introducing students both to job-related applications and the possibilities for service in their majors. (See “Criterion 5” for more detail.) Membership in professional societies encourages students to become part of an ongoing community of learners and links their learning to real-world issues.

Currency and Relevance of UWM’s Educational Programs

UWM’s curricular connections to the larger world are grounded in the vision of UWM expressed in the preamble to Investing in UWM’s Future and summarized in the bolded text.

Great cities need great universities. In 1986 a community-based report, UWM and the Future of Metropolitan Milwaukee, stated, “The people of the Greater Milwaukee Region are determined to take charge of their future. They see a major doctoral research university as a powerful and necessary resource to help them achieve that future.” Since that time, UWM has taken large strides to advance its goal to achieve recognition as a major urban institution of higher learning and at the same time has established a myriad of linkages with the community. Considering that Milwaukee is the ethnic/international, cultural and artistic, manufacturing, financial, and population center of the state, it is imperative that UWM continue to grow in stature and to enhance and renew its symbiotic relationship with metropolitan Milwaukee.

UWM mission statements make clear that together with its objective to become an outstanding research university, UWM is also called upon to take the leadership role within the UW System in addressing the intellectual needs of cities, beginning with the Milwaukee metropolitan area and extending out to embrace those needs on a global level.

UWM is located in a major city and metropolitan area that is home to diverse ethnic and immigrant populations; to companies that do
business on scales that range from local to global; and to a thriving arts and cultural community that is international in outlook. In many respects, Milwaukee and its environs are experiencing changes that are occurring in other cities in the United States and throughout the world. In this context, the UWM faculty recognizes that students attending the University must be provided with the intellectual tools and perspective that can address the increasing complexity and magnitude of the world that they will face in their daily lives and professions. Among the curricular requirements and options placed before UWM undergraduate students in response to these challenges are the following:

- The general education component (GER) of every student’s program balances the intense focus on a particular area of study with a broad exploration of the arts and humanities, social sciences, and sciences. The rich context of a general education is designed to help students develop an outward looking intellectual attitude in their lives.

- The GER also stresses the ethnic diversity with its requirement that students take at least one course that centers on the subject matter of ethnic diversity.

- The new Bachelor of Arts in Global Studies (BAGS), a series of jointly offered courses of study between the College of Letters and Science and various professional schools is designed specifically to link professional programs to the global context of these professions. For example, in the first BAGS degree in international management, one of the core courses is global environmental economics, designed to raise students’ understanding of the environmental context and consequences of globalization. Both this and the study abroad program are administered by the Center for International Education.

- The general education Cultures and Communities certificate program promotes understanding of North American urban society. Its unique feature of immersing students in Milwaukee community settings has been called a “study abroad at home” experience.

UWM faculty members broadly recognize that student learning should foster the development of a foundation for lifelong learning. Whether one thinks of a student’s professional future or personal and social futures, the pace and pressure for change demand that the citizens of the 21st century have the intellectual strength, breadth, and flexibility to function assertively in this type of environment. The adjectives “global, diverse, and technological” describe some of the ways that increasingly characterize our society and our stance toward the world around us. Each of these adjectives subsumes a huge range of intellectual subject matter. For example, although “diversity” commonly means ethnic or racial diversity and its
The Acquisition, Discovery and Application of Knowledge

A more robust definition for the 21st century would also include the diversity of genders, classes, religions, world views, and biological and physical environments. Similarly, “global” connotes more than international trade and economics; it relates to homogenization of environments, world views, languages, and ethnicity. Finally, “technology” represents more than computer-based information tools. In a broad sense it is the set of rapidly changing tools that societies use to gain control over their surroundings, be they physical, biological, or societal. In this enormously complex context, lifelong learning represents the only useful approach that can hope to provide UWM graduates the opportunity to remain relevant and capable of informed action throughout their lives.

Curricular Connections

Research universities are meeting places for professionals from all sectors of society. If there is one departmental activity that induces attention to currency of the undergraduate and graduate curriculum, it is the seminar series. Numerous scholars from across the United States and other countries are invited to campus by virtually all departments and programs. Their role is both to disseminate new knowledge to faculty and students and to provide the leaven that stimulates individuals and programs to refresh themselves. Particular programs also routinely utilize local professionals to teach in their courses. Many others effectively incorporate extra-academic perspectives into their curriculum by establishing substantial internship programs off-campus for their students.

Beyond this effective, informal mechanism to gain external perspective on the curriculum, many programs, particularly in the professional schools and colleges, routinely seek input from local employers in order to assess the level of preparation of students for their job careers. Many programs have formal advisory groups that draw upon the expertise of practicing professionals and area employers. (See “Criterion 5” for more detail.) Most professional units, and some Letters and Science departments such as Chemistry, must meet external curricular benchmarks in order to be certified. Finally, all programs undergo periodic review, utilizing external academic consultants to assess the quality of the programs, including their curricula.

Currency of courses and programs

This is first and foremost a function of the currency of the professoriat as scholars. Researchers who regularly publish in peer reviewed journals and continually participate in national meetings can only do so by maintaining a cutting-edge knowledge of their fields. These faculty members, who also staff the undergraduate and graduate teaching programs, serve as a direct conduit for the incorporation of current knowledge into graduate and undergraduate courses.
Second, many professional programs such as Engineering, Business, Social Work, Nursing, and Health Science are guided by national accrediting organizations, which are necessarily focused on the preparation of graduates for the future needs of the fields. Changing and refining curricula to meet the requirements of external certification maintains their currency. In addition, a number of programs are linked to national professional societies that include the definition of cutting edge undergraduate curricula within their purview. Therefore, connections between individual UWM faculty and academic programs and the larger scholarly and professional communities mandate that curricula maintain their currency.

At the program level, departments generally have standing undergraduate and graduate committees that address the issue of currency. Finally, UWM's comprehensive ten-year program review process for all undergraduate and graduate programs includes curricular currency as an indicator of programmatic quality.

**Responsible Scholarship**

In cooperation with the UWM graduate faculty, the Graduate School supports the creation, dissemination, and enforcement of policies and procedures that protect research integrity and ensure compliance with federal, state, UW System, and UWM guidelines and requirements. The University’s new conflict of interest policy was approved in the spring of 2005, and both the Faculty and Academic Staff Senates have created policies on research misconduct. For faculty members, cases of research misconduct are investigated by the Faculty Rights and Responsibilities Committee; the Academic Staff Research Misconduct Review Committee investigates cases involving academic staff. Researchers are informed and advised of their responsibilities through formal and informal mentoring programs within academic units; consultation with the Office of Research Services and Administration (RSA) at the pre-award stage (regarding PI responsibilities and certifications and assurances) and post-award stage (regarding fiscal management, procurement and hiring, and financial reporting); and consultation with the Office of Technology Transfer on matters of intellectual property and technology transfer. The RSA website provides detailed information for researchers concerning their responsibilities.

**Human Subjects in Research**

UWM’s Institutional Review Board for the Protection of Human Subjects in Research (IRB) reviews funded and non-funded human subject research conducted by faculty, staff, and students. Research is defined as a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. The IRB’s charge is to protect,
from inappropriate risk, human subjects involved in research at the University, and ensure that human subjects consent to their research participation.

The IRB operates under the authority of four documents:

1. The Belmont Report. This report is the final report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Science Research, established under the National Research Act of 1974. The principle of respect for persons underlies the requirement to obtain informed consent; the principle of beneficence justifies the need to engage in a risk/benefit analysis and to minimize risk to participants; the principle of justice requires that research subjects be selected fairly.

2. Title 45 Part 46, Code of Federal Regulations, the Department of Health and Human Services’ policy for the protection of human research subjects.

3. UWM Multiple Project Assurance (MPA). UWM’s MPA describes the means by which the institution will protect the welfare of research subjects under the requirements of 45 CFR 46. Filing for federal wide assurance (FWA) indicates that the University is engaged in a number of health-related, social and behavioral science, and educational research projects at any given time. Under the provisions of UWM’s FWA, all research involving human subjects, as those terms are defined under 45 CFR 46.102, whether funded or non-funded, whether exempt or non-exempt, is subject to review and final approval by UWM’s Institutional Review Board.

4. FDA 21 CFR 56 Protecting Human Subjects/ FDA 21 CFR 56 IRBs, which regulates the use of drugs and medical devices in experiments.

A review of recent human subjects training and protocol review data shows that UWM has policies and procedures in place to ensure the effective oversight that is required for the conduct of responsible scholarship (See Figures 37 and 38).

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<td>2001</td>
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<td>2002</td>
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<td>2003</td>
<td>207</td>
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<td>2004</td>
<td>158</td>
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The IRB Coordinator holds monthly workshops on IRB issues for researchers and makes presentations in graduate research methodology courses across the University. The Graduate School also provides financial support for IRB members and staff to attend national professional development conferences.

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<th>Year</th>
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<tr>
<td>2003</td>
<td>156</td>
<td>63</td>
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**Figure 38. Protocol Reviews**

**Intellectual Property**

UWM encourages the publication and display of original works and the uninhibited dissemination of new knowledge. As an institution where faculty members are expanding the frontiers of knowledge, UWM accepts its obligation to serve the public interest by ensuring that these works are made available for use; at the same time, it is recognized that UWM must assist its faculty in properly disclosing their scholarly work, and in ensuring compliance with applicable laws and agreements.

Historically, universities of the UW System have not claimed proprietary rights in any invention generated by the faculty, staff, or students. In the absence of contractual provisions obligating transfer of all or some proprietary rights in an invention, the inventor traditionally is free to dispose of those rights in the manner of his or her own choosing. An important statute that governs the ownership of intellectual property is PL 96-517, commonly referred to as the Bayh-Dole Act, which provides nonprofit grant recipients the opportunity to take ownership of the intellectual property created with federal extramural research support.

The Board of Regents is the legal recipient of all grants and contracts and, as such, has the legal responsibility for complying with all contractual obligations contained within these agreements. The acceptance of the sponsorship obligates the principal investigator and the University to comply with the terms of an agreement.

To assure proper reporting to extramural funding agencies, all principal investigators who participate in sponsored research must complete and agree with the “Intellectual Property Agreement” (IPA), which is contained within the Extramural Support Transmittal Form. As part of the IPA, principal investigators are also required to obtain...
an “Intellectual Property and Research Compliance Agreement” from all project participants. These forms are kept on file by the principal investigator.

The IPA requires the researcher to report his or her invention to the Graduate School’s Office of Technology Transfer. The Office of Technology Transfer determines the sources of funding used in the inventive activity and whether UWM or any other party has an equity interest in the invention.

The University has put systems in place that support sound research practice. The RSA office and the Graduate Faculty monitor institutional policies and practices; institute pre-award and post-award “best practices” in administering grants and contracts; and implement mechanisms for investigating and resolving questions of research integrity.

Discussion

Overall, UWM has done very well during the past decade to keep its research momentum going, considering the steady decline in the proportion of funding it receives from the state. Based on our analysis, several actions would further enhance UWM’s research profile.

First, the establishment of rigorous research productivity goals or extramural funding targets by the administration (in consultation with each department) and focusing resources on supporting research productivity would help to expand the number of active researchers. The campus is relying on a narrow base of grant recipients, and the norm of active participation in research and creative activity should be a stronger element within UWM’s institutional culture. Second, teaching workload policies should be reevaluated to enhance research productivity and in so doing, maximize individual contributions to the collective goals of effective teaching and research. Third, recognizing that national standing and impact are largely based on departmental scholarly output as well as the quality of the body of work, emphasis should be given to expanding faculty lines in undersized departments so that they are able to contribute more effectively to UWM’s development. Fourth, to mature as a research university, UWM must expand its doctoral array. Doctoral programs are central to the knowledge creation mission of the research university. They attract high-achieving faculty and graduate students who in turn enhance research productivity.

Accompanying these actions, there is broad recognition that there needs to be a rethinking of the relative rigidity that characterizes UWM’s school/college structure. Individuals and groups of faculty who want to move into an interdisciplinary arena that crosses
unit lines currently face substantial impediments. For UWM to flourish in contemporary research settings that increasingly stress multidisciplinary work, every effort will need to be made to facilitate such efforts from administrative and programmatic standpoints. Such measures as offering incentives for writing multi-investigator grants and making it easier for faculty members to connect with potential research partners in other departments and at other institutions could reduce barriers to collaborative research across departments and with other educational and community partners. It is expected that the new Vice Chancellor for Research will facilitate the formation of such interdisciplinary teams.

In addition, more creative efforts need to be made to attract excellent faculty to UWM and to retain them. The continual shortfall in one-time start-up funds for hires in scientific and technological areas needs to be addressed with new ideas, such as investment borrowing and capital fund raising. Restoration of RA matching support on grant proposals, additional Graduate School funding for research proposals from newer faculty, and new funds in support of travel by nonscience faculty are also important considerations.

In general, the comprehensive research support mechanisms and services offered by the Graduate School and other academic units must continue to grow and develop in support of UWM’s goal of becoming a premier research university. Concern remains about the magnitude of research resources and their allocation in such areas as faculty hiring, grant-writing support, space, travel, graduate student support, and equipment. The 10-year program reviews are the most intensive examinations that UWM’s graduate programs receive. The presence of independent external reviewers on the panels provides credibility for the summary recommendations. For these reviews to serve UWM to their fullest extent, it is crucial that the review recommendations concerning program capacity and resources be seriously addressed by the campus.

Graduate student assistant compensation is one of UWM’s most pressing fiscal concerns. Additional reallocations or other sources of funding will continue to be needed to resolve this problem. In many disciplines, graduate students play an important role in faculty members’ research—and attracting productive graduate students is generally a function of offering competitive stipends. In addition, the role of the graduate teaching assistant in undergraduate education cannot be overemphasized. Teaching assistants staff most of the laboratory and discussion sections that are part of introductory and some advanced courses across the curriculum. Their quality and dedication are critical to the success of student learning. As UWM continues to increase its emphasis on research and creative work in the undergraduate experience, graduate assistants (TAs and RAs) will play central roles as partners with undergraduates in research settings. With an adequate pay structure in place, UWM will be able to attract the quality and size of graduate student body that are necessary
to achieve premier research university status. The use of internal Chancellors Fellowships to offset the noncompetitive state stipends has been partially successful in boosting overall graduate student support, but more needs to be done to make the University competitive for new and continuing students.

As noted at the outset of this chapter, in order for UWM to catalyze economic, cultural, and social development, the UW System and the state need to tangibly recognize the value of UWM’s research mission. In addition, endowment and capital support from the private sector and extramural funding from federal and foundation sources are paramount fiscal resources. In ‘making UWM’s case,’ whether it’s in the context of the capital campaign, a federal earmark, or a state budget request, it will be important to focus on the development of UWM as a research institution. The fundraising, governmental relations, and marketing operations of the University must identify their missions as being fundamentally linked to the development of UWM as a research institution.

The areas of strategic planning and budgeting will be critical in building on UWM’s momentum as a research institution, pulling together all of the goals and needs identified above. Setting specific goals relative to research and creative activity and developing a strategy for acquiring and allocating resources are joint responsibilities of the Chancellor; governance groups such as the Faculty Senate, the Academic Planning and Budgeting Committee, the University Committee, and the Academic Staff Committee; the Academic Deans Council in concert with the Provost; and the new Vice Chancellor for Research. In order to be successful, planning needs to involve fully both the administration and the faculty; given the scope of UWM’s aspirations, it needs to galvanize the faculty and staff toward a common vision of UWM as a premier research institution.

The Student Experience

Students come to UWM to learn and discover new knowledge. They have access to excellent scholar-teachers in the classroom and in one-on-one research activities. Cutting-edge academic and research programs draw them into the life of the mind and inculcate a stance toward learning that lasts a lifetime.

Although there are abundant examples of undergraduate research at UWM, the establishment of an undergraduate research office would provide further support for units in developing undergraduate research opportunities. Collaborations across the UW System such as the Women in Science initiative, the Undergraduate Research Symposium, and the WisAmp program, which is designed to increase the number of minority students in the science, technology, engineering, and mathematics fields, will also provide additional resources to UWM for these efforts.
The University also needs to ensure that students derive the maximum benefit from exposure to the resources of a research university. The current review of student support services will help in this regard. However, UWM also needs to do more to attract a talented student body interested in working with the increasingly strong faculty through such means as increasing scholarships for high-achieving students and emphasizing the academic quality of UWM in student recruitment materials. UWM’s recent discussions on enrollment management have moved the campus toward the goal of increasing the number of high-achieving students, with the intent of seeding the student body with academic leaders who can stimulate students as a whole to achieve at high levels.

At the graduate level, sustained attention to the quality of the graduate student body is a fundamental requirement for elevating the research stature of UWM. The new administrative focus upon adequate graduate student stipends must be a sustained as a first priority in the future.

**Data Needs**

In the course of collecting and analyzing information pertinent to the Self-Study, a number of institutional data issues arose. A comprehensive web-based data collection system would provide users with interactive and flexible access to essential information concerning the scholarly output of faculty and academic staff, as well as student achievement. The first steps toward this goal are underway with the development of a standardized format and web form for collecting annual faculty activity reports. The School of Education is taking the lead in investigating the use of electronic portfolios for demonstrating and assessing student achievement in ways beyond grades. Acquisitions of Customer Relationship Management (CRM) and Contributor Relations (CR) software system are being considered to provide the tools for understanding our alumni’s progress after graduation.
Looking Forward

As this Self-Study is going to press, the campus-wide Strategic Research Development Program, with $1 million in seed funding from the UW System, is moving toward implementation. Proposals have been solicited from the schools and colleges, and a selection committee consisting of distinguished professors and governance leadership will be involved in evaluating proposals for funding. The purpose of the program is to develop world-class research teams that build programs across UWM’s schools and colleges, regional academic institutions and industrial partners.

UWM has also just launched the Biomedical Technology Alliance (BTA). This alliance, which includes the Medical College of Wisconsin, Marquette University, UW-Parkside, the Milwaukee School of Engineering and UWM, has been endorsed by the leadership of the city and the business community. The purpose of the BTA is to expand biomedical research in southeastern Wisconsin and promote economic development.

Preparations are underway for the University’s capital campaign. The campaign’s themes, Capital Improvements and Equipment ($50 million), Building the Faculty Base for the 21st Century ($25 million) and Providing Access and Opportunity for Students ($25 million) will support the campus research agenda by creating more endowed faculty positions, strengthening facilities for research, and providing additional postdoctoral support. The “Providing Access and Opportunity for Students” part of the campaign addresses the University’s need to attract high-achieving students. An infusion of scholarship funds will enable UWM to be competitive with other universities, as demonstrated by a recent scholarship award that attracted a high-achieving student (4.0 GPA and 1500 SAT) with a four-year tuition scholarship.

These actions are part of a concerted movement to advance UWM’s scholarly productivity. Chancellor Santiago’s September Plenary address presents a vision for the future that emphasizes UWM’s distinctive mission as a research university.
Expanding UWM’s research portfolio will provide a number of positive benefits to the campus and to the Milwaukee community:

- Better support for graduate students and an increase in the percentage of graduate students on our campus—a change that we are now working toward;

- Greater research opportunities for our undergraduates;

- Larger indirect cost return stream that can be used to support the campus’s infrastructure and further build on our success;

- A bigger research portfolio that expands our research enterprise to the point where we can move from research to discovery to commercialization—the sciences and engineering will need to contribute significantly to this effort, and our business school will need to train the managers and business personnel to support this;

Expanding the portfolio allows us to demonstrate to the wider community, both in Milwaukee and in southeastern Wisconsin, that UWM can and must be a catalyst for local and statewide economic development. Ultimately, growing our research portfolio will result in an enhanced academic profile and a higher quality educational experience for our students.
Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.
CONVERSATIONS CONCERNING THE ROLE of engagement, service, and university-community collaborative partnerships have been both numerous and extensive at UWM. These conversations are highly relevant given the position of UWM as an urban, metropolitan university, and the University’s mission.

The primary question addressed through this chapter is whether UWM can consider itself an engaged university. Following from this central concern, questions arise regarding the quantity and quality of engagement activities, their impact on the greater Milwaukee community and the state, on the professional lives of faculty and staff, and on students’ educational experiences. The Self-Study team also analyzed the extent to which UWM structures, policies, and processes either a) facilitate, reward, support, and recognize engagement and service, or b) impede, ignore, or fail to support these activities.

The purpose of this chapter is to describe the role of engagement and service in the life of UWM. This chapter first outlines the campus Self-Study process related to engagement and service, and then presents the outcomes and conclusions resulting from the Self-Study. The evidence reflects:

1. The presence of organizing values and structures related to engagement and service, including mission, strategic planning, administrative structures, and resource allocation mechanism

2. A rich and diverse group of examples of thriving engagement and service activities, programs, and partnerships involving UWM faculty, students, staff, and institutional components

3. The high valuation of UWM by its community partners

In addition, several suggestions are offered for further institutionalizing and enhancing the roles of engagement and service at the University.

Self-Study Process

The Self-Study team first devoted attention to defining the concepts of “engagement and service” and then sought to operationalize them. An important resource in this early analysis was the set of seven guiding characteristics of an engaged university (Kellogg Commission on the Future of State and Land-Grant Universities). This resource helped to define some of the topical areas or campus qualities which the Self-Study process might address. Those features chosen for review are responsiveness, respect for partners, accessibility, coordination, and resource partnerships.
In addition, the team examined the sources of evidence for engagement and service commitment outlined in the Holland Matrix. These discussions led to the decision to examine the presence and role of engagement and service in:

- UWM’s mission
- Promotion, tenure, merit, and hiring at UWM
- Organizational structures to support engagement and service
- Student, faculty, and staff involvement in engagement and service activities
- Community involvement in engagement partnerships
- The treatment of engagement and service in campus publications

Evidence concerning the core components of engagement and service criterion as defined through NCA Self-Study guidelines is everywhere at UWM. Engagement and service at UWM occur at all levels of the campus: individual faculty, students, and staff members; programs, departments, centers, schools and colleges; and the University as an institution. This Self-Study document does not pretend to be a complete documentation of all the many and varied types of engagement and service activities involving UWM faculty, staff, and students. The Self-Study provides a number of examples, but is not an exhaustive catalog.

Ideally, the Self-Study team could make reference to an existing document, or an office, or series of easily accessible databases that provide such a catalog, but engagement and service as a topic of institutional analysis is a relative novelty at UWM. This is not to suggest that engagement and service are novel activities at UWM, only that their scrutiny and evaluation are relatively new enterprises. In fact, the University has a long history of participating in engagement and service activities. The Milwaukee Idea represents a set of contemporary and important campus commitments to engagement and service at UWM, but many such activities predated and/or occur outside the formal systems of the Milwaukee Idea, as well. There is little doubt that UWM can consider itself a vibrantly engaged university that responsively serves its constituencies in valued ways. The challenge lies in demonstrating this, and in analyzing possible means of improving it at UWM.

Evidence to support the Self-Study has been gathered through varied means, including, environmental scanning efforts (e.g., mission statements and strategic planning documents, promotion criteria documents, bulletin and course descriptions for students, news and website announcements, promotional materials); reports from the
campus Black and Gold Commission and school-level Black and Gold teams; survey responses from Deans, Program Chairs, Administrators, and Center leaders; graduate school records of grants and contracts; and materials related to the Milwaukee Idea—UWM’s most highly visible, coordinated, and clearly documented engagement enterprise in recent years.

**Organizing Values and Structures**

The overall conclusion of this Self-Study is that, as called for by its mission, UWM identifies its constituencies and serves them in ways both value. Hence, the Self-Study report specifies the ways in which engagement and service are specified in mission and planning, as well as the many ways in which UWM’s community partnerships provide important, significant, and valued services to both UWM and its partners.

Critically related to this point is a review of highlighted sections in the UW System mission statement:

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

Relevant to UWM as a UW System “doctoral cluster” institution and to UWM as an urban campus are the following highlighted mission components.

The Doctoral cluster institutions shall:

(d) Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
(e) Encourage others in the University of Wisconsin System and in other state and national agencies to seek the benefit of the unique educational and research resources of the doctoral institutions.

(f) Serve the needs of women, minority, disadvantaged, disabled and non-traditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.

(g) Support activities designed to promote the economic development of the state.

According to highlights selected from its own select mission as a major urban doctoral university and to meet the diverse needs of the state’s largest metropolitan area, UWM pursues the following goals:

(e) To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students.

(f) To establish and maintain productive relationships with appropriate public and private organizations at the local, regional, state, national and international levels.

(g) To promote public service and research efforts directed toward meeting the social, economic and cultural needs of the State of Wisconsin and its metropolitan areas.

(h) To encourage others from institutions in the University of Wisconsin System and from other educational institutions and agencies to seek benefit from the University’s research and educational resources such as libraries, special collections, archives, museums, research facilities and academic programs.

(i) To provide educational leadership in meeting future social, cultural and technological challenges.

Finally engagement, as epitomized in the Milwaukee Idea, is a cornerstone of UWM’s strategic plan, Investing in UWM’s Future. The preamble states that UWM has developed numerous academic programs and undertaken literally hundreds of cooperative activities within metropolitan Milwaukee that span the breadth of the issues and concerns of the city and its surroundings. The time is right to focus, amplify, and coordinate these diverse efforts through new programmatic efforts in research, student learning,
and outreach-based community partnerships. The means to do this centers on the Milwaukee Idea and its “First Ideas.” Collectively, they recognize that both UWM and Milwaukee now operate in a knowledge-based global context that is dependent on intellectual and creative capital. UWM faculty, staff, and students are in a unique position to offer the city a strong partner for future development.

A later section of the Investment Plan sets a specific engagement goal for the University: “Within six years, UWM will be recognized as a national model for engaged universities in its contribution to sustainable cities and robust regional and state economies.”

The mission statements of several schools and colleges make reference to engagement and service goals. In some cases, this is specifically stated, as in the case of the College of Engineering and Applied Science: “Using the intellect and special knowledge of faculty members and students to solve problems of the community through partnerships...” In other cases, there is a more general reference to serving or collaborating with professions, communities, businesses, or schools. The wording of these mission statements reflects a stance that the community is to be served by the campus. However, these statements do not reflect the more contemporary perspective of engagement as collaborative partnerships where universities work within and as part of communities to identify problems/needs and develop solutions together. Based on the many collaborative efforts responding to community needs described in following sections, this seems to be an issue of semantics only. Nonetheless, it might be worthwhile to embark on discussions that will result in restating missions to be more reflective of this collaborative, engaged approach in the relationship between university and community partners.

The progression from mission to plans to action is very evident in the Dean, Administrator, Chair, Center, and Program Director Self-Study surveys, which list an impressive array of programs, centers, and activities that identify and respond to community needs with research, education, service, and outreach programs. In many cases, the Deans or programs commit budget and human resources to these endeavors, and reflect them in their strategic planning. The level of involvement and investment varies, but all of UWM’s schools and colleges are making concerted efforts to be engaged with and/or serve the community. Many of the outstanding examples are described elsewhere in this chapter. As stated by the Dean of the School of Architecture and Urban Planning, the schools and colleges of UWM “create a culture that celebrates engagement.”
The Profile of Engagement and Service at UWM

In the accreditation survey that informed the Self-Study, respondents were asked to report the number of board memberships filled by faculty members in their department or school and the number of community presentations or workshops faculty members gave over the three-year period of the study: 432 board memberships were reported for the three-year period, and faculty members, on average, participated in two community presentations or workshops per year.

One of the questions asked respondents to provide the number of organizations or agencies that they worked with on engagement activities, with a result of 574 organizational or agency partners for the University as a whole. That number includes duplicates (a number of departments work with Milwaukee Public Schools, for example).

Respondents were also asked to provide narrative responses on engagement activities. An analysis of the narrative responses identified 179 distinct university-community partnerships. While not a definitive list of UWM’s engagement partners, it is the most comprehensive data source to date on the breadth of engagement at UWM. A qualitative analysis of survey responses was performed by coding key themes.

Among the 179 partnerships, the most common themes relate to education (including lifelong learning, preparation for undergraduate or graduate programs, and professional development or continuing education); diversity; community service; improving individuals’ social well-being; citizenship and social responsibility; and building capacity in local organizations. (See Figure 39.)

Most partnerships (87%) address more than one theme; 35 (20%) are interdisciplinary in nature; and nearly half (49%) make UWM facilities available to individuals and groups participating in UWM-sponsored programs. While inherently subjective, the trends that emerged in this analysis are illustrative of the broad patterns of UWM’s engagement with and service to the greater Milwaukee community.
Assessment of Need

Many of the schools and colleges, programs, centers, and administrative units at UWM administer or benefit from periodic surveys, focus groups, or needs assessments of alumni, professional groups, and/or community members/leaders. In response to the Self-Study survey question about these activities directed to centers, 15 percent involved alumni, 35 percent involved professional groups, and 46 percent involved community members/leaders. Program directors responded “yes” with respect to the following groups: 11 percent involved professional groups, and 16 percent involved community members and leaders.

Many (but not all) of the schools, colleges, departments, programs, administrative units, and centers on campus have some form of advisory council to help guide their work and practices. According to the program directors survey, 10 percent have research collaborations or activities that involve advisory committees that include external constituents; 44 percent of centers report involving them; 57 percent of department chairs report having community members involved with these advisory groups; and all of the 8 Administrator surveys described this type of role.

In addition, 15 percent of program directors and 49 percent of curricularly oriented centers reported conducting surveys, focus groups, or needs assessments with students in order to inform planning, curriculum, scholarship, and engagement.

The following examples illustrate how scans of external constituencies inform UWM’s engagement activities:

- The University’s Board of Visitors meets regularly with the Chancellor, providing feedback on UWM programs and initiatives and allowing the Chancellor to gauge community interests and concerns.

- All of the Milwaukee Idea initiatives underwent a thorough scanning process from their inception, involving community representatives as members of the teams that helped to develop each initiative. Ongoing assessment of need from the perspective of the community results from community participation in the Advisory Councils for each initiative.¹

- Many initiatives in the School of Continuing Education have advisory bodies, such as The Employment and Training Institute’s workforce development activities are informed by the job vacancies survey conducted annually by the Institute—involving participation of more than 2,000 Milwaukee metropolitan employers. The Small Business Development Center conducts an online survey of needs and interests for all visitors to their web site. In 2000, they conducted a series of focus groups to identify needs, challenges, and available

¹ See A Time for Boldness, p. 91-92, p. 101
resources within the Hispanic business community. Hispanic entrepreneurs were again surveyed in collaboration with the Hispanic Chamber of Commerce, to develop means of improving Milwaukee’s low retention rate for minority businesses. The Center for Economic Development has an advisory committee composed of 12 individuals from local government, labor groups, community-based organizations, foundations, and education. The Center also surveys community and non-profit leaders concerning development needs of their respective organizations, in order to provide insights into strategies for nurturing and developing high-capacity Community Based Organizations and Community Development Corporations in Milwaukee. The MIED Program was launched, in large part, to provide capacity-building supports highlighted through this survey. The study is expected to be updated in 2004-2005 to gauge the progress since 1999.

- The College of Nursing conducts client satisfaction surveys related to its delivery of health services at the Community Nursing Centers. Partner agencies of these centers also conduct surveys that assist in the areas of quality improvement.

- The Deloitte and Touche Center for Multistate Taxation actively engages its advisory board, which includes leading tax practitioners from major corporations, Big-Four accounting firms, and leading law firms.

- The Center for Addiction and Behavioral Health Research Executive Board involves representatives of its consortium partner groups (Aurora Health Care, Rogers Memorial Hospital, Marquette University), and its community-based intervention research and training projects involve partners and advisors from community-based agencies; a Community Advisory Board is also involved in the Center’s Healthy Choices Initiative, as one of the Milwaukee Idea Initiatives.

Campus leaders are regularly involved in the community, meeting with leaders of many constituencies about their interests, needs, and opportunities for collaboration. These include the Chancellor, Provost, Vice Chancellor for Partnerships and Innovation, Vice Chancellor for University Relations and Communications, Chancellor’s Deputy for the Milwaukee Idea, members of the Academic Deans Council, and campus faculty, researchers, and staff.

**Attending to Diversity**

Internal and external scanning of constituents’ needs has resulted in a wide array of engagement activities that is representative of the diversity of the Milwaukee-area metropolitan community. Resting on a
foundation of respect for community partners, these initiatives enact the diversity goals laid out in UWM’s mission documents and in its strategic plans (i.e., the Investment Plan, the Milwaukee Commitment, the Black and Gold Commission, etc.).

- The theme of “Diversity and Multiculturalism” was established as one of five cross-cutting themes informing the work of all of the early Milwaukee Idea Affinity Groups.2

- UWM is a lead university in adopting and promoting the Global Sullivan Principles of Social Responsibility in conducting university business. UWM’s Sullivan-Spaights Professorship was established in honor of the Rev. Leon H. Sullivan, who promulgated the principles throughout the world. In 2001 the UWM Faculty Senate endorsed the Principles.

- The Institute on Multicultural Relations conducts surveys on the quality of life of Milwaukee’s African American elderly population; Milwaukee’s black professionals; and the electoral participation of Milwaukee’s African American population. It has also conducted focus group sessions, environmental scan, and a SWOT analysis for a Latino community-based organization; town hall meetings on racial and ethnic disparities in health care and interpersonal violence; and conducted interviews with middle school personnel, students and parents on parental involvement and student success; and needs assessment of Milwaukee’s urban Indian population.

- UWM’s student groups and community-based organizations have worked with the IRS to offer free tax services to the Southeast Asian and African American taxpayers of the Milwaukee area. Southeast Asian Student Academic Services (SASAS) is charged with recruiting new Southeast Asian students, retaining enrolled students, and coordinating campus events to draw the Southeast Asian community to UWM. These activities occur in coordination with the campus Department of Recruitment and Outreach, and public school systems that enroll concentrations of Southeast Asian students (Milwaukee, Madison, Oshkosh, Appleton, Kaukauna, Green Bay, Manitowoc, Sheboygan). Outcome evidence related to these efforts is the continued growth in enrollment of Southeast Asian students at UWM, which has increased by more than 38 percent since the fall of 1999.

- The School of Continuing Education has had success in developing offerings geared toward a diverse workforce. Some examples of university-community partnerships include the Refugee Teacher Training Project and the Community Action Scholars Program, which provides education and training in organizational design and leadership to members of grassroots organizations and neighborhood residents.

2 See page 217 in A Time for Boldness.
The Latino Nonprofit Leadership Program is an innovative leadership training program targeting individuals in southeastern Wisconsin who have an affiliation with nonprofits that primarily serve Latino constituents. The Roberto Hernández Center and Cardinal Stritch University’s Leadership Center co-sponsor the 11-month program, which receives generous support from The Hispanics in Philanthropy Funders’ Collaborative for Strong Latino Communities, a national/local partnership building human capital and organizational capacity of Latino-led nonprofits. The program will be offered each year for the next three years; the first cohort began this January 2005.

Sixty-one percent of the responses to the accreditation survey demonstrated a focus on diversity. The University’s challenge is to build on its success with external partners in creating an internal environment that fully supports all students, faculty, and staff, as called for in Phase II of the Milwaukee Commitment and in the forthcoming report of the Task Force on Race and Ethnicity.

Community Partners

Engagement and service activities at UWM are guided by alignment with mission, supported by financial, physical, and human resources, and grounded in the expressed needs of our community partners. The result is hundreds of partnerships that draw on the University’s knowledge base.

The following outline of UWM’s engagement and service is divided into four parts:

1. The Milwaukee Idea

2. Examples of engagement activities in schools, colleges, and administrative units that are drawn from the Self-Study surveys

3. The role of continuing education in outreach and professional licensure

The Milwaukee Idea

In 1998 UWM embarked upon the Milwaukee Idea, an initiative to foster greater partnership with the local and regional community. This initiative was based upon UWM’s unique position in the UW System (the designated urban research university), a strong tradition in the state fostering university involvement in the welfare of community and state (the Wisconsin Idea’s ethos that “the boundaries of the university are the boundaries of the state”), and a consistent pattern of UWM
connections to the greater Milwaukee community organized around research, instruction, and community outreach.

The Milwaukee Idea was organized to create lasting impact, both within and outside the university. To achieve this ambitious objective, the following guiding principles were adopted:

- Base partnerships on truly reciprocal relationships where equally situated partners each make contributions and each yield benefits from collaborative enterprises.
- Build lasting partnerships in which the University and the community come to the table as equals; all partners participate in project planning, implementation and assessment.
- Embrace partners from multiple disciplines and professional background, enriching the expertise that can be applied to complex urban issues and challenges.
- Promote diversity and multicultural appreciation as a key attribute to be sought in initiatives, from recruiting diverse initiative partners to tackling challenging multicultural issues.
- Seek bold ideas on which to build partnerships rather than incremental changes.
- Assess the work of Milwaukee Idea initiatives to carefully identify outcomes and justify investments that have been made to support the partnerships and their work.

The achievements of individual Milwaukee Idea initiatives are listed both on the website (www.milwaukeeidea.org) and in the annual Milwaukee Idea Report to the Community. Looking across the breadth of initiatives and their implementation experiences, the following more general achievements can be noted.

**Curricular programs**
Milwaukee Idea initiatives have fostered important innovations in the curricular programs at both the undergraduate and graduate levels, including creation of an alternative general education pathway, Cultures and Communities, that focuses on multicultural understanding; new graduate certificates in Aging and Nonprofit Management; and a new undergraduate, interdisciplinary major, the Bachelor of Arts in Global Studies.

**Student learning**
Community-based experiential learning, coupled to courses in multiple disciplines, has been expanded and supported through the Milwaukee Idea’s Institute for Service Learning.
Pathbreaking research
Milwaukee Idea initiatives are engaged in significant new research programs that will receive national recognition, including the protection of freshwater systems from terrorist attack (Freshwater Initiative), expanding knowledge about the health impact of eating fish caught in local waters (Partnerships for Environmental Health), and testing treatment for drug and alcohol abuse (Healthy Choices).

External support
The initiatives of the Milwaukee Idea have generated, since their launch, over $70 million in extramural dollars to support research and collaboration, clinical practice, and educational advancement. Local philanthropic dollars have supported an endowed professorship in applied gerontology (Age and Community), creation of a nonprofit management academic center (Helen Bader Institute for Nonprofit Management), and the Peace Corps Fellows Program (Consortium for Economic Opportunity). Federal government grants have been garnered to support the:

1. Milwaukee Partnership Academy (Partnerships for Education) including the National Science Foundation, Carnegie Corporation of New York, U.S. Department of Education and Gates Foundation

2. Protection of freshwater from bio-terrorism (U.S. Department of Defense) (Freshwater Initiative); and expansion of international studies and education (U.S. Department of Education) (Global Passport)

Expanding global connections
Through the Global Passport initiative UWM is creating and expanding connections throughout the world, both increasing study abroad by UWM students and attracting more international students to attend our university.

Investment of state support
The Milwaukee Idea was the umbrella theme used by UWM to request a substantial increase in state GPR dollars to support UWM in the 2003-05 biennia. The legislature awarded UWM a $14 million base budget increase as the result of this request on the basis that the investment would strengthen the economic and social fabric of southeastern Wisconsin and the State. Although budget cutbacks reduce the overall fiscal impact of this effort, the power of The Milwaukee Idea to generate support from the UW System and the state legislature was demonstrated.

Sustainable partnerships created
The Milwaukee Idea has demonstrated that meaningful and sustainable community-university partnerships can be created. Illustrative of the power of partnerships are two initiatives—Age and Community and Nonprofit Management Education—that have
articulated by-laws that formally outline a joint university-community governing arrangement.

**Tackling issues critical to Milwaukee’s future**
Milwaukee and its surrounding region face several challenges that will determine the future vitality of the city, region, and state. Two major and related challenges relate to educational achievement and economic redevelopment. Milwaukee Idea initiatives are critically involved in these areas, including efforts to enhance performance of students in Milwaukee Public Schools (Partnerships for Education), create innovative technology and transfer it to local industries (Milwaukee Industrial Innovation Center), and stimulating entrepreneurship and economic development (Consortium for Economic Opportunity).

**Health care**
Efforts to improve health care and healthy behaviors in Milwaukee are supported by the Healthy Choices initiative (alcohol and drug use problems and treatment), Urban Health Partnerships, and Women’s Health Research.

**Environmental protection**
The Partnerships for Environmental Health and the Freshwater Initiative focus on improving Milwaukee’s environment.

**The built environment**
Community Design Solutions links the architecture and urban planning capacity of UWM faculty, staff and students to community building projects in Milwaukee, from rebuilding the Park East Freeway corridor to revitalizing urban neighborhoods.

**Expanding community support for UWM**
Without question, the Milwaukee Idea, as a commitment to the community, and through its component initiatives, has substantially raised the institutions visibility in the community. For UWM this means being regularly invited to community policy making initiatives, greater coverage in the local press, strengthening of alumni ties, and contributing to UWM being a first destination campus for new students. Knowledgefest operates as a key strategy to publicize UWM’s research expertise and accomplishments to the community.

**Engagement brings national recognition**
The Milwaukee Idea has brought national attention to UWM. The U.S. Department of Housing and Urban Development commissioned a case study report on how UWM is institutionalizing university-community collaboration.

Milwaukee Idea collaborations have also had other important effects, including the following:
• A deeper understanding of the value and meaningful practice of interdisciplinary work. All of the initiatives embrace multidisciplinary approaches and several have created long-term connections between disciplines that are effective in attaining objectives.

• The Milwaukee Idea has been a catalyst for new ideas, a venue for both university and community people to suggest innovative ideas and programs that can benefit both UWM and greater Milwaukee. UWM’s work in the areas of Age and Community and Nonprofit Management Education was substantially bolstered, expanded, and ultimately supported by input and energy from the community.

• The research and knowledge generated by Milwaukee Idea initiatives is valued and used by policy makers to inform positive change in the community. The Milwaukee Idea strengthens our communities’ recognition of the important scholarly work undertaken at UWM.

• Creating governing mechanisms for interdisciplinary initiatives and connecting these initiatives to the regular governing processes and to academic schools, colleges and departments is a challenge. Our innovative mechanisms to create these linkages—notably the Deans Council and Trustee Council—have had mixed results to date and are worthy of further attention.

• Students now have many more opportunities for service learning and experiential learning as part of their overall coursework at UWM.

The Milwaukee Idea’s commitment to community partnerships is intended to:

1. Strengthen the research and teaching missions of the institution

2. Substantially increase the application of knowledge and expertise in the academy to solving local and regional problems and improving life quality

The work of the Milwaukee Idea places UWM in the forefront of urban and metropolitan universities nationwide that have followed the call of the Kellogg Commission on the Future of State and Land-Grant Universities to reaffirm the “partnership between the American people and public higher education.”
Engagement across the University

As detailed in the Self-Study surveys of administrators, Deans, department chairs, and center/program directors, engagement at UWM encompasses more than the Milwaukee Idea.

The breadth of UWM’s engagement and service is outlined in the following examples:

- The Center for Addiction and Behavioral Health Research (CABHR), founded in 1991, is housed in the School of Social Welfare. This center is a collaborative partnership of UWM, Marquette University, Aurora Health Care, and Rogers Memorial Hospital. CABHR researchers conduct community-based studies on substance abuse and behavioral health issues. The center disseminates research outcomes to improve practice among community practitioners. CABHR supports a clinical trials unit at Aurora (to provide and study new treatment approaches to substance problems) and a service-research unit at Rogers Memorial. CABHR projects include or have included partnerships with the Milwaukee Women’s Center (currently, the Heart to Heart project for women at risk of HIV exposure related to substance problems; in the past, Violence Against Women prevention, POWER project to address addiction), Task Force on Family Violence DAIP intervention evaluation, Center for AIDS Intervention Research, Wisconsin Department of Transportation drunk driving reduction, and many others. The Center supports a number of “Technology Exchange” forums, designed to bring research results to community practice and to bring concerns of community practitioners into the research endeavor. CABHR also administers the Healthy Choices Initiative of the Milwaukee Idea.

- The Center for Urban Community Development in the School of Continuing Education works with more than 40 community, government, private, and religious agencies in joint partnerships. The center creates classes, programs or projects tailored to particular schools, community-based organizations, nonprofit groups or agencies, foundations or other institutions of higher learning. Examples include “Action Research on Milwaukee” (credit course) through Milwaukee Public Schools; multicultural parenting with the YWCA Family Resource Center; evaluation capacity building with social service agencies; “PowerEquity for the Underrepresented: Bringing the People to the Table”; and the African Diaspora Project for high school students. All courses, classes, programs and projects are offered at no fee to participants and some include stipends, Continuing Education Units, Certification with DPI hours, and college credits.
• The Helen Bader Institute for Nonprofit Management provides agency leaders with essential nonprofit management education, based on a common vision for education, research, and technical assistance programs developed collaboratively between UWM and community members. Some recent projects include an inventory of Latino organizations (in partnership with the Center for Urban Initiatives and Research and the Roberto Hernandez Center) and the Consultants of Color project, which aims to enhance the utilization of consultants of color by nonprofit organizations in the Greater Milwaukee area. The Institute supports ENTECH (Empowering Nonprofits in Technology), which provides technology consulting and direct service to nonprofit organizations in southeast Wisconsin. Since ENTECH’s inception in 1999, it has worked with hundreds of 501c(3) organizations to increase their management effectiveness through the use of technology. The Institute helped develop the multidisciplinary Graduate Certificate in Nonprofit Management program, which is jointly offered by the College of Letters and Science and the School of Business Administration and is the first graduate-level program to be offered by any college or university in the state that has been specifically designed for the leaders and managers of nonprofit organizations.

• UWM’s Center for Economic Development (UWMCED) applies university-based research and technical expertise to improve the quality of life in the region. Drawing on the talents and expertise of faculty, students, and staff, the UWMCED supports economic development efforts in predominantly minority neighborhoods, building the capacity of community-based organizations to participate effectively in local economic development efforts, conducting action-oriented research on economic development policies and issues affecting neighborhoods and regions, and informing public debate on economic development issues and policies. The Center also serves as the research and technical assistance arm of the UWM Consortium for Economic Opportunity (a Milwaukee Idea Initiative).

• The School of Architecture and Urban Planning presents several examples of engagement that demonstrate responsiveness to community and educational goals, pooling faculty expertise, attracting external funding, providing key experiences for students, and serving the community. The School’s Dean, Robert Greenstreet, has recently been appointed to a significant position in city planning for Milwaukee. Other engagement activities include the Community Design Solutions Milwaukee Idea, the Historic Preservation Institute, the Institute for Aging and the Environment, and the Frank Lloyd Wright Initiative. The
alumni group sponsors a mentoring program, lecture series, Habitat for Humanity group, and student chapters of The American Institute of Architects and the American Planning Association.

• The Milwaukee Partnership Academy is a collaboration of UWM’s School of Education, the College of Letters and Science and the Peck School of the Arts, the Milwaukee Public Schools, the Milwaukee Board of School Directors, the Milwaukee Teacher Education Association, the Milwaukee Area Technical College, the Milwaukee Metropolitan Association of Commerce and the Private Industry Council of Greater Milwaukee. The Partnership has the goal of bringing every student in Milwaukee Public Schools to grade level or better in reading, writing, and mathematics.

In addition to the many examples of collaboration and outreach described in the Self-Study surveys (available at www.selfstudy.uwm.edu), a number of programs referred to their faculty, staff, and student outreach linkages that occur via discipline-specific organizations. For example, the Milwaukee Microbiology Society is administered by the biotechnology faculty in the Department of Biological Science (mailing list of 55 senior scientists, monthly meetings for scientists, associates, and students); Translation engages with the American Translators Association and launched the Midwest Association of Translators and Interpreters); Digital Arts and Culture is building a digital-cultural community with University, local, national, and international locations; Social Work faculty work with the regional and state chapters of the National Association of Social Workers to address issues of policy and service; Criminal Justice faculty work with the American Jail Association to address issues of policy, practice, and training among jail workers and administrators across the nation. In the survey responses provided, it is sometimes difficult to distinguish between faculty and staff engagement with professional organizations emphasizing scholarship and those emphasizing service and outreach to community and other relevant constituents.

The Role of Continuing Education

UWM has a strong School of Continuing Education (SCE) with a long tradition of outreach and continuing education service. SCE offers 1,500 noncredit, select credit, and certificate programs covering a wide range of issues, topics, training, and professional development areas. Annually, over 35,000 participants take advantage of the extraordinary variety of high quality learning opportunities that include seminars, classes, courses, special events, and educational tours and trips. The School regularly reviews, revises, and realigns its programming and outreach efforts, measuring these efforts against our mission, the UWM priorities embodied in the Milwaukee Idea and the Investment Plan, as well as the statewide priorities established by the University.
of Wisconsin-Extension. These reviews take place in multiple venues: individual departments, the School’s faculty Executive and Academic Planning and Budget Committees, and the School’s senior management team. Individual programming is evaluated, in part, in terms of value to the targeted audiences. For example, changes in the engineering industry have led to redevelopment and elimination of courses; a new noncredit certification in project management has been funded to meet widespread needs in business, health care, and industry. The School is consistently aware of the needs of its adult learners who place a premium on convenience, quality curricula, and responsive student services, and they are the School’s target audience. Their need to constantly update their knowledge and skills is fueling a dramatic growth in post-secondary baccalaureate certificate and specialized master’s degree programs; the School’s familiarity with this group of adult learners positions it well to contribute significantly to the development and design of new credit programs and certificates to meet their needs. Participants consistently rate the quality of the opportunities as exceptionally high; in a recent survey, 96 percent ranked their experience at the UWM School of Continuing Education as good, very good, or excellent.

SCE’s Social and Human Services department offers a wide variety of classes that satisfy the continuing education requirements for social work in Wisconsin, including the categories of certified social worker, advanced practice social worker, and clinical social worker. The Trauma and Corporate Counseling unit delivers programs used for re-licensing for professional counselors, marriage and family therapists, school psychologists, guidance counselors, school social workers, and school nurses. SCE’s Business department offers project management courses that help prepare individuals to be a certified Project Management Professional. The Human Resources area is one of only 15 university-based departments offering coursework leading to certification as a Certified Management Accountant. SCE’s Early Childhood unit pioneered accreditation for child care administrators with the Wisconsin Professional Credential for Child Care Administrators.

The School of Continuing Education’s Employment and Training Institute works with local and state governments, community organizations, and national agencies to study interrelationships between education, training programs, labor market trends and welfare policies. Staff members collaborate with the City of Milwaukee, Milwaukee Area Technical College (MATC), Milwaukee Public Schools, and the Private Industry Council of Milwaukee County to provide in-depth analysis of the labor market and worker needs. Job opening surveys are used to identify education and skill needs of Milwaukee-area employers and to estimate spatial and skill mismatches by area. Policy studies focus on barriers to employment for unemployed and underutilized workers and access to worker benefits.
UWM’s continuing education programs are housed both in the SCE and in other schools and colleges. The School of Education, for example, engages in more than 200 collaborative efforts to enhance the professional development of educators locally and across the state. Continuing education courses offered directly through the School of Education assist teachers in meeting state requirements for license renewal and include Early Reading Empowerment, Environmental Education, Math, and Science. The School is also engaged in the following K-12 collaborations:

- The **Teachers for a New Era** project, supported by a $5 million Carnegie Corporation grant, involving conversations about meeting standards for teacher licensure.

- The **Mathematics and Science Basic Teacher Project** provides support to first-year Milwaukee Public School (MPS) elementary teachers in the areas of math and science.

- The **Mathematics Mentoring and Leadership and Integrated High School Mathematics Curriculum** projects provide high school math teachers with information about new content and ways to improve instructional skills, while gaining a fresh perspective about teaching mathematics.

- **Science Learning and Leadership** in the middle grades provides MPS teachers with skills to evaluate and pilot standards-based curricula and train to mentor beginning teachers in their schools.

- **Integrating Technology into the Elementary Curriculum** is a constructivist project to prepare teachers (grades 1-5) to integrate technology into the classroom.

- **Teacher Leaders for Investigations and Connected Mathematics** is developing a cadre of teachers as leaders in facilitating the professional development of other teachers as they implement newly adopted curricula.

- **Mathematics of Science Cohorts** is part of the MS degree program in Curriculum and Instruction, and provides a curriculum for MPS teachers pursuing a master’s degree that meets their unique professional development needs.

- The **Nature of Elementary Science Teaching** helps MPS teachers become more familiar with science curricula.

- The **Milwaukee Telecommunications Project** provides science, mathematics, and social studies teachers with telecommunications knowledge and skills for professional and curriculum development, as well as classroom instruction.
• The MPS-UWM Meaningful Assessment Project has MPS school psychologists and UWM faculty members working together to develop, implement, document, and evaluate assessment procedures.

• The Milwaukee Urban Systemic Initiative is improving mathematics and science instruction and student achievement throughout all MPS grade levels.

• Rethinking Reliability for Innovative Assessments of Mathematics and Science addresses issues in the measurement of reliability in innovative assessments for science and mathematics education.

• The MPS-UWM Principalship Program provides selected teachers with a course of study that leads to becoming a successful principal or assistant principal.

• Innovative Model of Problem Solving Assessment and Collaborative Teams (Project IMPACT) is focusing on how special education needs are determined in MPS.

• Recommended Practices in Early Intervention and Early Childhood Special Education synthesizes knowledge to develop a set of recommended practices to help professionals and families improve the quality of services for young children with disabilities.

• Culturally Appropriate Teacher Education for Teachers of Students who are Deaf or Hard of Hearing prepares teachers in K-12 and early childhood education programs with expertise in meeting the needs of affected Wisconsin students.

• The Electa Quinney Center for the Education of the American Indian serves as a clearinghouse for research and resource information for educators, researchers, and students involved in the education of American Indians—with a focus on the Wisconsin area and its tribal nations.

• The Center for Mathematics and Science Education Research coordinates research, teacher education, curriculum development and implementation, and dissemination efforts in mathematics and science education, as well as fostering rich partnerships with educational institutions and organizations throughout the Milwaukee metropolitan area.
Capacity and Commitment

UWM has created units with the express mission of communicating with, discovering, developing, and stimulating university-community partnerships. These include the Vice Chancellor for Partnerships and Innovations, and the Chancellor’s Deputy for The Milwaukee Idea. The University’s Board of Visitors, the Chancellor’s Cabinet, the Milwaukee Partnership Academy, the Neighborhood Association and community impressions group all connect UWM to the larger community. The campus hosts, co-partners with, or staff important events that provide opportunities to learn from the community: Community Brainstorming (Vice Chancellor for Partnerships and Innovation), Community Council (Vice Chancellor for Partnerships and Innovation), Chancellor’s Corporate Council, and the Fourth Street Forums (The Milwaukee Idea Office).

In addition,

- UWM is a leading institution of higher education in the state of Wisconsin supporting the national Campus Compact, an organization of university presidents supporting civic engagement. UWM also played a leading role in the creation of the Wisconsin Campus Compact.

- Programming on UWM’s National Public Radio affiliate, WUWM, spotlights activities at UWM that have community relevance. The station also promotes community attendance at UWM events.

- The Milwaukee Idea is one of UWM’s best-recognized initiatives for enabling effective university-community connections. The Action Teams for developing the first initiatives of the Milwaukee Idea were collaborations of faculty, staff, and students of the University working in partnerships with community leaders as team members. While community engagement certainly predates the Milwaukee Idea, most of these activities were the actions of individuals or single programs, not a coordinated effort of the University. The benefits of coordination are evident in the Milwaukee Idea’s tracking mechanisms. Each initiative is required to submit an annual report. The Annual Report Guidelines track resources (hires, budget, support for and from community partners); outcomes (assessed against each initiative’s predefined measures); extramural support; collaborative activity with advisory councils and other partners; and achievements and challenges.

Systems of Recognition for Engagement and Service

The criteria for promotion or tenure in each of the faculty divisions include some statement about service in the criteria:

CRITERION 5b

The organization has the capacity and the commitment to engage with its identified constituencies and communities.
• “In considering recommendations for promotion to or appointment at tenure rank, the Executive Committee of the Division of Arts and Humanities takes into account the following areas:

1. Past and anticipated intellectual and creative accomplishments and contributions
2. Teaching ability, interest, and performance
3. Service to the candidates department, university, community, and profession.”

• The Executive Committee for the Division of Natural Sciences considers the qualifications of a candidate for promotion to or tenure as full professor with reference to the following:

1. Research achievements
2. Educational achievements
3. “Service to the candidate’s department, college, university, profession, and professionally related service to the community. The Subcommittee regards evidence of service as a contributing area which enhances the value of the individual to the University, but in itself does not warrant promotion to full professor.”

The Divisional criteria for promotion or appointment to tenure as an Associate Professor indicate that a candidate’s qualifications will be considered with reference to:

1. Teaching ability, interest, and performance
2. Research ability and accomplishments

“In addition to teaching and research, service to the candidate’s department, college, university, profession, and professionally related service to the community will be considered. However, the Committee regards evidence of service as a contributing area which enhances the value of the individual to the University, but in itself does not warrant promotion to associate professor with tenure.” The criteria also note, “For a candidate from The School of Continuing Education, the Committee will place strong emphasis on evidence of successful outreach activities in addition to those referred to in teaching and research.”

• The Division of Professions Executive Committee’s Evaluative Criteria state that, “A candidate for promotion to associate professor and/or appointment to tenure must demonstrate
strengths in (a) research, scholarship, and contributions to the candidate’s professional field, (b) teaching, and (c) service, and give evidence of continued commitment in each of the three areas.” The criteria for full professor status includes the candidate providing “…evidence that during tenure as associate professor, there was (a) national and/or international recognition for significant research, scholarly and professional contributions in the candidate’s professional field, (b) high quality of and significant contribution to teaching, and (c) significant service contributions.”

- The Criteria and Guidelines for tenure appointments or for promotion to Professor in the Social Sciences Division include review of qualifications in terms of: “Past and probably future accomplishments in academic research and creative or scholarly productions; demonstrated teaching ability; service to the community, University, and the faculty member’s profession.”

- Service is also a component in the process of review for indefinite appointment among academic staff. The criteria for teaching academic staff includes one component called service, “…which might include service to the University, community and professional organizations.” The service criteria for non-teaching academic staff are more campus-focused; review criteria address, “A demonstrated commitment to higher education and to the University of Wisconsin-Milwaukee,” and the documentation file must “assess the candidate’s current and probably future commitment to higher education and service to the University.” The introductory statement, however, emphasizes the academic staff member’s “contribution to realizing the objectives of the University of Wisconsin-Milwaukee,” which include community engagement and service components.

There is a great deal of variability in how service is defined and valued within the process of portfolio review for faculty and staff. This is, in part, a reflection of the diverse ways in which it is defined and valued at the departmental level, and by the Dean of the recommending school or college. There seems to be some ambiguity around the relative value placed on service. For instance, it was stated that in the School of Architecture and Urban Planning survey, “Untenured faculty are advised to limit their engagement to areas that will directly support their teaching and research, rather than distracting them from those areas.” This perspective is not unique to any one school; it demonstrates an implicit prioritization of the different facets of faculty (or academic staff) effort. On the other hand, there are sources that demonstrate recognition of the importance placed on integration of engagement and service into educational and scholarship endeavors. Based on the examples of research presented in the Deans’ and Department Chairs’ reports, many faculty members are actively and
successfully pursuing the scholarship of engagement, in which there is a strong interplay between their research and community engagement activities.

- The School of Education hired personnel for the Urban Teacher Education engagement initiative in the departments of Curriculum and Instruction and Exceptional Education and also hired an Associate Dean for Outreach. A key component of these faculty hires was to have people who could further the engagement or partnership with the public schools, which was written into the position description. Collaboration in teaching, research and service are critical elements in the School’s culture, across the School and University, as well as with the School’s public constituents. Given the School’s focus on urban issues, faculty and staff are apprised through every aspect of the recruitment, interview and hiring process of this focus.

- The College of Nursing has a tradition of hiring faculty who can commit to an engagement philosophy. Faculty members who teach in graduate clinical programs are required to engage in on-going practice, as a means of maintaining “real-world” significance to student training—this has been facilitated by the development of new models of contracting with instructional staff (faculty practice contracts) and nursing facilities (expansion of Outreach Service Agreements). In addition, the College has developed a Research Associate position in the Institute for Urban Health Partnerships to provide leadership in expanding community outreach services in the Milwaukee area, as well as facilitating the development of new community-based research.

- In the School of Continuing Education, engagement and service (along with teaching and knowledge development) are among concepts integral to all decision making in the School. At the time recruitment is initiated, these factors (as a group) are considered in developing job descriptions, as well as being evident in the entire hiring decision.

In addition to hiring, tenure, and promotion criteria, the University recognizes engagement and service activities by calling attention to exemplary initiatives:

- Every year the UWM Alumni Association recognizes achievement in sustained community-university partnership efforts, creative approaches to partnership building and contributions to the vitality of the community with the Milwaukee Idea Award.

- Campus media such as the UWM Report, the web story of the day, and UWM Today spotlight engagement activities.
The Office of University Communications and Media Relations works to place stories about UWM’s community partnerships in local, state, and national news outlets.

**Resources for Engagement**

One piece of evidence concerning UWM resources that support effective programs of engagement and service comes from the Milwaukee Idea initiatives. The Milwaukee Idea served as a banner for UWM’s 2003-05 biennia special budget request to the state legislature for a focused use of funds. The criteria for awarding funding to the first set of initiatives are presented in an appendix to *A Time for Boldness*. They include linkages within UWM that span disciplines and institutional structures (departments, schools, colleges); partnerships and engagement that are productive community involvement; infrastructures to support implementation of an idea (funding sources, administrative structure, realistic budgets, and plans to communicate achievements to significant audiences); and, impact on campus life, student learning opportunities, and University presence. The physical, financial, and human resources for each initiative are tied to the administrative structure of the lead Dean in the schools and colleges responsible for each initiative. Administrative oversight and review lies with the Deans Council appointed for each initiative from among the members of the Academic Deans Council at UWM. This structure addresses leadership, business operations, and responsibility for each initiative. In addition to these initiative-specific resources, the University created two cabinet level leadership positions to support engagement: the Vice Chancellor for Partnerships and Innovation and a Chancellor’s Deputy for the Milwaukee Idea.

**Planning for Engagement**

As observed in “Criterion 2,” a defining characteristic of the University’s planning processes over the past decade has been an increasingly outward orientation.

The 1996 UWM Strategic Plan included a commitment to engagement and service in its basic framework. The key ongoing areas of emphasis included guaranteeing educational access and opportunity for a broad array of traditional and non-traditional students while increasing the diversity of the student population; promoting public service and research efforts directed toward meeting the social, economic, educational and cultural needs of metropolitan Milwaukee and the state of Wisconsin; ensuring a campus community that values human diversity, promotes free and open inquiry, and treats each person with respect, tolerance, dignity and civility.

The Investment Plan incorporated Milwaukee Idea initiatives, along with other campus programs that include engagement as a substantial component. The Milwaukee Idea and Deans responsible
for the various engagement programs have been active participants in resource planning for the University. The Milwaukee Idea “First Idea” leaders are participating in a Blueprint Committee to develop recommendations to ensure the sustainability and ongoing positive impact of The Milwaukee Idea initiatives into the 2005-2007 biennia and beyond.

Engagement-related planning in the Division of Student Affairs is based on the Investment Plan’s goals of expanding internships, fieldwork, co-op programs and other community based opportunities for student learning. The Division has identified this area as one needing strengthening and has formed an advisory council to help the Career Development Center identify and communicate internship and co-op opportunities on and off campus for students. Within Student Affairs, a number of internships and practicum positions will be supported through a proposed model of co-sponsorship with academic programs. Areas will include graduate internships in Student Life and preceptor and mentor support in the Norris Health Center for students in health areas. The Urban Initiatives Council has suggested that a Task Force be established to explore service learning and its relationship to the University’s mission and strategic plan. In addition, a number of units included the development or strengthening of internships and other practical experiences for students in their long-range plans.

Planning for engagement without involving the community as an equal partner guarantees failure. UWM has worked to ensure that genuine collaboration characterizes all aspects of its engagement activities.

Curricular Engagement

There are over 245 campus student organizations at UWM, which includes over 1,100 officers and 12,000 members. Student organizations connect students with the community through travel, cultural events, service, and other activities. These include the UWM Habitat for Humanity Chapter, UWM’s Greek organizations, Circle K, the American Indian Student Organization, the Muslim Student Association, the Hmong Student Association, and the Global Student Alliance.

At the campus level, UWM supports co-curricular engagement through the Center for Volunteerism and Student Leadership. The Center’s mission is to foster an ethic of service and leadership within the UWM campus community by promoting and supporting volunteerism that addresses human and societal needs. The Center organizes and maintains a university-community volunteer referral service that engages students with Milwaukee area non-profit agencies. Ongoing programs include an America Reads Program that connects nearly 100 students to MPS schools as tutors and mentors, and provides UWM students who receive federal work study financial assistance an opportunity to earn work study credit in the community. The Center
also partners with the local Big Brothers/Big Sisters program and participates in a Peace Corps program that connects students with international service opportunities. The coordination of large-scale volunteer events is another focus of the Center’s work, providing the community with hundreds of student volunteers and raise awareness about social issues (e.g., hunger, homelessness). For example, UWM is proud to claim the largest United Way Day of Caring participation in 2002 of all organizations and companies in the Milwaukee area. Nearly 300 registered students, faculty, and staff participated in the event.

A number of campus centers, programs, and activities involve students, faculty, and staff in community activities.

- The UWM Women’s Resource Center is the primary planning sponsor of the citywide Take Back the Night rally and march that attracts hundreds of community residents to an annual event that raises awareness about violence against women.

- The UWM Division I athletic program is part of the Horizon League, which includes in its mission a commitment to community outreach by participating schools. UWM athletes are expected to participate in community service/engagement volunteerism as a requirement for campus athletes.

- For eight years the Urban Initiatives annual conference has provided opportunities for university-community dialogue, and for discussion of important issues facing the community. The theme of this year’s conference is “Building a Future for Healthy Aging.”

- In the Peck School of Fine Arts, the UWM Symphony and Chamber Orchestras are comprised of graduate and undergraduate music majors and students from other academic disciplines. The orchestras perform over a dozen concerts each season (e.g., four concert subscription series, chamber orchestra concert, children’s programs, the Grand Viennese Ball to support the music scholarship fund, school performances through the Milwaukee area, and appearances at the WMEC State Music Convention in Madison, the Milwaukee Art Museum, Children’s Hospital, and the Milwaukee County Zoo).

- In the College of Letters and Science, departments and certificate programs provide co-curricular activities that engage students with the community or professional groups. A few examples: the Microbiology Club sponsors speakers and tours to local biotechnology companies; student organizations in public relations and journalism connect students with industry speakers; and Comparative Study of Religions hosts a speaker/lecture series—its post-9/11 series relating to Islam drew large numbers from campus and the community.
Other campus-sponsored speeches, presentations, lectures, and performances allow students, staff, administrators, and faculty to interact with community members around important issues and current events. (For example, those hosted by the Office of Multicultural Affairs.)

**Experiential Learning**

From internships and co-ops to full- and part-time jobs, UWM provides countless opportunities for students to complement their education in Milwaukee and surrounding areas. Virtually every facet of industry and service is represented—72 percent of UWM students report having an internship or field placement experience by the time they graduate. A large number of UWM’s professional training programs require internships, externships, field practice, student teaching, or other curricular training opportunities that connect students to the community. For example, social work, criminal justice, nursing, urban studies, and education each have coordinated student training placements in the community. In addition, students have opportunities to participate in a number of action research projects involving community connections in the learning process.

At the campus level, UWM has established a Service Learning Program. Some examples of Service Learning projects in the community include students in a Multicultural American History course collecting oral histories from seniors in the community; students in a college writing course with a focus on hunger, homelessness, and illiteracy working in homeless shelters, food pantries, ESL and tutoring programs; students in occupational therapy, environmental science, communication disorders, public administration, social work, linguistics, sociology, and journalism engaging in community service learning projects. Students typically serve 12–15 hours in a one semester placement. The following figures demonstrate the growth rate for students and community agencies involved in service learning since the Institute for Service Learning was initiated in the fall of 1999. (See Figure 40.)

Although these figures represent only a small proportion of UWM’s students, their steady growth from semester to semester indicates increasing adoption of this innovative approach to learning. One critical area for Service Learning is the Cultures and Communities initiative. Cultures and Communities is an alternative approach to general education that systematically employs service learning.
opportunities for students. Cultures and Communities is developing an array of courses and projects that pairs UWM with community partners, and offers students a chance to gain critical exposure to the rich diversity of their urban environs. Examples of community partners include America’s Black Holocaust Museum; Walnut Way Conservation Corporation; Riverside University High School; The Milwaukee Art Museum; Woodland Pattern Book Center; Milwaukee Public Museum. Some of the campus Service Learning courses are located in the following departments: Art; Communication; Communication Sciences and Disorders; Dance; Educational Policy and Community Studies; English; French, Italian, and Comparative Literature; Journalism and Mass Communication; Occupational Therapy; Public Administration; Social Work; Sociology; Spanish and Portuguese. The Institute for Service Learning reports that 91 percent of students felt that their experience was beneficial. A significant majority believed that service learning helped them become more aware of community needs, cultural diversity issues, and aided them in achieving their course learning outcomes—71 percent stated that they would continue to volunteer at their service sites.

Additional experiential learning opportunities are detailed below:

- The Women’s Studies program provides interns to the National Association of Colored Women’s Clubs, helping them to gather their histories, develop oral, written, and visual materials, and present the results at campus, community, and web-based venues. The program has also coordinated and cosponsored (with local churches, women’s groups, and peace organizations) a reader’s theatre production of “Most Dangerous Women,” a musical documentary about women’s peace activism.

- UWM’s three Academic Community Nursing Centers are housed in, and operate in partnership with, community-based social service organizations in underserved, ethnically diverse and economically disadvantaged communities. In 1979, the UWM School of Nursing opened one of the nation’s first academic nursing centers, providing a range of services to the greater Milwaukee community. These centers offer patients health care managed and delivered by nurses, and provide community-based learning opportunities for educating future health care professionals. The UWM Academic Community Nursing Centers increase access to affordable primary health care (and prevention) for the working poor, under-insured, and uninsured members of the community. The House of Peace Nursing Center was founded in 1990, in partnership with the House of Peace Community Center. This community nursing center emphasizes health promotion and disease prevention through health education and screening programs. Primary care is provided, along with preventive and support
services for families dealing with cancer. Another center has been located at the Silver Spring Neighborhood Center.

- All Global Studies students are required to complete an internship overseas, in order to gain language proficiency and to apply classroom content to “real world” circumstances.

- UWM’s School of Education has many community partnerships and includes one of the only certificates in community organizing offered in the nation. Students in the department of Educational Policy and Community Studies are provided with an understanding of urban education issues and the historical, political, economic, and socio-cultural context of communities, schools, and society. Students are supported in learning to work effectively in community development and education fields.

- The College of Engineering and Applied Science capstone senior design projects address real-life problems in the industry and involve interactions between students and personnel in the industrial community. The departments provide the necessary supply and expense funds for the projects. Student presentations are judged by peers and practicing professionals. The senior design course in Civil Engineering and Mechanics relies heavily on the participation of outside agencies and corporations to provide suitable team design projects and provide mentors for projects.

- Latin American and Caribbean Studies offers studio coursework in Guanajuato, Mexico. The program is also training students in “socially based” architecture in a small town in Costa Rica for residents who are refugees from economically depressed regions of Central American countries. (The orphanage prototype is in the courtyard of the School of Architecture and Urban Planning.) Students have spent UWinteriM or summer sessions conducting community-based research in Argentina, Guatemala, Costa Rica, and Cuba. Biological Sciences students are working in tropical stream and rainforest ecology in Costa Rica’s rainforest, conducting research at a field station in Tirimbina—a collaborative project with UWM, the Tirimbina Rainforest Center, Milwaukee’s Riveredge Nature Center, and the Milwaukee Public Museum. Another UWinteriM offering takes students to Argentina to explore the state of education there.

On balance, UWM faculty, students, and staff are highly engaged in identifying and responding to community needs with outreach programs. Despite this strong record, there has been little systematic attention devoted to documenting, evaluating, and reviewing these functions at a campus level. The Milwaukee Idea initiatives are an exception—documentation and assessment have been built into their administrative structures.
Educational Partnerships

A wide range and number of collaborative ventures exist between UWM and other education sectors of the region. Some of these include the Milwaukee Partnership Academy, TechStar (involving UWM, Marquette, Milwaukee School of Engineering, and Medical College of Wisconsin collaborations for technological innovation, patenting, and technology transfer), the UWM-UW Parkside Nursing Program, and the UWM College Connection to provide UWM degrees at 2-year campuses. UWM has 62 inter-institutional partnership agreements with universities throughout the world.

Transfer Policies and Practices

Transfer students are a significant portion of UWM’s student body. UWM enrolls the greatest number and percentage of transfer students of any UW System institution. In the 2003-04 academic year, 1,659 transfer students enrolled at UWM; of these students, 28 percent transferred from other four-year UW System schools, 22 percent transferred from the two-year UW Colleges, 18 percent transferred from Wisconsin Technical Colleges (primarily from Milwaukee Area Technical College), with the remainder transferring in from outside of the UW System.

UWM’s transfer student enrollments reflect several strategies to enhance access for students seeking to complete degrees at UWM. These include:

- Degree and general education requirements that recognize and credit work students do prior to transferring to UWM. As examples, students transferring with a UW System associate degree do not need to take additional credits to meet UWM’s general education requirements. This will soon be the case for students transferring with an associate of arts or science degree from Milwaukee Area Technical College.

- Several degree programs and courses are offered in the evenings and online, enabling working students to complete degrees while working and raising families.

- UWM programs have in place 36 articulation agreements with programs offered in the Wisconsin Technical College System.

- The UWM College Connection enables students enrolled at two-year UW Colleges or three of the Wisconsin Technical Colleges to complete a UWM degree without ever needing to come to Milwaukee. Over 300 students state-wide are enrolled in the UWM College Connection. Since the program’s beginning in 2000-2001, 87 students have earned UWM degrees.
• The Office of Adult and Returning Student Services (OARSS) provides a contact source of advising and consultation for transfer students. The office sponsors transfer student orientations and other events.

Students interested in transfer policies can access the following information online and/or through the undergraduate bulletin:

Students enrolled in the Wisconsin Technical College System who wish to continue their education at UWM may be eligible to transfer credits toward their bachelor’s degree in the following ways:

1. Students enrolled in the college parallel program at Madison Area Technical College, Milwaukee Area Technical College, or Nicolet Area Technical College may be eligible to transfer up to 72 credits toward their baccalaureate degree.

2. Students enrolled at a Wisconsin Technical College System institution may be eligible to transfer up to 15 credits of general education course work. In addition, up to two courses in math and/or natural science may transfer.

3. Students who successfully complete an Associate of Applied Arts or Science Degree in the Wisconsin Technical College System may be eligible to transfer certain technical support and/or occupational credits when there is a direct relationship between the associate degree program and a program offered at UWM.

For more information about these transfer opportunities, students should consult with their Wisconsin Technical College advisors or the UWM Department of Enrollment Services.

In addition to the campus guidelines, a number of schools and colleges have their transfer policies listed online, and these are in accordance with the campus guidelines. The Office of the Registrar makes determinations concerning transfer equivalencies, with input from faculty members who review syllabi. Within the UW System, students can calculate their transfer credits using the online “Credit Transfer Wizard” system at www.uwsa.edu/tis. Students can take advantage of over 500 existing transfer agreements between the University of Wisconsin-System and the Wisconsin Technical College System campuses.
Partnership Integrity

UWM engages in contractual relationships with a diverse array of community partners, including other educational institutions such as Marquette University, governmental entities such as Milwaukee Public Schools, corporations such as Harley-Davidson, or charitable foundations such as the Helen Bader Foundation. Most contracts are reviewed by the Office of Legal Affairs, which determines that contract terms are consistent with university policy and applicable federal and state law. However, research-related contracts and purchasing contracts are first reviewed by the Office of Research Services and Administration (RSA) and the Purchasing Department, respectively. Legal Affairs, RSA, and Purchasing additionally work with their partners on campus to ensure that all contracts are consistent with the University’s mission. Once Legal Affairs, RSA, and/or Purchasing have approved of a contract, it is reviewed and signed by the UWM administrator with signature authority for the particular contract. Typically, the Provost signs contracts related to academic matters (such as scholarship agreements), the Vice Chancellor for Administrative Affairs signs contracts related to administrative matters (such as certain types of affiliation agreements), the Dean of the Graduate School or the Director of Research Services and Administration signs contracts related to research (such as grant agreements), and the Director of Purchasing signs contracts related to purchasing (such as requisitions). The integrity of the contracting is preserved by the multilayered aspect of the contract review process.

A Valued Partner

Unsolicited letters of support are important indicators of UWM’s performance in its community partnerships.

Comments from a few such letters are excerpted below:

- “On behalf of the board and staff of Housing Resources, Inc., I would like to thank you for facilitating our strategic planning sessions. With your assistance we were able to revise our mission and vision and create clear goals that will strengthen our organization. Although we have a great board and staff, some guidance was needed to reflect on past achievements and forward progress. You made our task of strategic planning seem effortless.” *Housing Resources*

- “UW–Milwaukee was a superb host providing an excellent facility for the hearing and friendly environment to discuss the important public policy issue.” *State of Wisconsin Department of Health and Family Services*

- “Thank you for all your help and assistance in organizing the Grassroots Leadership meeting on November 7, 2001. With
your help and participation, the meeting was a success. As you know, this is the beginning. But with both our organizations and the support of the residents, we will prevail.” Layton Blvd. West Neighbors

- “I wanted to take this opportunity to thank you for your support and assistance regarding the data information you provided for the mobile medical unit and the other neighborhood economic development initiatives we discussed. Your help is very much appreciated. I will keep you updated on the progress of these initiatives, and again thank you for your support of our vision for making Milwaukee a better place for all who reside in this great city.” Capital Christian Center

- “Thanks for lending your time and talent to our recent 2003 Nonprofits and Technology Conference….In our conference evaluations, the participants particularly valued the information and resources provided by you and other presenters.” Minnesota Council of Nonprofits

Indicators of the usefulness of engagement activities involving UWM and the greater Milwaukee metropolitan area are the large (and ever increasing) number of partnerships, contracts, associations, affiliations, and collaborations. Another indicator is the long-term nature of many of the formal partnerships, many of which involve community partners investing their own valuable resources in these ongoing, multi-year endeavors. Community agencies and leaders continue to provide space, dollars, and other support resources every year to maintain these collaborative partnerships. For example, local foundations have invested over $2 million to support the Nonprofit Management initiatives at UWM; community agencies dedicate resources every year to maintain the UWM Academic Community Nursing Centers on location; local government, foundations, and businesses invest in the Center for Workforce Development at UWM; in addition to other campuses, community agencies such as the Private Industry Council and the Metropolitan Association of Commerce contribute to maintaining the Milwaukee Partnership Academy; Marquette University, Aurora Healthcare, and Rogers Memorial Hospital pay annual dues to maintain membership in the Center for Addiction and Behavioral Health Research at UWM. In addition, these community partners and leaders regularly provide strong, positive letters of support to funding agencies related to existing and proposed collaborative endeavors.

An additional indirect form of evidence as to the value to the community of UWM volunteer, service learning, and internship programs lies in the fact that many community programs and agencies have renewed their relationships over many semesters. The following graph relates to the number of agencies participating in the Institute for Service Learning.
More than 80 percent of the community agencies working with the Institute for Service Learning reported positive experiences with the program—100 percent of the agencies stated that their organizations and clients benefit from the work of service learners and 95 percent will continue to place service learning students in their organizations. (See Figure 41.)

Direct testimony comes from various sources. For example:

- Stephanie Stein, Director of the County Department on Aging, at a public meeting 10/28/03, praised the contribution of students in the College of Health Sciences who provided personal fitness training for elders in community senior centers.

- The Human Experience Theater has been recognized by the *Milwaukee Journal Sentinel* and has received many positive responses to their efforts in helping local organizations address issues of diversity and multiculturalism.

- The School of Continuing Education’s Employment and Training Institute received the 2002 MANDI Trail Blazer Award for the “Exposing Urban Legends: The Real Assets of Milwaukee Central City Neighborhoods” research project.

### Community Use of UWM Facilities

UWM is a major cultural resource for Milwaukee. Every week, the University invites the community to campus to attend plays, concerts, Panther athletic events, films, lectures, and myriad other sponsored events. The UWM Libraries is open to the general public and provides services to the Milwaukee metropolitan area; community members may obtain special permits enabling them to borrow materials. Nearly half of the engagement initiatives reported in the accreditation survey (49%) make UWM facilities available and accessible to individuals and groups from the community.
Discussion

On April 18 and 19, 2004, 41 leaders and practitioners from engaged institutions across the country assembled at the Wingspread Conference Center in Racine, Wisconsin. The conference was sponsored by UWM and the University of Cincinnati with support from the Johnson Foundation. The conference report, *Calling the Question: Is Higher Education Ready to Commit to Community Engagement?*, makes the case that engagement is higher education’s larger purpose:

Across the country, growing numbers of colleges and universities are strengthening their teaching, research and service missions through active partnerships with their communities. Communities benefit as well: engaged institutions offer access to expertise and resources that can help solve pressing problems in urban education, economic development and community health. They bring students out of the classroom for real-world experiences which prepare them not just for the workplace but for citizenship as well.

UWM’s involvement in the conference is evidence that the University has met the Investment Plan’s goal of serving as a national model for engaged universities. And by the standards of the Kellogg Commission’s test of university engagement, UWM can certainly consider itself a highly engaged university:

**Responsiveness**
As outlined earlier in this chapter, there are a multitude of advisory groups and scanning efforts that enable UWM’s faculty, staff, and students to listen to the ideas and concerns of members of the community.

**Respect for partners**
Compared to the past, UWM is more likely to seek true partnerships as opposed to treating expertise as a one-way flow emanating from the University to the community. The Self-Study team felt that while we are improving, there is still work to be done in this area.

**Accessibility**
UWM’s many community programs are highlighted in local news media and on the UWM website. Membership in advisory councils provides a transmission route for information on UWM engagement to travel back to the community. In addition, the University’s attention to diversity issues has resulted in programs that reflect the needs of the whole metropolitan community.

**Coordination**
While the Milwaukee Idea office is an example of a strong institutional commitment to coordinate engagement activities, coordination is less
apparent for other engagement activities and should be an area for focused discussions, particularly as more interdisciplinary teams are formed across campus.

**Resource partnerships**
Engagement initiatives account for a significant amount of UWM’s recent increase in extramural funding, a development enhanced by but not restricted to, the Milwaukee Idea. State budget pressures will likely continue to be a limiting factor, increasing reliance on extramural funding to support engagement.

Although the overall assessment is positive, there are a number of areas for improvement, which are outlined below:

**Mission**
While UWM’s mission statements address engagement and service, these documents could be updated to reflect more contemporary definitions of how faculty and staff are expected to participate in this process.

**Clarifying engagement and service**
It is not always clear how schools, colleges, departments, and programs assess the impact of engagement and service on teaching, research, and scholarship. The high degree of observed variability in hiring and promotion (and merit reward) investments in engagement/service activities across campus is viewed, by some, as problematic, and by others as a virtue resulting from campus diversity. No specific solution is recommended, but it seems important for the campus to engage in careful, systematic, and open discussions about the sources of the variability, the positive and negative consequences of the variability, and the feasibility or even desirability of standards being developed or enforced.

There is also some degree of confusion as to the rules, regulation, and policies related to having state employees involved in service activities. There is ambiguity surrounding the legitimacy of allowing service activities, whether or not sponsored by the campus, to take place during time on payroll. On the other hand, is it appropriate to maintain service as a job expectation when individuals cannot legally be paid to participate? Who in the University has responsibility for determining “legitimate” venues for sanctioned service—administration, Deans, Executive Committees, individuals? Answers to these questions may exist: if so, they need to be better communicated; if not, the requisite discussions may need to take place.

**Accessibility and diversity**
While the UWM web-based calendar of events is useful, it requires programs to submit their events to the central posting system and community members to routinely access the calendar. It may be feasible to assist these programs in developing and maintaining electronic mailing lists of community members for posting events.
information less passively. There may also be means of producing announcements by radio, newspaper, and flyers that can be rendered less expensive through public service and high volume discounts made to the University, as well as notifications to other campuses in the Milwaukee area where interest may exist. More attention might be directed toward identifying budget components and low-cost or no-cost means of small programs advertising their offerings to the community. Small programs have small (or non-existent) budgets, which place distinct limitations on the number and scope of engagement/service activities that are possible. The budget concerns also make it difficult to advertise events in the community.

The campus could develop a topical list of engagement and service activities, so that an individual seeking information about what is going on in an area (e.g., aging, domestic violence, diversity training, etc.) can look up who is doing what, who might help, what not to duplicate, etc. This would parallel the campus “experts list,” but be specific to engagement activities and community-university partnerships.

The reports from Deans and Department Chairs demonstrate a commitment to diversity, but variability in the levels of activity to support specific areas: recruitment and retention of a diverse student body, faculty, and staff; diversity in the curriculum and/or specific courses; mentoring programs and/or student services. Some have high levels of engagement with diverse groups in the community, and some involve diverse groups on advisory boards or otherwise solicit their input. There are a large number and wide range of strategies described. Overall, the initiatives are specific to the schools and colleges, without clear evidence of articulation or coordination across schools and colleges—the efforts occur at the level of individual contacts and there is no systematic accounting or reporting of what is being done in which school or program.

**Tracking mechanisms**

Tracking the patterns of partnerships and collaborations would be helpful to individual faculty and departments who are involved in developing new engagement activities, because it would be helpful to know the history (and fate) of any preceding partnerships with a particular agency or program in the community. Because these arrangements are not centrally recorded, and because community partnerships are so dynamic, it is possible (and not uncommon) for more than one UWM entity to be simultaneously engaged with a particular partner. This may or may not be problematic, but it might be helpful for UWM participants to enter into these arrangements and agreements as informed partners. The community entities do not always distinguish between the various UWM departments or programs with whom they partner, and all end up “painted” with the same “UWM brush”—sometimes appropriately, sometimes not. However, it is also important that the tracking system not become a means of inappropriately regulating or restricting opportunities for engagement, but remain an instrument of communication across endeavors.
For example, linkages with campus-wide pre-college programs and projects (e.g., GEAR-UP, Talent Search) have not been explicitly recognized as assets in recruiting in diverse communities, and pre-college students have not been tracked to determine matriculation, graduation, or progress into graduate or other professional programs or employment. There is little systematic evaluation of the many varied approaches reported here, and little discussion of the impact of analysis on modifying the approaches adopted. A barrier to recording and reporting on engagement activities, suggested by one of the program directors, is that some certificate programs have loose administrative structures and/or annual changes in leadership/chairmanship. As a result, there is little or no record keeping or coordination in the long-range collection and reporting of information, other than information that might be collected through the host departments.

Assessment
There does not seem to be consistency in the process of evaluating the impact, effectiveness, or satisfaction with the many engagement and service endeavors that occur. When there are data collected, it is not clear how the information is used in modifying the partnerships or activities. The Self-Study process has not led to any specific recommendations for systematic recording and evaluation, in large part because of the potential that systems may lead to the imposition of undesirable limits on the range (or number) of engagement and service activities of UWM. It is important that the campus conduct an analysis of the pros and cons associated with the development of systems for tracking and evaluating the impact of engagement and service activities. There is also a question of the relative value in assigning (limited) resources to the bureaucracy needed for tracking and evaluating.

The campus may wish to promote “best practices” models for success in engagement to encourage a higher degree of intentionality in working with community partners. This approach would facilitate the adoption of consistent practices without hampering the innovations that arise in response to changing contexts. The Milwaukee Idea guiding principles and annual report guidelines could provide a template in this regard.

Looking Forward
From its inception, the Milwaukee Idea has been closely identified with former Chancellor Nancy Zimpher, an indefatigable advocate for community engagement. The Milwaukee Idea is now five years old, and UWM has a new Chancellor, Carlos E. Santiago. The obvious question, as one considers the future of engagement and service at
UWM, is ‘What is the role of the Milwaukee Idea, and engagement in general, in Chancellor Santiago’s administration?’

The Chancellor has made collaboration a key theme, highlighting the need for research partnerships across disciplines within the University, with other educational institutions, and with the for-profit and nonprofit sectors of society. This focus on research as a collaborative activity has more in common with the understanding of ‘university as catalyst’ that underlies recent thinking about university engagement than it does with the traditional view of research as an isolated activity that occurs solely within academe. In this expansive view, research powers economic development, a concern that clearly resonates with UWM’s engagement profile. The Chancellor’s other areas of engagement-related emphasis include economic development, health-care issues, K-12 partnerships, the vitality of Milwaukee’s public policy arena, and diversifying the student body—all of which have ties to existing UWM engagement activities.

The Milwaukee Idea initiatives and the wealth of individual engagement and service activities across schools, colleges, and administrative units are based on two premises:

1. Faculty and staff members have the expertise to contribute meaningfully to campus-community partnerships.

2. The spontaneous nature of community interaction will lead to discovery, yielding new directions for research. The interplay of engagement and discovery has moved UWM closer to meeting one of its stated mission goals—“public service designed to educate people and improve the human condition.”
Vision for the Future: Successes and Challenges

The University of Wisconsin–Milwaukee originated in the 1956 merger of the Wisconsin State College Milwaukee (a state teacher’s college) and the University of Wisconsin Extension Center–Milwaukee. It is one of the two doctoral campuses in the UW System. The university is located in the most densely and diversely populated part of the state, and it expanded rapidly as the demand for college education grew in the post-war years in Wisconsin. Initially the campus had a student capacity of about 6,000 and it has grown to serve about 27,000 students in 2004-05.

This history contributed to the development of two major themes in UWM’s development. One theme is the University’s role in serving the public of southeastern Wisconsin by providing an accessible range of degree programs. This was reflected in the rapid expansion of degree programs and student enrollment in the 1960s. The other is the desire to build a major research presence in a range of disciplines, in part through developing the doctoral degree array.

The two themes converge in the University’s vision to be a premier public research university. This vision is multifaceted but brings together the variety of work done at the institution. As a public institution, the University has a responsibility to respond to the educational needs of the state—specifically, to present opportunities to the urban center in which the University resides. The campus goal is to be a center for research and knowledge creation across a broad range of disciplines. Many of the successes detailed in this report contribute to this integrated vision, but significant challenges remain.

Successes: The Case for Accreditation

This Self-Study demonstrates that the University of Wisconsin–Milwaukee meets the five criteria for reaccreditation established by the Higher Learning Commission of the North Central Association of Schools and Colleges.

UWM has stayed faithful to its mission, articulated almost 50 years ago, to take advantage of the opportunities and fulfill the responsibilities that derive from its location as the population, cultural and economic center of Wisconsin. This mission has been reaffirmed in the 1986 report entitled *UWM and the Future of Metropolitan Milwaukee* and more recently in the Investment Plan and the Milwaukee Idea documents. Supported by the policies of the UW System, governance of the University is shared among administrators, faculty, staff and students.
Shared governance provides a powerful mechanism that ensures that UWM will continue to be faithful to its mission.

One of UWM’s major successes in the last decade was the development of a strategic planning process that started with the 1996 Strategic Plan, and which resulted in the *Investing in UWM’s Future* document (2000). In combination with the Milwaukee Idea, the Investment Plan led to an infusion of new state funds, to efforts to increase extramural and gift income and to specific plans at the school, college, and division levels. A significant outcome of these planning efforts is the addition of three new Ph.D. programs—the first since 1985. Although state revenue has not kept pace with enrollment increases since 1996, income from tuition, gifts and extramural sources has increased substantially.

UWM is committed to ensuring that students complete programs with knowledge and skills identified as essential by the faculty. All programs have articulated and publicized learning goals and have either implemented or are in the process of implementing assessment procedures. Reviews of undergraduate and graduate programs incorporate student-learning outcomes. Learning outcomes and assessment processes for the general education requirements are currently under faculty review and implementation is anticipated before the end of the 2004-05 academic year. The goal is to incorporate reviews of general education courses into our regular review process.

The campus also recognizes that student achievement of learning outcomes requires effective teaching and ongoing faculty development. The Center for Instructional and Professional Development and the Learning Technology Center indicate an institutional commitment to providing the resources necessary to support faculty and staff in their teaching responsibilities.

UWM has an academic culture that supports discovery, inquiry and creativity by faculty, staff and students. This is evidenced by an array of seminars, colloquia, visiting artists, internal awards supporting faculty research, the Chancellor’s Graduate Student Fellowships, and support for new faculty in the form of reduced teaching loads, summer stipends and startup packages. Most departments provide opportunities for undergraduate research and creative expression and many require a research project as part of the major. Despite significant resource issues, UWM has done well during the past decade in keeping its research momentum going, almost doubling extramural funding between 1994-95 and 2003-04.

UWM takes its responsibility for engagement and service very seriously. Such work has long been part of the institution’s activities but more recently the Milwaukee Idea has provided a broad structure for enabling effective university-community connections and is the umbrella for numerous partnerships. As examples, there are
neighborhood health centers sponsored by the School of Nursing and the Milwaukee Partnership Academy collaboration with the Milwaukee Public Schools. The Office of Partnerships and Innovations (headed by a Vice Chancellor) has been created to foster and maintain collaborative civic engagement. New academic programs (such as the Helen Bader Institute for Nonprofit Management) have been formed in direct response to community needs and requests. On a broader front, programs such as Cultures and Communities provide students with flexible options to pursue service learning.

### Future Challenges: The Work Ahead

This self-study enabled UWM to identify several challenges that will need to be addressed as it realizes its vision to be a premier public research university. These challenges cut across the institution and affect how it meets its core educational and research missions.

#### Financial Resources

The University’s limited financial resources have a major impact on its development. Financial constraints affect areas as diverse as program development, student support, support of instruction and research, and faculty recruitment.

The history of revenue growth reveals an important shift through time: There has been an ongoing decline in state support and an increasing reliance on tuition revenues. State funds provided 32.7 percent in 1995-96, 28.1 percent in 2002-03, and 24.3 percent in 2003-04. At the same time, tuition’s share of revenues increased from 18.1 percent in 1995-96 to 23.1 percent in 2003-04. State funding is unlikely to return to its previous level as a percentage of UWM’s revenue base, and will probably continue to represent a smaller share of overall university funding in the near future. Recent state budgets have required the UW System to rely upon tuition for a greater part of its income because of a structural shift in state funding priorities (for example, more state funding was directed to local schools).

The challenge to the University is how to maintain a resource stream that allows it to conduct the range of instructional and research activities that are in keeping with its vision and without compromising quality. Over the last decade, enrollment growth, tuition increases, and federal student aid and grants have played a major role in maintaining the revenue stream. UWM remains relatively inexpensive compared to other public universities in the Midwest despite some sharp tuition increases, but additional large tuition increases will restrict student access to the University. In addition, the significant resource increase generated by extramural grants is, in part, due to increased investment in research infrastructure in the sciences and engineering. One concern is how budget constraints will affect the institution’s ability to continue these investments.
Another concern is the retention of faculty and staff in the face of small (1%) or nonexistent salary increases, as has occurred over the last two years. This is a System-wide concern that must be negotiated with state government.

One component of the Investment Plan was a major effort at raising private gifts. Although gifts have increased substantially, the level of support is below the original target. This is one area that needs more attention. The success of the capital campaign will be a determinant of UWM’s ability to achieve excellence.

Thus one of the major challenges for the University is developing realistic budget forecasts and fiscal models that are integrated with academic planning to identify appropriate investment choices for the University’s future.

Strategic Planning

The Self-Study review of the strategic planning efforts of 1996-2000 indicates that the efforts were successful and produced important investments, but it also reveals several areas that require additional attention.

At a basic level, the designs of key information systems (such as budgets and financial records) reflect their heritage as paper records. Analyses of data through time generally require consultation of numerous annual reports and compilation of the discrete data (as was done for this report). The annual campus budget summary, the campus financial summary, and the UW System “Red Book” budget are all separate documents that present annual snapshots. Better-integrated information systems and continued development of the data warehouse are needed to attain a broader understanding of the University’s fiscal resources, ongoing budgets, and enrollment trends.

The University needs to develop tools to assess the impact of past investment decisions. Such assessments are complex because they involve a wide range of interrelated effects (such as research productivity, program development, student successes, community engagement). Improved information systems would enhance such evaluations, but better assessment structures are needed. This will require the identification of clear goals and outcome measures for both new initiatives and ongoing programs.

Planning experiences also indicate the need for designating the responsibility and authority to conduct planning exercises within the University’s governance structure. Major planning efforts require administrative leadership and collaborations among administrators, faculty, staff and students. A variety of models have been used, and new governance bodies (most notably the Academic Planning and Budget Committee) created. UWM needs to identify which governance bodies and administrative offices will collaboratively be responsible
for planning, which will be responsible for the implementation of those plans, and which will assess and review the progress of a plan’s implementation. A well-articulated planning, implementation, and evaluation process focused on advancing UWM’s standing as a research university will help UWM articulate its goals and resource needs internally as well as externally to the Board of Regents, the UW System and the people of Wisconsin.

Finally, the emerging culture of collaboration needs to be fostered. Most of the action plans developed during the Milwaukee Idea and Investment Plan planning processes were interdisciplinary and many cut across school and college boundaries. This allowed the University to develop new research initiatives at the intersection of disciplines where much of the most interesting research and program development occurs (as well as where new funding opportunities arise). One idea would be to make a deliberate choice to fund interdisciplinary work over single-unit projects.

### Enrollment Management

UWM’s enrollment has varied over the last decades. In the early-to-middle 1990s, undergraduate enrollment dropped below state-mandated levels and resulted in budget cuts. Enrollment has grown steadily since that time and the associated increase in tuition revenues (80% retained by campus) helped fund additional instructional activities. At the same time, graduate enrollment remained relatively unchanged. These enrollment increases allowed the University to improve its budget situation while meeting student demand.

The size and composition of the student body directly affects the instructional needs, research activity, and fiscal resources of the University. The changes in the student body reflected in the enrollment data affected how the University used its resources (for example: the demand for courses created a need for lecturers and graduate TAs, etc.). These resource shifts were not part of an overall strategy to move UWM toward its vision of being a premier public research university, but a response to the immediate needs to serve the student body.

In December 2003, UWM began to take a careful look at enrollment with the goal of developing a management strategy that fits the campus vision for its future. The initial phase identified important goals such as capping enrollment at around 27,000 students (the approximate fall 2004 enrollment), increasing student diversity, increasing retention and graduate rates, and expanding the number of graduate students to around 25 percent of the student body. A second phase is underway to convert these goals into specific action steps supported by a financial plan. It is clear that UWM will need to carefully weigh its approach to recruiting and retaining students to meet its goals.
Diversity

Providing opportunity and access to a high-quality education to all members of society is a core mission of UWM. Excellence in educational and research programs at all levels is integrally connected with our diversity goals, as clearly articulated by Chancellor Carlos Santiago in his January, 2005 Plenary address to the campus:

The reality is that if we do not become a more diverse community that welcomes all members of our society, we will never become a truly premier research university. Academic excellence and diversity are the pillars upon which this institution will thrive and achieve the prominence that was envisioned by its founders. Our diversity complements academic excellence and the growth in research that is our goal. “Diversity” is an issue that is of paramount importance both to our university and to our larger society.

As UWM moves into Phase II of the Milwaukee Commitment, campus services and academic units will need to be aligned to the action steps outlined in Closing the Achievement Gap: Retention and Graduation. The University has identified the resources that will be dedicated for that purpose, and we have made the commitment to hold ourselves accountable in meeting diversity goals.

Assessment

Sound assessment practices are essential for all university planning, and provide the basis for understanding and evaluating the effectiveness of all the activities at a university. In recent years, UWM has stressed the development of a comprehensive assessment program for academic programs. Parallel efforts in student academic services such as advising have provided a broader basis for evaluating varied functions at the University.

Assessment of academic programs should inform the combined efforts of faculty, staff and students to improve the learning environment and to provide effective advising and other campus services and opportunities. Effective use of assessment results is closely linked to student retention and academic success.

Similar to many research institutions, UWM has sophisticated input measures, but has paid less attention to processes for direct and indirect assessment of student learning, and the use of such data to make informed decisions about program changes. Some departments have conducted program assessments for years, but many others have only recently developed assessment processes. At present, all programs have processes in place to collect assessment
data. Program reviews now include requirements for reporting on assessment activities, including how assessment data are actually used to evaluate and modify programs. Although all departments informally track the quality of their programs, they are at different points in using program-level assessment results for program improvement. Departments with a long history of assessment provide good models of how such feedback benefits the department.

The most problematic area has been the assessment of general education requirements. These requirements are important because they form the core of the liberal arts education of the University’s graduates. An ad hoc committee developed student learning outcomes and assessment procedures based on the original Faculty Senate legislation. New procedures for course approval and program assessment were instituted to link reviews of general education courses to relevant program reviews.

More broadly, UWM needs to cultivate and sustain an institutional culture that values assessment across all aspects of its activities. Assessment plans should be an integral part of the development of new initiatives or the plans for the allocation of significant resources so the institution can track its successes and learn from its missteps. The ability to assess past decisions is vital to making informed future decisions.

Finally, UWM should examine its administrative and governance structures and assess their effectiveness. Historically, resource allocations have been made at the school and college level, leading to competition among units. Formal governance bodies are generally set up to respond or react to proposals, not to develop new ideas or approaches. Some of these assumptions should be reexamined. Is the current school, college and department structure the best way to organize the institution? Do the governance structures build collaborations among administrators, faculty, staff and students as envisioned in Chapter 36 of Wisconsin statutes?

**Scholarship**

Scholarship is the heart of a great university. It spans the breadth of the academic work from the discovery of knowledge to the application of those insights in the broader community and the education of the next generation of scholars. An emphasis on excellence in the University’s scholarly work is the basis for integrating the two components of UWM’s mission.

As a campus of opportunity, UWM seeks to build a diverse academic community with a wide range of excellent programs that prepare students for the modern world. This will require investments in programs and facilities that recruit top-notch students, help at-risk students, and lead to students’ academic success. These concerns
are reflected in recent efforts to increase scholarship funding, revise student services, and examine the student experience. The enrollment management work will attempt to align the size of the student body with the University’s ability to provide essential services to students.

As a research campus, UWM must continue to hire exceptional faculty and find ways to support creative work across the schools and colleges. Experiences with engagement helped expand the University’s vision of the range of scholarly activities in ways that affirm its commitment to the state of Wisconsin and the Milwaukee metropolitan area. Research initiatives such as the Milwaukee Idea and Chancellor Santiago’s strategic research investment plan point the way toward targeted investments to enhance the institution’s research profile.

The most basic challenge will be to increase the faculty’s scholarly productivity while maintaining the University’s commitment to the teaching and community engagement. This may require the campus community to expand revenues and align budget decisions toward strategic investments in research clusters.

The preferred model for instruction has traditionally stressed the use of faculty as lecturers and graduate students as discussion and laboratory instructors. Lecturers are used if faculty members are not available, usually on an ad hoc basis. Workloads are based on the number of in-class contact hours or courses. In recent years, alternative instructional models have developed in the form of online, hybrid courses, and computer-based instruction. Research practice in some units is dominated by the traditional model of individual faculty members developing individual projects and supporting a group of students who work in their laboratories. This model is also changing with the emergence of interdisciplinary research groups, in part in response to campus or federal funding for research clusters.

These changes raise several questions about how UWM will adjust to accommodate more varied instructional and research approaches. Can assessment results be used to evaluate the appropriate use of different educational models? (Some subject areas may be suitable for online offerings, others will not.) What roles will faculty, academic staff and graduate students play under alternative instructional models? How will this affect the composition of UWM’s workforce? (For example, there may be a need to hire additional permanent academic staff members.)

How can the University promote and reward research clusters that cut across schools and colleges? Are workload policies designed to maximize individual contributions to the collective goals of effective teaching, research and service? Is a more flexible model for faculty productivity needed that incorporates the varied nature of faculty work?
In the long term, enhanced visibility as a research university will require an increased level of scholarly activity. This may require the institution to establish research and scholarship productivity goals, and focus resources on achieving these goals. Sustained and significant investments in the research infrastructure will be needed to reach such goals.

**A Final Word**

In his first Plenary address to the campus community in September 2004, Chancellor Santiago described UWM’s distinctive role and set an ambitious agenda for the future:

As I see it, the challenge facing this institution, at this point in its historic trajectory, is to fundamentally enhance our academic profile. We do that in an environment that is less than optimal from a budgetary perspective, but I believe we have real strengths with which to accomplish our goals.

The key will lie in our ability to expand and diversify our sources of funding to the campus, primarily through the expansion of extramural support for our research and donated or philanthropic funds.

I firmly believe in our mission and mandate: We are a public research university. We are one of only two public institutions in the state to be designated a doctoral-granting research university.

We are the second largest university in Wisconsin. We have a duty to the citizens of this state to fulfill our responsibilities. Not only does UWM disseminate knowledge through teaching, but UWM also creates knowledge and transfers our discoveries to the public and private sectors so that society can benefit from our endeavors.

This is our mission.
Our basic strength lies in the quality of our faculty and staff and the shared belief among all that this is an institution that plays a transformative role in the life of its students and in the community in which it resides.

We must build on that strength to increase the academic and research profile of this great institution. We will do this by collaborating internally across disciplines and externally with other institutions of higher education, and the public and private sectors. This collaboration will allow us to increase the amount of funded research on campus and develop more doctoral programs.

The beneficiaries will be our students, who will receive an education from a nationally ranked University; our faculty, who have the resources to carry out cutting-edge research; and all of Wisconsin, which will benefit from our participation in the knowledge-driven economy of today’s world.

This Self-Study report details how UWM can more fully enact its mission and reach the shared goals voiced by Chancellor Santiago.
The 1992 and 1998 Amendments to the Higher Education Act, and subsequent changes to federal regulations by the U.S. Department of Education, put into law several requirements for accrediting agencies that seek federal recognition. To satisfy these new commission policies, the University of Wisconsin–Milwaukee includes the following “Federal Compliance” section as part of our Accreditation Self-Study Report.

Credits, Program Length, and Tuition

Chapter 36 of the Wisconsin Statutes outlines procedures for approving or rejecting changes affecting all UW–System campuses.

The University of Wisconsin–Milwaukee’s Academic Policy Committee proposes each annual academic calendar to the Faculty Senate, which approves the calendar. The academic calendar includes the traditional fall (September–December) and spring (January–May) semesters along with two shorter periods of instruction. The University offers a three-week winter intersession, “UWinteriM,” and summer sessions of three, four, six, eight, and 12 week periods during the months of June, July, and August.

The minimum number of credits required for graduation is 120; some programs require more. Only one program requires more than 130. While program length, credit, and other requirements vary, an example of the minimum 120 degree credits required is a Bachelor of Science degree, which must include at least 36 credits in upper-division courses offered by the College of Letters and Science.

Differential Tuition

Tuition is set by the Board of Regents. Segregated fees are charged in addition to tuition and, depending on the fee, are approved by the Student Association, the UWM administration, and the Board of Regents.

In its study of the UW System in the 21st Century, the Board of Regents approved differential tuition rates for unique programs with strong demand and/or special operating costs. In May 1999, the Board of Regents approved guidelines outlining student involvement in differential tuition initiatives with Regent Policy #99-2 Student Involvement in Differential Tuition Initiatives. Since 1999, differential tuition has become more widespread across the UW System, requiring separate definitions and procedures for program specific and institution-wide differential tuition.
At the February 4, 2005 Board of Regents meeting, UWM’s proposal for implementing differential tuition in four schools and colleges was approved. Details of that proposal are posted at: http://www.uwsa.edu/bor/agenda/2004/february.pdf.

UWM directs differential tuition to improving learning environments. Four UWM schools have used graduating senior survey data to develop action strategies that students help to fund through differential tuition: the College of Engineering and Applied Science, School of Business Administration, the College of Nursing, and the Peck School of the Arts. At the graduate level, differential tuition is in place for business and health science master’s programs.

The tuition rates for Undergraduate and Graduate Students for Spring 2005 are listed below. For complete information regarding the Fee-Tuition Schedule access the web at www.bfs.uwm.edu/fees/.

**Figure 42. Undergraduate Tuition Schedule – Spring 2005**

<table>
<thead>
<tr>
<th>No. of Credits</th>
<th>Classes On Campus Resident</th>
<th>Classes On Campus Non-Res</th>
<th>Classes Off Campus Resident</th>
<th>Classes Off Campus Non-Res</th>
<th>Classes Off Campus Minnesota</th>
<th>Class Room Resident</th>
<th>Audit Non-Res</th>
<th>Audit Minnesota</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>435.67</td>
<td>967.00</td>
<td>501.29</td>
<td>214.90</td>
<td>745.42</td>
<td>279.71</td>
<td>64.00</td>
<td>373.00</td>
</tr>
<tr>
<td>2</td>
<td>667.89</td>
<td>1,730.55</td>
<td>799.13</td>
<td>428.18</td>
<td>1,900.84</td>
<td>559.42</td>
<td>128.00</td>
<td>746.00</td>
</tr>
<tr>
<td>3</td>
<td>900.11</td>
<td>2,494.10</td>
<td>1,096.97</td>
<td>642.27</td>
<td>2,236.26</td>
<td>839.13</td>
<td>192.00</td>
<td>1,119.00</td>
</tr>
<tr>
<td>4</td>
<td>1,132.33</td>
<td>3,257.65</td>
<td>1,394.81</td>
<td>856.36</td>
<td>2,981.68</td>
<td>1,118.84</td>
<td>256.00</td>
<td>1,492.00</td>
</tr>
<tr>
<td>5</td>
<td>1,364.55</td>
<td>4,021.20</td>
<td>1,692.65</td>
<td>1,070.45</td>
<td>3,727.10</td>
<td>1,398.55</td>
<td>320.00</td>
<td>1,865.00</td>
</tr>
<tr>
<td>6</td>
<td>1,596.77</td>
<td>4,784.75</td>
<td>1,990.49</td>
<td>1,284.54</td>
<td>4,472.52</td>
<td>1,678.26</td>
<td>384.00</td>
<td>2,238.00</td>
</tr>
<tr>
<td>7</td>
<td>1,828.99</td>
<td>5,548.30</td>
<td>2,288.33</td>
<td>1,498.63</td>
<td>5,217.94</td>
<td>1,957.97</td>
<td>448.00</td>
<td>2,611.00</td>
</tr>
<tr>
<td>8</td>
<td>2,061.22</td>
<td>6,311.86</td>
<td>2,586.18</td>
<td>1,712.72</td>
<td>5,963.36</td>
<td>2,237.68</td>
<td>512.00</td>
<td>2,984.00</td>
</tr>
<tr>
<td>9</td>
<td>2,275.31</td>
<td>7,057.28</td>
<td>2,865.89</td>
<td>1,926.81</td>
<td>6,708.78</td>
<td>2,517.39</td>
<td>576.00</td>
<td>3,357.00</td>
</tr>
<tr>
<td>10</td>
<td>2,489.40</td>
<td>7,802.70</td>
<td>3,145.60</td>
<td>2,140.90</td>
<td>7,454.20</td>
<td>2,797.10</td>
<td>640.00</td>
<td>3,730.00</td>
</tr>
<tr>
<td>11</td>
<td>2,703.49</td>
<td>8,548.12</td>
<td>3,425.31</td>
<td>2,354.99</td>
<td>8,199.62</td>
<td>3,076.81</td>
<td>704.00</td>
<td>4,103.00</td>
</tr>
<tr>
<td>12-18</td>
<td>2,917.58</td>
<td>9,293.54</td>
<td>3,705.02</td>
<td>2,569.08</td>
<td>8,945.04</td>
<td>3,356.52</td>
<td>768.00</td>
<td>4,476.00</td>
</tr>
</tbody>
</table>

More than 18 cr add $214.09/cr resident, $745.42/cr non-resident, $279.70/cr Minnesota

Add $64.00/cr resident, $373.00/cr non-resident, $84.00/cr Minnesota

Max of full-time off-campus
Organizational Compliance with the Higher Education Reauthorization Act

UWM maintains current copies of all documents required by the Higher Education Reauthorization Act including the following: Program Participation Agreement (PPA), Eligibility and Certification Renewal (ECAR), Fiscal Operations Reports and Applications to Participate (FISAP), and the Federal Nursing Student Loan Annual Operating Report.

In addition to the above mentioned documents, each year the Legislative Audit Bureau, a non-partisan legislative service agency, performs a state-wide audit (including UWM) to meet the requirements of the federal Single Audit Act of 1984, as amended, and the provisions of the Federal Office of Management and Budget Circular A-133. The link to their most recent report is at [http://www.legis.state.wi.us/lab/reports/04-2full.pdf](http://www.legis.state.wi.us/lab/reports/04-2full.pdf). There were no findings or exceptions specific to UWM in this, the most recent report. The section concerning the UW System starts on page 71.

Hard copies of all the above mentioned documents will be provided in the resource room.

Title IV

Title IV programs at the University of Wisconsin Milwaukee have not been subject to a federal program review since the last accreditation.

The student” financial aid cluster” referred to in the report is defined by OMB Circular A-133 as including those programs of general student
assistance in which UWM participates, such as those authorized by Title IV of the Higher Education Act of 1965. It does not include programs that provide fellowships or similar awards to students on a competitive basis.

**Direct Loan Default Prevention or Reduction**

The Associate Administrative Program Specialist in the Loan Unit of the Department of Financial Aid administers UWM’s default aversion program. The Specialist generates a “Late Stage Delinquency Assistance Report” monthly from the United States Department of Education’s Common Origination and Disbursement website, located at http://ifap.ed.gov/IFAPWebApp/currentCODPg.jsp. This monthly report is used to monitor students who are currently 241-360 days delinquent. Each student on the report is sent a “Late Stage Letter.” The letter encourages the student to contact the Direct Loan Servicing Center and provides information on various resources for obtaining additional information.

Subsequent action for direct loans that are more than 360 days delinquent is determined by the United States Department of Education.

**Perkins and Federal Nursing Loan Default Prevention or Reduction**

UWM contracts with an outside vendor to perform default aversion initiatives. Educational Computer Systems, Inc. (ECSI) out of Coraopolis, PA is UWM’s third-party billing agency. A complete description of what the vendor provides will be provided in hard copy in our resource room.

Other federally mandated Title IV reporting includes disclosure of campus crime and university graduation rates for student athletes compared to nonathletes.

The University of Wisconsin–Milwaukee adheres to the Clery Act of 1998 http://www.cleryact.uwm.edu and the Campus Sex Crimes
Prevention Act of 2000 in reporting and publishing crime statistics along with policies and procedures to be followed in the case of sex offenses and other crimes. Each year, the Office of Student Life, together with the UWM Police Department, compiles a crime statistics report that is sent to the federal government. In compliance with federal law, UWM also provides information about alcohol and drug abuse and the effects of same. This information is found on UWM’s Office of Student Life’s home page www.uwm.edu/Dept/OSL and is also published in UWM’s Schedule of Classes. A hard copy may also be obtained by calling the Office of Student Life, Mellencamp Hall 118 at (414)220-4632.

The Office of Resource Analysis and Intercollegiate Athletics annually complete responses to the IPEDS Graduation Rates Survey and the National Collegiate Athletic Association (NCAA) Division I Graduation Rates Supplemental Form that provides information on graduation rates for student-athletes and all other students. The data are distributed by the Athletic Department to each prospective student-athlete per NCAA regulations. The information is also available through open records requests and on the following websites:

- The UWM graduation and retention rates are available on the web at: www.uwm.edu/Dept/DES/REC/gradratedata.html.

**Retention rates**

Graduation rate data are posted on the Department of Enrollment Services web page at www.uwm.edu/Dept/DES/REC/gradratedata.html. Figure 45 shows UWM’s Student Success Rate.

- Full time students are those who registered full time in their first semester at UWM.
- New Freshmen are students who enter UWM with no previous college (other than advanced placement and Youth Options).
- New Freshmen Standard Admits are new freshmen who were admitted to UWM because they met the standard admit criteria of high school units and either ACT or high school rank.
- New Transfers are students who have attended another college prior to enrolling at UWM.

A copy will also be available in our resource room.
Federal Compliance Visits to Off-Campus Locations

The University of Wisconsin–Milwaukee has three programs that qualify as off-campus sites.

1. The School of Business Administration’s China eMBA received approval from the NCA in early October 2004 to deliver this program at Motorola Electronics Ltd., in Beijing, China. The NCA approved the program in 2004.

2. The UWM College Connection also known as the BAOA program (Bachelor of Arts with a major in Organizational Administration). BAOA was proposed in early 1998 in conjunction with the UW–Washington County and UW–Sheboygan campuses. NCA approval for this off-site program was granted in 1998. In 1999, NCA approved BAOA’s extension to include the UW–Rock County and UW–Waukesha campuses.

Currently the College Connection is at 10 UW–College campuses (Washington County, Sheboygan, Rock County,
Waukesha, Manitowoc, Marinette, Richland Center, Baraboo, Barron County, and Fond du Lac). At each of these locations, a signed agreement exists (or is in progress) among the Chancellors of UWM and the UW–Colleges as well as UW System administration. The College Connection is at both Milwaukee Area Technical College and Madison Area Technical College. (Currently it is being instituted at Nicolet Area Technical College.) At each of these locations, a signed agreement exists among the Chancellor of UWM and the WTCS and UW System administration.

The School of Business Administration’s M.B.A. program offered at UW Waukesha. This cohort, streamlined program is designed for working professionals; coursework is accelerated so that students complete the program in 16 months. The program was approved by UW System in 2003 and approved by NCA in that same year.

Advertising and Recruitment Materials
Advertising and recruitment materials that are currently in use regarding the University of Wisconsin–Milwaukee’s accreditation through the North Central Association do not include the Commission’s contact information. UWM is fully prepared to comply with this recent USDE requirement in all future publications and materials as they are prepared. Statement of affiliation will read:

The University of Wisconsin–Milwaukee is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Commission URL: www.ncahigherlearningcommission.org

Commission Phone: (312) 263-0456

Professional Accreditation
UWM’s list of 26 professional accreditations is online at www.selfstudy.uwm.edu in “Appendix 2. Accredited Programs.”
Organizational Records of Student Complaints

Academic Appeals

Final authority for undergraduate academic appeals rests with the Dean of the school or college in which the course was taken. Processes vary by school and college, although all have explicit procedures for handling academic appeals. For graduate students, the Graduate School is the final arbiter of academic appeals.

Policies and procedures relating to graduate student appeals of academic decisions are outlined in the *Graduate Student and Faculty Handbook*, which is distributed in print form at the start of each academic year. A separate document, the *Graduate Student Academic Appeals and Exceptions Handbook*, provides a detailed description of the academic appeal process. The Graduate School maintains records of appeals; summary information will be available for viewing by the accreditation site visit team.

Appeals of academic decisions proceed through a three-step procedure beginning in the student’s program or department and ending with the Dean of the Graduate School. A graduate student who chooses to appeal an academic decision (e.g., grades, academic dismissal, outcome of master’s degree capstone requirement, outcome of doctoral preliminary exam) must observe the following sequence:

**Step 1**
The student appeals to the faculty member or faculty/staff body responsible for making the initial decision within 30 working days of the action that prompted the appeal. This appeal must be made in writing. The appeal should contain substantiating reasons for the appeal, a request for a specific remedy, and a rationale for the remedy sought. If the decision is negative and the student requests written notification, the faculty member or body must provide the student with a written statement of the reason for the adverse decision.

**Step 2**
If the Step 1 decision is not in the student’s favor, the student may, within 10 working days from the date the Step 1 decision is communicated to the student, appeal to the body designated by the graduate faculty of the student’s program to hear appeals. This appeal must be made in writing and should contain substantiating reasons for the appeal, a request for a specific remedy, and a rationale for the remedy sought. In the event that any of the members of the body hearing the Step 2 appeal were involved in rendering the Step 1 decision being appealed, they must be replaced for the purpose of hearing the Step 2 appeal. Substitute members will be chosen by the program using established program appeal procedures. If necessary, the Dean of the school or college in which the program is located may
be asked to appoint replacement members of the committee. If the Step 1 decision that is being appealed was handled by the committee for hearing appeals in the program, the Step 2 appeal should be made to the appropriate appeals committee of the school or college. If such a committee does not exist, the Dean of the school or college should appoint an ad hoc committee to handle the appeal. The student will receive written notification of the outcome of the Step 2 appeal.

Step 3
If the Step 2 decision is negative, the student may, within 10 working days from the date of notification of that decision, appeal to the Dean of the Graduate School. The student must provide information on the reason for the appeal, substantial evidence in support of the appeal, and the solution sought, and send this in writing to the Associate Dean for Academic Programs and Student Services.

The Associate Dean contacts the appropriate department or program and requests all pertinent documentation regarding the appeal. For this reason, departments and programs are urged to inform students that all appeals be in writing; to notify students in writing about department or program appeal procedures and the scheduled meeting of the appeal body; to maintain complete and legal minutes of the Step 2 appeal meeting (see Section II); and to inform the student in writing of the outcome of the appeal. To ensure that students receive correspondence regarding appeals, and to avoid claims of non-receipt, it is recommended that all materials be sent to the student by certified mail, return receipt requested.

The Associate Dean reviews the documentation and forwards the appeal with a recommendation to the Dean of the Graduate School.

The responsibility of the Dean of the Graduate School and Associate Provost for Research is to review an academic appeal for procedural fairness and to maintain and protect the rights of the graduate faculty. Within the limits set by faculty and administrative policy, members of the graduate faculty are presumed to be competent to make academic judgments when they act in good faith within the area of their academic expertise, provided their decisions are consistent with general policies established by the Graduate Faculty Council or its representative bodies. Subject to these limitations, the Dean will assume that actions taken by the graduate faculty of the program or department concerning course requirements, graduation requirements, and similar matters are final and binding on all parties concerned. Only if the Dean finds that the program or department did not follow proper procedures, or that the student did not have a fair hearing, or that there is evidence of unprofessional conduct on the part of the faculty which materially affected the academic decision, will the decision of the graduate faculty of the program or department be subject to reversal.
Following the Graduate School investigation, the result of the Step 3 appeal will be conveyed in writing to both the student and the unit.

**Nonacademic Complaints**

The Office of Student Life (OSL) has grievance procedures established for undergraduates to express dissatisfaction about an on campus issue or encounter that they have experienced. Students who wish to appeal grades will be referred to established grade appeal procedures in the appropriate school or college. The goal of the procedure is to encourage mediation and conciliation of the student’s grievance whenever possible.

For purposes of this procedure, a grievance is a written complaint involving an alleged unfair or inappropriate treatment or violation of a UWM policy or procedure. The grievance must contain a clear and concise statement of the problem; state the relief sought; specify the date and circumstances; identify the person(s) involved and state the policies and/or procedures alleged to have been violated.

A grievance should be brought forward only by actual parties to the situation out of which the complaint emerges, and only during the semester in which the initiating incident(s) occurred. A grievance is submitted to the Dean of Students office. The Dean will then contact the student within seven calendar days after receipt of the complaint to schedule an appointment to discuss and review the complaint. At that meeting the Dean will discuss next steps and a possible time line with the student.

The OSL maintains a log book and hard copies of all materials for a period of two to five years depending on the complaint. This log book is available for viewing by the accreditation site visit team.
Institutional Snapshot
## Institutional Snapshot

### Student Demography Headcounts

Table 1A:

<table>
<thead>
<tr>
<th>Undergraduate Enrollment by Class Level</th>
<th>Fall 2004</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>5,519</td>
<td>5,391</td>
</tr>
<tr>
<td>Sophomore</td>
<td>5,222</td>
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</tr>
<tr>
<td>Junior</td>
<td>4,266</td>
<td>4,063</td>
</tr>
<tr>
<td>Senior</td>
<td>5,907</td>
<td>5,504</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20,914</strong></td>
<td><strong>19,785</strong></td>
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</table>

Table 1B:

<table>
<thead>
<tr>
<th>Undergraduate Enrollment by Degree-Seeking and Non-Degree-Seeking</th>
<th>Non-resident Alien</th>
<th>Black</th>
<th>Native American</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
<th>Total</th>
</tr>
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<tr>
<td>Fall 2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree-seeking</td>
<td>118</td>
<td>1,503</td>
<td>155</td>
<td>961</td>
<td>793</td>
<td>17,384</td>
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<tr>
<td>Non-degree-seeking</td>
<td>37</td>
<td>147</td>
<td>13</td>
<td>55</td>
<td></td>
<td>1,087</td>
<td>1,393</td>
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<tr>
<td>Fall 2003</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree-seeking</td>
<td>130</td>
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<td>147</td>
<td>893</td>
<td>758</td>
<td>16,388</td>
<td>19,785</td>
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<td>Non-degree-seeking</td>
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<td>88</td>
<td>14</td>
<td>36</td>
<td>61</td>
<td>1,027</td>
<td>1,267</td>
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</tbody>
</table>

*Data Source for Tables 1A and 1B: IPEDS Fall Enrollment Surveys*

Table 1C:

<table>
<thead>
<tr>
<th>Graduate Students by Degree-Seeking and Non-Degree-Seeking Status</th>
<th>Non-resident Alien</th>
<th>Black</th>
<th>Native American</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree-seeking</td>
<td>519</td>
<td>200</td>
<td>25</td>
<td>117</td>
<td>110</td>
<td>3,010</td>
<td>3,981</td>
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<tr>
<td>Non-degree-seeking</td>
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<td>54</td>
<td>2</td>
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<td>422</td>
<td>544</td>
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<tr>
<td>Fall 2003</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Degree-seeking</td>
<td>490</td>
<td>214</td>
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<td>104</td>
<td>97</td>
<td>2,913</td>
<td>3,843</td>
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<td>Non-degree-seeking</td>
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<td>59</td>
<td>4</td>
<td>17</td>
<td>22</td>
<td>424</td>
<td>545</td>
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Table 1D:

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<thead>
<tr>
<th>Age Range of Undergraduate Students</th>
<th>24 and Under</th>
<th>25 and Over</th>
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<tbody>
<tr>
<td>Fall 2004</td>
<td>17,775</td>
<td>4,532</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>16,877</td>
<td>4,175</td>
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</table>

*Data Source for Tables 1C and 1D: IPEDS Fall Enrollment Surveys*

Table 1E:

<table>
<thead>
<tr>
<th>Students by Residency Status of Credit-Seeking Students</th>
<th>Fall 2004</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident</td>
<td>25,188</td>
<td>23,862</td>
</tr>
<tr>
<td>Non-resident</td>
<td>1,348</td>
<td>1,304</td>
</tr>
<tr>
<td>Minnesota Reciprocity</td>
<td>296</td>
<td>274</td>
</tr>
</tbody>
</table>

*Data Source for Table 1E: ORA-generated report from IPEDS enrollment data*

**Student Recruitment and Admissions**

Table 2A:

<table>
<thead>
<tr>
<th>Number of Applications, Acceptances and Matriculations</th>
<th>Fall 2004</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freshman</td>
<td>UG Transfer</td>
</tr>
<tr>
<td>Applications</td>
<td>10,752</td>
<td>4,615</td>
</tr>
<tr>
<td>Acceptances</td>
<td>8,514</td>
<td>2,857</td>
</tr>
<tr>
<td>Enrollments</td>
<td>3,821</td>
<td>1,659</td>
</tr>
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</table>

*Data Source for Table 2A: UG and Graduate Admissions Reports, ORA; IPEDS Fall Enrollment Survey*

Table 2B:

<table>
<thead>
<tr>
<th>Mean Standardized Test Scores</th>
<th>Fall 2004</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>549</td>
<td>538</td>
</tr>
<tr>
<td>Verbal</td>
<td>550</td>
<td>519</td>
</tr>
<tr>
<td>ACT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composite</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

*Note: UW–Milwaukee requires either the SAT I or ACT; ACT preferred*

*Data Source for Table 2B: Averages calculated based on detail from report generated for Common Data Set*
Financial Assistance

Table 3A:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2003</th>
<th></th>
<th></th>
<th>Fall 2004</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aid Applications</td>
<td>Total Enrolled</td>
<td>Percent</td>
<td>Aid Applications</td>
<td>Total Enrolled</td>
<td>Percent</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>13,743</td>
<td>22,129</td>
<td>62.10%</td>
<td>14,406</td>
<td>22,717</td>
<td>63.42%</td>
</tr>
<tr>
<td>Graduate</td>
<td>1,999</td>
<td>4,721</td>
<td>42.34%</td>
<td>2,303</td>
<td>4,605</td>
<td>50.01%</td>
</tr>
<tr>
<td>Total</td>
<td>15,742</td>
<td>26,850</td>
<td>58.63%</td>
<td>16,709</td>
<td>27,322</td>
<td>61.16%</td>
</tr>
</tbody>
</table>

Table 3B:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2003</th>
<th></th>
<th></th>
<th>Fall 2004</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>12,502</td>
<td>56.50%</td>
<td>13,333</td>
<td>58.69%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>1,771</td>
<td>37.51%</td>
<td>2,142</td>
<td>46.51%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>14,273</td>
<td>53.16%</td>
<td>15,475</td>
<td>56.64%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>10,702</td>
<td>48.36%</td>
<td>11,464</td>
<td>50.46%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>1,559</td>
<td>32.60%</td>
<td>1,552</td>
<td>33.70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12,241</td>
<td>45.59%</td>
<td>13,016</td>
<td>47.64%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>408</td>
<td>1.84%</td>
<td>413</td>
<td>1.82%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>22</td>
<td>0.47%</td>
<td>62</td>
<td>1.35%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>430</td>
<td>1.60%</td>
<td>475</td>
<td>1.74%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarships/ Grants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>4,914</td>
<td>22.21%</td>
<td>5,100</td>
<td>22.45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>111</td>
<td>2.35%</td>
<td>102</td>
<td>2.21%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5,025</td>
<td>18.72%</td>
<td>5,202</td>
<td>19.04%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic or Merit Scholarships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>1,287</td>
<td>5.82%</td>
<td>1,354</td>
<td>5.96%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>108</td>
<td>2.29%</td>
<td>117</td>
<td>2.54%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,395</td>
<td>5.20%</td>
<td>1,471</td>
<td>5.38%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3C:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2003</th>
<th></th>
<th>Fall 2004</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Institutional Awards</td>
<td>Payments of Tuition Expected¹</td>
<td>TDR²</td>
<td>Institutional Awards</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>$1,874,331</td>
<td>$53,102,328</td>
<td>3.53%</td>
<td>$1,748,350</td>
</tr>
<tr>
<td>Graduate</td>
<td>$2,047,985</td>
<td>$17,214,093</td>
<td>11.90%</td>
<td>$3,129,250</td>
</tr>
<tr>
<td>Total</td>
<td>$3,922,316</td>
<td>$70,316,421</td>
<td>5.58%</td>
<td>$4,877,600</td>
</tr>
</tbody>
</table>

¹Actual full tuition charges before discounts  
²Percentage of Institutional Dollars/full tuition charges

Student Retention and Program Productivity

Table 4A:

<table>
<thead>
<tr>
<th></th>
<th>Fall 2003</th>
<th></th>
<th>Fall 2002</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort</td>
<td># Returning</td>
<td>% Returning</td>
<td>Cohort</td>
</tr>
<tr>
<td>Black</td>
<td>218</td>
<td>119</td>
<td>54.6%</td>
<td>245</td>
</tr>
<tr>
<td>Native American</td>
<td>31</td>
<td>22</td>
<td>71.0%</td>
<td>15</td>
</tr>
<tr>
<td>Asian</td>
<td>157</td>
<td>113</td>
<td>72.0%</td>
<td>154</td>
</tr>
<tr>
<td>Non-resident Alien</td>
<td>7</td>
<td>6</td>
<td>85.7%</td>
<td>15</td>
</tr>
<tr>
<td>Hispanic</td>
<td>141</td>
<td>100</td>
<td>70.9%</td>
<td>102</td>
</tr>
<tr>
<td>White</td>
<td>3,081</td>
<td>2,282</td>
<td>74.1%</td>
<td>2,613</td>
</tr>
</tbody>
</table>

Data Source for Table 4A: ORA-generated report

Note: For tables 4B and 4C, due to changes in reporting timelines and the student information system, not all degrees were posted in a timely manner in 2002-03. Degrees not included in the 2002-03 totals are reported in the 2003-04 totals.

Table 4B:

<table>
<thead>
<tr>
<th></th>
<th>Non-resident Alien</th>
<th>Black</th>
<th>Native American</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>113</td>
<td>91</td>
<td>10</td>
<td>31</td>
<td>56</td>
<td>1,059</td>
<td>1,360</td>
</tr>
<tr>
<td>Doctoral</td>
<td>19</td>
<td>6</td>
<td>—</td>
<td>2</td>
<td>2</td>
<td>46</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>132</td>
<td>97</td>
<td>10</td>
<td>33</td>
<td>58</td>
<td>1,105</td>
<td>1,435</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Non-resident Alien</th>
<th>Black</th>
<th>Native American</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>91</td>
<td>74</td>
<td>2</td>
<td>35</td>
<td>40</td>
<td>709</td>
<td>951</td>
</tr>
<tr>
<td>Doctoral</td>
<td>20</td>
<td>2</td>
<td>—</td>
<td>1</td>
<td>—</td>
<td>47</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>76</td>
<td>2</td>
<td>36</td>
<td>40</td>
<td>756</td>
<td>1,021</td>
</tr>
</tbody>
</table>

Data Source for Table 4B: IPEDS degree completions
Table 4C:

<table>
<thead>
<tr>
<th>Degrees by CIP Codes</th>
<th>2003-04</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor</td>
<td>Master</td>
</tr>
<tr>
<td>Agriculture/Natural Resources</td>
<td>25</td>
<td>—</td>
</tr>
<tr>
<td>Architecture/Engineering/</td>
<td>291</td>
<td>111</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological &amp; Physical Science</td>
<td>151</td>
<td>23</td>
</tr>
<tr>
<td>Business</td>
<td>698</td>
<td>246</td>
</tr>
<tr>
<td>Communications/Communication</td>
<td>588</td>
<td>79</td>
</tr>
<tr>
<td>Technology/Fine Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education/Library Science</td>
<td>421</td>
<td>355</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary</td>
<td>356</td>
<td>80</td>
</tr>
<tr>
<td>Health</td>
<td>417</td>
<td>54</td>
</tr>
<tr>
<td>Law</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Mathematics/Computer Science</td>
<td>130</td>
<td>37</td>
</tr>
<tr>
<td>Military Technology/Protective Svcs</td>
<td>96</td>
<td>15</td>
</tr>
<tr>
<td>Personal Services/Fitness</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>Psychology/Social Sciences</td>
<td>490</td>
<td>350</td>
</tr>
<tr>
<td>Trades/Production/Transportation Health</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Total</td>
<td>3,698</td>
<td>1,360</td>
</tr>
</tbody>
</table>

Data Source for Table 4C: IPEDS degree completions
Table 4D:

<table>
<thead>
<tr>
<th>Licensure Examinations</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School of Architecture and Urban Planning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration Examination Pass Rates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-design</td>
<td>86% (43/50)</td>
<td>81% (17/21)</td>
</tr>
<tr>
<td>General Structures</td>
<td>60% (29/48)</td>
<td>73% (16/22)</td>
</tr>
<tr>
<td>Lateral Forces</td>
<td>86% (32/37)</td>
<td>95% (20/21)</td>
</tr>
<tr>
<td>Mechanical and Electrical Systems</td>
<td>85% (39/46)</td>
<td>81% (21/26)</td>
</tr>
<tr>
<td>Materials and Methods</td>
<td>96% (54/56)</td>
<td>100% (18/18)</td>
</tr>
<tr>
<td>Construction Documents and Services</td>
<td>80% (39/49)</td>
<td>83% (25/30)</td>
</tr>
<tr>
<td>Site Planning</td>
<td>79% (15/19)</td>
<td>74% (25/34)</td>
</tr>
<tr>
<td>Building Planning</td>
<td>65% (15/23)</td>
<td>72% (21/29)</td>
</tr>
<tr>
<td>Building Technology</td>
<td>68% (17/25)</td>
<td>75% (18/24)</td>
</tr>
<tr>
<td><strong>College of Health Sciences</strong></td>
<td>2004-2005</td>
<td></td>
</tr>
<tr>
<td>American Registry of Radiologic Technologists</td>
<td></td>
<td>First graduation class May 2005</td>
</tr>
<tr>
<td>American Society of Clinical Pathology, Board of Registry-Medical Technology</td>
<td></td>
<td>95%</td>
</tr>
<tr>
<td>American Society of Clinical Pathology, Board of Registry-Cytopathology</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>American Speech Language Hearing Association Certificate of Clinical Competence</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Board of Certification for the Athletic Trainer</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>National Board for Certification in Occupational Therapy (Undergraduate and Graduate)</td>
<td></td>
<td>80%</td>
</tr>
<tr>
<td>National Council for Therapeutic Recreation Certification</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td><strong>School of Nursing</strong></td>
<td>2002-2003</td>
<td>2003-2004</td>
</tr>
<tr>
<td>BSN Graduates Passing the NCLEX-RN Examination on First Attempt</td>
<td>83% (125/150)</td>
<td>78% (177/226)</td>
</tr>
<tr>
<td>MS Advanced Practice Nurse Graduates Passing the American Nurses Credentialing Center Certification Examination</td>
<td>92% (11/12)</td>
<td>100% (8/8)</td>
</tr>
<tr>
<td><strong>Dance</strong></td>
<td>2004-2004</td>
<td></td>
</tr>
<tr>
<td>Pre-Professional Skills Test Wisconsin K-12 Certification</td>
<td></td>
<td>100% (6/6)</td>
</tr>
<tr>
<td><strong>College of Engineering</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Engineering</td>
<td></td>
<td>80% (16/20)</td>
</tr>
</tbody>
</table>

Additional licensure information is anticipated by the end of March
Faculty Demography

Table 5A:
Fall 2004 information available by the end of March. Previous year information unavailable.

Table 5B, Part 1:

<table>
<thead>
<tr>
<th>Faculty by Gender and Race/Ethnicity – Fall 2004</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>237</td>
<td>347</td>
<td>584</td>
</tr>
<tr>
<td>Black</td>
<td>14</td>
<td>27</td>
<td>41</td>
</tr>
<tr>
<td>Asian</td>
<td>31</td>
<td>71</td>
<td>102</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>Native American</td>
<td>5</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>292</strong></td>
<td><strong>469</strong></td>
<td><strong>761</strong></td>
</tr>
</tbody>
</table>

Table 5B, Part 1:

<table>
<thead>
<tr>
<th>Faculty by Rank – Fall 2004</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>241</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>262</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>257</td>
</tr>
<tr>
<td>Instructor</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 5C:

<table>
<thead>
<tr>
<th>Faculty by Program (CIP Codes) – Fall 2004</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture/Engineering/Engineering Technology</td>
<td>84</td>
</tr>
<tr>
<td>Biological and Physical Science</td>
<td>74</td>
</tr>
<tr>
<td>Business</td>
<td>52</td>
</tr>
<tr>
<td>Communications/Communication Technology/Fine Arts</td>
<td>103</td>
</tr>
<tr>
<td>Education/Library Science</td>
<td>101</td>
</tr>
<tr>
<td>Health</td>
<td>63</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary</td>
<td>100</td>
</tr>
<tr>
<td>Mathematics/Computer Science</td>
<td>36</td>
</tr>
<tr>
<td>Military Technology/Protective Services</td>
<td>6</td>
</tr>
<tr>
<td>Psychology/Social Sciences &amp; Services</td>
<td>142</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>761</strong></td>
</tr>
</tbody>
</table>

Note: Data source for Tables 5B and 5C is Oklahoma State Faculty Salary Survey, with part-time faculty added. The full-time faculty included in these tables are those with at least a 50 percent instructional component.
A discussion of technology resources dedicated to supporting student learning and the availability of instructional resources and information technology may be found in the “Criterion 2” chapter of the Self-Study, particularly in the sections on innovative learning environments and UWM’s resource base for student learning and effective teaching.

Mechanisms that Information & Media Technologies (I&MT) have in place to monitor usage of our services that support student learning include the following:

- Most frequently accessed cases in the Help Desk knowledge base
- Statistics on the help desk calls made by students and faculty to request assistance with technology
- Number of DHCP addresses assigned to student computers and other devices connected to the campus network in the residence halls
- Number of instructors who use Desire2Learn (D2L), number of course sections with online course materials, number of faculty who come to I&MT for D2L assistance
- Number of video conferences, satellite events, video tapings, and video/distance classes
- Total pages printed and copied at our PantherPrint locations in the computer labs
- Number of student evaluations of professors and courses submitted to PantherProf
- Number of tests scanned and scored via optical scanning equipment
- Number of equipment deliveries made to classrooms by equipment type and classroom
- Number of student email accounts
- Amount of disk space used to store student email messages
- Number of students using Desire2Learn
- Number of students owning LISTSERV and email reflectors
- Number of students using disk space on central servers
- Number of students using unix computer shell accounts
- Number of students using PantherCal
- Service level reports for D2L usage
- Number of students using ProwlNet wireless service to connect to campus network
- Student computers in residence halls with security violations
- Statistics on the number of residence hall technician visits to residence hall rooms to resolve connectivity problems
• Number of classrooms receiving upgraded and additional technology
• Number of portal pagelets and resources designed to meet student needs
• Statistics on the total users and unique users of the myUWM portal

Mechanisms the UWM Libraries have in place to monitor usage of our services that support student learning include:

**Instruction**

• Number of library instructional sessions, tours, and presentations by day of week, start time, evening, Saturday, length, department, faculty member, librarian, facility used for students

• Number of library instruction workshops conducted for faculty and teaching assistants and number attending

• Attendance at library instructional sessions, tours, and presentations, by user group (faculty, staff, graduate, undergraduate, community)

• Number of informational questions received, grouped by degree of complexity answered at the Information Desk

• Number of questions received that were answered via on-line instant messenger-based reference and email reference services

• Number of reference questions answered at all public service points

• Number of individual research consultation sessions by user group (faculty, staff, graduate, undergraduate, community), length, department and brief description

• Number of course websites developed

• Number of online tutorials developed

• Number of Library Guides developed and maintained on research resources, strategies and services
Use of Resources

- Number of items borrowed for UWM users from other libraries, broken out by books vs. articles
- Number of items loaned to other libraries, broken out by books vs. articles
- Number of items supplied to DE students, broken out by books vs. articles
- Number of courses on traditional reserve and electronic reserve, by semester
- Number of faculty using traditional reserve and electronic reserve, by semester
- Number of items on traditional reserve, by semester
- Number of items checked out/renewed from the UWM Libraries, including items loaned to other UW campus patrons
- Number of items from other UW campuses checked out to UWM students
- Number of items circulated from the Reserve Desk
- INFOPASS usage (INFOPASS is an acronym for Information Passport, and is a cooperative program that allows a patron to go to another local library to borrow materials not available at their own library)
- Number of items borrowed by UWM users via Infopass (monthly, fiscal year, by lending library)
- Number of items loaned by UWM via Infopass (monthly, fiscal year, by borrowing library)
- Number of Infopasses issued by the UWM Libraries (monthly, fiscal year)
- Number of Infopasses received by the UWM Libraries (monthly, fiscal year)
- Number of reference collection items reshelved after in-house use, via palm pilot/download
- Number of non-networked reference CD-ROM items checked out for in-house use
- Usage of electronic databases from major providers (EbscoHost, ProQuest, LexisNexis, etc.)
- Number of hits on the Libraries’ website and Library department top-level pages
- Size and number of library authored digital collections
- Gross number of monthly searches in GEOBIB, online monthly publication that is distributed internationally in support of researcher and students searching for geographical information
Use of Facilities

- Gate count of people entering/leaving both wings of the libraries, broken out by time of day
- Number of photocopies and print outs from networked pay for print printers located throughout the libraries
- Usage of Libraries Coffee shop and wireless network throughout the building

Assessment

- Participation in the 2004 LibQUAL+ survey to assess user opinions of the UWM Libraries’ facilities, services and collections. General background on the national survey available at:
  
  http://www.libqual.org/About/Information/index.cfm
  
  Our own results should be up on the web in a week or so
- Written and oral feedback collected at the conclusion of instructional sessions
- Survey responses from students who participate in the Libraries AOC 100 (EdPsy) three-session library workshop series
- Number of users participating in online assessment activities via D2L courseware
- Information literacy competencies addressed in library sessions taught

Other

- Web based timekeeping system (Kronos) for student employees to monitor weekly work by supervisors
### Financial Data

**Table 7A:**

<table>
<thead>
<tr>
<th>Actual Revenues</th>
<th>Fiscal Year 2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>90,439,744</td>
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<tr>
<td>State Appropriations</td>
<td>135,035,371</td>
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<tr>
<td>Denominational Income</td>
<td>N/A</td>
</tr>
<tr>
<td>Investment Income</td>
<td>(148,028)</td>
</tr>
<tr>
<td>Contributions</td>
<td>3,469,299</td>
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<tr>
<td>Auxiliary</td>
<td>28,308,966</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Operating Grants and Contracts</td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>23,774,099</td>
</tr>
<tr>
<td>State</td>
<td>4,412,247</td>
</tr>
<tr>
<td>Local/Private</td>
<td>9,553,208</td>
</tr>
<tr>
<td>Other Sources — operating</td>
<td>36,056,456</td>
</tr>
<tr>
<td>Federal Nonoperating Grants</td>
<td>10,959,327</td>
</tr>
<tr>
<td><strong>Total operating and nonoperating revenues</strong></td>
<td><strong>341,860,689</strong></td>
</tr>
</tbody>
</table>

**Table 7B:**

<table>
<thead>
<tr>
<th>Actual Expenses</th>
<th>Fiscal Year 2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>127,202,994</td>
</tr>
<tr>
<td>Student Services</td>
<td>39,234,775</td>
</tr>
<tr>
<td>Operation and Maintenance of Plant</td>
<td>18,501,145</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>17,145,851</td>
</tr>
<tr>
<td>Fundraising</td>
<td>Not separately identified</td>
</tr>
<tr>
<td>Auxiliary</td>
<td>26,389,455</td>
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<tr>
<td>Other</td>
<td></td>
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<tr>
<td>Research</td>
<td>27,712,584</td>
</tr>
<tr>
<td>Public Service</td>
<td>15,994,497</td>
</tr>
<tr>
<td>Academic Support</td>
<td>39,288,091</td>
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<tr>
<td>Scholarship and Fellowship</td>
<td>10,695,750</td>
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<tr>
<td>Depreciation</td>
<td>9,787,531</td>
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<tr>
<td>Other Expenses and Deductions</td>
<td>263,732</td>
</tr>
<tr>
<td>Nonoperating Expenses</td>
<td>1,585,096</td>
</tr>
<tr>
<td><strong>Total operating and nonoperating expenses</strong></td>
<td><strong>333,801,501</strong></td>
</tr>
</tbody>
</table>

*Note: Source for financial data is IPEDS Finance Survey which includes both unrestricted and restricted revenues. Data for Fiscal Year 2003-04 will be available by the end of March.*
UWM Degrees and Certificates

The University of Wisconsin–Milwaukee is a major urban university consisting of twelve schools and colleges, eleven of which are degree granting units within the University. These eleven schools and colleges offer 83 undergraduate degrees, 48 master’s degrees, one specialist and 20 Ph.D. programs. Also provided for your information on the attached is a summary of number and types of degrees for each school and college. Please note that all bachelor’s degrees are administered through the appropriate school or college while all graduate degrees are administered through the Graduate School in cooperation with the particular school and college.

Degrees by School/College

I. SCHOOL OF ARCHITECTURE AND URBAN PLANNING
   - Bachelor of Science
     - Architectural Studies
   - Master of Architecture
   - Master of Urban Planning
   - Doctor of Philosophy
     - Architecture

II. PECK SCHOOL OF THE ARTS
   - Bachelor of Arts
     - Art
     - Dance
     - Music
     - Theatre
   - Bachelor of Fine Arts
     - Art
     - Art Education
     - Dance
     - Film
     - Inter-Arts
     - Music
     - Music Education
     - Theatre
   - Master of Arts
     - Art
   - Master of Fine Arts
     - Art
     - Performing Arts
   - Master of Science
     - Art Education
   - Master of Music
III. SCHOOL OF BUSINESS ADMINISTRATION

Bachelor of Arts
Global Studies (authorization to implement 9/2/03)
(joint with College of Letters & Science)

Bachelor of Business Administration
Accounting
Finance
Human Resources Management
Management Information Systems
Marketing
Productions and Operations Management
Real Estate and Urban Development (admissions suspended 10/19/99)

Master of Business Administration

Master of Human Resources and Labor Relations
(joint with College of Letters & Science)

Master of Public Administration
(joint with College of Letters & Science)

Master of Science in Management

Doctor of Philosophy in Management Science

IV. SCHOOL OF EDUCATION

Bachelor of Science
Community Education
Education
Educational Studies
Exceptional Education

Master of Science
Administrative Leadership (name changed Fall 2004—GFC Doc. #968)
Curriculum and Instruction
Educational Psychology
Exceptional Education
Cultural Foundations of Education

Specialist in School Psychology

Doctor of Philosophy
Urban Education
V. COLLEGE OF ENGINEERING AND APPLIED SCIENCE

Bachelor of Science
Engineering
   Civil Engineering
   Electrical Engineering
   Industrial & Manufacturing Engineering
   Materials Engineering
   Mechanical Engineering
Computer Science

Master of Science
   Computer Science
   Engineering

Doctor of Philosophy
   Engineering
   Medical Informatics (will be implemented Fall 2005)

VI. COLLEGE OF HEALTH SCIENCES

Bachelor of Science
   Clinical Laboratory Sciences
   Communication Sciences and Disorders
   Health Care Administration
   Kinesiology
   Occupational Therapy
   Therapeutic Recreation (admissions suspended 9/15/03)

Master of Science
   Clinical Laboratory Sciences
   Communication Sciences and Disorders
   Health Care Informatics (Implement Fall 2004)
   Kinesiology
   Occupational Therapy

Doctor of Philosophy
   Health Sciences (Implement Fall 2004)

VII. SCHOOL OF INFORMATION STUDIES

Bachelor of Science
   Information Resources (implemented in 1998)

Master of Library and Information Science

VIII. COLLEGE OF LETTERS AND SCIENCE

Bachelor of Arts
   Actuarial Science (will be implemented Fall 2005)
   Africology
   Anthropology
   Art History and Criticism
   Biological Sciences
   Chemistry
   Classics
COLLEGE OF LETTERS AND SCIENCE, continued

Committee Interdisciplinary
Communication
Comparative Literature
Comparative Study of Religion
Conservation and Environmental Science
Economics
English
Film Studies
French
Geography
Geosciences
German
Global Studies (authorization to implement 9/2/03)
    (joint with School of Business Administration)
Hebrew Studies
History
International Studies
Italian
Journalism & Mass Communication
Linguistics
Mathematics
Philosophy
Physics
Political Science
Psychology
Russian
Sociology
Spanish
Women’s Studies (implement Fall 2004)

Bachelor of Science
Applied Mathematics and Physics
Atmospheric Sciences (implemented Fall 1999)
Biochemistry (implemented Fall 2002)
Biological Sciences
Chemistry
Committee Interdisciplinary
Conservation and Environmental Science
Course in Chemistry
Geography
Geosciences
Mathematics
Medical Science
Physics

Master of Arts
Art History
Communication
Economics
English
COLLEGE OF LETTERS AND SCIENCE, continued

Foreign Language and Literature
Geography
History
Journalism & Mass Communication
Philosophy
Political Science
Sociology

Master of Science
Anthropology
Biological Sciences
Chemistry
Geography
Geosciences
Mathematics
Physics
Psychology
Urban Studies

Master of Human Resources and Labor Relations
(joint with School of Business Administration)

Master of Liberal Studies

Master of Public Administration
(joint with School of Business Administration)

Doctor of Philosophy
Anthropology
Biological Sciences
Chemistry
Economics
English
Geography
Geosciences (suspended admissions 4/7/99)
History (implementation date Fall 2003)
Mathematics
Physics
Political Science
Psychology
Urban Studies

IX. SCHOOL OF NURSING

Bachelor of Science
Nursing

Master of Science
Nursing

Doctor of Philosophy
Nursing
X. HELEN BADER SCHOOL OF SOCIAL WELFARE

  Bachelor of Science
  Criminal Justice
  Social Work

  Master of Science
  Criminal Justice

  Master of Social Work

XI. ALL SCHOOL/COLLEGES

  Doctor of Philosophy
  Committee Multidisciplinary

Proposed Degree Programs

Pre-Entitlement

  Bachelor of Arts
  Mathematical Sciences, Business and Economics
  (was on hold at UWS due to moratorium on new programs)
  (UWS now holding request pending completion of Actuarial Sciences)

  Master of Science
  Instructional Technology
  Microbial Biotechnology (to Graduate School 2/2/04: to UWS 9/1/04)
  Nonprofit Management and Leadership

  Doctor of Philosophy
  Au.D. Audiology
  Ph.D. Africology
  Ph.D. Communication (to Graduate School 2/2/04) (to UWS 12/16/04)
  Ph.D. Educational Psychology (to Graduate School 6/20/04)
  Ph.D. Information and Library Science
  Ph.D. Interdisciplinary Information Science
  Ph.D. Social Work

Entitlements Granted

  Bachelor of Science
  Applied Mathematics and Computer Science (granted 12/6/00)
  Computer Engineering (granted 8/1/02)
  Microbiology (granted 7/21/04)

  Doctor of Philosophy
  DPT Doctor of Physical Therapy (granted 10/25/02)
Authorization to Implement

Bachelor of Arts
  Actuarial Science (granted 12/10/04—will be implemented Fall 2005)
Master of Science
  Physical Therapy—March 1999 (authorization has expired per UWS 8/19/04)
Doctor of Philosophy
  Medical Informatics (granted 10/23/02—will be implemented Fall 2005)

Not Being Implemented

Master of Arts
  Spanish
  Teaching Spanish
Master of Archival Studies
Certificate Programs

Undergraduate

Adult/University Level TESOL
Ancient Mediterranean Studies
Asian Studies
Athletic Training
Biotechnology
Celtic Studies
Chamber Music Performance
Community Organizing
Death Investigation
Digital Arts & Culture
Entrepreneurship
Ethnic Studies
Forensic Science
Forensic Toxicology
French & Francophone Studies
German Studies
Information Studies (formerly Library & Information Science)
International Business
Jewish Studies
Latin American & Caribbean Studies (name changed 12/00)
Latino Studies
Law Studies (Inactive)
Lesbian, Gay, Bisexual & Transgender Studies
Middle Eastern & North African Studies
Molecular Diagnostics
Nutrition
Older Adult Fitness
Peace Studies
Premedical Studies
Real Estate
Russian & East European Studies
Scandinavian Studies
Strength & Conditioning
Study of Aging (admissions suspended 2/10/00)
Study of Complementary and Alternative Medicine
Study of Liberal Arts Through Great Books
Urban Planning Studies
Urban Studies
Youth Work Certificate
Women’s Studies
Graduate
Adult/University Level TESOL
Advanced Study in Library & Information Studies
Applied Gerontology
Art Museum Studies
Chamber Music
Nonprofit Management
Ergonomics
Family Nurse Practitioner
Health Professional Education
International Human Resources & Labor Relations
International Technical Communications
Marriage & Family Therapy
Mediation & Negotiation
Museum Studies
Opera and the Vocal Arts
Preservation Studies
Professional Writing & Communication
Public History (eliminated by OPC #344)
Real Estate Development
Rhetorical Leadership
Specialist Certificate in Administrative Leadership
State and Local Taxation
Translation
Women’s Studies

Post-Baccalaureate
Ancient Mediterranean Studies
Biotechnology
Celtic Studies
Death Investigation
Ethnic Studies
Forensic Science
Forensic Toxicology
French & Francophone Studies
Health Professional Education
Interpreter Training
Jewish Studies
Latino Studies
Older Adult Fitness
Premedical Studies
Rhetorical Leadership
State and Local Taxation
Strength & Conditioning
Study of Aging
Study of Complementary & Alternative Medicine
Urban Studies
Urban Geographic Information System (changed from grad 3/31/03)
Women’s Studies
## Accredited Programs
Updated October 9, 2003

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Level</th>
<th>Accrediting Agency</th>
<th>Last Review</th>
<th>Next Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Training</td>
<td></td>
<td>Commission on Accreditation of Allied Health Education Programs (CAAHEP)</td>
<td>2002-03</td>
<td>2007-08</td>
</tr>
<tr>
<td>Business Administration</td>
<td>BBA</td>
<td>American Assembly of Collegiate Schools of Business (AACSB)</td>
<td>2001-02</td>
<td>2006-07</td>
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<tr>
<td>Business Administration</td>
<td>MBA</td>
<td></td>
<td></td>
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<tr>
<td>Business Administration</td>
<td>MS</td>
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<td></td>
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<tr>
<td>Business Administration</td>
<td>Ph.D.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Clinical Laboratory Sciences</td>
<td>BS</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)</td>
<td>1998-99</td>
<td>2005-06</td>
</tr>
<tr>
<td>Communication Sciences &amp; Disorders</td>
<td>MS</td>
<td>Council on Academic Accreditations CAA) in Audiology &amp; Speech-Language Pathology of the American Speech/Language/Hearing Association (ASHA)</td>
<td>2001-02</td>
<td>2009-2010</td>
</tr>
<tr>
<td>Cytotechnology</td>
<td></td>
<td>Commission on Accreditation of Allied Health Education Programs (CAAHEP)</td>
<td>2002-03</td>
<td>2005-06</td>
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<tr>
<td>Engineering</td>
<td>BSE</td>
<td>Accreditation Board for Engineering &amp; Technology, Inc. (ABET)</td>
<td>2002-03</td>
<td>2008-09</td>
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<tr>
<td>Civil Engineering</td>
<td></td>
<td></td>
<td></td>
<td>(2004-05 Industrial)</td>
</tr>
<tr>
<td>Program</td>
<td>Degree Level</td>
<td>Accrediting Agency</td>
<td>Last Review</td>
<td>Next Review</td>
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<td>----------------------------------------</td>
<td>--------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Health Care Informatics</td>
<td>BS</td>
<td>Commission on Accreditation of Allied Health Education Programs (CAAHEP)</td>
<td>1998-99</td>
<td>2005-06</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Association of University Programs in Health Administration (AUPHA)</td>
<td>2002-03</td>
<td>2007-08</td>
</tr>
<tr>
<td>Library &amp; Information Science</td>
<td>MLIS</td>
<td>American Library Association (ALA)</td>
<td>1996-97</td>
<td>2003-04</td>
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<tr>
<td>Music Music Education</td>
<td>BA/BFA</td>
<td>National Association of Schools of Music (NASM)</td>
<td>1994-95</td>
<td>2004-05</td>
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<tr>
<td></td>
<td>MM</td>
<td></td>
<td>1994-95</td>
<td>2004-05</td>
</tr>
<tr>
<td></td>
<td>BFA</td>
<td></td>
<td>1997-98</td>
<td>2004-05</td>
</tr>
<tr>
<td>Nursing Nursing</td>
<td>BS</td>
<td>Commission on Collegiate Nursing Education</td>
<td>2000-01</td>
<td>2010-11</td>
</tr>
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<td></td>
<td>MS</td>
<td></td>
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<tr>
<td>Occupational Therapy</td>
<td>BS</td>
<td>Accreditation Council for Occupational Therapy Education (ACOTE)</td>
<td>1995-96</td>
<td>2002-03</td>
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<tr>
<td>Psychology (Clinical)</td>
<td>Ph.D.</td>
<td>American Psychological Association, Committee on Accreditation</td>
<td>2002-03</td>
<td>2008-09</td>
</tr>
<tr>
<td>Public Administration</td>
<td>MPA</td>
<td>National Association of Schools of Public Affairs and Administration (NASPAA)</td>
<td>1992-93</td>
<td>2003-04</td>
</tr>
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<td></td>
<td>MSW</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>BS</td>
<td>North Central Association</td>
<td>1994-95</td>
<td>2004-05</td>
</tr>
<tr>
<td>Urban Education (Counseling psychology &amp; School psychology specializations)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ph.D.</td>
<td>American Psychological Association, Committee on Accreditation</td>
<td>2001-02</td>
<td>2006-07</td>
</tr>
<tr>
<td>Urban Planning</td>
<td>MUP</td>
<td>Planning Accreditation Board (PAB)</td>
<td>2000-01</td>
<td>2005-06</td>
</tr>
</tbody>
</table>
Faculty Interaction with Students

Overall summary

1. Almost every unit reported that faculty members teach courses that reflect their discipline-specific knowledge and research interests, either as regular courses, seminars, or as special topics courses. Graduate students taking these courses get information from faculty members who have first hand knowledge in the area. As suggested by one unit, these are faculty who in many cases are at the cutting edge of the field discovering new facts and information.

2. Exemplary professional practice is considered research in some fields (e.g., Art History, Dance, Film, Music, and Theatre). Faculty members in these fields use creative work to inform their graduate teaching.

3. Clinical Experiences for students provide another way in which applied research interests can be conveyed to students. Departments listing such experiences include Communication and Speech Disorders, Educational Psychology, Nursing, and Psychology. An example of the link between research and clinical experience comes from the Department of Communication and Speech Disorders where one of the faculty members and her students gather normative data on acoustic measures of voice that are then used when evaluating clients in the Voice Clinic.

4. Many faculty members supervise students doing their dissertation or research experience in the faculty member’s area of research specialty. No units listed titles or numbers of completed projects.

5. Faculty have developed graduate certificates to reflect research expertise of their faculty members. Only one program reports this, but there is probably institutional data available on graduate certificate programs.

6. Faculty members contribute educational tools through publication of textbooks and other scholarly works, together with supporting instructional materials. Many faculty members assign articles or books that they have authored in their graduate courses.

Issues/Problems

There are resource issues involved in allowing faculty to teach in their specializations. One unit noted that specialized seminars that address only a narrow research interest needed to be managed carefully to ensure that there is sufficient enrollment. Some units hire ad hoc instructors or professionals to cover basic areas or areas where there is not faculty expertise to allow the faculty to teach almost exclusively in areas that fit with their research programs.

Africology

Courses beyond the basic and introductory ones in the department have largely appeared out of the research interests of the faculty. In general, faculty has published articles and books in the subject areas that they teach. Often the teaching area is different than the research area. For example, one faculty researcher works in the area of sexually transmitted diseases but teaches a course on sex and family health. In other instances, faculty life-long research is broad and is directly related to the classes they teach.
Anthropology
No strong connection between research area and undergraduate education except on individual basis.

Architecture
1. Design: Many faculty members who engage in professional practice utilize their experience in teaching design studios. Exemplary design in professional practice is considered to be design research. Students benefit from working with faculty members who have this kind of design research experience.

2. Faculty also conduct research in human behavior, building technologies, urban design, landscape design, and specialized building types such as housing. The faculty brings the knowledge gained in these pursuits directly into their teaching in seminars and design studios.

3. Faculty members conduct research and develop products in the field of digital technologies. This expertise is used directly in their teaching of specialized courses as well as in more general courses, such as studios.

Art History
All faculty members teach some courses in their general field of research. For instance, Professor Jeffrey Hayes teaches and publishes extensively on American Folk Art.

Some of the faculty members work on international archaeological excavations in which undergraduates can participate. Professor Derek Counts, who teaches courses in ancient Mediterranean art, is co-director of an excavation project in Cypress, which has an educational component funded by a major NSF grant.

UWM undergraduates have an opportunity to compete for a slot in the program, which not only pays expenses but also offers a weekly stipend. The Art History Department cosponsors the undergraduate Certificate in Ancient Mediterranean Studies. Professor Christina Maranci has written a textbook on how to conduct research in Art History geared toward undergraduates, soon to be published by Prentice Hall. Professor Stone has assisted such institutions as the San Diego Museum of Man in developing educational material on the ancient Maya. She has made an educational video on Maya cave art under the aegis of the Center for Latin American and Caribbean Studies.

The Art History Department uses the university art collection to expand undergraduate knowledge of art through a first-hand experience of primary objects. Utilization of the collection is related to faculty expertise in their respected fields.

Biotechnology
Biotech faculty members regularly present aspects of their research in lecture classes including BioSci 101, 103, 383, 401, 402, 529, and 536, 539 (formerly 663). Undergraduates do independent research supervised by biotech faculty through BioSci 699.
**Chemistry**

For the undergraduate program the instruction of chemistry is largely divided along traditional sub-disciplinary lines. Our Department features three Organic chemists, four Inorganic chemists, two Analytical chemists, three Physical Chemists and five Biochemists. The vast majority of undergraduate courses in these sub-disciplines are taught by professors whose research specialties are in these areas.

Two areas of exception occur. First, in lower level courses, such as general chemistry and organic chemistry, courses are sometimes taught by permanent or ad hoc teaching staff. Again, when these courses are assigned the instructor has pertinent background and/or teaching experience in the area. Second, in Physical Chemistry, chronic vacancies have led to the instruction of some courses with faculty who are formally not in the Physical Chemistry division. These instructors, however, all have significant components of their research associated with the methodology of physical chemistry.

Our Department does offer some specialized classes at the undergraduate level as well, particularly within the Freshman and Honors Seminar programs. In the past four years we have offered four different courses that rely on the unique expertise of the faculty members involved. The titles of these courses are, Life’s Matrix; The Biography of Water; Toxic Animals of Australia; Forensic Science: Solving Crimes with Chemistry; and Chemistry and Science Fiction.

Perhaps most importantly, we have recently devised a new major in Biochemistry for UWM. This major could not have been put together without the strong presence in our Department of research expertise in this area. Students who major in Biochemistry must do undergraduate research in the field, so our strength in this discipline is a prerequisite for our new and, initial estimates, popular, major.

UWM is unquestionably a leader in the production of educational tools in chemistry as well. As the host institution for the Examinations Institute of the American Chemical Society, UWM has a prominent national role in the development of materials used by faculty members in Chemistry Departments across the country. Few campuses in the US have the same level of visibility in Chemical Education that UWM enjoys.

**Civil Engineering and Mechanics**

Students begin to concentrate in Civil Engineering and Mechanics after completion of their sophomore year. These courses are very closely linked to faculty professional knowledge and expertise. For example, these courses must convey current codes and practices of the profession. Faculty research expertise, as distinct from professional expertise, is somewhat less directly linked to these courses. This is because these courses emphasize learning how to implement current engineering knowledge to solve problems, rather than developing fundamentally new problem solving methodologies. Several courses have laboratory components, which, in order to be successfully designed and conducted, critically depend upon the faculty research expertise.

Several faculty members in the Department sponsor undergraduate research programs. These opportunities clearly link faculty research expertise to student experience.

**Communication**

Generally, every effort is made to have faculty members teach courses, particularly advanced courses in the area of their specialty. Examples of this include the courses in mediation, training and development, health communication, intercultural communication, family communication, and technology.
Communication Sciences and Disorders
At the undergraduate level, many faculty members teach directly in their primary area of research specialty. For example:

1. Dr. Paula Rhyner, our department expert in child language disorders and multicultural populations, teaches courses both in language development and client diversity in healthcare settings.

2. Dr. Carol Seery, our department expert in stuttering and fluency disorders, teaches an undergraduate course in fluency disorders.

3. Dr. Byoung Kim, our department’s expert in speech science, teaches the undergraduate course in speech science. Dr. Kim’s main area of scholarly pursuit is to develop educational software for the teaching of speech science; he develops and uses the software with his undergraduate classes.

Criminal Justice
Faculty members across the Department teach courses in their areas of research expertise. In fact, faculty members, all of whom conduct research, publish, and consult, are hired to teach in their areas of research expertise.

The Department’s instructional strategy is based on this notion, so law enforcement researchers instruct in law enforcement areas, corrections researchers instruct in corrections areas, court researchers instruct in courts areas, juvenile justice researchers instruct in juvenile justice areas. With such a small faculty, each faculty member must have expertise and research background in more than one area and this is the case. Faculty will instruct across more than one area according to expertise, also including such areas as race and crime, white collar crime, and so on.

Faculty members contribute to education tools through publication of textbooks and other scholarly works, together with supporting instructional materials. Department members have contributed texts and other scholarly works with wide distribution and adoption in the areas of corrections, police and policing, research methods in criminal justice, race and crime, disproportionate confinement of minority youth, administration and management of criminal justice organizations and agencies, minorities and the death penalty, and others.

Curriculum and Instruction
All faculty members are expert in their designated field of study. In addition to an advanced degree in an area (e.g. Early Childhood Education), all faculty must have been classroom teachers at the level reflected in their program area (e.g. High School English).

Dance
1. Ed Burgess (Professor, Chair), Specialties: modern technique, improvisation, partnering, composition, skills for musical theatre, dance and film collaboration, oversees hiring of production team for the performance season. History: New York dancer. Research/contribution to the field: work as a director in regional theatre, emphasis on theatre and musical theatre work and works that are collaborative in nature. Links to student learning-Undergraduates: Provides basic foundations for success as a dancer or choreographer. Graduates: Provides guidance to more collaborative work in the Theater as a choreographer or director.
2. Marcia Parsons (Professor), Specialties: teaches movement sciences, creative movement, music for dancers, dance rituals and culture, dance pedagogy. History: Studied/Performed with Hanya Holm, Anna Halprin. Current research/contribution to the field: studies of movement sequences which affect overall learning in young adults. Links to student learning: Undergraduates: Provides excellent pedagogical foundations for teachers in public school settings or community settings. Graduates: Provides wide range of research methodologies.


4. Janet Lilly (Associate Professor, Associate Chair of Dance, Director/Grad Program), Specialties: modern technique, improvisation, composition, Yoga studies. History: New York dancer. Current research/creative activity: 2nd degree of Iyengar Yoga Certification, choreographs and performs locally and nationally. Links to student learning: Undergraduates: Provides solid foundations for success as a dancer and choreographer. Graduates: Deepens choreographic resources, guidance to applying for positions in higher education.


6. Simone Ferro (Assistant Professor), Specialties: all levels of ballet, composition, Pilates certified. History: European and South American dance companies. Current research/contribution to the field: merging international dance forms with ballet techniques. Links to student learning: Undergraduates: Provides solid foundations for success as a dancer or choreographer. Graduates: Deepens choreographic resources.

7. Long Zhao (Assistant Professor), Specialties: all levels of ballet, Asian movement forms. History: trained in China, Broadway, Ballet and Modern companies. Current research/contribution to the field: Teacher and Choreographer for Chinese Dance Companies and Schools. Links to student learning: Undergraduates: Provides solid technical foundation for success as a dancer. Graduates: Influence on staging techniques utilizing Asian staging techniques in choreographic work.

8. Darci Wutz (Assistant Professor), Specialties: all levels of Jazz and Musical Theater Dance, Tap. History: professional choreography for regional theatres. Current research/contribution to the field: Developing musical theater degree program for Peck School of the Arts. Links to student learning: Undergraduates: Provides solid training for musical theatre. Graduates: Offer expertise in planning a musical theatre curriculum.
Educational Policy and Community Studies
Faculty members teach courses that reflect their research interests and projects. Examples include:

1. Professor Beaulieu, who served as the director of the U S Office of Indian Education, teaches courses on the history of native education and policy issues related to education of Native Americans.

2. Professor Bonds, who teaches the Milwaukee Community, has been doing research on the state of Black Milwaukee.

3. Professor Diamond, who teaches courses on the foundations of urban education, does research on the involvement of inner city parents in their children’s education.

4. Professor Epps, who has published widely in the area of urban education, teaches courses in multicultural education and sociology of education.

5. Professor Farmer-Hinton, who teaches courses on the cultural foundations of education, publishes articles about aspects of urban education and political aspects of educational policy.

6. Professor Harris, who has written several books on peace education, teaches courses in that area.

7. Professor Kailin, who has written a book on anti-racist education, teaches courses on racism and education.

8. Professor Schutz, who publishes articles on postmodern theory, teaches courses in philosophy of education.

9. Professor Swaminathan, who runs the certification program in alternative education, teaches courses on students at-risk and does research on alternative schools.

10. Professor Tapia, who has been studying the migration of people between Guanajato and Wisconsin, teaches courses on Hispanics education and the Chicano Experience.

Educational Psychology
At the undergraduate level, all courses are taught by faculty/staff with research specialties or practical experience in the field.

Electrical Engineering and Computer Science
All of our faculty members teach at least one undergraduate course in the area of their research specialty. Faculty also supervises undergraduate independent study projects in their areas of interest.
English

For most of our faculty, there is a linkage between their area of research expertise and their undergraduate teaching. Here are a few examples:


2. Dave Clark, Assistant Professor, taught English 431, “Knowledge Management” (Fall 2003), and he has published four articles in refereed journals this year on the topic of organizational communication and knowledge management.


4. Min-Zhan Lu, Professor, taught English 095, “Basic Writing,” in Fall 2003, and Professor Lu is one of the leading scholars in the country on the topic.

5. Alice Gillam, Associate Professor, taught English 201, “Strategies for Academic Writing,” and she has recently published a textbook on academic reading and writing, *Reading Rhetorically*, with Virginia Chappell of Marquette University and John Bean of Seattle University.

Exceptional Education (13 faculty)

Research focus contributes to the preparation of teachers in early childhood special education by incorporating research to practice in assessment, curriculum/methods courses. For example:


2. Dr. Obiakor teaches a course in Exceptional Children and draws heavily on his work and research interests in disabilities, schooling and multi-culturism.

3. Finally, Dr. Shealey and Dr. Keyes are faculty members who teach in the undergraduate program. They also teach courses that take advantage of their research interests in the sociology of disability, methods of support, and so forth.

Film

A review of Film Department faculty curriculum vitae will show a collection of faculty who are deeply invested in their creative work and bring their passion for art making into the classroom and share their expertise with the greater community. Each of the faculty is committed to supporting undergraduates as they progress through the B.F.A. program.
1. Dick Blau (Professor) teaches at the introductory and advanced level of the undergrad program. He has redesigned the initial film production course, Film 320 so that it can be delivered more effectively in both large and small learning groups. Dick’s insightful critiques make him an effective instructor in Film 510, Senior Projects, a capstone course in the major. Dick is multidisciplinary and collaborative, very active with his own art production as a photographer and maintains many links on campus and in the community.

2. Carl Bogner (Instructor/Film Programmer) teaches Film 101 and 102, large and crucial gateway classes in the Film curriculum. In these screening/lecture/discussion classes, Carl programs an ambitious mix of new and traditional work that varies each semester. Also incorporated is the work of six or more visiting artists each year. 101/102 serves as a key to our B.F.A. program and to the discipline of experimental film production. It is in these classes where most students first experience the range of possibilities of non-traditional media production and come to terms with their own interest in film as an art form. In addition to programming and teaching 101/102, Carl is instrumental as curator of new films and videos both on campus and in the Milwaukee community. Carl also serves as the departments Undergraduate Program Coordinator and advises many of the incoming Pre-Film freshmen.

3. Portia Cobb (Associate Professor) teaches undergraduate video students in Film 222, and in an upper-level elective, Multicultural Video Production. Portia directs the Community Media Project, showcasing films from the African Diaspora and teaches, with UWM students, at El Puente High School to produce projects about social issues, through the Film 302 class, Video in the Classroom. Portia brings to her classes expertise in multicultural issues and networking within the discipline.

4. Cecelia Condit (Professor) teaches film and video production at level (Film 220, 222) and advanced elective level, multidisciplinary production (Video and Dance, Video and Architecture) and topic-based production (Dreams). Her steady stream of creative work is well known and screened widely.

5. Rob Danielson (Associate Professor) has adopted digital production techniques into the core audio, video and film curricula. Rob specializes in audio recordings, non-traditional video/audio installations and multimedia productions. He teaches Film 221/222 and upper-level electives in audio. He has led department efforts to make digital facilities available to students at all levels and contributes widely to department curriculum and organizational planning, including the department web site.

6. Diane Kitchen (Professor) teaches traditional 16mm film and audio techniques in Film 221, upper-level electives, (including Film 420, Documents, with production of film/video installations), and the capstone course 510, Senior Projects. Diane is active with her creative work and her film productions are screened widely. Her work as department archive representative has been instrumental in the successful development of the 300+ film Golda Meir Cinema Arts Archive, in collaboration with the Library staff.

7. Meredith Root (Assistant Professor) offers animation electives, and also teaches the core film classes of 220, 221 and 410, Junior Projects. Meredith is developing the curriculum and capabilities of animation production within the department. Her creative work in 16mm stop-motion animation has attracted recognition and is being widely screened.
Film Studies
All faculty members teach undergraduate courses in their research areas relevant to Film Studies: Dr. Blasini (Latin American Cinema), Dr. Petro (Hollywood and Berlin), Dr. Callahan (Film History), Dr. Paik (Spirituality and Cinema), Dr. Maitin (Vietnam and American Culture), Dr. Oren (Theories of Mass Culture).

Foreign Languages and Linguistics
Faculty members in all of the undergraduate programs in the Department teach courses that are in their research expertise. All faculty members share in the responsibility of teaching, in addition, courses that are more basic, more general, and/or satisfy the Department’s service obligations to the college and the university.

French, Italian, and Comparative Literature
Faculty members develop and teach undergraduate courses related to their fields of research. Their scholarly publications, which may include textbooks, critical studies, translations of literature and criticism, and CD-rom programs as well as presentations of research and workshops, contribute to educational tools.

Geography
Undergraduate track linkages with faculty research expertise:

1. Urban/cultural geography (Professors DeSousa, Ghose, Kentry, Heynen, McCarthy, Wei)
2. Environmental (Professors Day, DeSousa, Drezner, Fredlund, Heynen, Schwartz)
3. Physical systems (Professors Day, Drezner, Fredlund, Schwartz)
4. GIS (Professors Andrews, Ghose, Wei, Wu)

Individual faculty contributions to pedagogy include instructional texts by Professors Kenny, McCarthy, Schwartz.

Individual faculty contributions to other undergraduate instructional programs include Urban Studies, Urban Planning, Architecture, International Studies, Global Studies, Asian Studies Certificate Program, Latin America, Conservation and Environmental Science, Anthropology, Cultures and Communities. (Interdisciplinary)

Geosciences
Department of Geosciences faculty members teach their research specialties bringing their current research findings into the classroom. The on-going research of our faculty also includes participation by undergraduate students in both field and laboratory acquisition and analysis of information.
Health Sciences
New program development in Public Health Microbiology, Molecular Diagnostics, Toxicology, Radiologic Technology, and Certificates in Molecular Diagnostics, Nutrition are all related to faculty research expertise.

History
All faculty members teach a variety of courses, including courses in their areas of specialization. Some have produced or edited volumes for use in college/university courses.

Human Movement Sciences
The B.S. Kinesiology degree program is premised on a series of core human movement sciences and statistics courses in areas of Biomechanics; Exercise Physiology; Motor Control; Psychology of Physical Activity; Sociology of Physical Activity; and Statistical Analysis.

The Biomechanics area is supported by a faculty member with a Ph.D. in biomechanics; the Exercise Physiology area is supported by four faculty with Ph.D. degrees in exercise physiology; the Motor Control area is supported by a faculty member with a Ph.D. in motor control; the Psychology of Physical Activity area is supported by a faculty member with a Ph.D. in psychology of human performance, and the Sociology of Physical Activity is supported by two faculty with Ph.D. degrees in the sociology of sport. All of these faculty members are active researchers with records of publication, presentation, and extramural funding.

Industrial and Manufacturing Engineering (six faculty)
Most of our faculty members, who are active in research, teach undergraduate courses. The faculty bring their research results to their undergraduate students either directly through course development or indirectly through the use of projects or examples.

1. Professor Garg has shared his research experiences with his students in IND ENG 580–Introduction to Ergonomics.

2. Professor Lee has developed and taught IND ENG 590–Web-enabled Industrial Systems to his students based on his research in the area of intelligent maintenance systems.

3. Professor Seifoddini has developed and taught IND ENG 587–Lean Manufacturing based on his research in the area of lean manufacturing. He also shares his research experiences in cellular manufacturing with his students in IND ENG–Design.

Journalism and Mass Communication
Journalism and Mass Communication encourages faculty to teach in their areas of research. JMC encourages faculty to develop courses that build on their research programs.

In addition, all tenure-track faculty members are required to teach our capstone course, JMC 661 (Seminar in Mass Communication and Society). Faculty members are encouraged to design their sections of 661 around their ongoing research.
Latin American and Caribbean Studies

The Latin American and Caribbean Studies Certificate exists because of the diverse areas of research expertise of Center for Latin American and Caribbean Studies (CLACS) faculty members. In addition, new course development in Latin American studies is initiated largely based on research interests.

The short-term study abroad opportunities in Latin America, run by Overseas Programs and facilitated by CLACS, exist thanks to faculty research. Further, the Winterim courses offer opportunities for faculty to teach in the field. Two examples: Tim Ehlinger (Biological Sciences) and the development of a Costa Rica-based credit course on tropical streams; Sandra Pucci (Curriculum and Instruction) and the credit course on Education in Argentina.

Materials Engineering

Faculty and students interact by working together in research activities of common interests.

Mathematical Sciences

Faculty members teach their research specialties, contribute to the development of educational tools in their field on curriculum development and integrate research into their courses.

Music

The mission of the University of Wisconsin–Milwaukee Department of Music is to provide quality undergraduate education in music in a stimulating and creative environment. In cooperation with professional arts and educational organizations, a dedicated, internationally-active faculty involved in teaching, performing, research and service, prepares students for professional careers and enriched musical lives. A primary goal of the music faculty is to use to their creative and scholarly activities to enhance their undergraduate teaching.

For example, when our trumpet teacher, Kevin Hartman, performs with the Chicago Symphony Orchestra, he is able to relate this experience to his students. He is able to demonstrate how various world-class conductors demand different interpretations.

When Valarie Errante performs an opera role or art song recital, she is able to share with her students various ways that she researched, prepared, and presented the literature.

Nursing

At the undergraduate level, full time instructional academic staff is used to teach courses required for professional accreditation. This allows faculty to be assigned courses where their research and clinical expertise can be maximized. Guest lectures, electives, and independent study options in the undergraduate program also allow faculty to share their research and clinical expertise with students.
**Occupational Therapy**

Students in the B.S. degree program who are considering graduate education are encouraged to take an elective course, Occ Thpy 541, in which all faculty members provide instruction about their research areas and provide opportunities for brief interactions in their research laboratories.

**Philosophy**

We believe maintaining an active research program is a prerequisite for effective teaching in general. In addition this activity enables faculty to teach courses on the latest findings in their specialties.

**Physics**

1. Several of the faculty members of the Physics Department perform research funded by the National Science Foundation (NSF) in the areas of astrophysics, gravitation, relativity and cosmology. At least two of the faculty (Brady and Friedman) teach undergraduate courses in astronomy (Astronomy 103 and 300) and one (Brady) has recently taught the undergraduate course on Special Relativity (Physics 517).

2. Another of the Department’s faculty members (Norbury who teaches the Astronomy 103 course) performs research in the area of space physics, funded by NASA. Dr. Norbury is also an expert in elementary particle physics and teaches a course entitled Elementary Particles.

3. One of the Physics faculty members (Yakovlev) performs research funded by the NSF and the National Institutes of Health (NIH) in areas of optics and biophysics, respectively. He teaches undergraduate lecture and laboratory courses 325 and 410, respectively, and has recently initiated a new course in Biophysics taught in the 2004-2005 year.

4. The research specialty of another Physics faculty member (Hirschmugl) lies in the area of infrared spectromicroscopy. She teaches an undergraduate course entitled Introduction to Inflated Spectromicroscopy (Physics 406).

5. Several of our faculty members (Sorbello, Saldin, Weinert, Agterberg, Sarma, and Guptasarma) are experts in the area of condensed matter physics, which makes them particularly qualified to teach the undergraduate course on Thermodynamics (Physics 317), the undergraduate course on Statistical Mechanics (Physics 515), and the undergraduate courses entitled Introduction to Solid State Physics I and II (Physics 551, and 651, respectively).

6. One of our faculty (Gajdardziska) is an acknowledged expert in electron microscopy and teaches an undergraduate course entitled Electron Microscopy Laboratory.

7. Several of our faculty members are experts in ultra-high vacuum techniques. One of them (Li) teaches the undergraduate course on Vacuum Science and Technology.
**Political Science**

Our department members are actively involved in research, which keeps them current in their fields. Faculty members use their research expertise to provide information and insights in the undergraduate courses they teach. Research helps keep these courses current in terms of both factual information and the latest theoretical and conceptual approaches.

Several faculty members have authored undergraduate textbooks some of which are used in our classes.

**Psychology**

All of the faculty within the Department of Psychology identify themselves as scientists and teachers. We believe that the most effective teachers are those that are enthusiastic about the field and participate in it. We invite undergraduate students to work with us directly in our laboratories, in the field, and in our clinics. In addition to our general service courses, we also develop specialty courses in our own research fields that are specifically designed for undergraduates.

For example, Dr. Rodney Swain is currently offering a course in Brain Injury and Recovery that stems from his own personal research interests. It is expected that his enthusiasm for the subject will be noted by his students and that it will ignite in them a similar passion for the field.

Of course, our general service courses are also informed by the research specialties of the faculty. First, we believe that students in even the most introductory level should have access to more senior faculty. Second, we believe that a service course should be predicated on the research specialty of the faculty.

For example, Professors Helmstetter, Moyer, and Swain (neuroscientists) offer the introductory and advanced level courses in the biological bases of behavior.

Dr. Osmon, a neuropsychologist, offers an undergraduate course in Neuropsychology. Dr. Passman, a developmental psychologist, offers courses in Child Psychology. In fact, a survey of our course offerings and teaching assignments would find that most of our courses are taught by faculty with a research specialty in the topic.

**School of Information Studies (SOIS)**

Faculty members’ research agendas will often inform their teaching, with students in the B.S. program in Information Resources benefiting from the faculty members expertise in these areas. Examples of this at the undergraduate level include:

1. Elizabeth Buchanan: information ethics and policy, distance learning, research methods 620–Ethics and the Information Society

2. Jacques du Plessis: instructional and multimedia technology 430–Multimedia Application Development (Required course)

3. Wooseob Jeong: human computer interaction, Internet technologies 310–Human Factors in Information Seeking and Use (Required course)

4. Alex Koohang: system usability and evaluation 490–Senior Capstone (Required course)
5. Tomas Lipinski: legal issues in library and information science, information policy 475–Legal Aspects of Information Products and Services

6. Hong Xie: information retrieval systems design and evaluation, information seeking and use, digital libraries 330–Electronic Information Retrieval Systems (Required course) 635 Digital Libraries

7. J. Zhang: has an extensive background in information retrieval systems design and evaluation research 410 - Database Information Retrieval Systems (Required course) 637–Information Storage and Retrieval

School of Business
All full-time and adjunct faculties in the School must, at a minimum, hold a master’s degree; however, over 90 percent of the School’s full-time faculty hold doctoral degrees. Additional evidence of currency includes previous experience developing and teaching similar courses, practical experience in the field, and/or research and/or publishing in the field or a related field.

Social Work
For both undergraduate and graduate courses, faculty members teach within their areas of expertise, consistent with their research interests. In addition to teaching the established courses, faculty members also develop special topic courses and electives that reflect their current research along with recent developments in the profession.

Sociology
A number of the courses that are taught by our well-published faculty are in the area of their research and publishing expertise.

Spanish and Portuguese
1. Professor Kathleen Wheatley serves as language coordinator for the department and teaches courses such as Syntax and Phonetics. She has received a contract from Prentice Hall for a syntax textbook. She conducts considerable research in the areas of her teaching.

2. Professor Susan Rascón is a published literary translator who is accredited in Spanish to English translation by the American Literary Translators Association. Most of her published literary translations are works by Central American authors (informing her teaching of Spanish 225: Understanding the Hispanic World as well as translation courses 347 and 447). In addition to teaching translation courses, she also teaches interpreting, with the present emphasis being on court interpreting. Professor Rascón is an attorney and a federally certified court interpreter. She is also part of a team of trainers for Wisconsin’s state court interpreter certification program.

3. Professor John McCaw is a published specialist in Golden Age Peninsular Literature. This research expertise is applied in courses he teaches such as Spanish 351 Spanish Literature, Spanish 407 Golden Age Drama and Spanish 409 Don Quixote
4. Professor Margaret Crosby conducts research on Central American literature, U.S. Latino literature, and women writers. She teaches a number of courses on these topics, including Spanish 353 and Spanish 507.

5. Professor Bryan Kennedy's expertise in Portuguese language and Luso-Brazilian culture informs his teaching of all levels of Portuguese. He has contributed to educational tools in the field by authoring grammar workbooks as well as articles on his research in Brazil.

6. Lecturer Magaly Zeise teaches Spanish 348 and 448, the English to Spanish translation courses. She has a degree in translation from a university in Colombia and has translated several technical publications from English to Spanish.

7. Lecturer Isabel Mendez-Santalla has a background in law and applies this to her teaching of Business and Legal Spanish.

8. Professor Ismael P. Marquez is a specialist in Spanish American literature and uses his extensive research and publication record in the preparation of his courses.

Urban Planning
Faculty members in our program teach almost exclusively in areas related to their research fields. However, this is less true in the undergraduate courses. At the undergraduate level, however, undergraduate students are involved in those courses that closely match faculty research activities.

Visual Arts
Of the 26 full-time faculty and teaching academic staff members in Visual Art, 23 teach undergraduate courses which are directly related to their current research investigations and studio production activities. Of 23, four also teach in courses related to but not central to their primary areas of research and studio investigations. The remaining three faculty members teach courses that parallel their primary areas of research and studio investigations with numerous instances of crossover. All adjunct instructors are teaching undergraduate courses that closely parallel their own research and studio investigations and expertise or have grown out of their research areas.

Women’s Studies
Women’s Studies has only two faculty with partial lines in the program. Both of these teach courses for undergraduates in their research specialties in both Women’s Studies and the departments in which they have their tenure homes (Political Science and Philosophy). Women’s Studies relies heavily on cross-listed courses in which affiliated faculty teach their specialties in their home departments.
Roles of Centers in Undergraduate Education

The following centers responded by saying that their faculty members teach courses in the research specialties:

- Center for 21st Century Studies
- Center for Information Policy Research
- Center for Mathematics and Science Education Research
- Center for Science Education
- Center for Urban Initiatives and Research
- Center for Urban Transportation Studies
- Deloitte & Touche Center for Multistate Taxation
- Early Childhood Research Center
- Institute on Aging and Environment
- UWS/UWM Great Lakes WATER Institute

The remaining centers responded as follows:

1. Bostrom Center for Business Competitiveness, Innovation and Entrepreneurship
   Internship program for both undergraduate and graduate students

2. Center for Age and Community
   Development of an undergraduate certificate in Aging Studies

3. Center for International Education
   Global Studies Initiative linking undergraduate teaching and faculty research

4. Center for International Studies
   International Studies Major

5. Center for Urban Community Development
   Offers research classes in several Milwaukee Public Schools

6. Field Station
   Director and Manager mentor undergraduates in their research specialties

7. Institute for Service Learning
   Students work in a non-profit in the community

8. Institute of Visual Arts
   Exhibitions and gallery talks attended by undergraduates

9. NIEHS Marine and Freshwater Biomedical Sciences Center
   Faculty host summer undergraduate students in their labs

10. Tutoring and Academic Resource Center
    Faculty and academic staff make presentations at tutor training sessions

11. Youth Work Learning Center
    Youth Work Research Group; research library; publishes the Journal of Child and Youth Care Work in which some students have published articles.
Centers and Undergraduate Education

Bostrom Center for Business Competitiveness, Innovation and Entrepreneurship

Creation of the Entrepreneur Internship Program: Designed to provide both undergraduate and graduate students with opportunities for experiential learning through internships with entrepreneurs, the Entrepreneur Internship Program was made possible by a seed grant from the Ewing Marion Kauffman Foundation and additional support from We Energies and entrepreneur intern host companies. In the two years of the program, 24 entrepreneur interns have been placed.

Center for 21st Century Studies

As stated earlier, the Center is a postgraduate research center. While there are no formal linkages between the Center and faculty fellows research at the undergraduate level, undergraduate courses (honors seminars, freshman seminars) are offered by faculty fellows on the Center’s research theme, thus allowing undergraduate students to take advantage of visiting speakers.

Center for Age and Community

We recently received extramural funding to support the development of an undergraduate certificate in Aging Studies, along with scholarship monies to support students who pursue it.

Center for Information Policy Research

Professor Buchanan teaches an undergraduate class on Ethics and the Information Society. Professor Lipinski teaches Legal Aspects of Information Products and Services; Legal Issues in LIS.

Center for International Education

The Global Studies Initiative seeks to link undergraduate teaching with faculty research through a series of curriculum and faculty develop initiatives centered on globalization themes.

Center for International Studies

Our International Studies majors benefit greatly from faculty members’ research expertise. Because the I.S. Major is interdisciplinary, faculty members from a wide variety of disciplines are called upon to teach the I.S. Senior Seminar. So, for example, students have benefited from the expertise of a member of the History Department and his expertise in Asia; as well as topics such as cultural geography in the Caribbean, politics of North Africa, and more, depending on the faculty members’ field of interest.

Center for Mathematics and Science Education Research

Faculty members of our Center teach courses in their area of expertise.

Center for Research on International Economics

At the undergraduate level, the CRIE mostly is a source of data. Many undergraduate students, who are engaged in a term paper in their courses, seek our assistance in providing data or sources of data for their projects.
**Center for Science Education**

The Center programs tapped the expertise of UWM’s science faculty. They provided information as well as materials. These include faculty from the Biological Sciences, Atmospheric Science, Mathematics Department, Chemistry Department, Great Lakes Water Institute, Geography Department, Conservation and Environmental Studies Program, Cultures and Community, Latin American and Caribbean Studies Certificate Program and others.

**Center for Urban Community Development**

The Center maintains linkages with a number of UWM schools, departments or centers as a resource and technical backup for our community outreach programming. These include the School of Education, Nursing, and Social Welfare, The Department of Education Policy and Community Studies, and the Center for Urban Initiatives and Research. The Center currently offers action research classes in several Milwaukee Public Schools as part of the school’s comprehensive school reform process. Students enrolled in these action research classes receive undergraduate credit through the Education Policy and Community Studies Department in the School of Education.

**Center for Urban Initiatives and Research**

Faculty members have utilized the Survey Center at CUIR to instruct students in survey research skills and applications.

**Center for Urban Transportation Studies**

Faculty members teach courses in their specialties and have developed professional training programs directly based on undergraduate courses. Experiences within the undergraduate senior design course were published in Transportation Research Record # 1848 “Engineer-in-Residence: Strategy for increasing Relevance in Transportation Education” Dec., 2003.”

**Center for Volunteerism and Student Leadership**

We go into approximately 50 class rooms each year and talk to the students, by request of the faculty, about the importance in applying what they learn in the class, into the community setting, as an act of being a citizen of our community.

**Deloitte & Touche Center for Multistate Taxation**

Professor Michael Schadewald teaches an undergraduate course entitled Income Tax Accounting II (216-406), which includes a one-week segment on multistate income taxation. Professor Schadewald also authors and updates annually a chapter entitled “Multistate Income Taxation,” for a leading undergraduate tax textbook, Federal Taxation, Corporations, Partnerships, Estates and Trusts, which is published by Prentice Hall.

**Early Childhood Research Center**

The ECRC is made up of 20 faculty who come together through ECRC activities to share their expertise and interests. One activity of the center is to encourage enrollment of students in courses across disciplines.
Field Station
The Director and Manager/Staff Biologist at the Field Station mentor undergraduates in their research specialties (wetland ecology, plant insect interactions, invasive species ecology, evolutionary biology). Several other faculty members in the Department of Biological Sciences, Geosciences, and Geography also involve undergraduates in their research conducted at the Field Station.

Institute for Service Learning
The majority of the service learning faculty members have either spent time working in the fields that they are incorporating service learning into or spend time at the sites they will send students to. All of our affiliated courses require that students participate in working within a non-profit organization in the community to enhance their understanding of the material through primary research in the field.

Institute of Visual Arts
As an exhibiting venue, inova is not an instructional, academic department offering courses. However, inova has facilitated a number of workshops, visiting artists’ talks, tours, seminars, and exhibitions. Many of these activities have involved UWM faculty and staff, both from the Peck School of the Arts, the greater UWM campus, the Milwaukee community, and the southeastern Wisconsin region. These exhibitions and gallery talks are attended by undergraduate students. UWM faculty who have recently exhibited at inova and have given gallery talks and public lectures on their work include: Leslie Bellavance, Joan Dobkin, Kyung Ae Cho, Lane Hall, Lisa Moline, Leslie Vansen, and Mat Rappaport.

Institute on Aging and Environment
The two faculty involved in the institute teach regularly at the department of Architecture. Teaching ranges from doctoral level courses to undergraduate courses. Overload activities include mentoring doctoral students and serving on dissertation committees as well as master’s theses.

Institute on Multicultural Relations
There are 35 tenured faculty members who serve as Institute Scholars. Their research expertise spans a wide range of academic disciplines - all with a racial and ethnic focus.

NIEHS Marine and Freshwater Biomedical (MFB)
A number of members of the Center host summer undergraduate students in their labs. Intrinsically, the scientists are contributing to this discovery-based activity using their scholarly expertise.

Tutoring and Academic Resource Center
Our center provides tutoring for 150 100-300 level courses at UWM. We send out print and email communications to faculty about our services. We have made class presentations on college study strategies to Letters and Science freshman seminars and freshman orientation classes in Education, Architecture, Social Work, Nursing, and Health Sciences.

Several professors and teaching academic staff have made presentations at our tutor training sessions. These have been from educational psychology, English, Fine Arts, Math, and ESL. Example: an educational psychology professor presented on student motivation.
UWS/UWM Great Lakes WATER Institute
Institute scientists have offered courses in Global Biogeochemical Cycles, Benthic Biogeochemistry, Environmental Toxicology, Limnology, Microbial Ecology, etc. All courses are related to the specific expertise of the scientists. Numerous informal opportunities for undergraduate research through independent study, work study programs, honors projects, summer internships, etc.

Youth Work Learning Center
Undergraduate students are linked with our non-credit Youth Work Research Group, our extensive research library in youth work, and ongoing qualitative and quantitative research. The credit Youth Work Program is coordinated with Social Work, Exceptional Education and Educational Policy and Community Studies and links students with faculty in those schools but we do not have specific data. We also publish the Journal of Child and Youth Care Work in which at least three of our students have published their research articles. We have conducted two major studies in which practitioners and community organizations have been partners in the research: a ten year study of a model program that we developed with several faculty for a residential treatment center in Milwaukee and a study of staff patterns for a large residential school in Pennsylvania. Both of these studies were faculty/practitioner partnership that had an impact on improving the care and education of children in these programs.
Undergraduate Accomplishments

Campus-Based Research
Undergraduates do research in regular courses, independent study, designated research courses, senior projects, capstones, portfolios, performances, and in Honors courses in Anthropology; Biological Sciences; Chemistry; Communication; Curriculum and Instruction; Educational Policy and Community Studies; Exceptional Education; Film; Foreign Languages and Linguistics; French, Italian, and Comparative Literature; Geography; Geosciences; History; Journalism and Mass Communication; Mathematical Sciences; Music; Nursing; Physics; Political Science; Theatre; Urban Planning; and Visual Arts.

Funding
1. National Science Foundation for Research Experiences for Undergraduates in Art History, Biological Sciences, Civil Engineering and Mechanics, and Physics.
2. McNair Minority Fellowships in Communication Sciences and Disorders, Criminal Justice, Exceptional Education, Geography, Health Sciences, and Psychology.
3. The Undergraduate Research Opportunity Program (UWM) for undergraduates in Geography and Sociology.
5. Committee on Institutional Cooperation Summer Research Opportunities Program in Health Sciences and Psychology.
6. Special funds: Communication (John Paul Jones and Amelia Lucas funds and Peace Studies funds).
7. Student-earned funding: several students in Psychology have been awarded grants.

Community-Based Research
Undergraduate research is carried out through internships at art institutions, galleries, and other art-related businesses (Art History); the Water Institute on Lake Michigan, UWM Field Station and Water Institute, and aquatic restoration and water quality sites (Biological Sciences); Turner Hall, Riverwest Film and Video, Bluemark Productions, Marcus Theatres, Bartoli Filmworks, Woodland Pattern Book Center, Milwaukee International Film Festival, UWM Union Theatre, Student Cinema Action Network, UWM Student Film Festivals (Film); at motor control and biomechanics projects (Human Movement Sciences); at teaching and performing music sites (Music); Walkers Point Center for the Arts, Artists Working in Education, Woodland Pattern Book Center, Urban Ecology Center, art museums and galleries, community sites, UWM’s Inova Gallery (Visual Arts).
Undergraduate research is also carried out through the Walnut Hill ethnography project (Anthropology); analysis of sites and communities (Architecture); performances at Danceworks Performance Company, Walnut Senior Day Care Center, Lutheran Manor, YMCA, Milwaukee Ballet Company, Ko-Thi African Dance Company (Dance); surveys of neighborhoods and ethnic groups (Educational Policy and Community Studies); community writing programs (English); analyses of speech data from speakers of various languages and from language learners (Foreign Languages and Linguistics); the Urban Ecology Center, Lisbon Avenue Neighborhood Development CDC, Menominee Valley Benchmarking Initiative, State of Milwaukee’s Environment report, GIS mapping (Geography); research/data collection with Older Adult Fitness Program (Human Movement Sciences); research/data collection for a community based health care center and health promotion (Nursing); research/data collection (Social Work); and a neighborhood redevelopment proposal (Urban Planning).

Much of the undergraduate research takes place at local schools: Lincoln Middle School and Audobon/Walker Middle Schools (Dance); Marva Collins schools (Educational Policy and Community Studies); Riverside University High School (English); Hartford University School for Urban Exploration and El Puente High School (Film); and Visual Arts.

**Regional, National, and International-Based Research**

Undergraduate research occurs through regional and national internships in New York and Los Angeles (Film) and regional industry and commerce (School of Business). Performances at the national level include the National Storytelling Network project and the Theatre Education Service-Learning, and the Theatre in Society/Applied Theatre (Theatre).

**International Undergraduate Research** occurs at an archaeology field school (Anthropology); at sites and communities in Costa Rica, Mexico, and several European countries (Architecture); at the Athienou Archaeological Project on Cyprus, an excavation and undergraduate field school (Art History); and at the School and Manpower Professional in London (School of Business).

### Notable Undergraduate Achievements

#### Africology

1. Production of papers.
2. Presentation of work at campus events and professional meetings.
3. Acceptance to graduate schools: Two of our students have gone on to receive M.D. degrees; one passed his Ph.D. prelims and is writing his dissertation.
4. Approximately 10 of our students have reported going on to graduate/professional school.
5. Employment in social services in Milwaukee.

#### Anthropology

1. Undergraduate acceptance into Graduate Program at Penn State.
2. Undergraduate acceptance into Graduate Program at the University of Texas.
3. Undergraduate acceptance into Graduate Program at the University of Utah.
4. Undergraduate acceptance into Graduate Program at Rutgers University.

5. Undergraduate acceptance into Graduate Program at the University of Indiana.

Architecture
1. Students have won numerous awards in the annual Chicago Chapter of the American Institute of Architects design competition, more, in fact, than any other Mid-west school.

2. Students have received numerous awards and scholarships from the National AIA as well as from foundations, such as the Skidmore Owings and Merrill Foundation.

Biological Sciences
1. Barbara Slawski, M.D., Assistant Clinical Professor of Medicine, Medical College of Wisconsin, clinical practice at Froedert and Medical College clinics.

2. Several of our undergraduates who have distinguished themselves were also in our graduate program and will be listed below in the graduate student section.

3. Numerous undergraduate pre-medical majors have successfully completed medical school and are currently in practice or research positions. The College Pre-Med advisor office may have more detailed records of the present positions of these graduates.

Chemistry
1. D. R. Killelea, Two first author publications J. Chromatography & Chemosphere

2. A. Amaya, First author publication Archives of Biochemistry & Biophysics

3. B. Laack, Second author publication Surface Science

4. P. Lace, Second author publication J. Photochemistry & Photobiology

5. B. D. Heuss, First author publication Inorganica Chimica Acta

Civil Engineering and Mechanics
1. UWM Students won the Martin Brueing Award for outstanding technical papers in 1999, 2000, 2001, 2002 (statewide competition)

2. UWM Students were able to attend national meetings of Professional Engineering organizations

3. UWM students hosted statewide meetings of the American Society of Civil Engineers and the Institute of Transportation Engineers

4. UWM students were successful in competitions for statewide and national scholarships

5. UWM student traffic engineering projects assisted local Spanish outreach center and local schools
Communication

1. Student acceptance in and successful completion of masters programs both at UWM and in other nationally recognized programs in communication and other disciplines, such as Business Administration.

2. National Champions for Mock Trial in 2000

3. Second Place at National Collegiate Mock Mediation Championships

Communication Sciences and Disorders

1. One of our undergraduates was awarded a McNair fellowship to work with Dr. Paula Rhyner on a research project involving child language development in under-represented populations for 2004.

2. Two of our undergraduates did Honors research projects in 1999-00.

Criminal Justice

Both undergraduates and graduate students have gone on to become police chiefs, high level officials in corrections agencies, federal agents, U.S. probation officers and state probation agents, state and local law enforcement officers and officials, and much, much more.

Curriculum and Instruction

Ninety-five percent of our students successfully complete their program and receive a state teaching license.

Dance

1. Sarah Price/1995, self produced full evening of choreography. Now the Artistic Director of Danceworks Performance Company, called the ‘best dance company in Milwaukee’ by the Milwaukee journal Sentinel; now an adjunct instructor for UWM.

2. Dani Kuepper/1998, choreographed and performed a solo that was included in the Gala performance of the American College Dance Festival at the Kennedy Center—won a best new work award from the Milwaukee Journal Sentinel in 2001; now an adjunct instructor for UWM.

3. Megan McCusker/1997, choreographed an ensemble work about baseball that was purchased by a regional dance company, accepted to graduate school at Smith College; now an adjunct instructor for UWM.

4. Diego Schoch/2001, choreographed a duet and ensemble work with members of Milwaukee Ballet, Milwaukee Ballet commissioned a premiere from him for their 2002-03 season; was recently accepted to Graduate School at the University of Iowa.

Economics


2. One of our undergraduates was a GOLD (Graduate of the Last Decade) Award winner
Educational Policy and Community Studies

1. Kenneth Johnson is a member of Milwaukee School Board
2. Johnnie Morris Tatum is a member of the Wisconsin State Assembly
3. Johnnie Ferguson is director of the Lisbon Area Neighborhood Development Corporation
4. James White is a member of the Milwaukee County Board of supervisors
5. Ella Dunbar, Special Projects Coordinator, Social Development Commission

Electrical Engineering and Computer Science

An undergraduate student (Mark Iwen) published four research papers in 2002 with his advisor. He also received an outstanding undergraduate student award from our alumni association.

English

1. Katie (Olander) Almquist (B.A. English 2001) is Communications Coordinator for Kohl’s Department Stores.
2. Jennifer Jacobson (B.A. English 2003) was recently named Associate Editor of Health Letter, the newsletter for Mayo Medical Ventures, the publishing leg of the Mayo Clinic.
3. Annalyn Hamilton (senior English major) recently published a poem, “Carlos and Analea,” which she originally wrote for Susan Firer’s course, English 416. She also won “first book” contest for publication with Sundress Publications.
4. Melissa Winn (B.A. English 2000) is Editor of the Transporter Newsletter.
5. Michell Downer (B.A. English 2003) is chief grant writer at the Wisconsin Foundation for Independent Colleges.

Film

2. Jason Morgan’s (2002) senior film project won the “Best Experimental Film Award” at the Harvard Black Filmmakers Festival. Jason is currently an M.F.A. candidate in our graduate film program.
3. Jonathan Jackson (2002) became the head film programmer at the Union Theatre as his professional practice study while still an undergraduate. Since graduation, Jonathan’s efforts as the creative director for the Milwaukee International Film Festival were a leading cause for its remarkable first year success.
4. While still a Film student, Heidi Heistad (2001) became Senior Projectionist at the Humphrey IMAX Dome Theatre in Milwaukee. In addition to those responsibilities, Heidi now teaches media production classes for youth at Discovery World Museum.

5. While a B.F.A. student, Alexander Boguslavsky’s (2003) senior film project, “Blue Lamp,” won a Kodak prize at the Wisconsin Film Festival, was nominated for a Student Academy Award in the Midwest Region and was the only student film selected for screening at the 2003 Milwaukee Film Festival. Alex is currently an M.F.A. student in Film at UWM and is the recent recipient of a 2004 Kodak Product Grant.

**Foreign Languages and Linguistics**
Since 1997, the German Program has annually had at least one student, and sometimes two, win a Fulbright teaching grant to Germany or Austria.

**French, Italian, and Comparative Literature**
1. Excellence in student learning outcomes that has earned scholarship support based upon academic performance.

2. Student participation in study or internship experience abroad.

**Geography**

2. Elizabeth Stys used her Geography 600 capstone course paper on airport noise control issue to attain a noise control management position at Mitchell Airport in 2002.


4. Nathan Winkler presented a paper based on course research (Geog 441) at a regional conference of the Association of American Geographers in 2003.

**Health Sciences**
1. K. Bassirou—recipient of Quest Diagnostics, Inc. Minority Scholarship: $8,000, 5/03


3. R. Bell—recipient of Quest Diagnostics, Inc. minority Scholarship: $6000, 5/2002


**Human Movement Sciences**

1. Job placement rate of over 90 percent of undergraduates pursuing career positions in the areas of health and fitness, exercise specialists, cardiac rehabilitation, and athletic training.

2. Over 95 percent of undergraduates are accepted into graduate programs or advanced programs in the health professions.

3. Seventy-two percent first-attempt pass rate on the National Athletic Trainers’ Association Certification Examination (national first-attempt pass rate is 36 percent). Overall pass rate (three total attempts allowed) for the ATEP is 100 percent.

**Industrial and Manufacturing Engineering**

1. Many of our students are contributing to manufacturing and service industry in the state. A recent graduate of our department (minority) got a job at Rockwell Automation as sales engineer. Also Steve Ackinen: Vice President, Business Development, StatFox Inc.

2. Jesse Ostwm: Attorney, Di RenzoBomier LLC

3. Chris Regelow: Project Manager at Citation Corporation

4. Chris Schultz: Production Manager at Chrysler Corporation

5. Ted Feltmeyer: Director Manufacturing at Rite-Hite Corporation

**Journalism and Mass Communication**

1. JMC Broadcast journalism students have dominated the collegiate division Milwaukee Press Club’s Wisconsin Journalistic Excellence competition. Awards began in 1999. There are four television categories each year, and below are the PantherVision (television) winners by year. The Press Club awards a first place and honorable mention in each category.

   **1999**
   - Best single feature story (television) FIRST PLACE: *Tigger* Jennifer Ware, Jacqueline Escolme — UWM PantherVision
   - Best single sports story (television) FIRST PLACE: *Taebo* Ryanna Dowler — UWM PantherVision
   - Best television news photojournalism (television) FIRST PLACE: *Fire Fighter Family* Jennifer Ware, Corey McBride — UWM PantherVision

   **2000**
   - Best single news story (television) FIRST PLACE: *The Wisconsin Idea* Nick Pappathopoulos, Jennifer Ware, Alison Rostankowski and the UWM PantherVision News Team, UWM PantherVision
   - Best single feature story (television) FIRST PLACE: *Gobbling for Groceries* Amanda Myers, Brandon Schmidt, UW-Milwaukee Best single sports story (television) HONORABLE MENTION: *UWM Bowling Team* Adam Friedrich, UWM PantherVision
   - Best television news photojournalism (television) FIRST PLACE: *UWM Bowling Team* Adam Friedrich, UWM PantherVision
   - HONORABLE MENTION: *Got Beer?* Jennifer Ware, Melissa Lancelle, UWM PantherVision


2. Milwaukee Press Club Winners—PantherCast


2002 Best News Story Honorable Mention: *Otto’s Liquors* Britt Bellinger UWM PantherCast Category: 99.06 Best Feature Story First Place: *Curious George* Kelli Modica UWM PantherCast Judges Comments: Nice story idea, wonderfully descriptive writing

3. In 2002, the UWM PRSSA chapter built and launched a member website. That same year the chapter received the Dr. F.H. Teahan National Chapter Award for the best student chapter website in the country. The presentation of the award was in January of 2003.

4. UWM PantherVision, a weekly television newscast produced by students in the Department of Journalism and Mass Communication, has been judged the best student newscast in six states by the Northwest Broadcast News Association. The November 24, 2003 edition of UWM PantherVision won the best college television newscast category in the NBNA’s 2003 Radio & TV Sevareid Awards Competition. The journalistic competition is open to all colleges in the six states served by the NBNA – Wisconsin, Minnesota, Indiana, Nebraska, and North and South Dakota.

**Materials Engineering**

1. Graduates perform well in their respective job places.

2. Graduates do well scholarly as they go on into graduate programs.

3. Graduates receive national recognition. As is the case of the current president of the Metallurgical Society (TMS).
4. Graduates are active in helping the local economy of Wisconsin through their participation in the local industry.

5. Graduates have an impact on improving the Materials Engineering program by participating in the Industrial Advisory Board.

Music
1. Kevin Schlei was commissioned to compose a work for the Milwaukee Ballet for performance in February 2004.

2. The UWM Music Education program has achieved a 100 percent teacher placement for the past consecutive 10 years.

3. Jennifer Proulx, Michelle Seipel, Jeanne Fairbanks, Ryan Johnson, Scott Ramsey, and Judy Pilon were winners at the NATS competition.

4. Justin Olson won an audition for Fox Valley Symphony.

5. Justin Schell produced a Beethoven exhibit for the Marcus Center.

Nursing
1. Jacqueline Alomepe received a Minority International Research Scholarship that allowed her to study and work with a researcher in Thailand. Her project was entitled “Perception of Sexual Violence among Thai Adolescents.”

2. Darin Roark was selected as one of 21 Helen Fuld Leadership Fellows in the United States and participated as a fellow in the International College of Nursing’s Centennial Conference in London.

3. Ewurama Hayford participated in the Ronald McNair program to investigate HIV/AIDS among African-American women. She also had a paper entered into a competition sponsored by the US Department of Health and Human Services addressing breastfeeding among African American adolescents.

4. Robin Poedel organized the College of Nursing participation in the Annual Milwaukee AIDS Walk and provided leadership to numerous community activities.

5. Laura Sanchez was elected to the Wisconsin Student Nurse Association Executive Board and served as editor for STAT the organizations newsletter.

Occupational Therapy
1. UWM GOLD Awardee—Hector Colon

2. UWM GOLD Awardee—Heidi Evans
Physics
1. About 50 percent of our students get into graduate school. Some recent graduate schools they have entered are MIT, Cornell, and UW-Madison, in addition to UW-Milwaukee.

2. About 20 percent of physics majors at UWM get involved with faculty research projects.

3. About half of the present physics students are doing a double degree with the other component being engineering.

4. Many of our undergraduates publish the results of their research.

Political Science
Naomi Sanders was admitted to Harvard Law School.

Psychology
1. In 1999, our chapter of Psi Chi, the honor society in psychology, was honored with the First Place UWM Alumni Association University Student Service Award. For 45 years, the UWM chapter of Psi Chi has nurtured and promoted excellence in psychology through a variety of programs and activities which range from serving the community to initiatives in the public understanding of psychology. The UWM chapter of Psi Chi over the past number of years has been one of the most active in the nation.


4. In 1999, psychology major David Bailey was the first author of a research paper published in the top peer reviewed journal, Behavioral Neuroscience (Vol. 113, 276-282). David’s research, “Acquisition of Fear Conditioning in Rats Requires the Synthesis of mRNA in the Amygdala,” was the outgrowth of the R. Dale Nance Award for excellence in undergraduate research. The R. Dale Nance Award, given in memory of UWM psychology faculty member, Dale Nance has encouraged and supported undergraduate research.

5. Steven Bulinski (B.A., 2000) received funding for a Sigma Xi proposal and coauthored 9 national conference presentations and was accepted at Yale for graduate study.

School of Business
1. UWM’s Student Investment Club was the recent winner of the $20,000 SECOND PLACE PRIZE and MOST IMPROVED PRIZE of $2,500. The annual competition is sponsored by the Akron, Ohio based investment firm Oak Associates. This year, 19 schools participated in the annual competition started in 1996.
2. The Business School also operates a Volunteer Income Tax Assistance (VITA) site that gives income tax assistance to low-income taxpayers. The UWM site helped file 500 federal and 500 state returns in Spring 2003, generating $611,519 in refunds. Comparable activities are currently underway. This site is staffed by undergraduate students.

3. Accounting student members of Beta Alpha Psi have participated in the following volunteer activities during the past year and one-half:
   - The Gathering Meal Program at St. James Church
   - Open Door Meal Program at St. John’s Cathedral
   - “More than just numbers” teaching grade school children the art of accounting and creating a business
   - Tutoring for intro/intermediate accounting students
   - Hunger Clean Up Task Force tallying donations
   - University Volunteer Program giving tours of UWM to high school students
   - Interview/resume workshops
   - Dress for Success

**Social Work**

1. Create or sustain a wide variety of service projects in the community.

2. Manage to hold jobs, sustain a family, attend classes and complete a field internship.

3. Undergraduate social work club has for two years sponsored families at ARCW Family House for Christmas, providing new, nice gifts to 22 children in six families. This year they also delivered gifts to about 50 children in family shelter at the Salvation Army homeless shelter.


**Spanish and Portuguese**

Spanish major Misty Melsheimer Braun graduated with a 4.0 GPA, one of only eight in her class to accomplish this.

**Theatre**

1. Kelly Fitzpatrick, B.F.A. costume production 1996, within two years of graduation Kelly had risen to the position of Costume Director at the Milwaukee Repertory theatre; she has had continual success at the Utah Shakespearean festival as Costume Design supervisor.


5. Dennis Buehler, B.F.A. Technical Production 1992, Dennis had taught with the University of Wisconsin Green Bay, Worked with Skylight Opera as Production Manager, and recently took the position of Managing Director for the Sharon Lyn Wilson Center for the Arts.

**Visual Arts**

1. Ryan Smith, Graphic Design major, B.F.A. 2003, senior designer at Trek Bicycle during undergraduate program years.

2. Justin Edwards, Interaction Designer at Hanson Dodge during final semester in undergraduate program.


**Women’s Studies**

1. Suzy Roundy-Schmidt, an undergraduate major, is serving as the local conference coordinator for the upcoming NWSA conference.

2. Stephanie O’Connor, an undergraduate major, has presented at state-wide women’s leadership conferences.

**Center/Program Contributions**

**Undergraduate Research**

**UWM Field Station**

The Field Station’s a center for research on plant ecology that provides opportunities for undergraduates and graduates alike. The examples offered make it clear that the Field Station offers an excellent base for advanced study and for significant professional placement.

On the undergraduate level:

1. Mr. Barrett Gaylord conducted a Senior Honors Thesis project at the Field Station, “Seed bank study of ephemeral wetland ponds.” Barrett went on to the Ph.D. program at Duke University.

2. Christopher Jors completed a study of the dynamics of shrub carr vegetation in the Cedarburg Bog, and has since been employed as an ecologist with the Southeastern Wisconsin Regional Planning Commission, where he has been for several years.
3. Ms. Joanne Kline completed an internship at the Field Station where she studied the vegetation and hydrology of the Sapa Spruce Bog. From this experience, she obtained a position with the Wisconsin DNR where she has been for several years. Kimberly Forbeck studied the ecology of invasive plants and invasive plant management at the Field Station. She is now the natural area manager at Milwaukee’s Urban Ecology Center.

4. Eric Parker studied wetland ecology and wetland plants at the UWM Field Station. He is now the lead ecologist with Graeff, Anholt, and Schlaemer a Wisconsin environmental consulting firm.

**Biotechnology Program—Examples of Support for Research**


2. Nick George (B.S. and Biotech Certificate 2002) published together with his mentor a research paper based on his undergraduate research.

**Center for By-Products Utilization**

This center provides an impressive list of jobs that its undergraduates and graduates have found. Coding for this list is as follows: UG-undergraduate, G-graduate, D-doctoral candidate and P-professional staff.


**Center for International Studies**
1. One of our I.S. Majors will be doing an internship for the U.S. State Department for spring semester 2004, and will be stationed in Germany.

2. One of our I.S. Majors recently completed an internship in the Dominican Republic, where she was working with a social services agency.

3. One of our I.S. Majors was recently awarded the Klotsche Scholarship (January 2004) for outstanding academic achievement and relevant extracurricular activities.

4. Greg Whitten graduated with a degree in International Studies as well as French and Economics and a minor in Mathematics. While at UWM he accrued numerous honors including the Klotsche Scholarship for International Studies. He participated in the Honors program and also received the UWM Alumni Association Outstanding Scholar Award, the UWM College of Letters and Science Halloran Scholarship, the Robert Byrd All-State Scholar Award and the UWM French Department Leah Fetter Memorial Scholar Award. He has studied abroad in France and Germany and participated in internships in England and France and with the US State Department.

**Center for Urban Health Partnerships**
Undergraduate Accomplishment: Students are integrally involved in the Community Nursing Centers (CNC’s) and the Institute for Urban Health Partnerships. A number of CNC staff members are alumni of UWM.

**Institute on Aging and Environment**
Mentoring several undergraduate students in aging and environment.

**Tutoring and Academic Resource Center**
1. One of our tutors is in the Student Association at UWM. She informs the other tutors and students of issues and activities on campus. She tutors math, English and American Sign Language.

2. About 20 of our former undergraduate tutors hold academic staff positions at UWM; three of them have earned Ph.D.s. They are advisors, English and math lecturers, and university librarians.

3. Several of our former tutors have been accepted in medical school and subsequently became doctors. As an example, one of our former tutors is now at the Medical College of Wisconsin.

**UWS/UWM Great Lakes WATER Institute**
1. Herman Doucet, chemistry, co-author on an abstract and publication with Institute scientists.

2. Mike Zorn, REU student in biogeochemistry, went on to Graduate School in Water Chemistry at UW-Madison and now an Assistant Professor in Environmental Science at UW-Green Bay.

3. Amina Pollard, limnology, currently a specialist with the US Environmental Protection Agency in Washington, D.C.

4. Caitlin Scopel, environmental microbiology, now a graduate student in Urban Hydrology at UW-Madison.
5. Michelle Lubke, fisheries ecology, now a graduate student at the Institute of Ecology at the University of Georgia.

Women’s Studies
1. Suzy Roundy-Schmidt, an undergraduate major, is serving as the local conference coordinator for the up-coming NWSA conference.

2. Stephanie O Connor, an undergraduate major, has presented at state-wide women’s leadership conferences.

Youth Work Learning Center
1. Five youth workers in our youth work research group had their research accepted for publication in the prestigious Journal of Qualitative Inquiry.

2. Sixty youth workers and youth participated in our Youth Work Leaders program which is designed to help youth workers and youth identify meaningful program outcomes and methods for achieving these outcomes. In 2000 the program was acknowledged by the Youth Serving Agencies Coalition for contributions to improving organizational accountability.
Co-curricular Experiences

Administrative Leadership

Field placements/internships

1. All students seeking administrative licenses in the educational administration program area are required to complete a 150-hour, supervised practicum. Each semester approximately 20 students are enrolled in field experiences. Students are evaluated jointly by a university supervisor and cooperating site administrator. The practicum is a culminating activity in the students’ programs of studies and directly linked to the development of their existing portfolio.

2. Undergraduate students in the Educational Studies program are enrolling in larger numbers in the fieldwork in educational agencies to satisfy their community engagement/service requirements.

Africology

Undergraduate research (curricular but not required)

The department has intermittently placed students with community organizations as part of independent studies. Faculty members are open to these relationships and approximately three students are engaged each semester.

Speakers/lecture series, cinema

The department symposia on topics related to Africology. There have been five recent symposia. The fourth symposium on Africology, for example, brought together international speakers including William Darity, Clenora Hudson Weems, and Ronald Walters. The program examined frontiers of knowledge and research in Africological scholarship. In a recent symposium on HIV/AIDS intervention for women with multiple sexual partners living in impoverished housing attracted national scholars working on HIV prevention and interventions among people of African descent.

Study abroad

The Winterim study abroad program to West Africa visits rural and urban areas while meeting with scholars to discuss cultural traditions. The program explores some Middle Passage points of departure and slave castles including Elmina Castle. There is also a visit to Dr. W.E.B. DuBois Accra home and tomb. In addition, there are lectures at the University of Ghana.

Engagement linked to scholarship

The Africology Club was created with student engagement in mind. It provides an informal setting for academic and social activities. Club members, as well as faculty and staff, meet regularly to engage in peer tutoring, exchange creative writings, plan trips and get-togethers, discuss career opportunities, and publish a newsletter. The newsletter announces upcoming events, provides information about employment opportunities, lists recent graduates, and publishes short works by students.
Anthropology

Field placements/internships
All museum studies students serve internships. Well over 50 over the last five years. Students are evaluated by the Museum professional. Several students have served individual internships in forensics.

Study abroad
Several students have done so.

 Speakers/lecture series, cinema
Anthropology sponsors several talks each year as does The Wisconsin Archaeology Society.

Departmental clubs
Anthropology Student Union is open to all anthropology students

Cultures and Communities
Several members of the department participate in Cultures and Community programs. At least 10 students have been involved.

Architecture

Field placements/internships
Each year, on average, two students receive internships with architectural firms in Milwaukee. The local chapter of the American Institute of Architects collaborates with SARUP in a mentor program, in which local practitioners work directly with self-selected students.

Service learning
Students can participate in numerous opportunities to work in local and state communities on architectural and urban design projects. Also, since 2001, students have worked on an orphanage design/build project in Costa Rica.

Continuing education
SARUP hosts continuing education programs, particularly in digital technologies.

Study abroad
On average, 50 students participate in SARUP sponsored study abroad programs each year. In addition, about 35 others participate in studios that take brief trips to foreign locations, such as Mexico, Germany, or the Netherlands.
Speakers/lecture series, cinema
In the last three years the SARUP Lecture Series has hosted over 55 speakers from the architectural profession, other design disciplines, as well as from other fields including philosophy, psychology, technologies, and the arts. The Lecture Series is designed to offer students points of view and opportunities for learning outside of the mainstream of the curriculum.

Departmental clubs
SARUP has had an active student chapter of the American Institute of Architects (AIAS) for many years. The organization disseminates information about the profession and provides financial help to students who want to attend national conferences. In 2003, SARUP joined the national Organization of Minority Architects and is currently forming a student chapter that will be allied with AIAS.

Undergraduate research (curricular but not required)
SARUP offers opportunities for independent and directed undergraduate research in the 390 and 391 electives.

Art History
Field placements/internships
The Art History Department has an active Museum Internship Program. Between 2001-2003, 41 undergraduates took museum internships. During the same period 22 graduate students participated in the program. Internships are three credit courses; hence, students are expected to work on-site a minimum of three hours a week. Roughly 15 art institutions or other community sites have been employers of our interns. They include: the Milwaukee Art Museum, the Haggerty Museum of Art at Marquette, the City Landmark Office, Walkers Point Center for the Arts, the Foliard Gallery, the David Barnet Gallery, and the workplace of various art restorers, rug dealers, and auction houses (as well as sites on the UWM campus). At the end of the internship, the supervisor at the site in question is expected to send an evaluation of the student’s performance in the form of a letter to the department’s Internship Coordinator, who carefully reviews it. The internship program remains popular among students, and the level of participation is rising. Internships provide a laboratory for students to apply the lessons absorbed in coursework, concerning, for instance, historical knowledge, visual analysis, collecting and the economic context of art, and communication skills, in situations where their judgments have real-life consequences. This kind of experience crystallizes past learning and imbues it with vital purpose and meaning, often lacking in the classroom. Equally, internship experiences spark genuine excitement and promote greater interest in furthering the student’s academic career in Art History.

Speakers/lecture series, cinema
The Department cosponsors (with the Anthropology Department) the Milwaukee Chapter of the Archaeological Institute of America. This organization has a lecture series, generally six to seven lectures a year held on campus, on archaeological topics presented by internationally recognized experts. When the topic warrants, the lectures are linked to courses by the instructor who may use a number of techniques, such as extra credit, to encourage students to attend these lectures. For relevant lectures, this may involve 20 or more students. The events last about one and a half hours. Student participation has improved over the past five years.
Chemistry

Field placements/internships

The chemistry department cooperates with the Clinical Laboratory Sciences program, the Criminal Justice Program and the department of Anthropology to offer three certificates in forensic sciences. The certificate programs provide internships in forensic toxicology and death investigation. This year one student is doing her internship in Forensic Toxicology at the Milwaukee Medical Examiner’s office. She is registered in the Course in Chemistry, and simultaneously obtaining her forensic science certificate. As part of her internship she is required to know how to use the instruments that she learned about in her chemistry course work, such as mass spectrometry (for drug analysis), and gas chromatography (for detection of alcohol in blood). She then gets hands-on training using her judgment to interpret the data quantitatively. She has regular meetings with the pathologist and the analysts to go over case files, and will be attending an autopsy later in the semester. As a final project she will work on a real case and present her report in front of all the analysts in a mock trial.

Service learning

Milwaukee and its surrounding communities constitute an important center for the chemical and pharmaceutical industries, and the UWM Chemistry department plays a vital role in the ongoing education of local industry employees. The department typically has 45 non-degree students per semester in upper level classes; it is assumed that a large fraction of these students are seeking advancement in their place of employment. Employees of Aldrich Chemicals offer a good case study. Aldrich subsidizes interested Operators, who start with at most two years of post-secondary technical training, to continue to take courses at the university level and work part-time towards a chemistry degree. When an Operator obtains this degree he/she is promoted to Chemist, jumps several pay grades, and becomes eligible for promotion to management. Many Aldrich Operators take advantage of this program to obtain their degree at UWM. For example, in the Fall 2003 semester two out of 13 students taking Chem 311 were Aldrich employees, which is a fairly typical number in courses numbered 300 and above. Many employees at Aldrich and other firms also take graduate-level classes and directed research after completing their B. Sc., in order to keep up on the latest advances. As an example, an Aldrich employee attributes his recent promotion from Chemist to Scientist to the fact that he had taken several graduate-level classes at UWM over the last few years. The employee in question was able to devise a more cost-efficient method for making a chemical thanks to a new technique that he learned in one of his graduate courses. This earned him the promotion. The same employee had obtained his B. Sc. in Chemistry at UWM roughly 15 years ago. In order to accommodate local workers who want to take advanced courses in the Chemistry department, many of the graduate courses are taught in the evening. It is more difficult to do this with undergraduate courses, but every effort is made to accommodate the needs of interested students. With undergraduate courses arrangements are usually made on a case-by-case basis, between the prospective student and the professor in charge of the course.

Study abroad

The chemistry department offers a sequence of courses (Chem 297, Chem 497) for study abroad. One student took advantage of this program to visit Ajou University in Suwon, South Korea, during the 1999-2000 academic year. The department also hosted two students from England on an exchange program during the 2000-2001 academic year.

Undergraduate research

The chemistry department has an exceptionally strong record in providing the opportunity for undergraduate research. Most of the department’s 17 faculty members mentor at least one undergraduate student per year.
Students wishing to do undergraduate research can take up to four credits of Chem 399, five credits of Chem 599, and six credits of Chem 691 and 692 combined. Each credit constitutes roughly three to four hours per week in the laboratory over the course of a semester. Students are evaluated on the quality of their laboratory notebooks, and typically give an oral presentation of their research at the Chemistry department’s awards ceremony, which is held each Spring. Many undergraduate students also present their findings at regional and national meetings. Finally, a significant amount of undergraduate research carried out in the department is published in internationally known professional journals.

**Speakers/lecture series, cinema**

During the Fall and Spring semesters the Chemistry department hosts a departmental colloquium, in which renowned chemists from all over the country, and sometimes the world, are invited to speak. These lectures are open to anybody who wants to attend. Each year the chemistry department hosts a segment of the hugely successful Science Bag, a series of free public presentations that have been presented at UWM for the last 32 years. These presentations are favorites throughout the Greater Milwaukee area, and are always well attended by people of all ages.

**Departmental clubs**

The chemistry department is home to the UWM chapter of the Student Affiliates of the American Chemical Society (SAACS). This club provides information and guidance to its members, as well as discounted subscription rates on chemistry publications. During the academic year the club arranges tours of local industries which hire chemists, performs chemistry shows at local schools and other outreach activities, and provides internship information for undergraduates.

**Professional societies**

Many of the department’s undergraduate students are student members of at least one professional society. The most common of these are the American Chemical Society (ACS), the American Association for the Advancement of Science (AAAS) and the American Society for Biochemistry and Molecular Biology (ASBMB).

**Civil Engineering and Mechanics**

**Professional societies**

A faculty member from the Department serves as the advisor of the American Society of Civil Engineers. Currently, approximately 40 students are registered and attending regular meetings. The Chapter is currently involved in several projects, including:

- competitive teams in Balsa wood tower, Concrete Frisbee, and Environment, to be held at the regional ASCE conference in April–May
- developing new recycling and waste management policies at UWM
- helping students locate and apply for scholarships
- assisting students in review for FE exam
- hosting speakers sponsoring talks
- charitable contributions
Field placements/internships
Students in Civil Engineering are encouraged to participate in a Co-op or other internship. Over the last three years, approximately 40 percent of students who graduated with a degree in Civil Engineering completed a Co-op program. The current trend shows that this percentage is likely to increase.

Dual Majors, Minors, Joint Curricula
The Civil Engineering Department offers students with practical opportunities to double-major in neighboring fields, such as Physics, Mathematics, and other engineering disciplines. In addition, Architecture students have the option to complete a Minor in Structural Engineering. Finally, several courses in Civil Engineering, particularly in the Mechanics area, are cross-listed with other departments.

Undergraduate research
Examples include civil engineering and mechanics students taking courses in the Mechanical Engineering department. Also, some undergraduate students in the civil engineering area take independent study courses at the WATER institute. There is a fair amount of collaboration between Architecture and Structural engineering, and between transportation and urban planning.

Communication

Departmental clubs
The department sponsors a Forensics Team that has an active Mock Trial and Mock Mediation team that regularly qualifies for the National Tournament. The mock mediation team placed 2nd in 2002. The mock trial team was the national champion in 1999.

Communication Sciences and Disorders

Field placements/internships
All undergraduate students take a clinical practicum course, where they are either assigned a client in the Speech and Language Clinic, or through the Milwaukee Public Schools. Students are responsible for establishing baseline measures and goals for their client, and planning and implementing a treatment program under the supervision of a certified speech-language pathologist (either a departmental academic staff member or speech-language pathologist in MPS who has received training in supervising UWM students). All undergraduates do this in their senior year. Only one site besides the Speech and Language Clinic is involved, and that is Gaenslen Elementary, an MPS school.

Students take this experience as a three-credit course. In addition to their supervised clinical activities, they also have a weekly discussion section and have an individual 30-45 minute meeting with their supervisor every week.

Students are evaluated by means of a clinical evaluation form which assesses their performance in a variety of areas. The form was developed by the Coordinator of Clinical Services in the Communication Sciences and Disorders department. Students are evaluated once at mid-term, and again at the end of the semester.
Due to changes in faculty responsibilities (i.e., clinical supervision is no longer required of faculty members; instead, they are required to mentor research experiences for graduate students), there has been a decrease in participation in the clinic at the undergraduate level. At one time, each undergraduate did two semesters of clinic in the UWM Speech and Language Clinic. Now, they are only required to do one semester, as the academic staff cannot accommodate the needs of both the graduate and undergraduate students. Also, the addition of an undergraduate experience in MPS is a new addition to the program, and has been piloted for only one semester.

At the graduate level, students are required to enroll in at least one clinic per semester. In addition, all graduate students do two externship placements, one in a school setting and one in a hospital or rehab facility. Approximately 25 graduate students are enrolled in clinic in the UWM Speech and Hearing Clinic per semester. Approximately 20 students per academic semester are enrolled in externships per academic semester, with about eight doing medical placements each summer.

As with undergraduate clinic, a special evaluation form is used at mid-term and again at the end of the semester. Graduate students must demonstrate competency in a large number of student learning outcomes (SLOs); the evaluation form rates their level of performance in all these areas. Students who do not achieve a level of “proficient” must take additional semesters of clinic until proficiency is reached. There have been no changes in level of participation, as our graduate enrollment has been relatively stable over the past few years (45-50).

Clinic is seen as an indispensable part of the student’s learning in the communication sciences and disorders major. Our professional association, ASHA, requires 400 hours of supervised clinical practicum during the educational program, with 350 hours at the graduate level.

**Service learning**

Service learning activities are offered in ComSD 210 Survey of Communication Disorders. Approximately 75 percent of the class, 30-45 students per semester, participate in service learning activities. These are coordinated through the campus Service Learning Center. Students must volunteer at an approved site for at least 15 hours, keep a reflective journal, and write a paper. These artifacts are evaluated by the instructor to monitor appropriate student learning. No changes have occurred in the level of participation in student learning in recent years.

**Criminal Justice**

**Field placements/internships**

Field placements average approximately 40 students per semester, across approximately 30 sites per semester. Students average 10 hours per week in placement situations for the semester, if taking three credits, and 20 hours per week if taking six credits. Participation has been fairly constant over the past five years. These students are evaluated by the coordinating faculty member, who combines meetings, papers, journals, field supervisor evaluations, and interviews to arrive at an assessment of each student. Students rate placements with an evaluation form, and the coordinating faculty members rates placements by observation.

**Continuing education**

Continuing education activities occur at the School level.

**Study abroad**

Study abroad activities take place at the School level.
Departmental clubs
The Department sponsors the Criminal Justice Student Association. Approximately forty students, per semester, have been active in this association across the past five years. A faculty member serves as advisor. There is no formal evaluation of this group’s activities or of the group members.

Curriculum and Instruction

Field placements/internships
All students in our certification programs have a range of field experiences beginning with an initial introduction to teaching experience and moving through a range of classroom experiences that culminate in the student teaching experience. Approximately 200 students enroll in the Introduction to Teaching course each semester. Approximately 360 students are involved in a range of leveled experiences in the Professional Blocks of programs and approximately 150 students are involved in student teaching each semester.

The experiences occur across a broad range of schools in the community, as well as, Day Care Centers, Community Learning Centers and in some cases community agencies.

The number of clinical field experiences has increased in the last five years. This increase reflects the restructuring of certification programs to meet licensure requirements.

Service learning
Service Learning has been added for a number of our master’s level students. Most of our master’s students are practicing classroom teachers. The goal of the service learning requirement is to help these teachers develop a better knowledge of the communities in which their students live. In the Action Research cohort, students were placed in 23 different community agencies.

Continuing education
All teachers in the State are required to participate in continuing education. The new state requirements for licensure will involve this department in some major strategic planning efforts.

We offer a wide range of courses that practicing teachers can take. Examples are the Early Reading Empowerment courses, the Environmental Education courses and the Math and Science Education Courses that are offered each semester.

In addition, a number of our graduates enter into the master’s program in a range of different focus areas.

Study abroad
A number of our faculty members have offered courses in other countries so that our students have an opportunity to experience other cultures. These include courses in Argentina and Cuba. We hope to be able to offer more of these opportunities for our students.

Cultures and Communities
Our students were the focus of the initial pilot of many of the Cultures and Communities courses. This was due to the Title II Partnership Grant which provided funding to support the Cultures and Communities option. These courses also offer a service learning component.
Dance

Undergraduate research
Number of students: 10-15 students interviewing community professionals
Sites: Studios or offices of community artists
Time Spent: Continuous throughout each semester

Number of students: 15-20 attend rehearsals/showings off-campus to see works-in-progress by local professionals or nationals guest artists
Sites: Milwaukee Ballet and Danceworks
Time Spent: Three to four trips per semester

Number of students: Entire student body required to see up to two local presentations per semester, 140 majors overall
Sites: Various venues
Time Spent: Depends on number of performances

Number of students: 15-20 students travel to Chicago to see nationally recognized artists
Sites: Various venues
Time Spent: Depends on number of performances

Number of students: Entire student body (up to 140) see rehearsal or master class or performance of KO-THI African Dance Company
Sites: UWM studios and Pabst Theatre

Methods of Evaluation: When students are informed and inspired by expert teaching and performing activities, their attitude toward their work becomes more serious. Experiencing professional performance or working in a class with an experienced teacher informs each student about the diversity of dance and the demands of professional (i.e. paid) artistry. The working environment becomes more serious.

Growth/decline in last five years: Student enrollment has increased every year

Field placements/internships
Numbers of Students: One to three per year
Sites: An average of 15 available sites to serve varied interests
Time Spent: Observation, student teaching, service learning are one semester courses—service learning can be repeated

Evaluation methods: Faculty mentors, site supervisors, evaluation responses from constituents, students required to create data gathering process for both quantitative and qualitative reviews.

Participation growth or decline in past five years: Particularly with the availability of the B.A. degree, focus is on community service. Work at community sites is increasing. Student teaching will soon increase from one to three to five to six in the field placements per year.
Service learning

Number of students: 15 (recent and current)
Sites: 15 (inclusive)
Time Spent: Planning and assessing takes about one year

Evaluation Methods: Faculty mentors, site supervisors, evaluation responses from constituents, students required to create data gathering for both quantitative and qualitative reviews.

Participation growth/decline in past five years: Currently a major part of our B.A. degree. Current activity is doubled from previous year. The relative newness of our B.A. degree provides growth potential.

Service Learning is a major feature of the B.A. curriculum. This has been available since 2000-01 and is focused on dance in community settings. We closely monitor student’s activities in this area.

Twelve students have received their B.A. degrees since the program began in 2000-01. Currently there are about 45 B.A.’s in the program (of about 140 majors).

Goals of B.A. degree: To instill craft and appreciation of disciplined dance and movement forms to a wide-range of participants in community settings.

Eight examples of service learning projects:

1. Stephanie Grigg did her service learning placement leading expressive movement/exercise at the Milwaukee Veterans Administration hospital with disabled veteran residents

2. Rachel Howell did service learning using movement activities she learned both in “Movement and Learning” and also “Creative Movement” at La Causa Social Services working with children being temporarily housed there while awaiting placement in foster homes

3. Aine McMenamin-Johnson is teaching Irish Step Dancing for the Department; her service learning was to create and introduce a new Irish Dance Curriculum into a new studio

4. Louis Hurd is service learning project was creating and teaching a hip-hop class, and integrating the style into the dances of the school team at Washington High School in Milwaukee

5. Fletcher Madden did his service learning projects at two MPS middle schools (Walker and Audubon) teaching both martial arts and brain activation sequences (Movement and Learning) for at-risk youth

6. Eric Lechmaier did his service learning teaching Yoga in the UWM School of Allied Health’s Sports and Recreation program (UWM students)

7. Lindsey Cutler-Anderson did her service learning project at the School of the Milwaukee Ballet Company, authoring the teaching curriculum for teachers to use to prepare students to attend MBC’s “Giselle”

8. Sara Bassindale did service learning using right hemisphere brain activation Warm-up (Movement and Learning) with students engaged in design Projects at the Danceworks art studio
Spring 2004 sites included:

1. Walnut Senior Day-Care Center (day care for Alzheimer patients)
2. Lincoln Middle School (choreographic project)
3. Danceworks/Seniors yoga classes assistant
4. Coaching a high school dance team
5. Lutheran Manor Seniors Home-stretch class
6. Yoga Instructor/YMCA

**Co-curriculum Activity**

**Continuing education**

Many adults, over the age of 30, attend our non-majors courses on- and off-campus.

**Speakers/lecture series, cinema**

Examples of opportunities provided to our students:

1. Guest artist lectures provided by different dance presenting organizations in town
2. Guest artist lectures provided by UWM student association
3. Guest artists Q&A provided by our Department when we host Master Teachers and Guest residencies
4. Talk-backs provided by theatre companies
5. UWM presents first-class lectures by authors, politicians, and artists

**Departmental clubs**

Numbers of students: Student run organization, TERPSICHERANE PEOPLE, represents and serves all students

Sites: Meetings, fund-raising events, advocacy for student agenda occur on-site and at various campus locations

Time Spent: Year round as required

Methods of Evaluation: This year, our student organization has received over $5,000 in grant awards to assist with residency activities with Susan Marshall and Company (NYC). Their proposal was evaluated by university student organizations. The Chair and designated faculty consult with the leaders of our student organization to assist them in establishing their goals. Their agenda often includes conference travel for the students and production support for concerts of undergraduate choreography and guest artist residencies. There is usually close agreement between the student organization agenda and the Departmental agenda.

Growth/decline in last five years: Accomplishments in fund-raising activity and support is higher than ever before.
Cultures and Communities

Number of Students:
KO-THI DANCE CO.
Adult Co.: 12 Dancers
Junior Co.: 15-25 (some w/apprentice standing)
Sites: Rehearsal space in Dance department/professional affiliate of UWM
Time Spent: KO-THI rehearses 12 hours a week—drummers accompany our regular classes

Number of Students:
800 students currently enrolled in non-majors courses (student community apart from our degree programs)
Sites: On- and off-campus at partnering organizations include Yoga Center, Danceworks and public school settings.
Time Spent: Courses are by semester

Coursework:
Dance History of Africa and Diaspora
Beginning African Dance Technique
Rituals and Culture
World Movement Traditions include Hip-Hop and Irish step-dancing (partnered with Celtic studies)
Methods of Evaluation: Popularity of the offerings measured by student interest. Enrollment drives the activities. Our job is to provide students with coursework relevant to studying in an urban setting.

Growth/decline in last five years: Diverse course offerings have increased in the last five years
Undergraduate research (curricular but not required)
Every year, students audition for and are chosen to perform with the following local companies: KO-THI, WILDSPACE DANCE CO., DANCEWORKS PERFORMANCE CO., FOOTHOLD, and MILWAUKEE DANCE THEATRE. While we encourage their participation, we do not require it. We support their achievements and recognize the special nature of those that add professional experiences to their ongoing training in the curriculum. Following are some examples of extracurricular research by some of our students.

2002-03
Allison Kaminsky, Marcos De Jesus—Milwaukee Dance Theatre (off-Broadway Theatre)
Sarah Wollschlager, Kelly Anderson—Foothold (Pitman Theatre, Alverno)
Monica Rodero, Dan Schuchart, John Bielecki, Kelly Zwiers—Wildspace (Pitman Theatre, Alverno and Stiemke Theatre, Milwaukee Rep)
Naima Adedapo—Ko-Thi (Pabst Theatre)
Kim Blanchard—Li Chao Ping (Union Theatre, Madison)
John Bielecki, Kelly Zwiers, Jessica Schultz, Kelly Anderson—Danceworks (Company Performance Space)
John Bielecki, Kelly Zwiers—Viennese Ball (American College Dance Festival, Madison)
Katti Yamashita—Dancemakers (Mainstage Theatre)
Emily Wagner—Turner Hall (Donderstag)

Additional activities for these and other students include:

1. Attendance at dance performances at the Pabst Theatre, Alverno College, Miramar Theatre, Turner Hall, and Columbia College in Chicago

2. Attendance at extracurricular master classes (Danceworks, WILD SPACE, Milwaukee Dance Theatre studios)
3. Attending professional theatre or music presentations (Skylight Opera Theatre, Milwaukee Rep, Off Broadway Theatre, Theatre X, Marcus Center for Performing Arts)

4. Auditioning for a role or a place in a show or company that is a performing entity (various opportunities at various sites in the community)

5. Attending a Summer Dance Festival or Summer Dance Workshop, (Bates (Maine), American Dance Festival (Durham, North Carolina), Alvin Ailey American Dance Center (NYC))

Students see work by other dancers that contributes to their understanding and training, and inspires them to audition and participate in dance productions.

Summary
Students see the existence of their chosen art form within and beyond the immediate environment of UWM. They see the variety of paths within a single discipline and encounter successful professional outcomes in a variety of forms. Students discover that it is possible for them to succeed in the profession.

Due to a professionally experienced, fully engaged faculty and many diverse course offerings, guest artists, and links to the community our students have the opportunity to see and experience how vast and exciting the paths in this field really are.

Economics

Departmental clubs
The establishment of the Economics Club, provides undergraduates with valuable information regarding the applicability of economics professionally.

Field placements/internships
Approximately 25 students enroll in this option every year, usually taken as an independent study.

Educational Policy and Community Studies

Field placements/internships
Approximately 20 students each semester take fieldwork courses in the department. They are placed in schools and community agencies in Milwaukee. They are supervised and write final papers evaluating their fieldwork. They also do a research paper on the area in which they are placed, e.g. Health Care for Homeless.

Service learning
Approximately 80 students a year take a course, ED POL 202, Community Service Volunteer, that is available to students from all parts of the university. This is basically an introductory fieldwork course. Students write a summary paper and are supervised by personnel in their placements. They are placed in approximately 50 organizations.
Continuing education

Adults who choose to major in the undergraduate program in community education can get credit for their previous life experiences, by taking the course ED POL 100, Community Education I. About six students a year take this course and earn on average 12 credits in addition to the three credits they earn for completing the course satisfactorily.

Study abroad

Students who are studying abroad can take ED POL 698, Fieldwork in International Education. Approximately one student each year takes this course.

Undergraduate research

All community education majors must take ED POL 506, Research Techniques for Community Organizers and Educators. The faculty added this course to the curriculum in 2003 to require that all graduates of this program have an introduction to basic research techniques. Approximately 50 students will be taking this course each year.

Speakers/lecture series, cinema

In academic year 2003-2004, the Department of Educational Policy and Community Studies started a monthly colloquium series on Community Education Policy for students and faculty in the School of Education.

Professional societies

Faculty members in the Department of Educational Policy and Community Studies have a wide variety of involvements in professional societies: Many serve on review committees for the American Educational Research Association and participate in Annual American Educational Research Association (AERA) meetings. Individual involvements include 1) Professor Aaron Schutz reviews papers for the Philosophy of Education Society; 2) For the years 1998-2002 Professor Ian Harris was executive director of the Peace Education Commission of the International Peace Research Association. He is currently president of the International Peace Research Association Foundation and 3) Professor Tapia is president of the Association of Latino/a Anthropologists of the American Anthropological Association.

Cultures and Communities

ED POL 113, The Milwaukee Community
ED POL 212, Educational Issues in Spanish
ED POL 460, The Chicano Experience
ED POL 560, Education and Hispanics

We offer 113 and 560 every semester. These classes are usually full with 25-30 students. 212 and 460 are offered on an annual basis and have approximately 15 students in them.

Engagement linked to scholarship

Many faculty members in the Department of Educational Policy and Community Studies focus their research on their engaged activities. Examples include:

1. Professor Bonds, who serves on the board of the Non Profit Association, has been researching community based organizations in Milwaukee.
2. Professor Harris, who has been writing about peace education has been active in the International Peace Research Association and was a founder of the American Educational Research Association (AERA) Special Interest Group in Peace Education.

3. Professor Kailin, who is on the Wisconsin Human Relations Council, has been writing about anti-racist education.

4. Professor Swaminathan, who serves on the board of the New School for Community Service, has been writing about successful practices in small alternative high schools.

5. Professor Tapia, who has been facilitating exchanges between the states of Guanajato in Mexico and Wisconsin, has been researching the effects of globalization upon transnational communities.

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**Educational Psychology**

**Field placements/internships**

All professional students (Masters and Ph.D. in Counseling and School Psychology) are required via certification/licensure requirements to complete field work and internships. We have hundreds of students completing these requirements each year.

**Continuing education**

Nearly all of our graduate courses are used to some degree by professionals for continuing education purposes. We frequently offer more specialized courses through our current topics especially designed for continuing education.

**Departmental clubs**

School Psychology student association
brown bags/journal club
Research and Evaluation areas sponsor monthly student/faculty brown bag and journal club

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**English**

**Field placements/internships**

The department offers The Writing Internship Program.

**Field placements/internships**

The Teaching English to Speakers of Other Languages (TESOL) undergraduate and graduate certificate programs place students in community settings teaching English as a Second Language.

**Service learning**

A number of courses involve service learning—English 150, English 431, English 440, to name only a few.
**Study abroad**

English 497, Study Abroad: “Mexico and Cuba: Comparative Globalization,” was offered this past Winterim to both undergraduate and graduate students. Six students traveled to these two countries under the leadership of faculty member Maurice Kilwein-Guevara and ad hoc lecturer Janet Jennerjohn.

**Speakers/lecture series, cinema**

The Creative Writing Program offers a Visiting Writers Series each year that brings approximately six to eight major contemporary authors to campus each year for craft workshops with students and a public reading to which members of the Milwaukee Community are invited. In the past this program has brought such major writers as Galway Kinnell, Kyoko Mori, and Robert Pinsky.

**Speakers/lecture series, cinema**

The Creative Writing Program also sponsors a monthly faculty/student series that is open to the public. These readings are held at such public venues as Schwartz Bookstore and Von Trier’s, and these events often draw a large audience, including many members of the community.

**Departmental clubs**

The Department sponsors an honorary society for undergraduate majors, Sigma Tau Delta. This organization has several meetings a year and sponsors various kinds of events like poetry readings. At the end of each year there is an initiation ceremony with a guest speaker.

Undergraduate students in the professional writing track have formed an active club, Society of Professional Writers, that sponsors panels and presentations by various kinds of professional writers in the community.

**Cultures and Communities**

The Department regularly offers sections of English 150, “Multicultural America.” This course links students with various community organizations. The Director of Cultures and Communities is a member of the Department, and we have had many faculty members who have taught in this program and received grants to develop courses.

The *Cream City Review*, founded in 1975, is a nationally prominent literary magazine that is published semi-annually. It is one of the oldest and most respected graduate student edited literary reviews in the United States.

**Exceptional Education**

**Field placements/internships**

The UWM/MPS Internship Program is a partnership between UWM and MPS to address the critical shortage of certified special education teachers and enhance the diversity of the MPS teaching force. This is an alternate route certification program that involves intense, on-site, support of interns by a mentor. It is in its eighth year, and during its initial years was funded through a Petit Foundation Grant, and a federal grant from the U.S. Department of Education (Dr. Judy Winn).
Continuing education
Examples include: Summer Institute associated with the CATE-D/HH grant; Deafness and Diversity, 2002 and 2004, Beth Harry and Sharon Baker. Approximately 80 students, teachers, audiologists attended in 2002.

Film

Study abroad
In the Summer of 2001, Film sponsored a four-week study abroad course in Sengal, led by Prof. Portia Cobb, to work with a community media group.

Speakers/lecture series, cinema
The content of Film 101 and 102 changes each semester to incorporate new work of emerging artists as well as classic productions. The weekly screenings, often with visiting artists, are publicized and open to the public. Three to five visiting artists come to campus each semester. The department sponsors and staffs (Carl Bogner) the annual LGBT Film and Video Festival, a significant event in the community, which is now in its sixteenth year. The very well attended Experimental Tuesdays’ screenings are offered twice-monthly in collaboration with the Union Theatre in the UWM Student Union. The monthly Experimental Film Series, supported off-campus in collaboration with Woodland Pattern Book Center, offers presentation of traditional and new works as well as visiting artists. The department’s Community Media Project, in partnership with the Cultures and Communities Program, sponsors several screenings and visiting artists each year. Some of the screening and visiting artist events that take place at off-campus locations, such as Strive Media Institute and the Black Holocaust Museum. The Film Department co-sponsors several campus film festivals, such as the French Film Festival, the Latin American Film Festival, the Taiwanese Film Festival, the Asian Film Festival, and the Korean Film Weekend.

Field placements/internships
Co-curricular undergraduate research opportunities include internships and professional practice with companies and non-profit organizations. Riverwest Film and Video, Bluemark Productions, Marcus Theatres, and Bartoli Filmworks provide opportunities for students to gain first-hand knowledge by working in a production company or contributing to a media support business. Students work collaboratively with the Woodland Pattern Book Center, the Milwaukee International Film Festival, and the Union Theatre to curate screenings or weekend festivals of special topic films. Film students work with Turner Hall to curate and produce film screenings and inter-arts events.

Students also gain internship credit through their leadership roles in the student organization, Student Cinema Action Network (SCAN). SCAN has been responsible for the creative production of 35mm movie trailers for recent UWM Student Film Festivals and the Milwaukee International Film Festival. The department is also supportive of students who show initiative and seek professional internships throughout the state and the country. Approximately four students obtain internships in New York and Los Angeles each year. Feedback from sponsors has been very complimentary towards our students and their performance.

In the M.F.A. program, professional practice extends each student’s activities into the larger community. Students work with a variety of (often non-profit) organizations to produce films or curate programs. Film festivals at the Betty Brinn Children’s Museum, production projects with Milwaukee Public Schools, youth workshops or programming with the Community Media Project, a promotional video for a Wisconsin food
cooperative, and production for the Asian Film Festival/Korean Film Weekend are recent examples of our students’ professional practice activities. A current student, Jason Morgan, has been sponsored by Alterra Coffee Roasters to produce a documentary about their program in Chiapas, Mexico, that educates coffee farmers about methods of evaluating their crops.

**Service learning**

As a regular course offering, Film 302, Video in the Classroom, trains UWM students to work in K-12 educational settings to support production of video works on issues of social justice and other topics. Film 302 now carries GER-Arts credit and is part of the Cultures and Communities arts curriculum. Since 1993, the Film Department has offered Video in the Classroom as an elective class for UWM. The class consists of working in a Milwaukee Public Schools classroom and enabling those students to produce video programs that have both personal and curricular relevance.

The department is currently focusing its efforts on two sites, Hartford University School for Urban Exploration and El Puente High School. The results of these efforts have been tangible and exciting. One to six projects are produced each semester and they include *Earnest Stays in School*, a video that is now used in the School of Education for teacher training, and another, *Claudette Who?*, that was selected for screening at the 2002 Wisconsin Film Festival in Madison. There now exists the basis for a curriculum that highlights content development, successful classroom techniques, and other best practices that have been developed and utilized over time. Through this initiative, the Film Department has established particularly close ties with Hartford University School for Urban Exploration, and they would like to expand the program into additional classrooms. A number of film students who have taken this class have gone on and received teacher certification, or have otherwise acquired jobs with MPS.

The department has also offered a second course, Video Production for the K-12 Classroom, that successfully included education majors, practicing teachers, and film students—a model mix for this class.

**Departmental clubs**

The department works closely with the university-sanctioned student organization, Student Cinema Action Network (SCAN), to produce special events (screenings, visiting artists, travel to festivals) as well as the Student Film & Video Festival each semester. Last year, SCAN, along with the Union Theatre, sponsored the traveling NextFrame student film festival, bringing the best of this very competitive international festival to our students. SCAN also hosted a weekend visit, workshop and screening series by Ed Radtke, who presented his insights about independent filmmaking to a group of 50 students and then screened his latest film, *Dream Catcher*. The department also established support for SCAN members to produce the highly acclaimed 35mm film trailer for the 2003 Milwaukee International Film Festival. This trailer was screened many times at area theatres prior to the festival, then before each festival presentation. SCAN has sponsored trips to regional Film & Video Festivals, including the Cleveland Film Festival. This trip was made for two years, with about 20 students attending each time. Two or more officers from SCAN work with the Film department chair to coordinate events and activities, including the Student Film & Video Festival each semester.

**Cultures and Communities**

The department’s Community Media Project (CMP), in partnership with the Cultures and Communities Program, sponsors several screenings and visiting artists each year. Some of these events take place at off-campus locations, such as Strive Media and the Black Holocaust Museum. In April 2003, in the second Producers’ Forum, presented by the University of Wisconsin-Milwaukee’s Community Media Project and
America’s Black Holocaust Museum, Stanley Nelson, producer and director of the film, *The Murder of Emmett Till*, spoke following a screening of his film. The Producer’s Forum was partially funded by a grant from the Milwaukee Idea’s Cultures and Communities initiative. The grant supported the Producers’ Forums through collaboration between the CMP, Strive Media Institute, and America’s Black Holocaust Museum.

As an ongoing part of the film curriculum, Film 302, Video in the Classroom, trains UWM students to work in K-12 educational settings to support production of video works on issues of social justice and other curriculum-specific topics. This GER-Arts class is co-sponsored by the Cultures and Communities Program and is part of its Art, Culture, and Community core curriculum.

The Film Department partnered with Culture and Communities to produce a special film screening, “pages re-cut: film / ASSEMBLAGE / collage,” on December 8, 2003, at Woodland Pattern Book Center’s Open House. The program included local premieres of new work, or newly circulating work, from such celebrated artists as ethnomusicologist and alchemist Harry Smith, filmmaker/puppeteer Janie Geiser, and cut-out animator maestro Lewis Klahr. Also screened were films by Martha Colburn, Stan Vanderbeek, Donna Cameron, Jan Lenica, Gunvor Nelson, and Larry Jordan.

In 2000, the Film Department collaborated with the Milwaukee Art Museum to produce the POP Impact Warhol Film Series, with a Cultures & Communities mini-grant. In conjunction with the Milwaukee Art Museum’s major exhibit POP Impact from Johns to Warhol, the Museum and UWM collaborated on an Andy Warhol film project, featuring showings of six Warhol films on three nights, from September 22 to October 13, 2000, with public ‘talk-back’ discussions including James Kreul and Jonathan Walley, graduate students at the Communication Arts (Film) Department at UW-Madison, who are studying the films of Warhol and the context in which they were created.

**Foreign Languages and Linguistics**

The German program, for example, provides internships with Milwaukee German Immersion School as well as several American companies that do business with German companies.

**Geography**

**Departmental clubs**

UWM Cave Exploration Club

Approximately 50 students over the last five years have participated in approximately three caving trips per year lead by Professor Day.

**Departmental clubs**

Geography Fieldtrip club has about ten students that participate each year.

**Geosciences**

**Field placements/internships**

State DNR provides summer internships for students. We usually place one to two students per year in the program. The internships range from 6 to 12 weeks.
**Continuing education**
The Department of Geosciences is involved in continuing education at several levels. We provide courses for teachers who require additional course work to maintain proficiency in their area of specialty. We work in conjunction with the School of Education in the training of middle school teachers. We also provide training to professional geologist/hydrogeologists who need upgrading of their skills for industry.

**Study abroad**
The Department of Geosciences participates in the study abroad program of the College. Examples are our involvement in the London Study Abroad Program of the College and the Marine Science at Sea program in the Caribbean. Participation in the programs varies.

**Undergraduate research**
Undergraduates are involved in funded research projects in conjunction with other universities. An example is a joint project with Vanderbilt University where undergraduate students from the two institutions have conducted research in Antarctica.

**Departmental clubs**
The Department of Geosciences has a Geoscience Club that provides students with the opportunity to participate in geological field excursions, to attend a speakers program often hosted by the Club, and to gather for social events. All undergraduate majors are automatically members.

**Professional societies**
Virtually all of our majors become members of a professional society and attend meetings of the society of their choice while they are undergraduates.

**Health Sciences**

**Departmental clubs**
Clinical Laboratory Science Student Association (CLSSA)

**Professional societies**
Students are encouraged to join one of their local, state, and national professional societies: ASCLS, ASCP, ASM, AABB, ASCT, ASRT, CLMA, SDMS

**Undergraduate research (curricular but not required)**
Poster Competition: Senior CLS undergraduate students compete in state-wide student poster competition each year at the state professional society meeting (WISCLS) against other CLS students from across the state.
History

Field placements/internships
Students in the Public History concentration do six credits of internship in a variety of sites. Their work is evaluated on site and by the program coordinator. Internships provide preparation for careers in museums, archives, etc.

Undergraduate research
All majors take History 600, the capstone course, in which they write a substantial research paper, that the instructor evaluates. These papers sometimes involve research beyond the UWM library. A few majors take History 681-2 and write an undergraduate thesis, which the adviser evaluates.

Speakers/lecture series, cinema
We have an ongoing monthly departmental colloquium for presentation and discussion of faculty and graduate student work in progress. We have also had several lunchtime film series.

Cultures and Communities
History faculty have been connected with and involved in Cultures and Communities from the beginning. We offer a core course, History 150 Multicultural America, every semester.

Human Movement Sciences
Students in three of the four sub-majors are required to complete a senior internship experience. This internship is a capstone experience in that the student is placed in an agency which has expectations of appropriate academic preparation. The internship experience provides the students with the opportunity to apply all acquired knowledge, refine problem-solving skills, and utilize critical thinking to develop appropriate strategies for a given situation. In addition, within the internship, most students prepare a “professional portfolio” which includes two major projects conducted by the intern during the semester. The internship experience frequently results in employment opportunities upon graduation.

Industrial and Manufacturing Engineering

Certificate Program
We have a Certificate Program in Ergonomics which addresses the continuing education need of non-traditional students from industry in the area of ergonomics. This program collaborates with the College of Health Sciences and the School of Nursing. More than fifty students have participated in this program over the last five years. In addition, the Department offers a course, titled, “Applied Ergonomics,” once a year for those who are not able to take courses for credit. This is a five-day course and is offered once a year. About 30-50 people from all over the country attend this course.
### Journalism and Mass Communication

**Field placements/internships**
About 80 students a year take advantage of both on-campus and off-campus internships. We maintain a listing of about 120 internship opportunities for students.

**Departmental clubs**
Ad Club, Public Relations Student Society of America, Broadcast Club, Society of Professional Journalists

### Materials Engineering

**Field placements/internships**
Some students are or have worked in industry through the co-operative programs available in the College of Engineering and Applied Science (CEAS).

### Music

**Field placements/internships**
1. Number of students: 25 per semester
2. Number of community sites: 20 per semester
3. Amount of time involved: fieldwork observations involve two hours per week for each student during a semester. Student teaching involves approximately 40 hours per week for each student for a semester.
5. Changes over past five years: public and private school sites change with each semester

**Service learning**
1. Number of students: 12 each semester
2. Number of community sites: One
3. Amount of time involved: 30 hours per student per semester
5. Changes over past five years: Formal Service Learning opportunities in Music at MPS schools are in their early stages of development
Continuing education

The UWM Music Department serves an important role in the continuing music education of music teachers and interested amateur musicians.


2. Number of community sites: Six sites

3. Amount of time involved: Music teacher workshops and chamber music workshops are generally a week long. The New Horizons Band and Community Orchestra rehearse for one and one half hours each week

4. Means of Evaluating: Participant evaluation forms

5. Changes over past five years: Each of these programs has grown continually over the past five years

Professional societies

1. Number of students: 50 (25 in CMENC, 25 in ACDA)

2. Number of community sites: Located at UWM

3. Amount of time involved: Each organization meets for an hour weekly. Additional activities include trips to musical events, recitals, outreach activities, and convention participation).


5. Changes over past five years: Continual growth in these organizations has accompanied department growth

Nursing

Field placements/internships

Due to the nature of academic preparation for the nursing profession, students spend significant time outside the traditional classroom. All nursing students undertake their clinical education experiences in numerous health care settings throughout Southeastern Wisconsin, with the majority of the clinical placements being in the Metro Milwaukee area. The clinical experiences in the first semester of the major focus on the health of communities, and take place in different neighborhood agencies where students interact with clients of all ages, cultures, and socioeconomic backgrounds, to promote Wellness and Healthy Lifestyles. Students return to the community focus as second semester seniors, having attained proficiency in both nursing theory and practice, to apply more advanced nursing interventions to the health concerns that affect specific populations such as mothers and infants, children, and the mentally ill. At the first semester junior level, between 12 and 14 community agencies are used for student placement. A similar number of agencies are used at the second semester senior level. Utilization of community agencies for clinical experiences has increased over the last five years as enrollments in the nursing major have increased.

As part of the comprehensive program evaluation plan for the College of Nursing, all clinical placement experiences are assessed by students, faculty and teaching academic staff, as well as personnel from the agencies, at the conclusion of each semester. This information is used in the ongoing evaluation of clinical programming.
Study abroad
The College conducted its first study abroad program during Winterim 2003-04. Eleven undergraduate students led by Professors Teresa Johnson and Julia Snethen, participated in a comparative study into how maternal and child health care is conducted in England. A special feature of this program was its hands-on shadowing experiences in the field.

Continuing education
The Continuing Education and Outreach Program (CEOP) within the College of Nursing provides nursing continuing education programs for faculty, staff, students, and nurses in the community (local, regional, national and international). In fiscal year 2003, 28 educational activities were offered with over 1675 participants attending. Students, faculty, and staff are provided a reduced registration fee. Educational activities provided by CEOP have significantly increased in number and attendance over the past two years.

All educational activities go through a planning process involving a planning committee of experts and CEOP personnel. Each educational activity is formally evaluated, including evaluations by the participants, speakers, planning committee, and CEOP staff.

Cultures and Communities
Through community engagement, the Center for Diversity and Health fosters respect for human diversity, integrity, creativity, caring, ethical treatment, scholarship, social justice, and policy. The Center collaborates with communities, nursing faculty, students, health professionals, and public officials to monitor and influence public policy related to the health and well being of culturally diverse populations.

The Center also assists other UWM College of Nursing departments, and the UWM neighborhood with health screenings, health education, and health promotion.

Students are integrally involved in the Community Nursing Centers (CNCs) and the Institute for Urban Health Partnerships. The following is a listing of recent projects in which they are and have been involved.

Undergraduate students
Over the past three summers, the Milwaukee AHEC (Area Health Education Center) has funded an undergraduate intern to work in the Institute of Urban Health Partnerships (IUHP) for an eight week period. These students have varying majors, but all have an interest in public health. During the first year, Hermione Bell developed a database of community services and primary care physicians available for pregnant and parenting teens. This information was used to a) compare the addresses of births to teens in the area with available community services; and b) to support the need for expanded primary care services in Northwest Milwaukee in a funding proposal for a new Federally funded community health center. This student received an award from the University of Wisconsin Medical School Public Health and Health Policy Institute that included $1000 for having the “Best Student Paper” presented at their conference in October, 2003.

In subsequent years, this data was updated. In the second and third years, the students worked on development of a community health assessment survey tool, a literature review of articles concerning adolescent pregnancy, and a pamphlet for residents that promotes physical activity. The literature review will be used in an article concerning the long standing adolescent pregnancy and parenting program offered through the Silver Spring Community Nursing Center. The survey tool will be used for community health assessments of the areas targeted by the CNCs.
In support of the community health assessment, the undergraduate nursing students at the Silver Spring CNC developed a proposal for funding of the distribution of the surveys and analysis of the collected data. Although the proposal was not funded, the students learned valuable lessons on developing proposals for local grants. During the spring of 2004, undergraduate nursing students developed a module regarding breast and cervical cancer prevention for subsequent groups of students that was funded by the Milwaukee Affiliate of the Susan G. Komen Foundation.

**Graduate students**

Several graduate students have worked directly in the IUHP. There have been three Master’s students precepted by IUHP staff over the past three years. Based on the UWM models, Pei Yun Tsai developed a model community nursing center for a school in Taiwan. Elizabeth Primasing completed an evaluation of the Prenatal Care Coordination program at the Silver Spring Community Nursing Center and working with Jean Bell Calvin, her work provided a framework for our billing for Prenatal Care Coordination clients. Rochelle Nelson completed an analysis of the care provided for clients with diabetes at Silver Spring as well.

Doctoral students have served as project assistants in the IUHP. Roles have included assisting with literature searches and reviews to update our files about community nursing centers and on case management. The information about the CNC’s has been used for funding proposals and the case management information was used as background for a paper that Jean Bell Calvin and Mary Jo Baisch presented at the CDC’s 13th National Conference on Chronic Disease Prevention and Control entitled: Cost Effectiveness of Case Management in Primary Care.

**Departmental clubs**

Student organizations such as Nursing Student Association, UWM College of Nursing chapter (NSA) and the Future Black Nurses Association (FBNA) strengthen student learning by promoting socialization into the nursing profession through mutual academic support and community service. Both organizations convey the standards and ethics of the nursing profession, and promote the development of the skills that students will need as responsible and accountable members of the nursing profession. In addition the FBNA is guided by the principle that African American nurses have the understanding, knowledge, interest, concern, and the expertise to make a significant difference in the health care status of African Americans and other minority communities across the nation. Both organizations foster mentoring relationships between upper and lower classmen. Both organizations engage in community volunteerism activities such as sponsoring blood drives, food and toy donations, and participating in respite care programs for disabled children.

**Professional societies**

Eta Nu is the UW–Milwaukee chapter of Sigma Theta Tau International Honor Society of Nursing. Established in 1984, the chapter supports the learning and professional development of its members. Membership is by invitation to undergraduate and graduate nursing students who demonstrate excellence in scholarship. The Eta Nu chapter supports the academic achievements of student members through annual scholarships and awards that recognize the outstanding accomplishments of both undergraduate and graduate nursing students. Membership in this organization extends beyond the student experience and fosters life long learning through continued involvement in its mission to use scholarship, knowledge and technology to improve the health of the world’s people.

**Engagement linked to scholarship**

Several faculty members have a portion of their assignments allocated to developing research in hospitals or health care systems in the community. These relationships, supported by the agencies, foster agency staff development and enhance the faculty’s program of research with the goal of improving patient care.
The Werley Center for Nursing Research and Evaluation (CNRE) provides services to community and professional agencies, such as the Wisconsin Department of Health and Family Services, the Wisconsin Nurses Association, and the Visiting Nurses Association, on a competitive fee for service basis. These services include matching faculty expertise to client consultation needs, assisting in the design of nursing research and evaluation projects, creating and mailing data collection forms, and assisting with the analysis of research/evaluation data. Students, particularly student employees of CNRE, are provided with a variety of experiences as a result of these links to the community.

**Occupational Therapy**

**Field placements/internships**
Required in five courses in occupational therapy and two courses in therapeutic recreation program

**Service learning**
Required in Introduction to Occupational Therapy course

**Study abroad**
Optional study abroad program offered in Mexico in UWinterim, 2004 (seven students participated)

**Professional societies**
Pi Theta Epsilon honor society in Occupational Therapy Program

**Clubs**
Student clubs for majors in occupational therapy and therapeutic recreation

** Continuing education**
Continuing education opportunities offered to students at a discounted rate via CHS Office of Outreach

**Physics**

**Study abroad**
The Department offers the opportunity for undergraduates to study abroad for credit (Physics 497, Study Abroad). For example, it allows students to take Physics courses for credit at La Trobe University in Australia.

**Field placements/internships**
The Department offers a course, Internship in Physics, Upper Division (Physics 489), which allows the application of advanced principles of physics in a research, business, organizational, educational, political, or other appropriate setting. One credit is earned for 40 hours of work.

**Undergraduate research**
The Department offers a course, Undergraduate Research Participation (Physics 391) in which UWM undergraduates may perform independent research on faculty-supervised Physics research projects.
The Department also offers the NSF-funded summer program Research Experiences for Undergraduates (REU)—see responses to Question 10, above, for further details.

**Speakers/lecture series, cinema**
The Department offers the Undergraduate Physics Seminar (Physics 498) which features talks by faculty, visitors, and students on topics of current interest in physics, astronomy, and other science and engineering fields.

**Political Science**
The Political Science Department provides for-credit internships that have enabled students to work in political campaigns, the offices of local officials, state legislators, and members of Congress, community organizing, interest groups and a wide range of politically relevant activities. Students are required to write an analytical paper, under the supervision of a faculty member, which allows them to see their internships in a broader political and social context.

**Psychology**

**Undergraduate research**
All students graduating from UWM with a major or minor in Psychology will have actively participated in research. In addition to our opportunities for individual research assistantships and independent study (Psych 199, 290, 292, 296, 690, 692, 697, 698, 699), all students are required to enroll in Research Methods (Psych 325) and two laboratory courses in order to graduate. Psych 325 and the laboratory courses all involve students in one or more experiments.

**Speakers/lecture series, cinema**
1. The Department of Psychology offers several different brown-bag discussion groups each week that are open to all faculty, graduate students, and undergraduate students.

2. The Department also sponsors colloquia from local, regional, national, and international experts on several occasions during the academic year. These events are always open to the greater UWM community.

3. The Department also sponsors an Annual Graduate Student Symposium in which our own students present their research findings to the greater Milwaukee community.

**Professional societies**
1. Psi Chi

2. Association of Graduate Students in Psychology (AGSIP)—all graduate students in the department are members

**Engagement linked to scholarship**
Students (both undergraduate and graduate) routinely practice psychology while learning. For example, our Clinical Psychology program trains students in a variety of different assessment and intervention approaches often in specialty clinics set up within the department. Thus, students learn while actually practicing (under supervision of course).
Other

Close to 100 different sites have been identified in the greater Milwaukee area that sponsor student service and research placements. The students are graded by their on-site supervisors as well as their department sponsors. These field placements are especially vital to the students in that they give them an opportunity to display what they have learned (building their confidence) and they also provide the students with a keen appreciation of what it would be like to practice psychology in that field setting on a day to day basis. These kinds of experiences permit students to make informed decisions about their future careers.

School of Information Studies (SOIS)

Cultures and Communities

CE programs are offered to both current students and local professionals (several programs annually).

Speakers/lecture series, cinema

SOIS sponsors the annual Ted Samore Lecture Series, which is open to undergraduate and graduate students as well as alumni and members of the professional community.

School of Business

Professional societies

The School of Business Administration also provides support to student organizations and honorary organizations dedicated to providing knowledge and understanding about the various aspects of business. Several of these student organizations are housed in the Business Building. Although most feature a specific discipline or career focus, such as Beta Alpha Psi, the Student Investment Club, AITP, SHRM; others cut across disciplines in the School such as CEO and Beta Gamma Sigma, the national honorary society for business schools.

Active participation in student chapters of professional societies also augments classroom learning. Student organization members have been active in the School’s Black and Gold Committee.

Study abroad

Working collaboratively with the UWM’s Center for International Education, the Business School has made significant progress in providing an increasing number of study abroad and exchange programs to interested students. Eighty-seven undergraduate and graduate students have participated in a two-week exchange program with the Bordeaux School of Business in France since June 2001. Eighty-four students have participated in the 2002-2004 UWinteriM trips to London and Dublin. And ten students participated in an exchange program in Chile in 2003 and an additional ten students traveled to Chile in 2004. Executive MBA program students also participated in recent study abroad trips to London, Paris and Milan; Hong Kong; and the People’s Republic of China.

Recognition by the School’s faculty and administration of the critical importance of multicultural dimensions in a student’s curriculum are achieved in the new Bachelor of Arts in Global Studies (BAGS) program with a Global Management track. This interdisciplinary program will assume an important role in preparing individuals who are able to function with ease in the increasingly global business, economics, cultural, social, and political arenas within which management enterprises operate on a daily basis.
Field placements/internships

Internships are one of the key professional experiences a student can have as an undergraduate or graduate student. They provide students with the opportunity to gain relevant work experience in their chosen field of study. Internships are available to all students; they are available for academic credit to juniors, seniors, and graduate students with the approval and assigned supervision of a faculty member. The School’s faculty and its director of Career Services have been active in increasing the number of internship opportunities available to students. This is facilitated by the large and diversified industrial and commercial base present in the Milwaukee metropolitan region. Such a base offers business students a “living laboratory” for learning, research, and the dissemination/application of knowledge pertinent to management theories and practice. During 2003-2004 over 200 internships were completed for credit in the six undergraduate major areas. New internship opportunities are also available to undergraduate and graduate business students through the UWM Kauffman Entrepreneur Internship Program. Working together with the College of Engineering and Applied Science, the Business School has provided eight students with internship opportunities where they learn about entrepreneurial spirit, competencies, and processes, while gaining hands-on experience working closely with community entrepreneurs and entrepreneurial enterprises.

Social Work

Field placements/internships

M.S.W. students are placed in agencies providing social services located in Milwaukee and throughout the state of Wisconsin and, at times, in surrounding states. Field Supervision is provided for the student on site by a designated field instructor who has an M.S.W. degree and meets the criteria as outlined by the School. Undergraduate students are required to complete 520 hours during two semesters under the supervision of B.S.W. or M.S.W. level professionals. Graduate students must complete a minimum of 900 hours of field internships, supervised by M.S.W. level field instructors. During either Fall or Spring semesters there are between 200 and 250 students placed in social service agencies and programs. Approximately 500 field sites throughout Wisconsin have been approved as possible placement sites. Clinical faculty members have the responsibility for developing the placement sites, assigning students to those sites, and facilitating and monitoring the learning experiences of students.

Service learning

One section of our undergraduate course on group methods has, at times, offered a service learning component. Students are placed as a class in an agency and work with the instructor, agency representatives, and clients to apply classroom learning.

Study abroad

From 1996 to 2003, 49 students participated in the Bristol International Credit Earning Programme. This program, based in Bristol, England exposes students to a generic framework in British public policy and social welfare, while allowing students to select a concentration in multiple sub-specialty areas (e.g., housing, education, child welfare, etc.). This is a two-week program during the summer, supervised by a faculty member from the Social Work Department. Student assignments are the basis for evaluation. For many of our students, this has been their first international experience and it not only allows them to view another service delivery system but to experience, albeit briefly, another culture.
Departmental clubs

B.S.W.: All undergraduate social work students have the opportunity to participate in the Undergraduate Social Work Club (USWC). Office space is provided for the Club, including a telephone, computer, and needed office supplies. The administration of the School supports the Club by providing the office resources, encouraging the Club's participation in School activities, and covering the costs of duplicating printed materials and mailings as needed.

The Club was organized to provide a supportive environment for students, to act as an advocate for students, and to encourage students to expand their knowledge of social welfare within the university and the community. Students from the Club may serve as representatives on various School committees with voting rights. Members of the USWC have participated in several service projects over the past few years. These have included involvement with the Bay View Community Center, Guest House (a shelter for the homeless), and the Cerebral Palsy Fund, as well as holding fundraising bake sales and participating in the School's Giving Tree Project which provides Christmas gifts for the underserved individuals in the community.

M.S.W.: The School encourages student organizations, especially those that focus on the particular interests of M.S.W. students. The MSWN (Masters of Social Work Network) is the graduate student organization. The Network was designed to be inclusive of all M.S.W. students so students need not officially join. Any student in the M.S.W. program is assumed to be a member of the Network.

The purpose of the Network is to connect graduate students to vital information for promoting their professional advancement. Students work together to learn about professional resources, to obtain current information regarding professional standards and credentials, and to network with organizations and social workers. In past years, the organization sponsored presentations on the following topics:

- Wisconsin Approved Provider Status (the 3000 hour rule)
- Resume and cover letter writing
- Job networking and interviewing
- MSW curriculum focus groups
- Post-graduate internship possibilities

The Network does not have elected officials but is convened by a small group of students who have voluntarily taken on the responsibility of organizing activities and attending to publicity mailings. Representatives of the Network are encouraged to attend and participate in the School's committees. The School administration supports the activities of the Network by encouraging student participation in the organization, and has agreed to cover the cost of duplication of printed materials and mailings as requested.

Sociology

Service learning

1. Approximately 20 students enroll each year in the sociology internship program (Soc 489)

2. Approximately 15 students are inducted into AKD the national sociology honor society each year
Spanish and Portuguese

Field placements/internships
Translation students must serve internships of 100 hours. Placements are in translation agencies, firms doing international business, social service agencies, or with freelance translators.

Increasingly, undergraduate students are incorporating internships into their plans of study as well. Undergraduate Emily Gormican is currently doing an internship as part of her capstone experience after having taken the Introduction to Interpreting course.

Service learning
Professor Margaret Crosby has incorporated service learning components into certain courses.

Study abroad
Many Spanish majors participate in study abroad programs through UWM and other institutions. These include UWM’s Chile and Spain program, and many other opportunities through Winterim, etc. Data is not available on the exact number of students participating, but it is a high percentage of our majors.

Speakers/lecture series, cinema
The department collaborates with the Center for Latin American and Caribbean Studies on the Latin American Film Festival. Professor Bryan Kennedy has spoken at the openings of several Brazilian movies.

Professional translators and staff of translation agencies typically speak to our advanced translation classes.

Other experts and authors also visit on occasion. Examples of this are: May 2001 Professor Susan Rascón arranged for Guatemalan author Víctor Montejo to visit UWM. In addition to a presentation for the general public, Mr. Montejo had special meetings with students in two of Professor Rascón’s classes. Students in her Spanish 353 had read his El Q’anil and he answered their questions about the book. Students in her Spanish 447 had had the opportunity to translate some of Mr. Montejo’s poetry and he participated in a reading and critique session with them. In February of 2000 there was a similar visit by Guatemalan author Gaspar Pedro González. These are but a couple of examples of the kind of involvement and interaction with experts and speakers that goes on in the department.

Professional societies
Some of our students have joined organizations such as the American Translators Association and the Midwest Association of Translators and Interpreters. They have attended professional development meetings and conferences of the organizations.

Departmental clubs
The Department of Spanish and Portuguese has an active chapter of Spanish honor society Sigma Delta Pi, advised by faculty member Professor Margaret Crosby. Sigma Delta Pi holds an annual induction ceremony as well as cultural and fundraising events. The society sponsored and put on a reception for author Víctor Montejo’s visit and organized and sponsored a Noche de Tango and anniversary celebration.

The department’s Club Hispánico, with faculty advisor John McCaw, has organized several activities off campus for students over the past few years.
Continuing education
The department plays an important role in continuing education, particularly for high school language teachers who enroll in our courses to meet these requirements and oftentimes to work toward an MA.

Theatre

Service learning
1. Stories from the Hidden Chamber: In conjunction with Milwaukee Public Museum
   30 students/two community sites
   Participation level: Immersion
   Survey, project documentation, rubric, learning scale inventory

2. Teachers as Tellers
   four students/six community sites
   Participation level: Immersion
   Survey, interview, questionnaire

3. Voices of the Heart
   30 Students/five community sites
   Participation Level: Immersion
   Survey and Student Reflective Statement

4. Student Fieldwork/Service-Learning in Theatre Teaching
   20 students/15 community sites
   Participation level: Immersion
   Portfolio, rubrics, competency scale rating

5. Student Practicum/Service-Learning in Theatre Teaching
   14 students/25 community sites
   Participation level: Immersion
   Portfolio, rubrics, competency scale rating

Study abroad
1. Student exchange at Bournemouth Arts Institute–England
   Participation level: Immersion
   Journal, project documentation, physical outcomes of costume production

2. Study Abroad to London/Paris
   12 students /18 days
   Participation level: Immersion
   Journal, survey, student reflection

Undergraduate research
1. Elder Tales
   six students/three community sites
   Participation level: Immersion
   Survey, project documentation, rubric, learning scale inventory
2. Supporting Elm Arts School Teachers
   three students/one community site
   Satisfaction survey, meetings and face-to-face interviews

3. CinePlex Project
   one student/one community site
   Screenplay, critique and rubric rating, email discussion

4. 81st Street School Project
   four students/one community site
   Journals, dispositional responses

**Field placements/internships**

1. Internships with professional theatre companies
   30 students/25 sites
   Journals, survey, project documentation

**Urban Planning**

**Field placements/internships**

Our judgment based on the data and anecdotal information from our conversations with students is that over 95 percent of students are involved in a field placement prior to graduating from the masters program. We encourage all students to get this experience. Students are working in field placements throughout southeast Wisconsin, in the cities of Milwaukee, New Berlin, Franklin, Glendale, Wauwatosa, and Greenfield, to name just a few. Placements are in Business Improvement Districts, neighborhood organizations, and community development corporations, especially in the city of Milwaukee.

The only reason that the field placement/internship course is not required is that we are able to persuade almost all students to do this experience without adding three additional credits to a 48 credit masters degree.

**Service learning**

Service learning is a core value of our faculty and curriculum. It is the critical element in producing excellence in student outcomes. Three courses are designed entirely around a service learning approach (793, 810, and 811). Faculty members teaching other courses are encouraged to include community-based projects as much as feasible given the nature of the specific course.

**Study abroad**

The faculty has recently put greater emphasis on encouraging our students to do study abroad. In planning, seeing how cities have developed in other cultural and political contexts is important to understanding the strengths and limitations of U.S. city planning.

This summer, we anticipate that two students will study for two months in Europe, and four students will be taking part in a course taught by the Geography department that will take students to study in Toronto for a week.
Speakers/lecture series, cinema
A few years back, the department had fallen away from providing speakers and lecture series. That trend has been fully turned around, and our program is much stronger for it. We now have a lunchtime brown bag seminar series held four to five times each semester. The focus is on bringing in professionals who are doing progressive (cutting edge) planning work in our area, or occasionally speakers who are engaged in controversial planning processes.

This spring, the department is launching a major annual lecture to commemorate the life of a recently deceased alumni and adjunct faculty member.

Faculty have also become more proactive about bringing professionals into courses to provide a frontline perspective on the academic content the students get in core courses.

Departmental clubs
The faculty actively encourages students to become members of the UWM Student Chapter of the American Planning Association. The Wisconsin Chapter of the APA provides some financial support to the Student Chapter, including funds to subsidize travel to the national conference.

Faculty members are actively involved in social events planned by the Student Chapter.

Engagement linked to scholarship
As noted in the answer to another question, student research—to the extent that it occurs at all—occurs in the context of engagement in the community through our course projects.

Visual Arts
Field placements/internships
The Art Education program conducts early field experience in all art education methods classes. This translates as six to eight weeks of work in the fall semesters in elementary settings to support classroom teachers in their regular activities. An Art Education faculty member supervises at each site and does ongoing evaluation of the students teaching practice in these settings. These students develop visual arts curricula drawing from areas across the School’s curriculum as their mentor teachers request. These field placement curricula are evaluated in progress and are included in the teaching portfolio. The Spring semesters field placements are in middle and high schools. The students develop curricula which are delivered as an enrichment activity either during the school day or after school. An Art Education faculty member supervises at each site and does ongoing evaluations.

Student teaching placements
B.F.A. certification students are required to complete ten credits of student teaching hours. To accomplish this, they are placed for half of a public school semester in an elementary school setting with a cooperating teacher and half of a public school semester in a secondary school with a cooperating teacher. During this placement they participate daily in the cooperating teacher’s classroom activities, initiate curricular activities of their own, and document their student teaching activities and results in evaluative writing, photo documentation, and with lesson plans. During this student teaching semester they participate in a weekly seminar with all participating student teachers and the faculty supervisors to share experience, direct activities,
and evaluate both progress and results. Student teachers are required to develop a teaching portfolio based on the semester’s experience. This portfolio builds on the model used in the field placement experiences but is more complete, including commentary from the cooperating teachers and a complete curriculum and lesson plan record.

**Graphic design internship program**

In 2003-2004 the GraphX studio internship was initiated for a few graphic design students per semester. It is coordinated by Kelly Beisbeir, Peck School of the Arts Senior Graphic Designer, and Associate Dean Richard Zauft (graphic design faculty member). The program develops design solutions for area clients and provides solid professional experience to students. The remaining internship program in Graphic Design is in transition. Adjunct instructors who are design professionals from the area offer an internship preparatory course focusing on preparing students for internship through presentations, visiting designers, readings and discussions regarding ethics, workplace interactions, market and job portfolio requirements, interactions with market providers (printers and fabricators, etc.) A number of current students are in internship situations but are not part of a supervised course. These internships are screened through Graphic Design faculty and opportunities are posted for student follow up. This changed to an updated formalized program with the hire of a new Graphic Design faculty member.

**Museum/gallery internships**

During fall semester 2003, senior visual art major Cortney Heimerl served as an intern to Institute of Visual Arts, receiving course credit through independent study with a Visual Art faculty member. Her responsibilities centered around planning and implementation of exhibitions in the student gallery component of inova, Gallery 3B. She arranged for student participation, assisted with press release and artist statement preparations for the students, organized installation and de-installation hours and guidelines, and planned opening receptions with the students. She kept a journal of her preparatory activities and results for Gallery 3B and participated in other inova event planning and installation activities as needed.

On an irregular but frequent basis, B.F.A. Visual Art majors have worked as interns for Milwaukee’s Walkers Point Center for the Arts. In these instances they have applied for participation through the center, made independent study credit proposals to sponsoring faculty members, participated in all aspects of the Center’s activities from exhibition and event planning and installation to workshop implementation and grant writing research. These students have written their internship proposals as a course abstract, kept working journals, documented the results of their work with the Center’s activities in both visual and written form, and written a summation paper. The reasons students request participation at Walkers Point vary from interest in non-profit arts organizations, to community art center impact studies, to site specific art making.

**Service learning**

The early field placement experiences function as the primary service learning opportunity for art education majors in addition to their required field observations because they provide direct support for the partner schools and teachers both in the classroom and in after school activities. The 50 hours of observations required in addition to the monitored classroom experience provide additional opportunities through school visits and volunteer activities. An average of 35-40 students participate per year in this Service Learning component of the certification program.

During fall and spring semesters in 2002-2003, students in Assistant Professor Joan Dobkin’s Graphic Design courses did design work for the local Advocacy Group, a fund raising organization for non-profit support groups whose client audiences are the uninsured, under employed, and homeless, among others. Fifteen to eighteen students participated.
Continuing education

The Department of Visual Art offers outreach course sections in several of its 200 level courses every semester. These are advertised in the Schedule of Classes to accommodate post baccalaureate registration from the region’s public school teachers who need to take continued studio course credits to stay certified and eligible for salary increases. These courses are offered in Ceramics, Fibers, Photography, Printmaking, and Watercolor. Approximately one to two students per course every semester is a member of this intended audience, but the department keeps only anecdotal records for these enrollments. The total number of students served is about 16-20, including summer session courses numbers in the count.

Planning is underway for summer session course work opportunities for specialized media training using the equipment intensive spaces within Visual Arts spaces. The first area to make direct offerings for non-credit continuing education audiences were Jewelry and Metalsmithing during summer 2004. A series of short technique based work shops acted as a pilot to determine both area interest, format options for presentation and timing, audience development. Several goals were behind the pilot. The credit course offerings from Visual Art could be coordinated with the non-credit offerings for event sponsorship and/or for cross disciplinary benefits with other Peck School of the Arts programs. Safe and supervised access to the specialized equipment in Visual Art’s labs served the needs of area artists unaffiliated with schools or institutions while avoiding space conflicts with courses run during regular semester hours. Coordination between non-credit workshops and a revitalized Master of Science in Art Education program (target date Fall 2005) utilizing summer months and summer studio access could enhance studio opportunities for Milwaukee area teachers. The pilot program needs to test interest, capacity, and outcome possibilities.

Study abroad

The Peru Today study abroad courses have been offered four times since January 2001 (January 2001, May/June 2002, May/June 2003, and May/June 2004. To date, 38 students have participated (not counting the May/June 2004 group). The course examines Peruvian culture through its art and architecture, an introduction to the ethnic groups that make up Peruvian society, and the geographic, economic and political issues that have shaped Peru as an emerging democracy in the Andean region. Travel and study take place in three geographically distinct areas of Peru: Lima, the capital located in the coastal desert, Cuzco, the Andean center of pre-Columbian Inca civilization, and its environs; and the Tambopata region in the Amazon basin. Students are required to do extensive readings on a variety of topics, participate in lectures and discussions, and to create a travel journal specifically related to the major research area of their undergraduate program studies. Peru Today has been organized by Visual Art faculty members Professors Gunderman and Davis-Benavides and coordinated through the Center for International Education’s Study Abroad programs.

Europe Study Abroad 2002 focused on France (Paris, Auvers-sur-Oise and Giverney) for three weeks followed by Italy (Venice, Padua, Florence, Siena, Monterchi, San Sepulcro, and Arezzo) for three weeks. Seventeen students participated and enrolled for 12 credits each. The program was organized by Professor Denis Sargent and coordinated through the Center for International Education’s Study Abroad programs.

Study Abroad is an extremely effective means of broadening students’ vision of themselves as part of a world community. For many participants in the Peru Today programs, this has been their first experience in living and traveling outside of the Midwest United States. The program emphasizes interdisciplinary experiences and discussions on a variety of issues ranging from social, political environmental, art historical, and the impact of globalization in a third world setting. In the Paris/Italy study abroad programs, students benefit from direct on-site observation and investigation of art works. They gain an improved understanding of the physical context of the artworks which then leads to better appreciation for the historical and social context for the work’s meaning and impact. The experience also provides a greater experience of diversity and facilitates their negotiation of future opportunities and challenges for their own studio production or careers.
Undergraduate research

In the Art Education area, students collaborate with Art Education faculty on their individual research projects to gain experience and/or fulfill their required early field observation hours. Examples include assistance with and observation of Professor Davidson’s research project at Hartford University School called “Vision and Voice: Girls Version of Life,” a collaboration with art teacher Steve VandeZande and funded through Cultures and Communities; Professor Kim Cosier’s Project Q; and the Art Education Area’s Community Engagement Initiative Intergenerational Documentary Photography project.

Speakers/lecture series, cinema

The Department of Visual Art works to offer a regular academic year schedule of visiting artists and speakers through a combination of funding and collaborative sources. There are usually two to four speakers per semester depending on artist availability in the area, collaborative sponsorship opportunities, and departmental funding capacities. Studio areas within the department make contributions to these events by working to find co-sponsors. The speakers offer important insights into contemporary art practice locally, nationally and globally. During the 2003-2004 year, these events took the form of co-sponsorship with the Center for 21st Century Studies, of Xu Bing, the New York based Chinese artist, with the Milwaukee Art Museum for a symposium, Dzine with the Center for 21st Century Studies, Claire Van Vliet with the Golda Mier Library’s Special Collection curator, with the Dean’s office, Paul Kranick’s studio critiques for graduate students, Lin Chan Gu, Clark Lunberry, and Brian Yates.

The audience numbers for these events vary (from about twenty for one or two classes to 300 for large classes) when the event is primarily class-based and from 50 to 70 when the event is public. Students who attend are often from courses whose focus is closely related to the specific studio discipline of the speaker but graduate students attend regardless of disciplinary involvement.

No formal assessment of the impact from these presentations is kept but students report, both in course work products based on responses to the speakers, and in written summations from the events that whether they agree with, fully understand, or respond positively to the speaker, that the extra insights, new technical demonstration, expanded image possibilities, and professional career models provided are among the most important aspects of their program.

Other

Milwaukee Art Guild, KASA (Kenilworth Art Students Association), student chapter of AIGA (American Institute of Graphic Artists), and NAEA (National Art Education Association and the WAEA (Wisconsin Art Education Association)

1. Milwaukee Art Guild is a student initiated organization that began at the end of the 1990’s through the efforts of two or three students. The organization is currently a group of ten members, including three officers, who are organizers of events which offer exhibition and learning opportunities for Visual Art majors. The main function of the group is to foster and artistic community within the UWM campus. To achieve this goal they organize events, view galleries, and museums as a group, and keep each other informed about art-related events in the community. Their principal event is the “Method” show, held in Fall semesters in collaboration with the Union Art Gallery. The exhibit is an annual event, juried by regional professional artists invited by the group to select participants and identify award winners. The Guild also organizes group outings for Gallery Night, and makes trips to Navy pier for the International Art Exhibition in May and
the Sculpture and Objects of Functional Art (SOFA) in October. In Spring 2004, they collaborated with the Union Art Gallery, the Women’s Resource Center, and the College Feminists to hold a new themed exhibition; based on gender and sexual identity, sexual violence women’s rights and related ideas. The group is not currently affiliated with the Student Organization office.

2. Kenilworth Art Student Association (KASA) is a student organization of approximately fifteen members affiliated with the UWM Student Organization. It has four officers. The group raises money to participate in the annual Northern California Women’s Caucus for Art (NCWCA) conference held each year in various national locations and to participate in community service. Their principal community interaction center on the “EMPTY BOWLS” fundraiser for Milwaukee area food pantries held annually in October. KASA students make between 300 and 500 bowls each year for donation to the fundraiser.

3. Student Chapter of American Institute of Graphic Artists (AIGA) at UWM has five officers and about twenty members and a faculty advisor. It is affiliated with UWM’s Student Organization. The group organizes events every semester for Graphic Design students, including fund raisers for student participation in regional AIGA conferences and Portfolio days. The group’s purpose is to give students interested in graphic design a chance to continue their education outside of class with other students who share the same interests. The group invites guest speakers to their semester meetings, organizes tours of approved design firms, maintains a web site, does design work with logos, stationary, business cards, newsletters; and organizes discussions around transitioning to career and market placement.

4. Art Education students are required to become members of the National Art Education Association (NAEA) and the Wisconsin Art Education Association (WAEA). The students are required to attend the WAEA Conference held in the Fall semester. They are encouraged to join the Milwaukee Area Teachers of Art (MATA) and to attend the MATA workshops which are hosted by Visual Art’s Art Education faculty. The national and state organizations are the professional organizations for the field and offer research and education resources to student members. MATA is a local organization which maintains the Visual Art educator community of teachers and educators through a variety of activities, including exhibition sponsorship and workshops to support continuing professional development activities.

Cultures and Communities

In the past five years, six faculty members and an adjunct instructor have had active support from UWM’s Cultures and Communities program. Ceramics faculty members Professor Karen Gunderman and Associate Professor Christopher Davis-Benavides got project support to assist with a visiting artist during the 2001-2002 lecture series year. In the late 1990’s Assistant Professor Phyllis Thompson and Professor Leslie Vansen were Cultures and Communities fellows for the 1999-2000 year. In 2002-2003 and continuing in 2003-2004, Art Education Assistant Professors Cosier and Davidson received project support funding for their Community Engagement projects from Cultures and Communities. Since 2002-2003, Lecturer Raoul Deal has taught in a liaison capacity in Visual Art’s programs while also developing and teaching a special Cultures and Communities section of Visual Art’s ART100 course for School of Education majors. This special ART100 section and the two Art Survey courses ART105 and ART106 have been approved for Cultures and Communities course credit within the GER course options.
Undergraduate research (curricular but not required)
In the Art Education area, students collaborate with Art Education faculty on their individual research projects to gain experience and/or fulfill their required early field observation hours. Examples include assistance with and observation of Professor Davidson’s research project at Hartford University School called “Vision and Voice: Girls’ Version of Life,” a collaboration with art teacher Steve VandeZande and funded through Cultures and Communities; Professor Kim Cosier’s Project Q; and the Art Education Area’s Community Engagement Initiative Intergenerational Documentary Photography project.

Engagement linked to scholarship
The Art Education faculty members have formed an umbrella concept to establish partnerships with community schools and organizations, seek project funding support, and document research results. Their concept is called the Art Education Community Engagement Initiative and is Visual Art’s primary area of engagement activity.

Center Contributions to Co-curricular Activities

Bostrom Center for Business Competitiveness, Innovation and Entrepreneurship
Entrepreneur Internship Program: Designed to provide both undergraduate and graduate students with opportunities for experiential learning through internships with entrepreneurs, the Entrepreneur Internship Program was made possible by a seed grant from the Ewing Marion Kauffman Foundation and additional support from We Energies and entrepreneur intern host companies. In the first two years of the program, 24 entrepreneur interns have been placed.

Field placements/internships
Students who participate in the Entrepreneur Internship Program complete a questionnaire upon completion of their internship to help the Center determine the quality of their experience in the program, and to help guide us in subsequent semesters. One outcome of these surveys is that, based on feedback from the first year participants, we have refined some of the procedures for sharing relevant internship information with students, and have provided them with a formal network to meet each other and discuss their experiences as a group.

Speakers/lecture series, cinema
Through the Bostrom Center’s Bradley Distinguished Lecture Series, co-sponsored with the Lynde and Harry Bradley Foundation, professionals in the Southeastern Wisconsin business community are offered the opportunity to learn from nationally and internationally respected scholars and policy experts, who speak in the series on major issues pertaining to the political economy of globalization, entrepreneurship, and global economic competition. Held three or four times each year for the last ten years, the series has been attended by thousands of business executives and professionals. Recent speakers include Anne Krueger, First Deputy Managing Director of the International Monetary Fund; R. Glenn Hubbard, former Chairman of the Council of Economic Advisers under President George W. Bush; and C. Fred Bergsten, Director of the Institute for International Economics.

More recently, the Consortium for Innovative Manufacturing and Operations Management holds an annual day-long workshop on specific operations management topics. These workshops draw over 100 professionals, and feature both industry and academic experts.
The Research Seminar Series is designed to promote and encourage faculty and doctoral student research, the Center supports the Research Seminar Series. The Series provides a forum for the School’s faculty and doctoral students, as well as academics from other institutions, to present their research to and discuss their findings with their campus colleagues.

The Center supported the Venture Best Series “Innovation—From Idea to Business,” presented to faculty and doctoral students. The Series was designed to encourage individuals to turn their research into business ideas, and provided practical information on organizing a company, intellectual property, business plans, and financing. Faculty and Ph.D. students from across campus, as well as other area universities, took part in the program.

**Center for 21st Century Studies**

**Co-curriculum activity**

In 2002-03 the Center began a new Curricular Initiative, which seeks to connect the Center’s cutting-edge research and pedagogy, and to think creatively about possible links with instruction at UWM. In early 2003 we held meetings with chairs and representatives of over a dozen departments and such programs as the Center for International Education, Film Studies, Modern Studies, Urban Studies, Women’s Studies, etc., gathering suggestions from them of people they might like to see on campus whose work would engage with the Center’s research theme for 2003-2005, *Geographies of Difference*. As we worked on the schedule for the coming year’s public events at the Center, we stayed in touch with department liaisons about possible avenues of collaboration.

Thus far, the Curricular Initiative has resulted in a number of class seminars scheduled in connection with visiting Center speakers, including a seminar with Joshua Cole (University of Georgia) in April 2003; with Marc AbéPs (CNRS, Paris) in February 2004; with Anthony King (SUNY Binghamton) in April 2004; and with Paula Sanders (Rice University) in April 2004. In addition, Center events have been listed on course syllabi, and there has been joint sponsorship of speakers with department or program colloquium series, as well as informal meetings of visiting speakers with interested students and faculty over the past year. We continue to solicit feedback from department chairs and liaisons about other ways we might involve departments in the Center’s planning.

**Center for Addiction and Behavioral Health Research**

**Speakers/lecture series, cinema**

Annual CABHR symposium on addiction and behavioral health research (20-30 students attend). Colloquia on motivational interviewing and special populations (students have been able to attend free of charge; sessions have been held on a monthly basis).

**Center for By-Products Utilization**

**Service learning**

The UWM-CBU offers co-curricular activities in the following areas: Service Learning, Continuing Education, Undergraduate research, Speakers/Lectures, Professional Societies, Graduate research (curricular but not required) and Engagement linked to Scholarship.
Center for Canadian-American Policy Studies

Study abroad

The CCAPS director worked with a team of faculties from UW-Milwaukee, the University of Louisville, Université de Montréal, the University of Manitoba, and two Mexican universities, on a proposal to establish a student mobility program to facilitate exchanges among the six universities. Funding for the program was recently approved by the U.S. Department of Education (FIPSE program).

In 2003, CCAPS applied to be a participating institution in The International Council for Canadian Studies program. The program’s aim is to provide Canadian graduate students with the opportunity to study and conduct research abroad. CCAPS applied to serve as one of the program’s sites in the United States.

Center for Economic Development

Engagement linked to scholarship

In cooperation with six UWM graduate programs: Business Administration, Economics, Urban Studies, History, Sociology, and Geography, our unit recently launched the Milwaukee Idea Economic Development Fellows Program (MIED). The program provides fellowship support to graduate students in exchange for a two-year (20 hours per week) commitment to work in a community-based organization. The program, launched in 2002, serves as a multifaceted internship/service-learning/community engagement experience.

The primary aim of the MIED program is to apply the knowledge and skills gained by returned Peace Corps and Americorps volunteers to the diverse challenges and capacity-building efforts of local community-based organizations. The MIED program provides much needed technical assistance to community organizations, while providing graduate students with a hands-on service learning opportunity.

MIED staff began an accelerated campaign to recruit potential candidates for the fall term 2002. With very little time available to develop a formal campaign, a MIED website was quickly created and launched in early February 2002. The initial applicant pool of 11 was extremely competitive. The program is growing rapidly. After two successful admissions cycles, the program now has six full-time fellows with plans to admit four during the next cycle.

A second component of the UWM’s Fellows Program development included recruiting local community-based organizations to participant in the initiative. The core objective of the MIED program is to help build capacity and provide technical assistance to CBOs and non-profits throughout the community. To that end, MIED staff met with a variety of organizations to discuss participation. The response from local organizations has been enthusiastic. Eleven community-based organizations currently participate in the program.

Center for International Education

Field placements/internships

The Center for International Education (CIE) supports both domestic and overseas internship and service learning opportunities for students. The International Studies (IS) Major currently offers the following semester-long, domestic internship sites: Center for Latin American and Caribbean Studies; International Institute of Wisconsin; Lafarge Learning Institute; Milwaukee International Health Training Center; Senator Russell Feingold Home Office; Senator Herbert Kohl Home Office; UWM Institute of World Affairs; UWM Center for International Education Academic and Outreach Programs; UWM Center for International...
continuing education

Continuing education, in particular outreach to the K-12 teacher community, is central to the promotion and support of global education. In addition to conferences, academic majors, and faculty development, CIE provides quality programming and professional development opportunities for this constituency, and also for K-12 students such as the Model UN program, drawing 600+ secondary students and including a teacher workshop. The centerpiece event for teachers is the annual Global Studies Summer Institute. This annual four-day workshop focuses on the teaching of specific topics relating to globalization and includes sessions devoted to lesson plans and curriculum assessment. The GSSI consistently provides 30-35 teachers from across the Midwest with the opportunity to interact not only with UWM faculty but also with other globally engaged scholars, practitioners and policymakers.

Other ongoing initiatives include an International Studies Resource Network through which CIE provides professional development programs, shares curricular resources, and facilitates discussion among over 550 teachers from the Midwest. Program series have focused on topics such as Teaching and Writing Global History and Teaching About East Asia, while stand-alone programs have featured prominent individuals and teaching resources, which are also highlighted in workshops held at regional and national teacher conferences. In 2001/02 attendance at 14 CIE-sponsored K-12 programs totaled 1,135. This represents a typical year.

CIE has national impact on both K-12 and postsecondary educators through the development of Internet Resources.

In addition to its important contributions to faculty development, the Institute for Global Studies (IGS) has sponsored activities to promote Global Studies and languages at the K-16 level. It has created the IDEAS web portal, the redesign of a UW-Extension site for K-16 teachers providing searchable access to globally oriented curricular materials. This site received its one millionth hit after just eight months of operation. In addition, IGS sponsored the statewide roundtable on world language teaching in April 2003. This interactive video conference dealt with new uses of technology in language instruction, linking instructors and students on eight UW campuses. In addition, with the support of the Johnson Foundation’s Wingspread Center, IGS sponsored a conference on articulation of K-12 and post secondary curricula in global education that served as a kickoff for the statewide International Education Council. This conference in 2002 was attended by 46 K-12 educators.
Study abroad

The past five years have seen a significant increase in the number of students studying abroad. In 1998/99, 259 students studied abroad in 22 countries. The majority of these students studied in France, Mexico, United Kingdom, Spain and India. In 1999/2000, 237 students studied abroad in 24 countries. The majority of these students went to Germany, Ghana, France, Italy, Mexico and the United Kingdom. The number of students increased to 314 in 2000/01. These students studied in 18 different countries, with France, Germany, Mexico, and the United Kingdom, receiving the majority of students. In 2001/02, 392 students studied abroad in 27 different countries. Spain, Mexico, United Kingdom, France, Ireland and Italy remained popular. However, a large number of students also studied in Peru, Australia, Ghana and China. The increase in students traveling to less traditional locations coincides with the increase in short-term, faculty-led options available through various departments and professional schools on campus. In 2002/03, 404 students studied abroad in 26 locations, including significant numbers in Brazil, Chile, Costa Rica, and the Netherlands in addition to locations mentioned above.

All return study abroad students respond to a detailed survey about their experience that is available to them online. They do not receive their grades until they have completed the survey. In addition to student feedback, CIE staff maintains regular communication with service providers and faculty abroad and also use site visits as a means of evaluating programs. This applies to internships as well as study abroad.

Speakers/lecture series, cinema

CIE is a significant regional and national resource for global studies outreach. Several teams within CIE regularly sponsor and/or cosponsor speakers and lectures, as well as conferences, mini-conferences, and films.

CIE maintains partnerships with over 40 academic departments, postsecondary institutions, teacher organizations, non-profits, government offices, and private corporations and an institutional commitment to community outreach. To maximize their reach, cost-effectiveness and quality, most CIE activities are organized in cooperation with co-sponsors, including, for example, the Milwaukee Public Schools, the Wisconsin Department of Public Instruction, Amnesty International, the Women’s International League of Peace & Freedom, the Wisconsin International Trade Council, Milwaukee Public Television, the Milwaukee Public Museum, and several foreign consulates. These partnerships allow CIE to reach approximately 8,000 people each year with professional development programs, lectures and film series, scholarly conferences, publications, and dissemination networks.

Regular public programs include annual Asian, French and Francophone, and Latin American film festivals, Global Justice Week and International Women’s Day programs, a Global Studies Faculty Colloquium featuring monthly talks by UWM scholars, and public lectures by visiting scholars and practitioners. CIE publications of information about available resources and programs boast circulations of over 1100. In addition, CIE sponsored the development of two documentaries portraying the human impact of globalization. After the Immigrant is being produced in cooperation with Wisconsin Public Television, UW-Madison, and the Mexican Fine Arts Center Museum in Chicago. A Day with the Dead, focusing on Mexican cultural traditions, is also being produced for national PBS broadcast. With an accompanying study guide, it is designed for use in educational settings and museums.

CIE’s postsecondary outreach programs include interdisciplinary conferences and workshops and supporting participation by faculty from postsecondary institutions across the country. In 2001/02, CIE co-sponsored a lecture on media representations of Mexican history and peoples at the University of Maryland-College Park, a faculty workshop series on Globalization & Information Technology, and a UW System faculty development conference on interdisciplinary approaches to Global Studies. Mini-conferences involving working groups of faculty from across the US have focused on the United Nations, Human Rights, Globalization in Asian Film, and Art, Globalization and the Privatization of Culture.
CIE hosts an annual scholarly conference for faculty from all corners of the US. The conference serves as a forum for cross-disciplinary dialogue on globalization issues, averaging 80 participants from postsecondary institutions, as well as people in Journalism/Media and Information Technology fields. Recent conferences focused on ReThinking Global Security (2003), Transmissions: Technology, Media, Globalization (2002), Global Cities: Culture, Urbanism and Globalization (2001), and Between the Global and the Local: Human Rights in the 21st Century (2000).

CIE offers the campus globally-relevant lecture/speaker, conference and film opportunities. Over the past five years, it has sponsored ongoing, regular programs such as the lunchtime Travelers Series and its follow-up, the Afternoon Adventures, brown bag lunches, and campus and community lecture and film series. Each of these events is attended by an average of 10 to 20 people. Film series and standout events often receive attendance of 100 to 250 people. In addition to film series, CIE has sponsored individual films examining issues such as Human Rights and Societies in Transition: Causes, Consequences and Responses, Islam Awareness Week, Most Dangerous Women, and Siberia’s Children. In the past two years, it has sponsored 18 film festivals, 135 lectures, and 12 conferences and mini-conferences. This level of activity is consistent with past years.

Between January 1999 and the present, the Institute of World Affairs, a public outreach unit which moved to CIE in summer 2003, produced 350-400 public service programs focusing on international issues. Institute public international affairs programs reached 3500 to 4500 participants annually. This total program number includes television programs on Milwaukee Public Television (MPTV) and radio broadcasts on Wisconsin Public Radio (WPR) and Milwaukee Public Radio (MPR). Institute public programs consist of lecture series, conferences and forums, simulation exercises, seminars, travel programs and study tours. Founded in 1960, the Institute also has a membership base that ranged from 200 to 450 paying individuals, families and corporations for the five years in question. Most of the programs take place at the University of Wisconsin-Milwaukee in lecture halls and conference facilities, but major events are also held at the historic Pabst Theater, in downtown hotels, and at city clubs. The Institute also produced a number of programs designed for secondary students, one major event (the Wisconsin High School Model UN) on an annual basis. Programs on the Ideas Network of Wisconsin Public Radio are received across the state and into neighboring Illinois, Iowa, Minnesota and Upper Michigan. The following is a summary of Institute events.

**1999/2000**

1. **Great Decisions 1999:** Eight Foreign Policy International Issues lectures; 24 programs at four sites, (In Milwaukee at UWM Library Conference Center, Waukesha County Technical College in Pewaukee, Mead Public Library in Sheboygan, and at J.I. Case High School in Racine); attendance: 1200

2. **Travel Adventure:** Four programs, UWM Mitchell Hall

3. **Fall Series:** Five programs, UWM Curtin Hall

4. **George F. Kennan Forum on International Affairs,** The Euro, Pabst Theater, downtown, 300 people attended

5. **U.S. Department of State Foreign Policy Town Meeting,** Pabst Theater, 335 people attended program with panel of three diplomats

6. **Annual Wisconsin High School Model United Nations;** UWM Student Union: 600+ secondary students in two day simulation exercise with teachers workshop

7. **High School Global Environment Conference:** 200 students with plenary and breakout sessions at UWM Union
8. Global Career Forum: 150 students with plenary and breakout sessions at UWM Union
9. Business Breakfast Briefings, three meetings with outside speakers on trade and commerce issues
10. Banquet: Dialogues with Diplomats with the British Ambassador at Pfister Hotel
11. Television: 12 International Focus programs broadcast Sunday evenings monthly; Eight Great Decisions programs broadcast on concurrent Sunday afternoons in February and March

2000/01
1. Great Decisions 2000, Eight Foreign Policy, International Issues lectures, 24 programs at four sites, (In Milwaukee at UWM Library Conference Center, Waukesha County Technical College in Pewaukee, Mead Public Library in Sheboygan, and at J.I. Case High School in Racine), attendance: 1200
2. Great Cities of the World, six illustrated lectures in Enderis Hall, UWM
3. Fall Series: Four programs at UWM Center for Continuing Education

Forums:
1. George F. Kennan Forum on International Affairs, Human Rights at the Pabst Theater, 300 people attended
2. Wisconsin High School Model United Nations, two day simulation exercise at UWM Student Union. Six hundred high school students participated with program for teachers and advisors.
3. Luncheon Address, Premier of Quebec, 350 people attended this program at the Milwaukee Hilton, City Center
4. Visit of Karsten Voigt, Foreign Office, Federal Republic of Germany; attendance: 130
5. High School Environmental Conference, 150 students at UWM Student Union
6. International Career Forum, 120 students at UWM Student Union
7. Television: 12 International Focus Broadcasts monthly; Eight Great Decisions shows on concurrent Sunday afternoons in February and March
2001/02

Lecture Series:
1. Great Decisions 2001, Eight Foreign Policy International Issues lectures, 24 programs at four sites, (In Milwaukee at UWM Library Conference Center, Waukesha County Technical College in Pewaukee, Mead Public Library in Sheboygan, and at J.I. Case High School in Racine); attendance: 1200
2. Fall Series: Five lectures, the University Club and UWM Heftter Conference Center; attendance: 450
3. Helen Wenberg and Carol Baumann Lectures and Taiwan Report: Member Meetings, UWM Heftter Conference Center; attendance: 175
4. Armchair Traveler: Four illustrated lectures at various Milwaukee restaurants; attendance: 265

Forums:
1. Town Hall Meeting with Congressmen Tom Barrett and Jerry Klezecka, Center for Continuing Education; 125 attended
2. Response to 9/11/01 Town Meeting; 350 attended this program in UWM Union Theater
3. George F. Kennan Forum on International Affairs, Globalization and International Trade; 300 people at the Pabst Theater
4. Wisconsin High School Model United Nations, two day simulation exercise for 620 students; workshop for teachers and advisors
5. Television: 12 International Focus broadcasts monthly Sunday evenings; Eight Great Decisions broadcasts Sunday afternoons in February and March
6. Radio: Eight Great Decisions lectures broadcast on Milwaukee Public Radio; eight speaker interviews on Wisconsin Public Radio; various speaker interviews on both networks

2002/03

1. Great Decisions 2002, 24 lectures on Foreign Policy, international issues topics at four sites (In Milwaukee at UWM Library Conference Center, Waukesha County Technical College in Pewaukee, Mead Public Library in Sheboygan, and at J.I. Case High School in Racine); 1100 attended
2. Wenberg and Baumann Lectures on the Shadow War at the UWM Heftter Conference Center, 195 attended these member meetings
3. Fall Series: Six lectures at UWM Heftter Conference center; 550 attending
4. Program with American Council on Germany; 90 attended
5. Armchair Travelers: Four illustrated lectures at various restaurants; 200 attending

Forums:
1. George F. Kennan Forum on International Affairs, The Shadow War, 350 people at the Pabst Theater
2. Wisconsin High School Model UN, two day simulation exercise at the UWM Student Union with workshops for faculty and advisors; 630 attending
3. Town Meeting: 9/11 Remembered, 250 people attended this forum at the UWM Union Theater,
4. Town Meeting: The Balkans, with the Slovenian Ambassador and other Balkan diplomats at the Heftet Conference Center; 110 attending
5. Dialogues with Diplomats: Luncheon with the Austrian Ambassador; 55 attended
6. Dialogue with Diplomats: Luncheon with the Ambassador of Thailand, 65 attended
7. Study Tour: Cuba, Does the Revolutionary Beat Go On?; 24 participants
8. Television: International Focus went weekly in January accounting for 48 broadcasts for the year (some reruns) starting Sunday evenings but shifting to 5:00 P.M. by fall. Eight Great Decisions broadcasts Sunday afternoons February and March, as usual.

**2003/04**

1. Great Decisions 2003, 24 programs on foreign policy and global issues at four sites (Curtin Hall, UWM, Milwaukee, WCTC, Pewaukee, Mead Library, Sheboygan, Case HS, Racine); 1000 attended.
2. Fall Series: Three programs at three UWM sites; 240 attended
3. Armchair Travelers: Three programs at Milwaukee restaurants: 150 people
4. American Council on Germany event: 90 heard former defense minister Rudolf Scharping at the UWM Heftet Conference Center

**Forums:**

1. Kennan Forum, International Security; 250 people attended at the Pabst Theater
2. Conference: The US and Europe, UWM Student Union; 125 people attended including a group of high school students
3. Wisconsin High School Model UN: Two day simulation exercise at the UWM Student Union with workshops for faculty and staff; 600 attended
4. Television: International Focus with 52 broadcasts all at 5:00 P.M. on Sundays increasing viewership. Eight Great Decisions programs at the customary Sunday afternoon spot
6. Great Decisions underway with traditional format minus lecture broadcasts but anticipated higher attendance levels
7. George F. Kennan Forum on International Affairs in a debate format carried live from the Pabst Theater on Wisconsin Public Radio April 22
CIE evaluates its events through informal and formal feedback mechanisms. Comment cards are available for all events and responses are tracked and used for future planning. In addition, CIE utilizes an advisory council and an Institute board for direction and feedback regarding programming.

**Departmental clubs: French club, SAACS (chemistry)**

The International Relations Society has been running for the past five years and averages approximately 15 to 20 student members per year. The club is completely student run and organizes a variety of activities. Some of these include a debate on the Middle East Peace Process, which attracted local media attention; a discussion of career opportunities for International Studies Majors; and dinner with the professor outings in which club members have dinner with a professor and discuss current international events.

The Global Student Alliance was founded in 2002 with the goal of integrating international and American students on campus through cultural activities that promote global awareness and allow these populations to interact with each other and the Milwaukee community in an informal, social environment. Since this time, its membership has increased from five to 40. Further, 300 students attend GSA events each year. Some of these events include regular Culture Cafes and an annual International Bazaar. In addition, as many as 50 students also participate in activities such as Peer Mentoring and the Global Small Speakers Bureau, which sends international students to local K-12 classrooms.

**Engagement linked to scholarship**

The UW System Institute for Global Studies is housed at CIE, but serves all UW System institutions. To this end, IGS sponsored faculty development conferences in 1999 (181 participants), 2000 (228 participants), and 2001 (156 participants). In 2000-2002, they funded 59 faculty members to work on 34 collaborative, interdisciplinary projects to design and offer new global studies curricula. In 2001 and 2002 they sponsored best practices conferences attended by 79 participants system wide, sharing programmatic and curricular best practices in global education.

In addition, CIE awards faculty travel and curriculum development grants and has facilitated a number of faculty publications. Faculty travel grants are awarded to approximate 10 faculty members per year for projects and conference attendance in a variety of world locations. More information about curriculum development is included in the continuing and teacher education section.

Each year, CIE’s annual academic conference results in a publication as part of a series, *New Directions in International Studies*, published by Rutgers University Press. Volumes in this series include:


Additional volumes affiliated with CIE include:


Other:
CIE serves the immigration and admissions needs of UWM’s international community. In addition to immigration advising and international admissions processing, activities specifically for international students include: New Student Orientation (approximately 200 students each Fall term and 50 students each Spring term), Housing Assistance and Field Trips (Madison, Chicago, Mall of America) and sporting activities. The number of participants varies averaging 20-30 students per event. Additionally, CIE collaborates with UWM’s ESL program serving nearly 100 students per term on international student activities.

CIE continues to receive and provide support to the Friends of Internationals community organization. This organization provides an annual Thanksgiving dinner, summer picnic and winter chili dinner. Riverlife, another organization providing assistance to International students, offers a Friendship Family program whereby international students are matched with family members in the community for ongoing friendship, guidance and support. Often, Friendship Families provide airport pickups and temporary housing for international students and assist in locating long-term housing.

These services are evaluated through formal and informal feedback mechanisms. Comment cards are available at the front desk and each semester and customer service survey is sent to a random sample of the international community.

Center for International Studies

Field placements/internships
Internships are available for credit through the International Studies Major. Approximately 12 sites are available to students throughout Milwaukee, and students generally earn three credits each semester for 150 hours of internship work. Approximately five students participate in internships each semester. The actual experience students gain from these internships is invaluable when it comes time for their job search after graduation. The internships also allow students to see how classroom theory related to international studies is applied in a practical setting.

Study abroad
Study abroad is encouraged for all International Studies Majors. Approximately 1/2 – 3/4 of our majors participate in a study abroad program at some point during their college career. The study abroad experience greatly enhances the students’ foreign language abilities, and allows them to experience first-hand what they have studied in the classroom in regards to other cultures.

Departmental clubs: French club, SAACS (chemistry)
The International Relations Society is run by students in the International Studies Majors. The students meet on a regular basis and plan a variety of activities. These include “dinner with a professor” at which time they discuss current events; meetings devoted to international career planning; organizing public events focused on “hot” topics such as a Middle East Peace forum; and more.
Center for Volunteerism and Student Leadership

Volunteerism
One thousand students offered referrals to non-profit agencies. Students get hands on experience through volunteerism as it serves as an off-campus classroom. Further, students who do volunteer service through their university are more likely to stay in school, have less issues related to drinking, and generally report higher satisfaction with their social life.

Early Childhood Research Center

Field placements/internships
Through Diverse Urban Interdisciplinary Team Project (DUIT), students from Special Education, Speech Language Pathology and Occupational Therapy engage in a seminar and field experience in the summer (for the past five summers) as they learn to work in interdisciplinary teams. The teams of students are placed in the summer school program for children with disabilities in Milwaukee Public Schools.

Helen Bader Institute

Other
The Helen Bader Institute for Nonprofit Management hosts an internet-based mailing list/discussion group (LISTSERV) to focus on unique issues, concerns, and opportunities faced by managers in small and start-up nonprofits.

Participants include students in nonprofit management, instructors, current nonprofit leaders, future nonprofit leaders, and others in the field interested in issues such as:

- Strategic planning for small and start up nonprofits
- Funding and fund development for small and start-up nonprofits
- Recruitment, hiring, evaluation, retention of personnel and volunteers
- Board development and recruitment strategic competition
- Leadership
- Diversity
- Marketing
- Audits, accounting, and 990s
Institute for Service Learning

Service learning

The following is the data of growth rates for the numbers of students and community agencies involved in service learning since its inception in Fall 1999. This information is taken directly from the surveys completed by all parties that are involved in service learning each semester.

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<tr>
<td>Fall 03</td>
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</table>

The participation of community agencies with professors at UWM, has steadily increased over the past four to five years. Students typically serve 12-15 hours at their community placement.

Institute for Urban Health Partnerships

Other

The IUHP/CNCs have provided summer internships for students involved in the Area Health Education Center (AHEC) Community Health Education Program. The AHEC summer internship programs provide research opportunities for students and assistance to local health departments. Programs in each AHEC region are somewhat different, but each has as its core a partnership with local health departments to develop research projects and provide mentoring for health professions students interested in an intensive summer experience in community health. In addition to having an interest in community health, candidates must be Wisconsin residents or attending a college or university in Wisconsin, a U.S. citizen or permanent resident and enrolled in a college program preparing for work in a health profession.

The UWM College of Nursing participated in the Milwaukee Community Health Internship Program for the first time in the summer of 2000. Students participate in an eight-week research program, including a seminar providing them with an orientation to research and an opportunity to share their progress. Specific projects are arranged with various health service agencies in the community. Participating students are enrolled in various higher education institutions throughout the state, including UW–Milwaukee; receive a modest stipend to help defray their living costs. Students will have an opportunity to present their research at the conclusion of their projects.

The IUHP/CNC has worked with three AHEC, CHIP interns for each summer from 2002-2003. The three interns were all African American females and their projects involved:

1. Development of a data base to geographically map out the available resources in Milwaukee for pregnant teens including the description of the geography of births to teens in Milwaukee and the fee system, service hours and office based obstetrical care (2001)
2. Development of a community based walking booklet on the Westlawn Housing Development to promote walking as a health promoting physical activity in an urban low income residential community with tips for safety and health (2002)


The database developed by the students in 2001 was used to a) compare the addresses of births to teens in the area with available community services; and b) to support the need for expanded primary care services in Northwest Milwaukee in a funding proposal for a new federally funded community health center.

The work done by the students in 2002 and 2003 was used for the development of a community health assessment survey tool, and the distribution of a pamphlet for residents that promotes physical activity. The literature review done in 2003 was used in an article concerning the long standing adolescent pregnancy and parenting program offered through the Silver Spring Community Nursing Center. The survey tool was used for community health assessments of the areas targeted by the CNCs.

### Institute of Visual Arts

**Field placements/internships**

The Institute of Visual Arts (inova) works cooperatively with the Art History Department’s Museum Studies program to provide internships for students at inova. These internships provide students opportunities to work with the curatorial staff in developing exhibitions, installations, arranging opening receptions, providing gallery security, and organizing gallery talks.

**Continuing education**

Inova provides continuing education workshops to students and the community public on visual art career preparation and development. Inova has hosted workshops and seminars for artists to talk about studio acquisition and maintenance, resume preparation, grant writing skills, how to develop your exhibition record, how to get into juried exhibitions, how to work with galleries and gallery directors, collecting art, safety and health studio issues, portfolio presentation, and how to survive as a professional artist.

**Speakers/lecture series, cinema**

Inova provides an ongoing program of guest speakers in concert with its exhibition activities. These speakers include exhibiting artists, curators, and critics. Since 1996, inova has exhibited 160 artists in 37 exhibitions. All 37 exhibitions included a reception where the artist(s), curator, inova director, guest curator, or arts critic led a discussion on the exhibition.

**Cultures and Communities**

Inova has worked cooperatively with the UWM Cultures and Communities program in 2001 on “Year of Milwaukee’s Visual Arts.” Inova partnered with UWM’s Peck School of the Arts and the Milwaukee Art Museum to bring a greater cohesion in the visual arts community. The project sought to bring greater local, national and international visibility to Milwaukee’s art community.
Engagement linked to scholarship

Since 1997, the Institute of Visual Arts has received support both in the United States and abroad. This support, in the form of private, foundation, and government grants and programming partnerships, provides UWM with significant opportunities to engage UWM students, the Milwaukee community of artists, and regional art patrons in Chicago in scholarly exchange of ideas with international artists. Local sponsors include: Alliance Française, the Helen Bader Foundation, Inc., Bartolotta’s Lake Park Bistro, Breadsmith Bakery, Café Vecchio Mondo, Cream City Editions, Karen and Bob Drummond, Mathilde and Albert Elser Foundation, FastSigns, Greater Milwaukee Foundation Mary L. Nohl Fund, Hi Hat Lounge & Garage, Ichiban Restaurant, K&S Imaging, Milwaukee Arts Board, Milwaukee International Film Festival; Fred Stonehouse; the Wisconsin Arts Board and, at UWM, the Center for International Education, the Cultures and Communities Program, and the Peck School of the Arts. Additional national sponsors include: Pedro Alonzo and Lane Coburn, San Diego; Albert van Alyea; Chicago; Art Pace, A Foundation for Contemporary Art, San Antonio; Continental Airlines, Houston; Margaret and Kevin Drewyer, Chicago; Lannan Foundation, Santa Fe; Lombard Freid Fine Arts, New York; Michael Mehring, Los Angeles; Muse X Editions, Los Angeles; National Endowment for the Arts; Peter Norton Family Foundation, Santa Monica; the Pew Charitable Trust, Washington; the Rockefeller Foundation, New York; Deborah and Dennis Scholl, Miami; Marcella Sheridan, Houston; Fred Snitzer Gallery, Miami; Rebecca and Alexander Stewart, Seattle; Donna and Howard Stone; Chicago; Cynthia Toles, San Antonio; Trust for Mutual Understanding, New York; Ukrainian National Association, Jersey City; the United States Information Agency for the Cairo Biennale, Washington; the Andy Warhol Foundation for the Visual Arts, New York; and the Washington Women’s Foundation, Seattle. International support has come from: the American Scandinavian Foundation s Thord-Gray Memorial and Andrew E. and G. Normal Wigeland Funds, New York; Asia Cultural Council, New York; Association française d action artistique (AFAA), Paris; Austrian Cultural Institute, New York; Belgian Consulate, Washington; The British Council, London; Canadian Consulate General, Chicago; Cerveceria Cuauhtemoc Moctezuma, Monterrey; Consulate General of Israel to the Midwest, Chicago; Consulate General of The Netherlands, New York and Chicago; Consulate General of Switzerland, Chicago; Danish Contemporary Art Foundation, Copenhagen; Embassy of France Cultural Services, Chicago & New York; Embassy of Portugal, Washington; États Donnés, the French-American Endowment for Contemporary Art, New York; FRAC Languedoc-Roussillon, Montpellier, France; FRAME, the Finnish Fund for Art Exchange, Helsinki; Fuji Xerox—ART BY XEROX, Tokyo; Fundação Calouste Gulbenkian, Lisbon; Fundação Luso-Americana, Lisbon; Goethe Institute, Chicago; Institut für Auslandsbeziehungen, Berlin; Israel Office of Cultural Affairs in the USA; Israel Ministry of Foreign Affairs; Robert and Mary Looker, Carpinteria; Marco Balich/Clip Television, Milan; Ministerie van de Vlaamse Gemeenschap, Brussels; Ministry of Foreign Affairs, Division of Cultural and Scientific Relations, Israel; Ministry of Foreign Affairs, Oslo; Moderna Museet International Programme, Stockholm; Mondriaan Foundation, Amsterdam; Netherland-America Foundation, New York; Norwegian Ministry of Foreign Affairs, New York; Carmen Perez Pelleran, San Juan, Puerto Rico; PRO HELVETIA, the Arts Council of Switzerland, Zurich; Shiseido Co., Ltd.; Tokyo; and the Swedish Consulate General, New York and Washington.

Tutoring and Academic Resource Center

Field placements/internships

We have provided an opportunity for four students to do field work for the Tutoring and Academic Resource Center. Two have been undergraduate students doing field placements for Educational Policy and Community Studies. These students have helped initiate and develop our evening tutoring program in Sandburg Hall by creating advertising, contacting personnel and helping with the day-to-day operation of the program.
We have had two graduate students do field placements for us. One was in educational psychology and consulted with students with test anxiety and other stress related concerns which inhibited their academic performance and another library and information student is helping to organize our media, software and books for our Academic Resource Center and new learning center in Bolton Hall.

Undergraduate research
We are conducting an undergraduate research project on the effect of Supplemental Instruction on student retention.

UWS/UWM Great Lakes WATER Institute

Undergraduate research
NSF supported Research Experience for Undergraduates—now in its 17th year—the program is structured as an immersion-level bench research opportunity which has been provided for more than 150 undergraduates nationwide since 1987. The program involves 10 week summer internships in the laboratory of a UWM aquatic scientist.

Speakers/lecture series, cinema
Some of the Institute’s numerous workshops/conferences/seminars/outreach activities and programs include:

1. Middle and High School Teacher workshops
2. CGLS Anchor Watch Seminar Series
3. NIEHS UWM/MCW Minority Student program
4. NIEHS Minority High School student program
5. Charter Captains Business Planning workshop
6. Sport Anglers Updates on Issues
7. Midwest Microbiology Group
8. Training for Sea Grant Zebra Mussel Watch volunteers
9. Coastal Erosion Training for Planners and Contractors
10. Wisconsin Marine Historical Society
11. The Jason Project Workshops and Passport Site
12. UWM Chancellor’s Club
13. UWM Alumni groups
14. Wisconsin Association of Research Managers
15. Global Environmental Change Workshops
16. Using Data Sets to Teach About the Great Lakes
17. Project WET
18. WI DNR Boating Basics course
19. National Atmospheric and Oceanic Administration Ocean
20. Exploration regional workshop
21. USDA North Central Regional Aquaculture Center workshop
22. Lake Michigan Fisheries Management workshops
23. WATER Institute public open house in cooperation with the UWM Alumni Association
24. Great Lakes WATER Institute Green Roof Workshops  
26. Clean Water Forum  
27. Milwaukee County Emergency Planning Citizens Right to Know subcommittee  
28. Annual Lake Sturgeon Bowl regional high school competition for the National Ocean Science Bowl  
29. Lake Michigan Yellow Perch Taskforce
### Assessment Typology

<table>
<thead>
<tr>
<th>Type</th>
<th>Specific Activity</th>
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</thead>
<tbody>
<tr>
<td>Departmental Based</td>
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<tr>
<td>Direct</td>
<td>Class grades (as measures of individual learning; considered collectively)</td>
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<tr>
<td></td>
<td>Exams (within course; final)</td>
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<tr>
<td></td>
<td>Class assignments (lab reports, presentations, term papers, juries)</td>
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<td></td>
<td>“Capstone” projects, thesis, exit exams, student teaching</td>
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<tr>
<td></td>
<td>“Capstone” faculty assessment of student achievement of learning goals</td>
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<tr>
<td></td>
<td>Results from student competitions, performances</td>
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<tr>
<td></td>
<td>Portfolios of student work (may include student self-assessment)</td>
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<tr>
<td></td>
<td>Proficiency/majors exams (may include pre and post testing)</td>
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<td>Faculty evaluation of ongoing student performance (before or during the major)</td>
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<td>Course completion</td>
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<td>Assessment of field work, practicum, student teaching</td>
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<td></td>
<td>Student GPA’s (considered collectively)</td>
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<td></td>
<td>Grades in prerequisite courses</td>
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<td>Pre-major portfolio review</td>
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<td>Student performance on accrediting/licensing exams (NB. Some areas consider this</td>
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<td></td>
<td>as indirect measure, e.g. Business)</td>
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<tr>
<td></td>
<td>Student performance on GRE’s, MCAT’s, etc.</td>
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<tr>
<td>Indirect</td>
<td>Use of data to improve student achievement of program learning goals</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>Student evaluations of course/instructor (may include mid-course focus groups, etc.)</td>
<td>Referral of instructor to campus resources (may include mentoring)</td>
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<td></td>
<td>Review of curriculum (revision of sequence, new courses, etc.)</td>
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<tr>
<td></td>
<td>Review of courses (revision of content and/or pedagogy)</td>
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<td>Review of space and resources</td>
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<td>Response to program review</td>
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<td>Changes to specific courses based on review of student performance</td>
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<td>Review of student performance for entry into major</td>
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<td>Use of pre and post test results</td>
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<td>Senior survey</td>
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<td>PantherProf</td>
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<td>Recognition of alumni (awards, promotions, etc.)</td>
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<td>Program reviews by outside consultants</td>
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<td>Retention and graduation rates</td>
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<td>NCA accreditation</td>
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<td>Reviews by accrediting agencies, e.g. ABET</td>
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### Assessment Typology

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<td>Student performance on accrediting/licensing exams (NB. Some areas consider this an indirect measure, e.g. Business)</td>
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<td>Student evaluations of teaching assistants</td>
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Professional Program External Requirements

College of Education Licensure

Curriculum and Instruction
All students completing programs for teacher licensure after August 31, 2004, are required to successfully pass a national exam, PRAXIS II, which is a test of teacher content knowledge. The version of the test is determined by the desired licensure area.

All students exiting teacher certification programs, whether undergraduate or post-baccalaureate, must have a cumulative grade point average in the content major or minor of 2.75 and must have a cumulative grade point average in the professional courses of 2.75 in order to be cleared for graduation and license endorsement.

Civil Engineering and Mechanics

The CEAS Assessment Action Plan broadly describes the plan developed by the college and departments to assess our programs. Assessment activities are divided into two categories:

- Assessments coordinated at the departmental level
- Assessments coordinated by the college (college-wide assessments)

In both cases the method of evaluating the results of the assessment tools is described. This page also has links to various survey forms used by the college, as well as links to numerical results of each survey.

The College and Departmental Assessment Pages (http://www.uwm.edu/CEAS/assess/index.html) link to pages describing:

- Department mission statements and associated departmental objectives and outcomes
- Assessment matrix for courses
- College mission statement and associated objectives
- Assessment-related curricular modifications
- Results of the various assessment tools, and the associated actions taken to eliminate perceived weaknesses

Communication Sciences and Disorders

Our student learning outcomes are extremely detailed. They are required by the American Speech-Language-Hearing Association (ASHA), our professional organization, as a basis for certification for our students as speech-language pathologists. They are also required by the Department of Public Instruction (DPI) for certification as a speech-language pathologist in the schools.
Electrical Engineering
In Electrical Engineering, each course has several learning outcomes as required for accreditation from the Accreditation Board for Engineering & Technology (ABET). Students are surveyed each semester, the data is analyzed by the EE faculty and the Electrical Engineering Industrial Advisory Council, and course-contents/curriculum are modified, if these groups find that essential. The ABET accreditation requires every EE graduate to have capstone design experience with teamwork. Students make oral presentations and demonstrate their products before the faculty and engineers from the industry, and are graded by these people. EE-355 course revised effective spring 2004 with new course No. EE-595.

Educational Psychology
The objectives, assessment tools, and outcomes allow faculty to maintain a high standard of training and to evaluate the program’s progress toward meeting stated goals. The program submits an annual report to the American Psychological Association and we demonstrate annual progress on meeting these goals. An external professional committee reviews our progress on an annual basis. Every six (6) years, the program is required to have a major site visit review to ensure that we are maintaining the quality our program.

Exceptional Education
Our undergraduate and post baccalaureate programs lead to professional licensure as a Special Education teacher or a Sign Language Interpreter. These programs have formative assessments that must be passed at various stages in the program (e.g., semester grade reviews, portfolio reviews, professional development plans; teaching experience evaluations; benchmark evaluations; “ITP screening” in the Interpreter Training Program).

Health Sciences
Results on National Certification Examination(s)
The scores of the senior students taking national certification examinations are used to monitor program content and effectiveness. Results are reviewed by the university program officials and the clinical affiliate sites and changes made to the curriculum content, if required.

Program Accreditation
The Clinical Laboratory Science/Medical Technology sub-major is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) who conducts an intensive program review every seven (7) years. The CLS/Medical Technology sub-major has been accredited since 1987. Our last accreditation was conducted in April 1999 and the program was awarded reaccredidation through October 2006.

The Cytotechnology sub-major was awarded initial accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in April 2003 and extends until April 2006.

Industrial and Manufacturing Engineering
We follow the Accreditation Board for Engineering & Technology (ABET) requirements for outcome assessment of our program.
Music

Music Education Teacher License Results
UWM music education students must demonstrate competence in their teaching abilities before achieving Wisconsin teacher certification. This competence is demonstrated through a teaching portfolio consisting of a record of PPST passing scores; a transcript demonstrating a 2.75 GPA; a copy of current resume; lesson plans written and taught in music methods courses and student teaching; a statement of teaching and learning philosophy; examples of audio and video recordings from student performances as a conductor or performer; written evaluations from cooperating teachers, university supervising teachers, and methods class instructors; and self-evaluations based upon microteaching and student teaching experiences.

Praxis I and II Exam Results
Music education faculty will begin comparing UWM student scores on Praxis I and II exams with national and state peers. This information will be examined to help determine adjustments in core music courses and in the music education curriculum.

Nursing

The definitive measure of academic accomplishment for baccalaureate graduates of the College of Nursing is the successful passage of the National Council Licensure Examination (NCLEX) on the first attempt. Passing the NCLEX is the final step in the nurse licensure process, ensuring that entry-level Registered Nurses have the necessary level of knowledge, skills, and abilities to engage in safe and effective patient care.

Occupational Therapy

The level of education required to practice as a Registered Occupational Therapist is changing from a bachelor’s to a master’s degree to comply with mandates defined by the Accreditation Council for Occupational Therapy Education (ACOTE). Beginning January 1, 2007, occupational therapy educational programs will only be accredited at the post-baccalaureate degree level. Therefore, students who will be admitted to UWM’s professional program (junior year of study) in September 2004 and who will graduate in 2006 constitute the last class prepared at the baccalaureate level who will be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) Certification Exam. Students admitted to the professional program in 2005 and thereafter must complete UWM’s OT master’s degree program to establish eligibility to sit for the NBCOT Certification Exam and enter professional practice.

UWM has the largest undergraduate occupational therapy program in the state of Wisconsin, and we admit 74 students each year to our professional program. In 1998, there were 85 applicants. The lowest GPA for admission was 3.333; the average GPA was 3.70.

Our students have continually demonstrated a high level of professional preparation by passing the national Registered Occupational Therapy Certification Exam at a rate of 99.9 percent on the first attempt. They are employed in their field at a rate of 100 percent. They are also strong candidates for graduate study in occupational therapy and related fields.
Theatre

Theatre Education Program (TEP) as an additional track within the department’s B.A. program. Subsequently, we were able to hire a new tenure-track faculty, Dr. Robin Mello, to oversee the program and also apply for full program approval at the UW Regent and Wisconsin State levels. In February of 2003, the Theatre Department was granted official approval for the TEP program by the Board of Regents and the Wisconsin Department of Public Instruction and was then able to grant licensure to qualified K-12 theatre educators.
Graduate Student Accomplishments

Graduate students generally perform research as an essential element of their graduate training. Many departments report that their students present their work at regional or national meetings and that they co-author papers with their mentors. In various departments, students are supported by RAs, PAs, TAs, internal and external fellowships. The research of some graduate students is supported by extramural grants.

Examples

Students publish research
Administrative Leadership
Africology
Civil Engineering
Chemistry
English
Geography
Geosciences
Health Sciences
History
Industrial and Manufacturing Engineering
Journalism and Mass Communication
Materials Engineering
Mathematical Sciences
Nursing
Physics
Political Science
School of Information Studies
Urban Planning

Students present papers at national conferences
Administrative Leadership
Chemistry
Curriculum and Instruction
English
French, Italian, Comp Lit
Geosciences
History
Industrial and Manufacturing Engineering
Journalism and Mass Communication
Materials Engineering
Mathematical Sciences
Nursing
Physics
Political Science
School of Information Studies
Sociology
Urban Planning
Students receive national awards

Biological Science
Chemistry
Psychology

Other notable measures

Music: Graduate recitals and other performances
Spanish and Portuguese: students are translators or co-translators of published translations

Departments measured their achievement by naming the students who went on to advanced study in prestigious graduate schools, by listing tenure track positions in higher education their students had won, by citing publication records, by describing high level professional careers, and by compiling the awards their students had won. In a couple of cases, departments included high job placement statistics as well.

Advanced study (Undergraduate)

The preparation of high-level educators is a hallmark of a serious Research I university. It is professors, tenure track professors, who determine fields of knowledge, who move our culture forward. The number of graduates who go on from UWM to advanced study—and particularly those who go on to prestigious schools are a marker of excellence. At UWM, a number of programs report significant accomplishment in this area. Of programs reporting achievement in placing people as graduate students and, ultimately, university professors, the following departments report success in sending their students out into the world of higher education. (I have used only reports that give actual appointments or that assert high numbers of placements. In the future, each department should have a list of such admissions/appointments.

Physics has a particularly impressive record in this regard. A large number of their graduate students go on to postdoctoral research positions at other universities and research institutions. Examples are: Laura Mersini at the University of Pisa in Italy, Keith Lockitch at Penn State, Nikolas Stergioulas at the Max-Planck Institute for Gravitational Physics Germany, Sukanta Bose at IUCCA, and Ross Harder at UIUC.

Biological Sciences notes that numerous undergraduate pre-medical majors have successfully completed medical school and are currently in practice or research positions. In the Biological Sciences graduate program, most of the M.S. graduates from the Whittingham and Dunn labs have gone on to do Ph.D. work at Research I universities: Tufts, University of Washington, Queen’s University, Canada. All of the students have secured extramural funding to support their research, and all but one have published their work in the top journals in the field.

Health Sciences reports that in Kinesiology, 9 M.S. Kinesiology graduates have gone on to Ph.D. programs and 1 M.S. Kinesiology graduate has gone on to medical school. Their MA students are admitted with financial support to top ranked Ph.D. programs.

Finally, Art History placed an M.A. student in the Ph.D. program at the University of Chicago.

The Professoriat

A university’s success in educating the new generations of the professoriat is an important marker of its success in educating people to move knowledge forward. In the past ten years, the following departments report success in educating the students for critical roles in higher education.
UWM graduates from the departments of Art History, Biological Sciences, Computer Sciences, English, Film, Philosophy, Psychology, Political Science, Public Administration, the SOIS, and Sociology have tenure or tenure track jobs at institutions ranging from the University of Arizona, Umm Alqura University in Saudi Arabia, to the University of Missouri, University of Illinois Champaign-Urbana, Suny at Albany, University of Michigan at Flint, the University of Kansas, University of Texas at Austin, Bard College, East Carolina University, Arizona State University, the San Francisco Art Institute, and the University of Southern California.

In Philosophy, after completing the Ph.D. graduates take teaching positions at colleges and universities throughout the country and many are very productive scholars as indicated by publications and conferences presentations.

Physics reports that a former graduate student of the department, Robert Caldwell was appointed to a tenure-track faculty position at Dartmouth College; former graduate student, Laura Mersini was appointed to a tenure-track faculty position at the University of North Carolina; Sukanta Bose at Washington State University, and Nikolas Stergioulas at Thessaloniki also have tenure track positions. In addition, former graduate students, Esteban Calzetta and Steven Meyer were appointed Professors at the University of Buenos Aires and the Milwaukee School of Engineering, respectively.

Film has produced one college president. Christopher Bratton (M.F.A. 1994) was appointed President of the San Francisco Art Institute in January 2004. Prior to his SFAI appointment, Bratton served as Dean of Undergraduate Studies at the School of the Art Institute of Chicago.

### Graduate Student Publications

The following departments report scholarly publication/production/performance activities by graduate students:

In **English**, John Allen (Ph.D. in Literary Studies, 2001) is now an assistant professor at UW–Waukesha Center. His book on homelessness is forthcoming from Rutledge Press, probably the premier press in the humanities.

**Chemistry** lists 24 first author publications by its graduate students as well as what appear to be three discoveries.

**Biological Sciences** reports a patent shared between a faculty member and a student. Health Sciences lists five publications in national journals.

**Psychology** has a particularly successful student publication record as well.

Michael Twohig, B.A. 1999, published two articles in peer reviewed journals while an undergraduate and Chris Flessner, B.A. 2000, published one article in a peer reviewed journal while an undergraduate.

In 1999, psychology major David Bailey was the first author of a research paper published in the top peer reviewed journal, *Behavioral Neuroscience* (Vol. 113, 276-282). David’s research, “Acquisition of Fear Conditioning in Rats Requires the Synthesis of mRNA in the Amygdala,” was the outgrowth of the R. Dale Nance Award for excellence in undergraduate research. The R. Dale Nance Award, given in memory of UWM psychology faculty member, Dale Nance has encouraged and supported undergraduate research. Steven Bulinski, B.A. 2000, received funding for a Sigma Xi proposal and coauthored nine national conference presentations and was accepted at Yale for graduate study.

The other meaning of publication involves production of art works, performance etc.
The Arts

Dance

1. Sarah Price, 1995, self produced a full evening of choreography. She is currently the Artistic Director of Danceworks Performance Company, called the ‘best dance company in Milwaukee’ by the Milwaukee journal Sentinel; now an adjunct instructor for UWM.

2. Dani Kuepper, 1998, choreographed and performed a solo that was included in the Gala performance of the American College Dance Festival at the Kennedy Center.

3. Megan McCusker, 1997, choreographed an ensemble work about baseball that was purchased by a regional dance company.

4. Diego Schoch, 2001, choreographed a duet and ensemble work with members of Milwaukee Ballet, Milwaukee Ballet commissioned a premiere from him for their 2002-03 season.

5. Allyson Green, May 2001, Thesis concert, Symphony Space, NYC.

6. Colleen Thomas November 2003, Thesis Concert, LIT, at 100 Grand Performance Space, NYC.

In Film there is a great deal of production. See the AWARDS section for details.

In Music, Mary Elizabeth Williams, Katherine Pracht, Brian Banternach, and Kristin Wrolstad each performed as vocal soloists with the Milwaukee Symphony Orchestra.

Job Placement

Two departments (Human Movement and Music Education) report 95-100 percent placement of their students. Technical Theatre also has a very high success rate when it comes to placement of graduates.

Awards

Another tangible marker of student accomplishment are the grants, fellowships, prizes, and honors they accrue. Significant awards that UWM programs are reporting would include the following:

Film M.F.A.

1. Chris Smith’s, M.F.A. 1999, thesis project, “American Movie,” won the Grand Jury Prize at the 1999 Sundance Film Festival, and was distributed internationally by Sony Pictures Classics.

2. Sarah Price’s, M.F.A. 1998, thesis film, “Caesar’s Park,” won “Best of Fest” awards at the Edinburgh International Film Festival and the Chicago International Film Festival, had a theatrical release across the country and was presented on the Sundance Network.

3. Andrea Leuteneker’s, M.F.A. 2000, thesis film, “The Bear Garden,” won “Best Experimental Film” at the 2001 Seattle Underground Film Festival, a Director’s Citation and Honorable Mention at the 2002 Black Maria Film/Video Festival.

4. Christine Khalafian’s, M.F.A. 2002, thesis film, “mark set burn,” was selected for screening at the Sundance Film Festival, the International Women Directors Film Festival in Creteil, France and the IFP Los Angeles Film Festival.
5. Peter Zinda, B.F.A. 1995, is a sound editor/effects designer at Soundelux in Los Angeles. His many professional credits include a British Academy Award nomination for best sound for “American Beauty,” and Golden Reel nominations for Best Sound Effects Editing for “Face Off” and also for “Prince of Egypt.”

Finally, Film mentions a graduate from the 80’s who was awarded a John Simon Guggenheim Fellowship in 2002.

The School of Architecture is a steady winner of student prizes. It has won more awards in the annual Chicago Chapter of the American Institute of Design than any other Midwestern school. In addition, its students have received numerous awards and scholarships from the National ATA as well as from foundations, such as Skidmore Owings and Merrill Foundation.

Communications students were National Champions for Mock Trials in 2000 and took Second Place at the National Collegiate Mock Mediation Championships.


Journalism and Mass Communications has a long list of local Milwaukee Press Club awards as well as some regional and national recognition in various student competitions.

A former doctoral student and two School of Business Administration faculty members recently were awarded the Operation Research Society’s (United Kingdom) First Stafford Beer Award for Excellence in Research for the year 2002. The same publication also was named best paper for the year 2002 in the European Journal of Information Systems.

In Geography, graduate Jill Hewitt, was awarded a two-year grant by the U.S. Environmental Protection Agency in 2003; a one-year grant by the Wisconsin Coastal Management Program in 2003; she is a member of the Ozaukee County Comprehensive Planning Citizen Advisory Committee, the Citizen Advisory Committee for the North Branch Milwaukee River Wildlife and Farming Heritage Area, the Wisconsin Department of Natural Resources Milwaukee Area Wetlands Technical Advisory Team, the City of Mequon Park Board, and Chair, Ecological Advisory Team for the Mequon Nature Preserve.

Psychology reports that its students are winning scholarships and grants with some regularity. American Psychological Association of Graduate Students (APAGS) Nancy B. Forest and L. Michael Honaker Scholarship for Master’s Research in Psychology to David Bauer. Centers for Disease Control and Prevention (CDC) Doctoral Dissertation Grant for Violence-Related Injury Prevention Research in Minority Communities ($19,866) to Michael McCart A Gates Millennium Scholarship to Dominic Cheng. National Institutes of Health Pre-doctoral National Research Service Award (NRSA), a three-year fellowship, to David Knight.

In English, Carolyn Knox, Ph.D. in Creative Writing, was a Visiting Fellow at Harvard University last year. She recently published her fourth collection of poetry and is working on a fifth. She is a past winner of a National Endowment for the Arts grant.

In Music, Rebecca McCulloch and Rebecca Shaw were finalists in the prestigious Fishoff Competition.
In **Nursing**, Darin Roark was selected as one of 21 Helen Fuld Leadership Fellows in the United States and participated as a fellow in the International College of Nursing’s Centennial Conference in London. Doctoral students in Nursing have also been the recipients of several dissertation awards. Catherine Lageson received the Council on Graduate Education Nursing Administration Dissertation Award and Ann Tescher received the Midwest Nursing Research Society Acute Care Section Dissertation Award.

**Complete Listing of Departmental Graduate Research**

**Africology**

A successful Ph.D. candidate who is now employed as an assistant professor at California State University campus taught in our department. Her work is related to gender issues and sexually transmitted disease, particularly HIV/AIDS prevention and intervention. She also attended the American Public Health meeting with faculty in the Department of Africology and was a participant in a national workshop on HIV/AIDS research with department faculty from Africology. Two graduate students were employed as TAs in introductory courses in Africology. These experiences introduced the students to teaching Africology for the first time. Two graduate students worked on a grant by three of the Africology faculty and presented at a symposium related to HIV prevention among women living in distressed households and with multiple sexual partners.

**Anthropology**

1. Museum studies student receiving jobs in Museums. Numerous examples.
2. Graduate student presentations at many regional and national conferences.
3. Numerous graduate student publications.
4. Graduate Student fieldwork in Finland mention by AAA newsletter.
5. Graduate Student fieldwork in Senegal mention by AAA newsletter.
6. Students have been awarded FLAS scholarships.
7. Museum studies student construct an exhibit each year at Milwaukee Public Museum.
8. Many students have been co-authors with faculty members.

**Architecture**

1. Students have won numerous awards in the annual Chicago Chapter of the American Institute of Architects design competition, more, in fact, than any other Midwest school.
2. Students have received numerous awards and scholarships from the National AIA as well as from foundations, such as the Skidmore Owings and Merrill Foundation.

**Art History**

1. Rebekah Beaulieu gave a conference paper at the Society for American City and Regional Planning in St. Louis in 2003.
2. Karon Winzenz gave conference papers at the Society for American Archaeology meeting in Montreal and the Central States Anthropological Association meeting in Milwaukee in 2004.

3. Katherine Murrell gave a conference paper in 2003 at the University of Arizona, Tucson, which will be published in Oculus, a graduate student publication from the University of Indiana. In 2004 she gave a conference paper at the Graduate Student Symposium at the University of Iowa.

Chemistry
Graduate students are the core of research productivity in the Department of Chemistry and Biochemistry. Graduate students compete locally and nationally for a diverse range of awards that cover costs such as living expenses, research, and travel. Their research output is presented in a variety of forms, as presentations, posters and as articles in research publications. A select few examples are listed below. Almost every publication in the department carries the work of at least one of our graduate students, generally several students (approximately 120 articles in the last three years). Octavio Furlong was given an award for the Best Graduating Chemistry Student in Argentina in 2003; Melissa Pressman was awarded the George Keulks Travel Grant from the WATER Institute in 2002; Samina Azad was awarded an ACS Travel Grant from the Milwaukee Section; Kayunta Johnson-Winters received the Advanced Opportunity Fellowship; Tao Zheng received a Graduate School Fellowship; Chris Johnson received a Graduate School Dissertation Fellowship as did Dario Stacchiola; Xue bin Liao received travel awards for attendance to both the ACS Great Lakes Regional meeting in Fargo in 2000 and the ACS conference in Chicago 2001; and Xiangyn Wearing received a graduate school travel award to attend the National ACS meeting in New Orleans 2003.

1. Dario Stanchiola had 20 publications during doctorate Numerous poster awards at national meetings

2. Chuanwu Xia determined axial ligand of hydroperoxy-cobalt-bleomycin with a particularly clever two-dimensional NMR experiment

3. John Ejnik determined the three-dimensional structure of an isolated metallothionein domain and provided a mechanism for how dimerization of the protein alters its reactivity

4. Chunqing Zhao determined the three-dimensional structure of a Co-bleomycin-DNA adduct and provided an explanation for the differing reactivity of the drug at specific and non-specific base sequences

Civil Engineering and Mechanics
1. Publication of papers in peer-reviewed journals based on student work

2. UWM students were able to attend national meetings of Professional Engineering organizations

3. UWM students were successful in competitions for statewide and national scholarships

4. Appointments to faculty positions at other universities
Communication

1. Graduate student named Central States Teaching Assistant of the Year—awarded for most outstanding teaching assistant

2. Three top papers at the Central States Communication Association

Communication Sciences and Disorders

Our graduate students engage in research either through the thesis option, or the alternate one-credit research experience. However, some of our students take advantage of other types of research opportunities as well:

1. Last year, the UWM chapter of NSSLHA (the National Students Speech-Language-Hearing Association) sponsored seven students to travel to a national professional meeting, in order to attend research presentations and network.

2. Student hourly help at the graduate level on Dr. Seery’s grant often have important enough contributions to the project that they become co-authors on a presentation, made at a state or national meeting.

Individual accomplishments include the following:

1. Jill Fetzer, M.S., one of our graduate students, won the Stanley Ewanowski Award in 2001, presented by our profession’s state association. This was a notable event, because it was the first time the award was presented to a student who was not enrolled at UW-Madison.

2. Jennifer Sturm, M.S., who had been accepted into our graduate program, won a national scholarship competition sponsored by our national professional organization (ASHA) in 2000 based on scholastic achievement. This was the first student from the Department to win a national award.

3. Carrie Boeldt, M.S. was given a Graduate School travel award to present the results of the research she and Dr. Carol Seery completed at the 2003 ASHA Convention.

Criminal Justice

Graduate students have gone on to top Ph.D. programs and a number have already joined the faculties of distinguished programs.

Curriculum and Instruction

A number of the Teachers-In-Residence have been presenters at National Conferences with both School of Education faculty and faculty from Letters and Sciences and the Arts. All TIRs are pursuing some level of graduate study.

Twenty-five of our graduate students have made national presentations with faculty members.

We also have some examples of co-authorship with graduate students and faculty.
Dance

When the M.F.A. program was reinstated in 1997, the department identified target students as returning professionals. Traditionally dancers pursue their performing careers in their twenties and early thirties, and then commit to more teaching and choreographing (often while continuing to perform). There is a recognized need locally and nationally for a program that concentrates on graduate study in the summer months with the expectation of reduced on- and off-campus course work during the fall and spring semesters.

Over the last six years the program has achieved its goals. Dance has had three Jacob Javits Fellows, a UWM Advanced Opportunity Fellow and a UWM Graduate School Fellow. Students from all over the country study on campus in the summers and continue distance fall and spring instruction with intensive faculty mentoring. These students have chosen our program because we have created a program that has successfully identified and now serves the needs of non-traditional students. The UWM Chancellor Awards have allowed the department to actively recruit top quality students. In many cases we are in fierce competition with larger institutions such as Arizona State University, University of Washington-Seattle, and the University of Illinois, Champaign-Urbana. Although we are not able to offer candidates the level of support these schools can, we continue to attract outstanding students due to the unique nature of our program, the reputation of the graduate dance faculty and the increased Chancellor Awards.

Dance students continue course work during the fall and spring terms. Since many of our students reside in New York City, Minneapolis and San Francisco, their coursework consists of mentored choreographic projects. These projects constitute the students research productivity. The UWM faculty works closely with students reviewing videotapes, providing critiques and often traveling to see rehearsals and final projects.

Hetty King, a respected New York choreographer and performer and 2002 graduate of our program, states that her “experience at UWM was exemplary. The flexibility built into the program allowed me to pursue my interests both in school and in my professional life. My relationship with my professors was personal and one-on-one. The summer intensive introduced me to students of dance from around the country. The opportunity gave me the chance to present my first solo concert. As a 2001-2001 Jacob Javits scholar I could not have used my Fellowship more effectively.”

Graduate Student Research:

In 2003-04 the PSOA Dance Department received $12,500 from the Chancellor Graduate Student Awards ($10,000 in the first year of awards 2002-03). All of our candidates accepted offers. The continued academic and creative accomplishments of these students demonstrate the purpose of the Chancellor’s Award in increasing the quality of UWM graduate students.

The 2003-04 awardees and their accomplishments included:

1. Colleen Thomas: Ms. Thomas was an outstanding candidate based on her creative work and technical dancing ability. Ms. Thomas’ resume attests to her impressive career as a modern dancer and choreographer in New York City. Her video samples demonstrate a unique choreographic voice. Ms. Thomas completed her M.F.A. in Dance in December of 2003. As a UWM Chancellor’s Award recipient Ms. Thomas produced choreographic work internationally and in New York City. Since graduating, she has received an Assistant Professor job offer, an ongoing position at Long Island University and she continues to be a dynamic representative of the UWM Dance Program.
2. Mary Cochran: Ms. Cochran was a long-time member of the world-renowned Paul Taylor Dance Company. Currently on faculty at Barnard College in New York City, Ms. Cochran also maintains her association with the Taylor Company as a master teacher and repertory reconstructor. Prior to her position at Barnard Ms. Cochran was a visiting instructor at Mills College in California. In 2003 Ms. Cochran represented UWM at the University of Minnesota resetting the Taylor classic work “LOST, FOUND, LOST,” and as a guest performer at several New York venues and with the Wildspace Dance Company at Alverno College in Milwaukee.

3. Clare Byrne: Ms. Byrne is an accomplished dancer and critically acclaimed choreographer. Since graduating Summa Cum Laude from Connecticut College in 1993 she has been actively dancing, choreographing and teaching in New York City. In 2003 she was an instructor at Long Island University and was a producer and performer in the Dance Now Series in New York City.

4. Rodger Bellman: Mr. Bellman is a talented dancer with extensive experience as a performer in major New York dance companies. He is also an arts specialist in the New York City Public School system. Since entering the M.F.A. program Mr. Bellmen has broadened his choreographic range to include work in the New York Public Schools and the professional New York dance community. In the spring of 2004 he took a leave of absence from the New York Public School system to work as a guest artist at East Carolina University.

5. Rachel List: Ms. List is an exceptional ballet teacher and Baroque Dancer. She currently teaches ballet as an adjunct professor at Queens College/City University of NY and Hofstra University. As a long time member of the New York Baroque Dance Company she had fall 2003 performances in Houston, TX and New York City.

Other graduate student research awards:

2000: UWM Advanced Opportunity Fellow: Roxanne Kess graduated in 2002. She is a long time member and Assistant Artistic Director of the Ko-Thi Dance Company. Ms. Kess’ accomplishments as dancer, choreographer, composer and education outreach coordinator for Ko-Thi are recognized locally and nationally. Creatively she has integrated her experience as a professional with the training she received at UWM. Graduate study allowed her to continue to develop as a creative artist as well as providing her with the degree to enter into a post-secondary teaching positions. In addition to her responsibilities at Ko-Thi, Ms. Kess is currently an instructor of African Dance and Contemporary Dance History at Marquette University.

2000-present: Three Jacob Javits Fellows: Allyson Green, Nina Haft, Hetty King

1. Allyson Green graduated in 2001. Ms. Green currently is an Associate Professor of Dance at the University of California, San Diego. Ms. Green has an impressive professional National and International resume as a performer and choreographer. Her work is regularly produced in California, New York and Eastern Europe.

2. Nina Haft will graduate in May 2004. Ms. Haft is the artistic director of Nina Haft and Dancers based in San Francisco. She is also an instructor at California State, Hayward. In addition to the Javits award that supports her graduate study at UWM, she has received numerous choreographic grants in California.
3. Hetty King graduated in 2002. Ms. King recently received an MA in Performance Studies from New York University. She is an active performer and choreographer in New York City. She is also completing a manuscript on the anatomical technique of the late Nancy Topf for publication.

2001-2003: UWM Graduate School Fellowship: Sima Belmar graduated in 2003. Ms. Belmar is a dance writer, teacher and performer based in the San Francisco Bay area since 1997. She has written for the San Francisco Bay Guardian and Dance Magazine. She has taught at Sonoma State University and San Francisco State University.

2001- present: UWM Graduate School Travel Awards have supported graduate research and conference presentations for Judith Howard, Roxanne Kess, Hetty King and Margaret Rennerfeldt.

3. Hetty King, June 2002, Thesis Concert, Mitchell Hall Chamber Theatre, Milwaukee, WI
4. Dani Kuepper May 2003, Thesis Concert, JUST NORTH OF NASHVILLE, with the Danceworks Performance Co., Milwaukee, WI
5. Colleen Thomas November 2003, Thesis Concert, LIT, at 100 Grand Performance Space, NYC

Economics
All graduate students are expected to produce a public seminar during their tenure as graduate students. A large fraction publishes papers in refereed journal articles with a faculty member.

Educational Psychology
SOE Research conference participation is required for doctoral students; areas in the Department support student/faculty brown bag luncheons; most full time students are supported by GA/RA/PA positions; most Ph.D. students have published prior to graduation. Many students attend National, regional and State conferences. Many students are involved in student/faculty research teams that have resulted in professional conference presentations, published, refereed articles.

All doctoral students are required to serve on research teams. Courses covering quantitative analysis, measurement, methodology, and research design are all required, and school psychology science is infused throughout the core School Psychology coursework. Students are required to participate on research teams for two years, and ongoing involvement with faculty research programs is expected. Doctoral students must complete a master’s thesis or a publishable paper, as well as a subsequent dissertation.

In addition to serving on Research Teams, students are encouraged to present at national conferences including the American Psychological Association (APA), the National Association of School psychology (NASP), and at the UWM School of Education Research Conference. 100% of doctoral students have made presentations at professional conferences.

Students are also offered the opportunity to publish with faculty. To date, about a quarter of students have co-authored articles and/or book chapters with faculty.
Currently a third of doctoral students receive research assistantships.

1. APA Division 22 Student Research Award
2. 100 percent placement into APA approved internships
3. Summer Fellowship awardees (one ACT; one ETS)
4. Refereed publications/coauthored major articles
5. Presentations at National Conferences (APA, AERA)

**Educational Policy and Community Studies**

1. Joseph Moore is director of Human Services at Milwaukee Area Technical College
2. Carrie Treadwell is director of the Milwaukee Women’s Center
3. Patrick Kennedy is Director of Criminal Justice at Marion College
4. Antonio Guajardo, a captain in the Milwaukee Police Force, runs the Police Training Academy
5. Rachel Cocos is an academic advisor at Mt. Mary College

**Electrical Engineering and Computer Science**

Most of our Ph.D. and many of our M.S. students have joint research publications with their faculty advisors in leading conference proceedings and journals. Research grants provide funds for research assistantships and conference travel support for graduate students. An example of the outstanding quality of our graduate education in Computer Science is the fact an M.S. graduate from our department in 1996 went on to enroll in the Ph.D. program at the University of Washington. Recently he was named as the recipient of the prestigious ACM outstanding doctoral dissertation in the year 2003.

1. Phil Marden, a graduate student in our program published one journal and two conference proceedings.
2. Tien Nguyen, currently a Ph.D. student, has authored seven conference and two workshop papers.
3. One of the EE graduate students, Mr. Antony Mihalopoulos, led a team of students to participate in the 2003 Student EMC Design Competition. His team won $900 cash and a trip to the IEEE International Symposium on EMC in Boston.

**English**

Each year a number of our graduate students present papers at professional conferences and publish both with faculty and independently. A few examples from the past and current year are as follows:

1. Zoran Samardzjia, a doctoral student in Modern Studies, was invited to present a paper in January 2003 at the Yale University Film Conference. He was the only graduate student to be invited. He also has an essay forthcoming in an edited collection and a review in an on-line journal.
2. Shevaun Watson, who received her MA in Rhetoric and Composition from UWM in 1999, is currently completing Ph.D. work at Miami University and has been elected to the Executive Committee of the International Writing Center Association.

3. John Allen, Ph.D. in Literary Studies, 2001, is an assistant professor at UW-Waukesha Center. His book on homelessness is forthcoming from Rutledge Press, probably the premier press in the humanities.

4. Laura Micciche, Ph.D. in Rhetoric and Composition, 1999, is an Assistant Professor of English at East Carolina University. Co-editor of *Way to Move* and numerous articles, Laura was elected for a three-year term to the Executive Board of the Conference on College Composition and Communication, the flagship professional organization in the field, in 2001.

5. Erik A. Thelen, Ph.D. in Professional Writing 1998, is Executive Director of the Office of Research and Sponsored Programs at Marquette University.

Five graduate students in Rhetoric and Composition—Richard Hay, Virginia Kuhn, Katie Malcolm, Liana Odrcic, and Dylan Dryer—presented papers at the Annual Conference on College Composition and Communication in San Antonio, TX. The CCCC acceptance rate for papers is 40 percent.

Over ten graduate students in Creative Writing made presentations at the Associated Writing Programs annual meeting in Chicago in March 2004.

Many of our graduate students publish scholarly and creative work before graduation. A small sample of recent graduate student publications includes the following:

1. Bayard Godslove (Ph.D. student in Creative Writing) has recently had two short stories accepted for publication, one at X-Connect Magazine (Penn State) and one at Cream City Review (UWM).


3. Ezekiel Jarvis (Ph.D. student in Creative Writing) recently published a story, “Toast,” in *Heliotrope*. The story was picked as the editor’s choice for that issue.

4. Stephen Powers (Ph.D. student in Creative Writing) has published poetry recently in *Yemassee, Smartish Pace, Folio*, and *Wisconsin Poets’ Calendar 2004*.

5. Richard C. Hay (Ph.D. student in Rhetoric and Composition and Professional Writing) published an article, “Virtual Conversations: The Use of Internet-based Synchronous Chat in Basic Writing,” in *Currents in Electronic Literacy*, a refereed online journal.

6. Scott Winkler (Ph.D. student in Creative Writing) has published two short stories in the past fourteen months: “Burning Gorman Thomas” in *Elysian Fields Quarterly* and “Lezcano” in *Spithall: The Literary Baseball Magazine*. 
Exceptional Education

1. Mary Ann Fitzgerald, Master’s graduate, received a Milwaukee Interfaith Council Award (2003).

2. Toni Chambers, Master’s graduate, published a handbook based on her thesis that has sold more than 10,000 copies.

Film

1. Chris Smith’s, M.F.A. 1999, thesis project, “American Movie,” won the Grand Jury Prize at the 1999 Sundance Film Festival, and was distributed internationally by Sony Pictures Classics.

2. Sarah Price’s, M.F.A. 1998, thesis film, “Caesar’s Park,” won “Best of Fest” awards at the Edinburgh International Film Festival and the Chicago International Film Festival, had a theatrical release across the country and was presented on the Sundance Network.

3. Andrea Leuteneker’s, M.F.A. 2000, thesis film, “The Bear Garden,” won “Best Experimental Film” at the 2001 Seattle Underground Film Festival, a Director’s Citation andHonorable Mention at the 2002 Black Maria Film/Video Festival.

4. Christine Khalafian’s, M.F.A. 2002, thesis film, “mark set burn,” was selected for screening at the Sundance Film Festival, the International Women Directors Film Festival in Creteil, France and the IFP Los Angeles Film Festival.

5. Micaela O’Herlihy’s, M.F.A. 2003, thesis project was selected for screening at the Sundance Film Festival.

Foreign Languages and Linguistics

Last year, three students from the Department’s graduate program presented papers at a Workshop at the UW-Madison campus. This year, four students, presented papers at the same conference, one was a repeat from the previous year, the other three were presenting for the first time. Several German graduate students attend the Annual Meeting of the Wisconsin Association of Foreign Language Teachers (WAFLT).

1. Two MAFLL students in the Linguistics Program presented papers at the Workshop in General Linguistics held in Madison in February of 2003.

2. Four students in the Linguistics Program presented papers at the Workshop in General Linguistics held in Madison in February of 2004.

3. One MAFLL student in the Linguistics Program is co-authoring a paper to be presented at an international workshop on Korean linguistics in Seoul, Korean in July 2004.

Geography

Individual recognition:


3. Jill Hewitt, Awarded a two-year grant by the U.S. Environmental Protection Agency (2003), Awarded a one-year grant by the Wisconsin Coastal Management Program (2003), Member of the Ozaukee County Comprehensive Planning Citizen Advisory Committee, the Citizen Advisory Committee for the North Branch Milwaukee River Wildlife and Farming Heritage Area, the Wisconsin Department of Natural Resources Milwaukee Area Wetlands Technical Advisory Team, the City of Mequon Park Board, and Chair, Ecological Advisory Team for the Mequon Nature Preserve.

4. Sherry Meyer was recognized by the organizers for her contribution to a national workshop on Geographic Education (2003).


The Department also includes the following:

1. Graduate student publications with faculty (37)
2. NSF Dissertation Improvement Grants (two)
3. University Consortium for GIS Travel Award (two)
4. Research support from Center for Latin American and Caribbean Studies (11)
5. Graduate Fellowships
6. Dissertation Fellowships
7. M.J. Read Scholarships
8. Graduate Research Assistantships
9. Professional conference presentations

Geosciences
All of the graduate students in the Department of Geosciences engage in independent research projects to complete M.S. or Ph.D. thesis/dissertation requirements. Most are funded through extramural funds. In addition, the Department provides funds and/or transportation to professional meetings so that students may present papers, posters, etc. Many students co-author publications with faculty in refereed journals.

Health Sciences
Three CLS graduate students have worked with Dr. Azenabor during the past two years and are listed on five national publications.

The HCA & I Program began the first year of a M.S. in Health Care Informatics Program at the beginning of Semester I, 2004.

1. Five publications in national journals (A. Chaudhry, G. Job, S. Yang)
2. L. Anedokun: AOP Scholarship, $12,000, 5/03
3. K. Truong: AOP Scholarship, $12,000, 5/03

History
We give a number of annual awards, funded by accumulated contributions from donors, for proposed (prospectus) and completed (thesis) research. Many of our students do research in or beyond Milwaukee. Some have presented their work at conferences, and a few have published papers they wrote during their M.A. programs.

Human Movement Sciences
Ronald E. McNair Post-baccalaureate Achievement 2002 Summer Research Program—two conference papers; two class presentations; one refereed publication.

Four graduate students awarded Graduate School travel monies to present work at scholarly meetings.

1. Nine M.S. Kinesiology graduates have gone on to Ph.D. programs
2. One M.S. Kinesiology graduate has gone on to medical school
3. Three M.S. Kinesiology graduates have become research assistants or associates with Marquette University and the University of Wisconsin-Madison Medical School
4. Three M.S. Kinesiology graduates serve as faculty members in university Departments of Physical Therapy
5. Seven M.S. Kinesiology graduates are practicing physical therapists

Industrial and Manufacturing Engineering
Many of our M.S. and Ph.D. students work as RAs or PAs on funded projects and write papers with their advisors. Also a number of our students have presented papers/ participated in conferences with partial support from the Graduate School. The following are the major source of research support for our graduate students.

Industrial Assessment Center (Professor Saxena)
Center for Ergonomics (Professor Garg)
IMS Center (Professor LEE)

1. Dr. Manucher Dajassemi got a senior faculty position at California Polytechnique State University.
2. Dr. Alengary has advanced to a senior level position at the ministry of education in Saudi Arabia.
3. One of our M.S. graduates (Abihjit Devekar) got a senior engineering position at General Electric and is a member of their lean manufacturing team.
4. A graduate of our M.S. program is the president of a manufacturing company in Wisconsin.

5. Dr. Larry Fennigkoh is associate Professor at MSOE.

**Journalism and Mass Communication**

Funding for two scholarships has been secured in recent years. The Milwaukee Journal Foundation annually awards the department $5,000 to promote graduate research and travel in the field of mass communication.

In 2002, JMC began a series of monthly research colloquia that highlight graduate student research within the department.

The following is a list of graduate student presentation and publications:


6. Amy Lauters, *Converging Cultures: Television, the Internet and the Fans of Lois and Clark*, presented at the annual meeting of the Association of Internet Researchers, Lawrence, Kansas, September 2000.


15. Carol Ringo, *Teacher-Student Sex and Free Speech: A Discussion of University Reaction to a Study*, presented at Dangerous Desire: Sexing the Academy, University of Southern California, April 1999.


**MAFLL (Master of Arts in Foreign Language and Literature)**

2. Kevin Muse: awarded full fellowship for doctoral work in Classics at University of North Carolina-Chapel Hill. Completed the doctorate and has been hired as Assistant Professor at UW–Milwaukee.


4. Valerie Saugera: awarded Fellowship and Teaching assistantship by Michigan State and Indiana University for doctoral work in French Linguistics.


**Materials Engineering**

Graduate students work on research projects for Faculty in the Materials department. From these efforts, they complete their theses. In addition, research publications may result which are published in both conferences and journals. In addition, students participate in presenting the research outcomes at annual conferences in the field. Some faculty members in the department have between 100 to over 400 papers written, with a good number of them involving graduate student participation.

1. Ph.D. graduates contribute to the education of Wisconsin by joining faculties at programs within the UW system.

2. Ph.D. graduates contribute to education at the National level by joining faculties at programs in other U.S. universities, such as Central Florida.

3. Graduates contribute to education in the field of Materials Engineering worldwide as they joining faculties at universities all across the world.

4. Graduates (M.S. and Ph.D.) ensure the lead that the U.S. has in advanced processing and manufacturing in various industries through their active work within local, regional and national corporations.

5. The advance of science and knowledge in Materials Science and Engineering is taking place thanks to the graduate student participation in extramural and intramural funded research.

**Mathematical Sciences**

Graduate Students are involved in research activities (of varying extent and depth) in many of their courses and seminars.

We offer ‘internships’ as part of our master’s industrial mathematics program. We are working to put in place an internship program in Actuarial Science.

We have a Graduate Assistance in Areas of National Need award which funds seven graduate student fellowships each year.

Our graduate students attend research conferences and workshops and present their work at these events.
Music

In our efforts to train musicians as scholars and performers, we involve our graduate students in research/creative activities in the following ways:

1. **Capstone Projects**: Graduate recitals (performance and conducting), graduate composition recitals, music education projects or thesis, and music history and literature graduate thesis.

2. **Ensemble/chamber music performances**: Graduate students in Music Department bands, choirs, orchestras, and chamber music ensembles perform between one and six times per semester.

3. **Institute of Chamber Music (ICM)**: Graduate students in the Bradley Foundation supported ICM perform two major (two hour) recitals each semester on campus. In addition, ICM students perform at several university and community functions each semester. They also compete yearly in major chamber music competitions such as the Fishoff and Coleman.

4. **Instrumental Conducting Graduate Program**: Graduate conducting program students prepare literature and conduct university ensembles as well as community ensembles such as the U-Way bands and the Milwaukee Youth Symphony Orchestra (MYSO) junior winds.

5. **Music Education Graduate Students**: Several music education graduate students have presented at national level conferences along with UWM faculty. Graduate student Trinny Gaulke shared a conference presentation on technology in music education with her advisor, Scott Emmons, at the recent Music Educators National Conference in Nashville. Several students in Marsha Kindall Smith’s mentoring class for first-year MPS music teachers also presented as part of a panel discussion at the same conference.

Individual accomplishments:

1. Trinny Gaulke presented her research at the national MENC convention.

2. Steve Ahearn (and others) performed with the Milwaukee Symphony Orchestra.

3. Mary Elizabeth Williams, Katherine Pracht, Brian Banternach, and Kristin Wrolstad each performed as vocal soloists with the Milwaukee Symphony Orchestra.

4. Rebecca McCulloch and Rebecca Shaw each were finalists in the prestigious Fishoff Competition (chamber music).

5. Tina Glander directed her Middle School Choir at WSMA and ACDA conventions.

Nursing

In addition to the required research experience for all graduate students, masters and doctoral students have been involved in a variety of research projects with faculty and staff and with the College of Nursing Community Nursing Centers. This work is completed through the independent study and project assistant role. These projects have included collaboration with local health care organizations such as Aurora Health Care System and Froedert Medical Center and international sites. Doctoral students have been involved with research in Kenya regarding client knowledge of HIV and development of a model for community nursing.
center for a Taiwanese school. Within the Community Nursing Centers graduate students have been involved in projects to develop models for nursing centers in other countries, evaluation of case management and prenatal care coordination projects and, analysis of care provided to populations such as diabetics.

Examples of graduate students involvement in research activities that have resulted in publications include:


Examples of graduate students involvement in research activities that have resulted in presentations include:


Examples of individual accomplishments include:

1. Kathy Mussatto has received significant recognition for her work in pediatric research at Children’s Hospital of Wisconsin including the Julie Lathrop Nursing Research Award.

2. Kristin Haglund was awarded the Wisconsin Nurses Association, Milwaukee District Nurse Administrator Award.
3. Several doctoral students have received the first or second place award in the annual Midwest Nursing Research Society Doctoral Student competition. Awards have been received by Jill White (1st place), Marilyn Bratt (2nd place) and Nancy Vrabic (2nd place).

4. Anne Weinfurter (2001) and Jessica Kois (2002) were selected to serve in the competitive OSHA’s Occupational Health Nursing Internship program.

5. Doctoral students have also been the recipient of several dissertation awards. Catherine Lageson received the Council on Graduate Education Nursing Administration Dissertation Award and Ann Tescher received the Midwest Nursing Research Society Acute Care Section Dissertation Award.

**Occupational Therapy**

Enrollment in doctoral program—two students. In addition to the two to three Graduate Assistantships supported by the College, the department has regularly supported two to three additional graduate students as research assistants with extramural funds. Many of the undergraduate and graduate courses offered by the department involve students and have produced the following: Master’s Project: one paper and three state presentations; Research and Thesis: 11 papers and 34 presentations; and Design Project: 14 projects.

**Philosophy**

There are little extramural sources of money to support graduate student research. Our M.A. students are admitted with financial support to top ranked Ph.D. programs. After completing the Ph.D. they take teaching positions at colleges and universities throughout the country and many are very productive scholars as indicated by publications conferences presentations, etc.

**Physics**

According to Graduate School figures, Physics is the UWM academic Department that brought in the largest amount of extramural research funds in the last completed academic year (2002-2003). During that year, the Department’s faculty and academic staff (comprising just 20 individuals) were awarded a total of $2,051,059 in research funding, more than nine percent of UWM’s total research funding. Among the other purposes, this funding is used to purchase equipment for scientific experiments, for research assistantships and conference travel for graduate students, and for publication costs of scientific papers (often including student co-authors). Graduate students often give talks on the results of their research at national and international conferences.

Virtually all the incoming graduate students in the Department intend eventually to work towards their Ph.D.s. A requirement of the Physics Ph.D. is the successful performance of original research, publishable in refereed journals.

1. Almost all our graduate students are admitted into our doctoral program and a great majority of them graduate with Ph.D.s.

2. The Department’s graduate students are typically awarded two Graduate Student Fellowships and two Graduate School Dissertation Fellowships per year.

3. A large number of our graduate students go on to postdoctoral research positions at other universities and research institutions. Examples are: Laura Mersini at the University of Pisa in Italy, Keith Lockitch at Penn State, Nikolas Stergioulas at the Max-Planck Institute for Gravitational Physics Germany, Sukanta Bose at IUCCA, and Ross Harder at UIUC.
4. Esteban Calzetta, a former graduate student of the Department was appointed Professor at the University of Buenos Aires.

**Political Science**

1. The department has offered a limited amount of travel support to graduate students to deliver conference papers. In addition two graduate students have received extensive travel and research support from contracts and grants received by their advisor.

2. The department also has one named professorship with a permanent research assistantship attached to it.

3. Over the last three to four years, the department has had three doctoral candidates who have received UWM dissertation research fellowships.

4. In the past four years, the Departments’ graduate students have coauthored the following number of journal articles and conference with department faculty (specific titles and other information can be provided on request): approximately 14 coauthored journal articles and approximately 20 coauthored paper articles.

5. In addition, graduate students have written some 20 conference papers without faculty co-authorship.

Individual accomplishments include:

1. Tatyana Karaman was accepted into Princeton University’s political science department to continue game-theoretical work on her dissertation. She received an NSF grant and full-tuition scholarship to support that research. She had previously won a UWM dissertation fellowship.

2. Justin Marlowe received a UWM dissertation fellowship. He co-authored a number of papers and articles with Professor Robert Eger and was included in Eger’s research contracts. He was recently hired as an Assistant Professor by the University of Kansas Public Administration program, one of the very best in the nation.

3. Deborah Carroll co-authored a number of papers and articles with Professor Robert Eger and was included in Eger’s research contracts.

4. Maria Spirova received both a university graduate school fellowship and a dissertation fellowship.

**Psychology**

UWM Psychology students have consistently been recognized for the quality and quantity of scholarly research they conduct with our faculty. Our students compete with the best and brightest of their peers from all of the major research universities in the United States. Below is a partial list of the national awards our students have won between 1988 and 2003.

**2003**

1. American Psychological Association Travel Award: Kristen Jastrowski

2. APAGS (American Psychological Association of Graduate Students) Nancy B. Forest and L. Michael Honaker Scholarship for Master’s Research in Psychology: David Bauer
3. CDC (Centers for Disease Control and Prevention) Doctoral Dissertation Grant for Violence-Related Injury Prevention Research in Minority Communities ($19,866): Michael McCart

4. Sigma Xi Grants-in-aid of Research: David Bauer (two grants)

5. Espen Klausen: Tara Thomas

2002

1. American Psychological Association Travel Award: Michelle Braun, Jennifer Callahan

2. American Psychological Association Dissertation Research Award: Christine Smith

3. American Psychological Association Dissertation Research Award: Helen Kaczmarek, David Rademacher

4. American Psychological Association Student Travel Award: David Rademacher (second award)

5. American Psychological Association/COGDOP Graduate Research Scholarship: Helen Kaczmarek

6. Epilepsy Foundation Student Fellowship Grant: Vaishali Phatak

7. Pulaski Scholarship: Helen Kaczmarek

2000

1. American Psychological Association Student Travel Award: David Rademacher

2. American Psychological Association/COGDOP Graduate Research Scholarship: David Rademacher

3. Gates Millennium Scholarship: Dominic Cheng

4. National Institute on Drug Abuse Scholars for the Future Travel Award: David Rademacher

5. Sigma Xi Grants-in-aid of Research: Melissa Norberg, David Rademacher

1999

1. American Psychological Association Travel Award: Gretchen Weatherly

2. Sigma Xi Grant-in-aid of Research: Susanne Chmidling, Helen Kaczmarek, Amy Knight, Mary Frye Randolph, Angela Sikorski (second grant), Clara Mayo Grant (Division 9, American Psychological Association), Katie Anders

3. CIC/Women in Science and Engineering Student Travel Award, Stephanie Powell, Angela Sikorski

1998

1. American Psychological Association Dissertation Research Award, Laura Kocorowski

2. American Psychological Association Division 29 Education and Training Award, Sean Stevens
3. National Institutes of Health Pre-doctoral National Research Service Award (NRSA) (three-year fellowship), David Rademacher

4. Sigma Xi Grant-in-aid of Research, Katie Anders, Stephanie Powell, Michael Rainer, Angela Sikorski

**School of Information Studies (SOIS)**

Graduate students regularly work with faculty members on collaborative research projects, or their independent work may be submitted for publication. Examples of conference presentations and publications authored or co-authored by MLIS students for 2000-present include:


In addition, the following received scholarship support:

1. Yi Hong (MLIS 2001), Asian Pacific American Librarians Scholarship in 2001. This national scholarship supports student travel to the annual APALA conference, held that year in San Francisco.

2. Brian Doxtator (MLIS 2002), American Library Association Spectrum Scholarship. This national scholarship is awarded to promising graduate students from under-represented populations.

**School of Business Administration**

1. A current doctoral student and Business faculty member were presented with a Best Paper Award (DSS Track) at the 7th Americas Conference on Information Systems.

2. Graduate students are active participants in the School’s Low-Income Taxpayer Clinic (LITC) which provides free representation to taxpayers who need assistance in dealing with the IRS. Current graduate students and alumni of the M.S.–Taxation area of concentration and tax faculty work with LITC clients.
**Social Work**
Four graduate students are currently paid for doing research under the direction of Professors McMurtry and Rose for a book on Rapid Assessment Instruments. Three graduate students are working with Professor Montgomery on her projects related to applied gerontology. Two graduate students are working with Professor Lie on her work with the homeless.

**Sociology**
Professor Ann Greer has co-authored a paper for presentation at a professional meeting with USP student Patrick Falvey.

Heather Laube, M.A. Sociology 1997, earned her Ph.D. in Sociology from SUNY, Albany and is now a member of the Sociology faculty at the University of Michigan-Flint

**Spanish and Portuguese**
2000: Graduate and undergraduate students in Professor Susan Rascón’s Spanish 447 Advanced Translation participated in the translation of the UWM Letters and Science brochure, available online at [www.uwm.edu/letsci/briefing/translation/html](http://www.uwm.edu/letsci/briefing/translation/html).

2000: Graduate and undergraduate students in Professor Susan Rascón’s Spanish 447 Advanced Translation course translated a 40+ page newsletter for the Peace Studies Department.

2000: Graduate and undergraduate students in Professor Susan Rascón’s Spanish 447 Advanced Translation course translated a community educator training manual for the Wisconsin Breast Cancer Coalition.

2000: Graduate student Tamara DuPage’s translation of an essay entitled “I Work, You Work, Does She Work?” by Guatemalan sociologist Ana Silvia Monzón was published in *Americas & Latinas 2000*, a publication of the Working Group on Women and Gender in the Americas of Stanford University.


2002: Weaving Events in Time, a bilingual collection of poetry by Guatemalan Maya poet Calixta Gabriel, co-translated by graduate student Suzanne Strugalla and Professor Susan Rascón, was published by the Yax Te’ Foundation.

2002: Graduate and undergraduate students in Professor Susan Rascón’s Spanish 447 Advanced Translation course transcribed and translated interviews conducted in conjunction with preparation of the documentary “In a Just World,” which aired on PBS in Fall, 2003.

FLAS awards to study Portuguese to graduate students Marie Shine, Kim Vaitonis and Leah Strobel

**Theatre**
**Partnership with Milwaukee Shakespeare:**
Our collaboration with this Equity Company began three years ago. Since that time the partnership has infused energy, resources, and funding into the graduate PTTP costume production and technical production curricula. Additionally, the connection with Milwaukee Shakespeare has enhanced student learning and research through material acquisition and access to professional artisans.
In 2003-2004 this partnership resulted in full-scale productions of As You Like it, The Tempest and Titus Andronicus with over fifty performances presented on campus. Students had access to over 70 different directors, designers, artisans, and performers in all areas of theatre who act as models of professional standards. Interaction on this scale, and of this quality, has greatly increased the depth of graduate students’ experiences.

**Graduate School Awards:**
In 2002, Professor Guse received a Graduate school research grant of $15,000 to study the use of motion-controlled systems for scenic use. Graduate students Kevin Connolly and Michael Beschta were part of this grant project, assisting in research, collection of data, reconfiguring the system, and implementation of the research on the production of As You Like It.

Individual recognition was received by the following:

1. Jeremy Holm, M.F.A. Acting 1998, Company member at Colorado Shakespeare, appearances on Law and Order (NBC) Active in Regional theatre, in Milwaukee at Chamber Theatre, Milwaukee repertory theatre

2. Chuk Iwuji M.F.A. Acting 2000, has performed at American Players in Spring Green, Guthrie Theater in Minneapolis and with The National Theatre in London

3. Jennifer Maine M.F.A. Costume Production 2000, taught at the University of Pittsburg for two years, moved to Germany where she is currently the costume director for an international company

4. Natalie Retzlaff M.F.A. costume Production 2002 upon graduation Natalie was employment as a draper with the Tony award winning Old Globe Theatre in San Diego

5. Brad Bingham M.F.A. Stage Management 1996, with First Stage Milwaukee since 1997, risen from ASM to SM to Production Stage Manager during tenure

**Translation**


2. Publication of Suzanne Strugalla’s co-translation with Professor Susan Rascon of *Weaving Events in Time* by Calixta Gabriel, Yax Te’ Foundation, 2002.


**Visual Arts**

1. Paul Amitai, M.F.A., 2003, Westward Four channel video installation St. Louis University Museum of Art, St. Louis, Missouri, Spring 2003

3. Amy Mangrich, M.F.A. December 2002 International Residency and exhibition, August 2002 hotel pupik 02 St. Lorienzen bei Scheirfling, Austria

4. John Ty Bender, NCECA Regional Student Juried Art Exhibition, Leedy Voulkos Art Center, Kansas, City, Missouri, Spring 2002

5. John Loscuito, M.F.A. May 2002, CAA Regional M.F.A. Student Juried Art Exhibition, School of the Art Institute, February 2000

**Women’s Studies**

1. Karen Keddy, a graduate certificate student and instructor, is finishing a cutting-edge dissertation on gendered spaces in medical architecture, and has presented her research at international conference in France, Canada, and the United States

2. Brianna Smith, a graduate certificate student, is serving as the book exhibit coordinator for the upcoming NWSA conference

3. Diane Slocum, a graduate certificate student, will be presenting a paper on her research on the media coverage of divorce at a conference sponsored by Columbia University

4. Debra Brenegan, a graduate certificate student, has presented papers at international conferences, and won two scholarships for non-traditional students

5. Sarah Morgan, a graduate certificate student and instructor, has just finished an innovative dissertation on transgender issues in nursing care
Capstone Experiences

Departments and Programs

Africology
The advanced 106-565 qualitative and paper product experience is directly designed to assess the basic mission of the department. In addition, the survey helps to quantitatively examine differences between less experienced students and our senior students. Because we typically have a small pool of majors, we are able to discuss majors’ advancement at our faculty meetings. This is done with an internal organizational mechanism where the departmental advisor has a committee that monitors the progress of majors and minors.

Anthropology
The department has no assessment tools limited exclusively to seniors. The capstone course can be taken by juniors who have completed all requirements toward the degree. We are trying to collect demographic data to see if this should be changed.

Architecture
The Department does not have a capstone design course at the senior level. Graduation is based on overall GPA and minimum allowable grades in the required and elective studios.

Art History
Our senior level assessment tool, a capstone requirement, consists of a choice either of an independent study or internship. Both options offer an opportunity for undergraduates to conduct advanced research and require mastery of skills set out in our goals. This option is relatively new in our program, and we have just begun using an evaluation form to be filled out by the supervisor of the project as an assessment tool.

Biological Sciences
The results from our senior exit surveys are used in evaluating the Biological Sciences curriculum, the sequencing of courses and the overall quality of our degree programs. In addition to these surveys, an annual solicitation letter to alumni often produce useful comments on our program from graduates who have been out for a number of years. Comments about how certain courses were helpful in their careers are most useful in maintaining a solid curriculum within the various areas of specialization within the department.

Chemistry
There are currently three majors offered in the Department of Chemistry and Biochemistry. These are the ACS approved Course in Chemistry, the Chemistry Major (with or without a Biochemistry option), and the Biochemistry major. Each of these have independent research as capstone experiences. Since, the objective measure of essentially every chemist is research productivity, it is thus appropriate that the department assess the capacity of our senior students in the laboratory. Students tend to choose to undertake research with professors whose research is most closely related with their own interests. These experiences lead to a significantly improved understanding of the scientific process and provide opportunities for faculty to better assess a student’s abilities. This in turn leads to meaningful recommendation letters that assist the student’s applications to employers and graduate programs. It is vital that this process be incentive based and that both the student and principle investigator benefit. Mutual benefit occurs when students achieve sufficient original data to present it either as a poster or lecture at a national or regional meeting or as a published research article.
Civil Engineering and Mechanics

The College of Engineering and Applied Science Curriculum Assessment Plan includes a juried evaluation of the capstone design projects. Senior (capstone) design projects represent the pinnacle of engineering education bringing together the knowledge gained throughout the curriculum to address real world engineering problems. Students must demonstrate their proficiencies in a variety of areas including the ability to apply mathematics, science and engineering knowledge to identify, formulate and solve engineering problems using modern techniques and tools while considering the impact of the solutions in a societal context, and demonstrating the ability to communicate their work effectively. The important place occupied by the capstone design course in the curriculum makes the evaluation of the projects and their presentations a critical aspect of the plan for assessing the program outcomes.

The assessment of senior design projects will have the following components:

I. Evaluation of the Projects by the Instructor
   1. Careful evaluation of the written project report for
      Technical content, including
      · a clear statement of the problem
      · the solution(s) including alternatives and analysis
      · effective use of engineering techniques and tools
      · economic and societal impacts of the proposed solutions
      · recommendations
      Written communication skills, including
      · organization of the report
      · readability
      · language usage
      · effective use of graphs/charts/tables
   2. Evaluation of teamwork
   3. Evaluation of any prototypes/working models

II. Evaluation of the presentation by faculty members
   1. Oral communication skills
      · Cognizance of audience’s level
      · Technical content appropriate for audience
      · Clear enunciation
      · Language usage
      · Eye contact
      · Flow
      · Quality of visual aids

III. Professionalism
   1. Participation by team members
   2. Peer evaluation
      · Evaluation of the presentation by students
      · Evaluation of teamwork by members of the team
In addition, the Civil Engineering program asks its industrial mentors to participate in the evaluation of design projects. Mentors read and evaluate selected final reports and hear and evaluate all oral presentations.

The evaluation program for senior design was fully implemented for the first time in the spring semester, 2001.

**Communication**

Assessment currently occurs in the Capstone course, which is taken in the senior year. Intended outcomes include: 1) Message Production assessed through oral presentations, written presentation, and/or group participation. 2) Message Analysis assessed via student evaluations of message coherence, consequences (social, ethical, relational), reasoning, and message effectiveness. Assessment data will be evaluated for revisions needed in curriculum, especially in our core courses (Introduction to Interpersonal Communication, Public Speaking, and Business and Professional Communication) and methods courses (Critical Analysis and Quantitative Research Methods). (Not research)

**Criminal Justice**

The department does not use senior level assessment tools of the sort indicated in the question.

**Curriculum and Instruction**

Undergraduate and Post-baccalaureate certification students:

There are a number of examples of senior-level assessment tools that reflect accomplishments in the major. Two examples are:

1. The Final Semester Portfolio is a culmination of the portfolio process that has been used throughout the professional program sequence. The portfolio must reflect the core values and standards for the certification program. These are aligned with the Core values and standards for the School of Education, which align with the state teaching standards defined in state law, and with the national teaching standards defined in the National Board Teacher Certification process.

   Portfolios are reviewed on an on-going basis throughout the semester of student teaching by the faculty team working in the student teaching block. This includes the student teaching seminar instructor(s), the university supervisor and the field site cooperating teacher. At the end of the semester, each student makes a formal portfolio presentation in front of their peers and the faculty teams.

2. A minimum of four structured observations using required program evaluation forms are conducted during each semester of student teaching. Some programs have more than one semester of student teaching. These observations, as well as, the on-going evaluation of the field site cooperating teacher will determine if the student will be recommended for licensure. The successful completion of the final clinical experience or capstone experience of student teaching is the most critical exit requirement for a student to complete the program. If they are unsuccessful in this culminating experience designed to bring together all that they have learned throughout the program, they will not be allowed to finish the program.

3. All students completing programs for teacher licensure after August 31, 2004, will be required to successfully pass a national exam, PRAXIS II, which is a test of teacher content knowledge. The version of the test is determined by the desired licensure area.
4. All students exiting teacher certification programs, whether undergraduate or post-baccalaureate must have a cumulative grade point average in the content major or minor of 2.75 and must have a cumulative grade point average in the professional courses of 2.75 in order to be cleared for graduation and license endorsement.

Dance

All professional achievements are the result of senior level activities in a rigorous program that exposes students to a wide-range of training. This training develops the individuality of each student and imparts the skills, discipline, and confidence to continue their study and to seek employment as performers, choreographers, teachers, and administrators.

The B.F.A. curriculum focuses on performance and choreography. Senior-level activities transform our students from being a part of a team (ensemble group) to being the leader of a team working on artistic projects. Mature authorship and authority over the personnel and the elements of self-producing original works for the stage is the goal.

B.F.A. students learn to interpret the choreography of other dancers and create their own choreography. The capstone experience is a performance project that is developed and completed by the student. Each project is recommended to be one that “encompasses the sum total of their skills, knowledge, and interests.” It is usually a year-long activity with proposals in the fall, rehearsals in fall and spring, performances in the spring, and narrative summaries of the experience at the end of the spring semester.

Students assume responsibility for the success or failure of their projects. The organizing, selecting of the cast and creative team (sound design, costume designer, film collaborator), scheduling, and sometimes even marketing becomes the responsibility of the senior student. Problems are solved as unexpected obstacles arise. Organizational skills, commitments, faith in oneself, passion, and creative vision are all tested. Students develop endurance, perseverance, patience, and maturity. The overall outcome is enhanced confidence and self-esteem, the evidence that ambitions can be realized, and the discovery that something can grow out of an imaginative impulse. Successful accomplishment in a leadership role is a transformative and lasting experience that empowers the student to step into the professional world as a knowledgeable member and leader of a team. Choreographic examples include:

**Senior Activity: Sarah Price/1995**
Self-produced a full evening of choreography.
Professional Outcome/B.F.A.
Award-winning, Artistic Director Danceworks Performance Co, Milwaukee; adjunct instructor for UWM.

**Senior Activity: Dani Kuepper/1998**
Choreographed and performed a solo work entitled “Mrs. Schultz”.
Professional Outcome/B.F.A.
Included in American College Dance Festival Gala performance, invited to perform at Kennedy Center; adjunct instructor for UWM.

**Senior Activity: Megan McCusker/1997**
Choreographed and performed an ensemble dance about baseball.
Professional Outcome/B.F.A.
Her choreography was purchased by a regional dance company; accepted to graduate school at Smith College; teaching in Milwaukee Public School system; adjunct instructor for UWM.
Senior Activity: Kelly Anderson /2002
Choreographed a work entitled ‘LadyLike’ which explored aspects of female beauty.

Professional Outcome/B.F.A.
Self-produced two acclaimed, independent dance concerts in Milwaukee; dances professionally with two local companies; relocating to New York City in 2004.

In the B.A. curriculum, the emphasis of the senior level activities is on dancing in community settings. In the K-12 certification track, the emphasis is on elementary and middle school student teaching. The goals of these two programs are similar. They seek to instill appreciation of and respect for a variety of disciplined movement forms while making movement experiences available to people in community and educational settings. A few examples of service learning projects/experiences and student teaching experiences at the senior level include the following:

**Senior Activity of B.A. students**
- Expressive movement education for disabled veterans
- Expressive movement education for foster children
- Introduce Irish step dancing into studio curriculum
- Creating hip-hop classes in high school settings
- Teaching martial arts for at-risk youth
- Taught Yoga in UWM School of Allied Health
- Authored teaching curriculum for students attending Milwaukee Ballet’s “Giselle”

**Professional Outcome/B.A.**
- Acceptance into Graduate programs for Dance Movement Therapy
- Hired as adjunct instructor for UWM
- Achievement of K-12 certification and subsequent hiring in Milwaukee Public School System.
- Opened own fitness studio
- Finalist for Program Director job in a suburban performing arts center

**Professional Outcomes/MFA**
*Roxanne Kess.* Ms. Kess graduated in 2002. She is a long-time member and Assistant Artistic Director of the Ko-Thi Dance Company. Ms. Kess’s accomplishments as dancer, choreographer, composer and education outreach coordinator for Ko-Thi are recognized locally and nationally. She has integrated her experience as a professional dancer with the training she received at UWM. Graduate study allowed her to continue to develop as a creative artist and provide her with the opportunity to search for post-secondary teaching positions. In addition to her responsibilities at Ko-Thi, Ms. Kess is currently an instructor of African Dance and Contemporary Dance History at Marquette University.

*Allyson Green.* Allyson Green (Jacob Javits Scholar) graduated in 2001. Ms. Green currently is an Associate Professor of Dance at the University of California, San Diego. Ms. Green has an impressive professional national and international resume as a performer and choreographer. Her work is regularly produced in California, New York and Eastern Europe.
Nina Haft. Nina Haft (Jacob Javits Scholar) graduated in May 2004. Ms. Haft is the artistic director of Nina Haft and Dancers, based in San Francisco. She is also an instructor at California State University, Hayward. In addition to the Javits award that supports her graduate study at UWM, she has received numerous choreographic grants in California.

Hetty King. Hetty King (Jacob Javits Scholar) graduated in 2002. Ms. King recently received an M.A. in Performance Studies from New York University. She is an active performer and choreographer in New York City and is completing a manuscript on the anatomical technique of the late Nancy Topf for publication.

Sima Belmar. Sima Belmar (Graduate School Fellowship) graduated in 2003. Ms. Belmar is a dance writer, teacher and performer based in the San Francisco Bay area since 1997. She has written for the San Francisco Bay Guardian and Dance Magazine. She has taught at Sonoma State University and San Francisco State University.

Educational Psychology

A “continuous or progressive portfolio” will be developed by all students in the School Psychology Program at UWM. The reason for using the portfolio evaluation strategy is that it will permit ongoing student information and feedback on the following: a) the impact of specific training material and course content on their professional development; b) the “match” between training needs/priorities identified by students and competencies achieved through courses and field experiences; and c) validation and transfer of program concepts to “best” practices in school psychology. The student evaluation package incorporates three types of measures: portfolios, competency checklists, and student yearly reports. This multifaceted, data-based system of student evaluation is designed to ensure sound integrity of the program goal and student outcomes. Because competency data on training school psychology personnel should be integral to the content and processes that correspond to core school psychology coursework, explicit progressive portfolio activities will be incorporated into these courses.

Progressive portfolio techniques will be used as the one of the methods of evaluating student competencies in the School Psychology Program at UWM. The portfolio is a self-selected collection of works that provide authentic demonstration of knowledge and competencies in school psychology.

Portfolio assessment was determined to be an appropriate evaluative approach for four reasons:

a) portfolio assessment provides descriptively rich evaluative information that cannot be obtained with multiple-choice and other closed-type measures; 

b) portfolio assessment increases participants’ ability to become self-evaluators (e.g., understanding of what they need to believe and know to be effective school psychologists); 

c) portfolio assessment captures the processes by which students learn and problem solve; and 

d) portfolio assessment provides information for redefining the curriculum and guiding instruction.

Because the structure of portfolio assessment can be easily integrated with the content and design of the School Psychology Program at UWM, it permits ongoing and continuous evaluations. Hence, the feedback obtained through the portfolio assessment is used to examine student outcomes and competencies as well as to modify the training model so that it is responsive to student needs.
Individual portfolios will be initiated by students while they are enrolled in Professional and Historical Roles in School Psychology. The concept of the progressive portfolio will be introduced and discussed in this course. Other courses that will incorporate portfolio components include: School-age Assessment and Intervention, Early Childhood Assessment and Intervention, Personality Assessment, Cognitive-Behavioral Interventions, Consultation Strategies, Educational Practices and Alternative Assessment, Beginning and Advanced Practicum in School Psychology, and Internship in School Psychology. Several types of individual portfolio entries will be assembled by school psychology students, including reflective practice forms, psycho-educational reports, in-service activities, journals, and case-study projects. Instructors of these core courses will provide guidelines for developing your portfolio entries. Journals permit a mechanism for field-based students to "story-tell" about issues and situations regarding school psychology practices in general, and their own professional development in specific. Practicum students will also engage in case-study projects that require them to explore an idea, belief, or concept central to a particular aspect of assessment, consultation, or direct intervention. The portfolio would be a “meta-cognitive” document of the case analysis or problem solving.

Composite Portfolios will be used to aggregate information for demonstrating the student outcomes and competencies. When students are enrolled in Practicum, the portfolio is submitted to the Practicum Instructor. The Composite Portfolio is completed at the end of Internship in School Psychology. In addition to the above entries, students provide other exemplars of their learning and practice, such as a video tape showing a consultation session with a consultee from a practicum site or conducting an interview with an administrator of a practicum site regarding how the administrator views the practice of school psychology.

**Practica and Internship Competencies**
In School Psychology (Ed.S. and Ph.D.) competency checklists related to the knowledge and skills are targeted in specific core courses are used to determine the “match” between training priorities and achieved competencies by students. Competency checklists correspond to the substantive content contained in core school psychology courses. To ensure social validation of the competency checklists, the checklists were developed by surveying field-based practitioners on what they view as necessary skills and knowledge for achieving “best practices” in school psychology training. Competency checklists are completed by the student and verified by faculty or field-based supervisors to monitor students’ acquisition of knowledge and skills. Hence, the competency checklist provides concrete and ongoing documentation of student progress.

**Electrical Engineering and Computer Science**
The Accreditation Board for Engineering and Technology (ABET) accreditation requires every EE graduate to have capstone design experience with team work. Students make oral presentations and demonstrate their products before the faculty and engineers from the industry, and are graded by these people. This used to be the EE-355 course that has been revised effective spring ’04 with a new course no. EE-595.

All our Computer Science seniors are required to complete software development projects in the course COMPSCI 536. These projects provide students with valuable training in software design and testing.

**English**
Currently, all English majors are expected to take a capstone course, which can either be a seminar or an internship. This past fall, the Department passed a requirement stating that all capstone courses and experiences must require a substantial research project of each student.

In the future, we would like to collect a random sample of student research papers written for capstone courses and assess them using the Department’s learning goals for all English majors as our rubric.
However, at present, we do not have the resources to do so even though several of our faculty members have extensive experience in writing assessment through our administration of the first-year writing program. Writing assessment, done properly, is expensive and labor intensive. The writing needs to be collected in a systematic manner, stored, and then assessed with trained readers. Further, rubrics need to be developed, tested, and refined.

For now, we plan to ask faculty members teaching capstone courses to assess the success of our undergraduate program based on the performance of students in their capstone class. We will also be distributing a paper survey to students in capstone courses. In that survey, we will ask them to assess the success of our undergraduate program based on the Department’s goals for student learning.

**Exceptional Education**

The Teacher Education Programs require a portfolio that is compiled and evaluated using a rubric based on major benchmarks/proficiencies associated with the license area.

**Film**

All seniors take the six credit capstone course, Film 510, Senior Project. They present their culminating work at the end of the semester in a student-organized public exhibition that is well-attended. Students know that their senior project is the final production of their undergraduate studies in Film and, as such, they devote an increased amount of their time, energy, and other resources toward its successful completion. There is a good deal of friendly competition among the students, and each one works to make an excellent showing. The senior project is, at minimum, the third significant production that each B.F.A. student will have in their portfolio upon graduation. Their project from Film 221 and/or 222, junior project and senior project make up the core of each undergraduates portfolio. Most students also have three or more other projects created in their advanced production electives, Film 380, 420 and 460.

During the past three years, the department has placed increased emphasis on student opportunities and has sought support for creation of new work and submission of student work to local, regional, national festivals. Eastman Kodak Company has provided $6,000 worth of product grants that have assisted students with their senior projects. The Chicago lab and post-production company, Astro/Filmworkers, has also contributed lab services to fourth year and graduate students. With support from the UWM Foundation, the department sponsored the submission of 18 projects, primarily from the juried Student Film & Video Festival, to the 2003 Wisconsin Film Festival, in Madison. Of the sixteen entries, eight were accepted by their external jury as examples of the best student work in the region. Student work was also accepted at the regional level of the Student Academy Awards and at the international NextFrame Film & Video Festival, which is sponsored by the University Film & Video Association.

**Foreign Languages and Linguistics**

Students may choose several methods for satisfying the capstone experience in FLL, depending on the particular program in which the major is being completed, including independent study courses, study abroad experiences and showing proficiency in a language. In the language programs in the department, students may satisfy the capstone by passing a national test in the language of study. One of the measures of competent linguistics majors is their ability to solve problems. More specifically, linguistics majors must be able to analyze a set of language data, define a problem, propose a solution to the problem, and argue for that solution over alternatives. One of the measures of assessment used in the linguistics program is students’ success in solving problems.
French, Italian, and Comparative Literature

The three programs employ several kinds of assessment tools, which provide systems and materials for evaluating student progress toward and fulfillment of learning goals in the major. For instance, the capstone experience, for which students may opt to conduct a research project, a senior thesis, or an internship, ideally indicates the student’s command of linguistic, historical, cultural, and critical concepts. More specifically, the French program requires all French majors to pass an exam that assesses proficiency in language and culture in order to graduate. Student performance on the exam provides a measure of learning outcomes and an opportunity to advise students about further coursework to be completed if needed. The Italian Program makes use of portfolios, including proficiency testing materials and samples of student work in the second, fourth, and sixth semesters of language study, as well as an exit survey. Comparative Literature completes an evaluation of each major’s analytical and writing skills based upon papers completed in an advanced course. Thus, faculty can track and evaluate student progress, making adjustments to the plan of study, if needed.

Geography

As part of the continuing efforts of the Department of Geography to assess the success and performance of its major programs, each prospective graduating major student is asked to complete this questionnaire. Please answer the questions on this form with careful consideration. Your insights, taken in conjunction with those of your peers, constitute one of the most valuable sources of information that can be used to maintain and improve the quality of the Geography curriculum at UWM.

1. The Geography department at UWM requires that graduating seniors have a general understanding of Urban, Environmental, Cultural and Physical Geographical process. The survey revealed that graduating seniors felt they had a good general understanding of their focus, however 25 percent said all areas are too general. Some stated that there was a lack of general introductory courses for environmental, cultural and urban geography. Two surveys stated that there was a complete lack of cultural geography courses. Twenty-five percent also stated that B.S. requirements prevented students from taking introductory courses in the department. Other minor points were:
   - Too much focus on the United States
   - Desire to have the department develop a closer working relationship with the Urban Planning Department
   - That little distinction was made in course/class work between environmental and physical course

The increase in Geography faculty will make it possible for the Department to offer more introductory and advanced courses in the specialty areas. For example, Professor Heynen will be offering a new introductory course for the Environmental track beginning in the summer of 2003. Over the last two years, the Department has been reviewing and revamping its major tracks and will be implementing these changes in the fall of 2004. During the review process, faculty examined issues related to course offerings, major requirements, and overlap among courses.

2. Generally, everyone felt that the department was lacking courses in their fields, especially in cultural, environmental, and physical areas. Students had to go outside of the department to take courses to get a better understanding of their field. Most people in the urban field liked their courses and got a lot of information from them.

As mentioned above, the Geography tracks have been refined and more courses will be offered as faculty numbers increase.
3. The department intends that each geography student is connected to a personal advisor in their field of interest who advises them on their undergraduate requirements, internship and employment opportunities, and graduate school requirements. Students were asked to evaluate the department in this regard. Student responses were summarized as follows (percentage of students surveyed):

a. Need more info on job and educational opportunities ................ 33 percent
b. Need more contact w/ advisors ........................................... 27 percent
c. Need more staff ............................................................ 22 percent
d. Not effective in general .................................................. 16 percent
e. Advising doesn’t kick in early enough .............................. 16 percent
f. Feel misguided .................................................................. 11 percent
g. All around good advising ................................................ 11 percent
h. Lack of field course instructors ...................................... 11 percent
j. Can’t get in touch with advisor ...................................... 0.5 percent

* All in all, students responded negatively to this question with the exception of one respondent.

Faculty will be discussing the issue of student advising in the fall of 2003. As for internship opportunities, Professor De Sousa will be identifying and advertising internship opportunities for Geography students starting in the fall. Both graduating and current students are asked to let Professor De Sousa know of any internship opportunities they become aware of.

4. The department seeks to ensure that each major has a functional understanding of various research methods and approaches. Students were asked to evaluate the department’s effectiveness with regard to educating them on the following methods/approaches:

<table>
<thead>
<tr>
<th>Very Effective</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Quantitative methods (statistics)</td>
<td>13.3%</td>
</tr>
<tr>
<td>Field study methods</td>
<td>6.7%</td>
</tr>
<tr>
<td>GIS and related technologies</td>
<td>0.0%</td>
</tr>
<tr>
<td>Archival methods (archived documents and manuscripts)</td>
<td>0.0%</td>
</tr>
<tr>
<td>Survey methods (questionnaire design and interpretation)</td>
<td>13.3%</td>
</tr>
<tr>
<td>The scientific method and testing</td>
<td>13.3%</td>
</tr>
<tr>
<td>Advanced writing</td>
<td>6.7%</td>
</tr>
</tbody>
</table>
Comments:
1) Need practical application of GIS and less dependence on book tutorials
2) Quality of education received depends on instructor
3) Course needed = GPS/ cartography/ more options for field study (work)/ programming

Two new faculty members specializing in GIS will be joining the Geography faculty in Fall 2003, which will allow us to expand our course offerings in this area. As for the other skills, faculty members will examine their course syllabi to enhance these components.

5. The department seeks to ensure that each major be exposed to internship experiences and outside speakers in the field. How do you evaluate your education within the Geography major in this regard?

Of the 14 people who completed this question, only one thought that exposure to internships and outside speakers was adequate. The rest of the students felt that they were poorly prepared for the real world because of a lack of such opportunities.

As mentioned, Professor De Sousa will be responsible for identifying internship opportunities beginning in Fall 2003. As for increasing the number of outside speakers, the Department does organize a weekly colloquium series where graduate students, department faculty and invited scholars present their research findings. Faculty will also try to bring more speakers into the classroom.

6. Responses to the question “How can the Geography major be improved?”
- More interaction between the department and its students, individual advisors (meet once a year)
- More information about Internships and help finding jobs
- Classes taught by professors (not lecturers or TA’s)
- Partnership between Urban Planning and Urban Geography
- More field courses should be offered during the semester
- Professors need to be more accountable by use of periodic evaluations
- Tutoring services made available
- Regular e-mails to all geography majors about information regarding the major

7. Regarding the students overall assessment of their UWM experience within their major program, we garnered the following responses:
- Students overall felt that there should be more emphasis on the tracks within the Department and more defined tracts. Urban Geographers wanted more interaction with the School of Urban Planning. Students also wanted more opportunities and connections with the profession with the Department’s help.
- Fieldwork was a major concern. There should be more opportunities for fieldwork. Specific tracks should have different types of fieldwork.
- Students wanted more interaction with the faculty and more attention from advisors. Many students were not happy with their advisors in the Department. Students felt that some professors saw themselves more as researchers than teachers, but students did appreciate local research being tied into the lectures.
- The students felt that more classes needed to be offered to give students more choices.
As mentioned, all Geography major tracks have been refined and changes will be implemented in Fall 2004. Interactions with the Urban Planning Department have also been increasing over the last few years e.g., Geography 880 jointly offered by Geography and Planning, and the recent establishment of the Center for Advanced Spatial Information Research. The fieldwork issue will be considered, although some attempts have already been made to increase opportunities, such as Professor De Sousa’s study abroad course to Toronto and Professor Heynen’s course being developed for Guatemala. The Department will consider these recommendations in more detail during Fall 2003.

**Geosciences**

As these have just been initiated, we are unable to comment on the effects. In the past we have surveyed our alumni and used their input to improve our undergraduate and graduate programs.

**Health Sciences**

**Capstone Experience**

Senior CLS undergraduate students are required to write up and present case studies in each content area of the CLS curriculum (seven cases) to demonstrate competency to peers and CLS faculty.

**Poster and Student Bowl Competition**

Senior CLS undergraduate students compete in state-wide student poster and trivial pursuit style Student Bowl Competition each year at the state professional society meeting against other CLS students from across the state.

**Results on National Certification Examination(s)**

The scores of the senior students taking national certification examinations are used to monitor program content and effectiveness. Results are reviewed by the university program officials and the clinical affiliate sites and changes made to the curriculum content, if required.

A summary of the American Society of Clinical Pathologists (ASCP) certification exam results for the Medical Technology students over the last five years:

<table>
<thead>
<tr>
<th>Year</th>
<th>UWM Pass Rate</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>100%</td>
<td>81%</td>
</tr>
<tr>
<td>2002</td>
<td>91%</td>
<td>75%</td>
</tr>
<tr>
<td>2001</td>
<td>100%</td>
<td>80%</td>
</tr>
<tr>
<td>2000</td>
<td>93%</td>
<td>76%</td>
</tr>
<tr>
<td>1999</td>
<td>93%</td>
<td>75%</td>
</tr>
</tbody>
</table>

**History**

We assess majors and the major through our senior research seminar, our capstone course.


**Human Movement Sciences**

Students in three of the four sub-majors are required to complete a senior internship experience. This internship is a capstone experience in that the student is placed in an agency which has expectations of appropriate academic preparation. The internship experience provides the students with the opportunity to apply all acquired knowledge, refine problem-solving skills, and utilize critical thinking to develop appropriate strategies for a given situation. In addition, within the internship, most students prepare a “professional portfolio” which includes two major projects conducted by the intern during the semester. The internship experience frequently results in employment opportunities upon graduation.

**Industrial and Manufacturing Engineering**

All our seniors are required to take a capstone design course which involves working on a project from industry, providing a solution under real world constraints, preparing a final report, and making a final oral presentation.

**Journalism and Mass Communication**

As a result of our revision of our mission statement, the Department’s Curriculum Committee is currently revisiting the purpose of our capstone course, JMC 661 (Seminar in Mass Communication and Society). The committee is expected to make its recommendation to the faculty during spring semester 2004. As it currently stands, JMC 661 is limited to 15 students to place an emphasis on writing and research. In the past, there has been no formal assessment of student learning in this class. However, based on the competencies identified in our new mission statement, the department intends to begin that formal assessment in fall 2004.

**Materials Engineering**

The Materials Department offers a Senior Design Capstone course (590-390) where students work to solve a Materials Engineering related problem that impacts the local/regional industry. Students work individually and as teams in addressing and solving the various components of this industrial project. Through a series of meetings and seminars students present their outcomes and give a written report of the outcomes. A series of evaluations by periodic meetings some of them with people from industry and faculty are used to evaluate the student performance.

**Mathematical Sciences**

We are currently developing an undergraduate/graduate Assessment Program. The program focuses on our undergraduate and graduate majors along with our overall undergraduate program. During the 2002-2003 academic year the department updated its Mission Statement, Educational Goals for all Mathematical Sciences Majors, Additional Area Specific Goals, Educational Goals for Mathematical Sciences Minors, Educational Goals for non-majors, and created an Exit Questionnaire for our undergraduate majors. A trial run of the Exit Questionnaire was done at the end of the Spring 03 semester. The sample size was not sufficient to make any conclusions. We are currently working to identify and develop measurable objectives for the goals.

**Music**

The following are senior-level assessment tools used by the music department to demonstrate accomplishment in the major:
I. Jury Activities (string, woodwind, brass, keyboard, voice, composition)

All students enrolled in performance and composition studios are required to participate in juries at
the completion of each semester. Comments from faculty and staff jurors are shared with students at the
beginning of the next semester’s lessons. In some areas, a percentage (usually 10 percent) of the students’
studio grade comes from performance juries.

II. Portfolio Requirement

The Wisconsin Department of Public Instruction mandates (through its PI 34 requirement) that students
in music education compile a teaching portfolio for demonstrating proficiency in their area of expertise.
The portfolio is compiled as a part of major music methods and field experience requirements. Evidence
of teaching proficiency must include:

1. A record of PPST passing scores.
2. A transcript demonstrating a 2.75 GPA.
3. A copy of current resume.
4. Lesson plans written and taught in music methods courses and student teaching.
5. A statement of teaching and learning philosophy.
6. Examples of audio and video recordings from student performances as a conductor or
   performer.
7. Written evaluations from cooperating teachers, university supervising teachers, and methods
   class instructors.
8. Self-evaluations based upon microteaching and student teaching experiences.

III. Undergraduate Senior-Level Assessments

A. Senior recitals (performance, composition) — All performance and composition majors have a final
recital that serves as a capstone evaluation of their entire program at UWM. Recitals are evaluated by a
panel of music faculty and staff members. A large portion of the recital is performed for the panel four
weeks before the actual performance occurs.

B. Music Education Teacher License Results — UWM music education students must demonstrate
competence in their teaching abilities before achieving Wisconsin teacher certification. This competence
is demonstrated through a teaching portfolio consisting of a record of PPST passing scores; a transcript
demonstrating a 2.75 GPA; a copy of current resume; lesson plans written and taught in music methods
courses and student teaching; a statement of teaching and learning philosophy; examples of audio and
video recordings from student performances as a conductor or performer; written evaluations from
cooperating teachers, university supervising teachers, and methods class instructors; and self-evaluations
based upon microteaching and student teaching experiences.
C. Praxis I and II Exam Results — Music education faculty will begin comparing UWM student scores on Praxis I and II exams with national and state peers. This information will be examined to help determine adjustments in core music courses and in the music education curriculum.

D. Musicology Final Theses — Students graduating with a degree in Musicology may complete an undergraduate thesis as a capstone project for their program. This project is designed to demonstrate the research and writing abilities of students in the program.

E. Pre-Music Teacher Certification Requirements and Certification Program Entrance Requirements— Following admission to the Music Education Program, and successfully completing the specified Music Education course of studies, a student seeking recommendation for teacher certification must successfully fulfill the following requirements:

1. Fulfill all degree requirements.
2. Successfully complete student teaching.
3. Compile at least a 2.75 cumulative GPA.
4. Fulfill the Field Experience Requirement.
5. Pass the Pre-Professional Skills Test (PPST).
6. Pass the Praxis II Music Content Exam.
7. Demonstrate teaching competency in their area of expertise through the use of a teaching portfolio.
8. Show personal qualities giving promise of success as a teacher of music and as a leader in music activities.

Nursing

Students are required to assess their cumulative nursing knowledge base twice during their last year in the nursing major. The first evaluation, done at the beginning of the senior year, assists students in recognizing weaknesses in their nursing knowledge base, providing guidance in strengthening those areas during the course of the senior year. Immediately prior to graduation, students again complete a comprehensive assessment to identify strengths and knowledge deficits in specific content that reflect the professional licensing exam for nursing practice.

The definitive measure of academic accomplishment for baccalaureate graduates of the College of Nursing is the successful passage of the National Council Licensure Examination (NCLEX) on the first attempt. Passing the NCLEX is the final step in the nurse licensure process, insuring that entry-level Registered Nurses have the necessary level of knowledge, skills, and abilities to engage in safe and effective patient care. The College of Nursing has consistently matched or exceeded the national average percent passing of candidates taking the NCLEX for the first time. For the year 2003, the College of Nursing percent passing rate for first time candidates was 84 percent compared to the national percent passing rate of 82 percent.
Philosophy

Our major is aimed at students who wish to use philosophy as the organization core of a liberal education, as a supplement enhancing the value of work in other fields, or as a solid foundation for graduate studies.

Departmental Goals for Philosophy Majors
1. Familiarity with major figures and issues in the history of Western Philosophy, both ancient and modern (beginning with the Pre-Socratics, Plato and Aristotle and running through Kant).
2. Proficiency in critical reasoning and familiarity with formal languages and logic (including the propositional and predicate calculi).
3. Knowledge of historical and contemporary developments in moral philosophy, which includes social and political philosophy.
4. Understanding of some of the major issues in metaphysics and epistemology, which include the philosophy of mind and the philosophy of science.
5. Ability to define and pursue a research project and write an historically-informed, well-argued paper on a contemporary problem, a particular philosophy, or a philosophic movement.

Assessing Student Progress Toward Departmental Goals
1. For Goal 1, successful completion of 430 and 432, or equivalents.
2. For Goal 2, successful completion of 211, or equivalent.
3. For Goal 3, successful completion of at least one of the following: 341, 349, 355.
4. For Goal 4, successful completion of at least one of the following: 303, 317, 351, 324.
5. For Goal 5, successful completion of capstone course (681 or 685) or approved substitute.*

[*Instructor to submit an assessment of student’s overall philosophy ability and maturity as evidenced in the capstone.]

Overall Evaluation of Philosophy Major
1. During a student’s last semester, the Undergraduate Advisor will arrange an exit interview in which information on the following will be solicited:
   a. The appropriateness of goals for majors 1–5.
   b. How well the successful completion of the major requirements insure meeting goals 1–5.
   c. Adequacy of department guidance.
   d. Range if course offerings and course availability.
   e. Other suggestions for improving the major program and experience.
   f. Post-graduation plans and where undergraduate education in philosophy may fit into those plans.
2. The Undergraduate Advisor will assemble a portfolio for each graduating student. The portfolio will include:

(i) a transcript, (ii) research paper submitted for capstone, (iii) capstone instructor’s report on the student, (iv) any documentation of special achievements (e.g. awards, recognitions, recognitions, letters, etc.), and (v) results of the exit interview.

3. At a Fall department meeting the Undergraduate Advisor will review each student’s portfolio and lead a discussion of the student’s records and accomplishments. At this meeting the department will explore any implications this review of graduating majors may have for departmental policies, offerings, teaching, etc.

4. Based on the findings of the Fall review and other relevant data, the Curriculum Committee will prepare for consideration during the Spring semester a report dealing with the following:

a. Is the department meeting its present goals?

b. How might the department improve its performance relative to present goals?

c. Should the goals themselves be changed? (Additions, omissions, specific modifications to particular goals?)

d. If the goals are changed, what if any changes are needed in requirements, curriculum, policies, etc.?

**Physics**

Instructors of advanced laboratory courses will be surveyed annually to gain subjective impressions on how well students have achieved a broad knowledge of physics, how well they are able to analyze problems, and how much they have been exposed to vital (if routine) tasks expected of a professional scientist.

The performance of students on questions taken from recent Graduate Record Examinations (GREs) will be monitored by the Department to judge the efficacy of the physics undergraduate program in raising students to nationally expected levels of knowledge and competence for a physics bachelor’s degree.

The performance of students in their required oral presentation in the Department’s capstone course will be monitored to judge the student’s skills of communicating ideas and results of physics research.

**Political Science**

We are using the results of the student papers used for the Capstone course to assess students’ writing and research abilities. It is our intention to introduce more rigorous writing assignments in undergraduate courses.

**Psychology**

In the past, student behavior was assessed using a 60-item multiple choice examination that was developed to assess graduating senior’s knowledge of psychology. All graduating majors enrolled in advanced laboratory courses completed the exam. The examination assessed knowledge of the major content areas of psychology.

Students were tested on their familiarity with major theories of psychology, understanding of the biological bases of behavior, knowledge of the scientific method including ethics, and knowledge of descriptive and inferential statistics. Scores of the undergraduates were then compared with those of three samples
(beginning psychology majors, psychology minors, and non-psychology majors) drawn from one of the Department’s introductory psychology courses. This procedure allowed an assessment of the extent to which completion of the undergraduate program of studies in psychology produced an understanding of behavior beyond an introductory survey of the field. Outcome data consistently indicated that graduating seniors’ total score and sub-scores (major content areas, major theories, biological bases of behavior, the scientific method, and statistics were at least twice as high as those in the comparison groups. Because the outcome data for the examination did not prove valuable as a resource for improving teaching and learning, we abandoned this component and focused instead on students’ abilities to design and conduct research, analyze data, reach data-based conclusions, and write a formal research report.

Thus, to assess creativity, critical thinking skills, proficiency in descriptive and inferential statistics and, in particular, the ability to summarize and interpret scientific data, the Department examines graduating seniors’ grades on their final laboratory research report(s). This assessment yields an indication of graduating seniors’ creativity, critical thinking skills, proficiency in conducting research, analyzing data, ability to form data-based conclusions, and in writing research reports. Outcome data shows that the vast majority of graduating seniors have a comprehensive understanding of research design, experimental methodology, and statistics. The research reports also show that the vast majority of students have well-developed critical thinking skills, can creatively approach problems, and apply what they have learned in writing scientific reports.

**School of Information Studies (SOIS)**

The BSIR senior capstone allows students to integrate and apply what they have learned in prior courses to the development and evaluation of an information product or service. Projects undertaken by students in the senior capstone have benefited the SOIS and UWM community, by providing information systems and services that have been implemented on campus (e.g., SOIS Web page and student database, Center for International Education LAN configuration).

**School of Business**

All students pursuing an undergraduate degree in business administration are required to complete a capstone course—Bus Adm 550 Management Analysis. This course provides an opportunity for students to integrate the different skills and concepts acquired from the various Business School courses in studying and analyzing issues associated with strategic decision-making and the organization as a whole. It allows students to augment their functional skills (e.g., accounting, marketing, finance, etc.) with a strategic management perspective and to apply them to the study of business problems faced by senior managers. The overall objective is to familiarize students with strategic thinking in complex business situations, and more specifically to learn concepts, models and theories that can be used to identify, analyze, and solve strategic issues, to practice strategic decision-making through specific case analyses, and to communicate ideas through class discussions, report writing and group projects and presentations.

An integrating course is also required in the M.B.A. curriculum Bus Adm 712 Strategic Management. This course is about general management and differs from functional area business courses, such as accounting or marketing, because students are required to use diverse knowledge and skills. The course focuses on helping students integrate knowledge from previous MBA coursework; increase their knowledge of strategic issues and analysis; and improve their ability to work with and through people—a key skill for general managers. The objectives for our course include:

1. Developing a general management orientation, including the ability to analyze broad, organization-wide problems.
2. Integrating the business skills already developed and knowledge obtained in other coursework.

3. Developing an awareness of the literature of strategy formulation and implementation, and how it applies to contemporary organizations.

4. Improving skills in problem solving, working with and through people, and oral and written communication.

**School of Continuing Education**

In general, the non-credit learning in the School of Continuing Education doesn’t have precisely comparable assessment tools, although individual programs in the School are regularly assessed by outside regulators to assure competencies in specific areas.

For example, within the Center for Consumer Affairs, training of Ford warranty arbitrators is annually audited by independent auditors for compliance with both national (Federal Trade Commission) standards and state standards (from Arkansas, California, Ohio, and Wisconsin) regarding the sufficiency of training for arbitrators. These audits have consistently found compliance with such standards as measured by the learning outcomes inherent in the regulatory standards. The results of these audits are routinely incorporated into ongoing training efforts.

In like manner, the effectiveness of the education provided to auto dealership and advertising agency personnel charged with implementing advertising is indirectly but quite effectively reflected by the extent of compliance by such personnel with various applicable legal standards. Were compliance not achieved, the State agencies to which non-complying advertisements are ultimately referred would immediately see non-effectiveness in the form of increased numbers of complaints and problematic advertisements.

**Social Work**

For undergraduates, we have neither a capstone course nor any specific senior-level assessment tool. However, the experience that best demonstrates their potential as a professional social worker occurs in their field work experience.

**Sociology**

Sociology's assessment of the undergraduate major is focused on the capstone seminar (Sociology 493). Surveys are administered to participants asking question about the major, career preparation, etc. The capstone research project is also evaluated in a systematic way in terms of clearly articulated expected outcomes.

**Spanish and Portuguese**

All majors are required to take an exit exam that evaluates their oral and written proficiency in Spanish. The results of these exams are sent to students, and have also been collected and analyzed over the past three years in order to establish norms for our majors and determine where we need to strengthen our program.

In addition to the exit exam, students complete a survey that provides feedback to the department on the strengths and weaknesses of our program, from the student perspective. Up to this point, the questions have been open-ended, but we are planning on developing a more objective questionnaire that will allow us to tabulate and analyze results and make curricular decisions based on this input.
Finally, all majors are required to complete a capstone experience, which is a research paper that expands upon the coursework that they have taken within the department. The purpose of the capstone experience is to assess students’ ability to do independent research, and each student works individually with a specific professor to complete this project.

Theatre

PTTP PROGRAM SENIOR LEVEL ASSESSMENTS

Production and Management Portfolio Review
In the B.F.A. program senior-level assessment is accomplished through portfolio development and review. Portfolios demonstrate successful completion of project-based learning challenges of technological competencies, successful completion of independent arts-based research and production projects (for advanced and graduate students) Professionals from outside the school are brought in to evaluate the work, conduct interviews, and provide evaluation on professional standards.

Assignment of Managerial Positions
Assignments are made within each of the production areas (sound, lights, costumes props scenery, stage management). The delegation of these roles to students represents the equivalent of a senior project or thesis. Within these professional assignments, students are consistently evaluated for leadership skills, professional competencies, and creativity of approach. Students are assessed through journals, project development plans, and resultant outcomes. Ultimately, students must show expertise in their ability to manage time, budget, create work schedules, implement activity, and provide support for guest artists.

B.A. PROGRAM SENIOR LEVEL ASSESSMENTS

Casting
Interested students participate in an audition process for all departmental production-based courses and performances. Student success within this process is a significant indicator of an individual’s ability to apply course content. It is also indicative of students developing expertise within the major. This process provides critical assessment of ability by the method employed throughout the profession student work is evaluated through conferencing, observation of applied theory, and professional rating scales.

K-12 Theatre Education Program
The TEP assesses senior and upper level students learning outcomes and program goals using the following data: Student GPA and achievement scores from the Theatre Content Area Skills Test (PRAXIS II), which is administered by ETS and the State of Wisconsin. Arts-based protocols and projects; alignment of curricula with best practices, National Standards for Teaching Theatre, UWM Urban Education Principles, and Wisconsin Teaching Standards; as well as a three phase evaluation of student’s developmental and professional portfolio (including curriculum and lesson plans) are also implemented during students fieldwork and practicum. At the time of student teaching (the last semester before graduation) a three phase survey/questionnaire of students; questionnaire/survey of field supervisors; evaluation (through the use of rubrics and survey tools) of technology infused projects; onsite observations by outside evaluators, cooperating teachers, and university faculty; professional competency rating scale; and field notes and student journal entries archived electronically through computer mediated technologies are also used to evaluate students ability to enter the teaching profession. After successful completion of all assessment tools at a proficient level or above, and after successfully completing student teaching duties, individuals are granted a license to teach theatre K-12 in the State of Wisconsin.
New Initiatives
B.F.A. in Acting and B.F.A. in Arts Management

These programs are currently in development, representing two new tracks. Establishment of these programs will create a greater range of students in the B.F.A./M.F.A. programs. Evaluation and assessment points include: 1) Admission is based on a high GPA as well as junior/senior level standing within the major, successful audition/portfolio review, written evaluation of work; 2) On admission to the program all students must maintain a high GPA and are assessed developmentally through a critical skills assessment procedures and demonstrated successful participation in departmental performance activities.

Visual Arts

Senior assessment tools are in place in the B.F.A. with teacher certification program. The student teaching and teaching portfolio requirements have been consistent vehicles for determining appropriate job placement after graduation. Regular surveys to ascertain placement levels per graduation class from the certification program have not yet taken place. Visual Art’s certification graduates have a high job placement rate. They make up a significant percentage of metropolitan Milwaukee’s art education teachers and administrators or go on to teach successfully in other states.

The intended capstone program changes are a vehicle for providing graduating undergraduate students with transitional skills for establishing their studio careers or continuing their education. More specified and diverse goals will be articulated during the program change and approval discussions.
Preparation for Independent Learning, Mastery of Knowledge and Skills for Life Long Learning

Departments

Art History
An Art History major is excellent preparation for life-long, independent learning. Fundamental goals of the program include the development of critical thinking that well serves individuals throughout their lives. The Art History program also fosters mastery of self-expression through extensive writing requirements. Skills in visual analysis developed in the program have a host of applications that can come into play throughout one’s life, for instance, understanding mass media, computer graphics, or design. In addition, exposure to art attained by majors inculcates a life-long passion for the visual arts that deepens over individuals’ life-times in conjunction with their travel and museum-going experiences. Survey responses from students with Art History majors support these statements.

Architecture
Numerous courses, from the 100 level through graduate level, emphasize lifelong learning due to the highly dynamic character of the profession of architecture. Students are also encouraged to use their knowledge to explore careers in the allied arts, such as graphics, industrial and product design.

Biological Sciences
Judging from experience in our “capstone” senior seminar course, in which contemporary biological questions are discussed, most of our students have gained the knowledge necessary to survive in a rapidly changing technological society. Societal problems related to the human genome, stem cell research and global population growth and climate change all seem to be within the grasp of our seniors.

Chemistry
It is the intention of the Department that students develop skills in analysis, synthesis, and quantitative reasoning that are essential to establish and rigorously test hypotheses. As such all chemistry seniors participate in faculty supervised research projects, summer internships, or other related research activities. These students are then encouraged to present their findings as either a report or at a conference or meeting presentation. There is a long tradition of undergraduate students conducting independent research with Faculty and recently this has become a requirement for all degrees offered by the Department. Students are encouraged to compile their data into a form that is appropriate for scientific scrutiny and present the data (usually in the form of a poster) to either the Department at the awards day poster competition or to the wider scientific community at a regional or national meeting.

Civil Engineering and Mechanics
Graduates will have the necessary knowledge to apply and build upon the fundamentals of engineering. Graduates are well prepared to take the FE examination and to adapt to an ever-changing professional environment with the broad foundation taught in college-level physics, chemistry, mathematics, computer applications, statistics and similar topics.

Students benefit from a curriculum that undergoes continuous review for its content and its effectiveness.
The reviews ensure that graduates will 1) have had access to up-to-date instructional and laboratory equipment; 2) recognize the need for life-long learning; 3) have an understanding of how laws, regulations, economics, design standards, environmental concerns, public opinion, emerging technologies and client expectations affect civil engineering design; and 4) recognize the special needs of the profession within an urban context.

**Communication Sciences and Disorders**

In order to maintain licensure in the State of Wisconsin, speech-language pathologists must earn 20 hours of continuing education per year. The Department of Public Instruction (DPI) also requires continuing education for school certification. ASHA also requires continuing education for renewal of the Certificate of Clinical Competence. These requirements ensure that practicing speech-language pathologists engage in continuing education activities.

**Curriculum and Instruction**

With the license renewal process for classroom teachers in the State of Wisconsin, they are required to continue in the professional development process to advance their classroom teaching skills. One of the goals of every teacher preparation program in C & I is to develop reflective teachers who are lifelong learners. Teachers must be excited about teaching and learning.

**Dance**

The goal for each student is to help them identify their objectives as a dancer, choreographer or teacher, and encourage and assist their successful completion of their established goals. Dance provides the range of activities and models for success to assist in this process of student development. Building a work ethic, a physical training regimen, and self-discipline results in achievement that is evident on a daily basis. Students are taught that they are responsible for their success. Our goal is to help them to understand the responsibility they have to themselves.

**Educational Psychology**

In order to maintain appropriate state certification or licensure to practice school psychology, graduates must complete six credits of continuing education every five years. Students are apprised of these professional requirements in the first year of their training. Students are encouraged to attend national and local conferences, and to stay abreast of the clinical and research literature. During their training, evaluations specify that students be involved with these activities.

**Electrical Engineering and Computer Science**

Societal, ethical, and economical considerations are an integral part of design projects that every student has to work on throughout the curriculum. These aspects are reinforced in the capstone design class EE-595. The design problems integrated throughout the EE curriculum are open-ended and require independent learning and mastery of specific areas within a team.
**English**
The curriculum provides preparation for independent learning and mastery of knowledge and skills for lifelong learning. Our undergraduate and graduate programs emphasize critical reading and writing about a variety of texts and appreciation of literature, film, and media. Preparing students for lifelong learning and development of lifelong skills are at the center of our undergraduate and graduate programs. Assessment of goal accomplishments through surveys or focus groups has been impeded by the lack of personnel and funds.

**Exceptional Education**
Our professional programs stress the importance of collaborative, community work. Throughout the program, students learn within a cohort of their peers; they are paired with community partners and mentors. This is not only done to provide ongoing support as they master knowledge and skills; it provides a life-long strategy of relying on valuable networks for learning and professional growth.

**Film**
With a curriculum that emphasizes individual creative voice and personal involvement with all aspects of the production process, UWM Film Department students are consistently challenged to develop as conceptually sophisticated and technically adept artists, with a strong sense of the larger world. Based on information from personal contacts, requests for recommendation letters, and by the number of B.F.A. students from our program applying for study in our M.F.A. program, it is evident that increasing numbers of our B.F.A. recipients are going on to M.F.A. study. Independent filmmaking is one of the premiere disciplines of self-sufficiency. From proposal to public presentation of the final film or video project, students must bridge social relevancy, innovative thinking, technical competency, and social and monetary management. Both our B.F.A. and M.F.A. graduates can conceptualize a project, propose it for funding, script, shoot, light, record sound, edit, mix, print and distribute their own works.

**Foreign Languages and Linguistics**
The Department’s majors, at the core, have the goal of trying to expand a student’s mind, thereby equipping the student with skills that enable life-long learning. Among these skills is the ability to speak clearly, think clearly, write clearly, solve problems, and analyze facts critically. These are skills for life that any liberal education should include.

**Health Sciences**
Once the Clinical Laboratory Science students graduate and pass their national certification exams, they are required by the national certification agencies (American Society of Clinical Pathologists (ASCP) and the National Credentialing Agency (NCA) to document their continued education and proficiency. Every three years CLS professionals must re-certify by providing evidence of 36 hours of continuing education units (CEU’s).

**History**
History develops or enhances skills that our students will need on and off the job throughout their lives. No matter what they end up doing, they will have to collect and analyze information, consider multiple versions and diverse views, and formulate reasonable conclusions.
Human Movement Science

The program prepares the student for independent learning; mastery of knowledge and skills for lifelong learning. The undergraduate Kinesiology program’s core curriculum is based upon the most current research and information from the discipline and professional field. The curriculum offers students a solid foundation in the movement sciences, and blended into the curriculum are practical and applied courses to facilitate the student’s development of critical thinking skills. The curriculum is reviewed regularly, and standards of practice are incorporated in various courses throughout the curriculum.

In addition, the Athletic Training Education Program (ATEP) is formed around a set of Standards and Guidelines established by the Joint Review Committee for Athletic Training (JRC-AT) in cooperation with the Commission on Accreditation for Allied Health Programs (CAAHEP). These guidelines require each accredited ATEP to demonstrate “learning across time” for all students through repeated evaluation of over 500 cognitive and psychomotor competencies. Each student in the ATEP utilizes a matrix to document all evaluations for each skill that occur throughout the duration of his/her academic program. Further, the 100 percent pass rate on the National Athletic Trainers’ Association Board of Certification examination provides support for the ability of the ATEP to prepare its students.

Journalism and Mass Communication

Many journalism and mass communication programs are seen as first and foremost professional schools. JMC explicitly tries to differentiate itself by being a program that prepares students for lifelong learning. As stated in our mission statement: “The department is committed to liberal arts education as well as to professional training in journalism and mass communication. The department’s scholarly and professional missions are equally important; the department’s faculty believes that the best professional education is one that is firmly rooted in the liberal arts and in the development of active and responsible citizenship.” JMC sub-majors are structured to encourage students to take classes that will broaden their critical thinking ability as well as their professional skills.

Music

The Program provides preparation for independent learning; mastery of knowledge and skills for lifelong learning. UWM students in studio courses and master classes are taught to be independent and reflexive learners through the use of journals and self-assessment. This helps them gain skills in self-diagnosing the performance problems that will occur throughout their careers. Students in music education and music history courses are taught to investigate topics for class projects in order to train them with necessary research techniques for their careers.

Nursing

Examples of items in the graduation and one year post graduation student assessment surveys related to these areas include responsibility for life-long learning and plans for professional career development.

Physics

The purpose of research projects that are undertaken by many of our undergraduates and the oral presentation of a recent research effort that all graduating physics majors must make in their capstone course is to encourage independent learning and the mastery of skills of tracking down information in a library or on the internet.
Political Science

It is our hope that all college graduates continue to be active citizens who vote, and otherwise participate in politics during their lifetime. An involved citizenry is a prerequisite for a well-functioning, representative democracy. Our courses enable students to develop lifelong skills for following politics in the media, understanding local, national, and international events, and engaging in political activity of any kind. Relevant skills include the ability to analyze a political argument, an understanding of basic statistical data, and the ability to express political ideas logically and coherently.

School of Information Studies

Vision Statement for the School of Information Studies states that graduates will be prepared for lifelong learning and inquiry and for ethical engagement and positive participation in the global information society.

Sociology

The mission of the UWM sociology department as it relates to teaching is: 1) to offer strong, nationally recognized programs of teaching and research in the various areas of general sociology—especially sociological theory and research methods, social organization and social change—which are required for the training of undergraduate and graduate majors and 2) to offer programs of research and teaching of national prominence in the sociology of urban institutions and inequalities—in recognition of the department’s own research and teaching mission and its obligation to support the missions of its colleagues throughout the university.

To the degree we achieve the goals embodied in this mission, we believe that we make a substantial contribution to lifetime learning and career success.

Spanish and Portuguese

The department participates in outreach activities to foster life-long learning for professionals, language instructors and other interested persons in the community. We contribute actively to programming in affiliated organizations, including the Center for Latin American and Caribbean Studies, the Center for International Education, the Roberto Hernandez Center, the Cultures and Communities program, and the School of Education.

Theatre

To work in the arts is to become a lifelong learner. The collaborative process of creating theatre requires the participant to reflect, invent, analyze research, develop, and refine skills. This process ensures that each time a script has life it will be different. Each production of Shakespeare is new and different; the social issues illuminated by Greek drama will reflect today’s society. To create new work requires research and immersion in today’s world.

Visual Art

Faculty members and instructors stress that the skills they present in any specific course are important for the professional and humanistic development of the student for after graduation. Problem solving, self criticism, matching of idea with productive processes, designing research strategies for idea development, pragmatic identification and use of available resource, perceptual and cultural tools—all of these components are integral to the tool or materials specific course work Visual Art faculty require from their students. Since such a large percentage of our students must maintain their studio practice independent of a job or discipline
related position after graduation, self-initiated projects and self-sustaining concept skills for maintaining their development and productivity are a top educational priority for Visual Arts programs.

Life Long Learning
Centers and Continuing Education

Bostrom Center for Business Competitiveness, Innovation and Entrepreneurship
Through the Bostrom Center’s Bradley Distinguished Lecture Series, co-sponsored with the Lynde and Harry Bradley Foundation, professionals in the Southeastern Wisconsin business community are offered the opportunity to learn from nationally and internationally respected scholars and policy experts, who speak in the series on major issues pertaining to the political economy of globalization, entrepreneurship, and global economic competition. Held three or four times each year for the last ten years, the series has been attended by thousands of business executives and professionals. Recent speakers include Anne Krueger, First Deputy Managing Director of the International Monetary Fund; R. Glenn Hubbard, former Chairman of the Council of Economic Advisers under President George W. Bush; and C. Fred Bergsten, Director of the Institute for International Economics.

More recently, the Consortium for Innovative Manufacturing and Operations Management holds an annual day-long workshop on specific operations management topics. These workshops draw over 100 professionals, and feature both industry and academic experts.

Center for Addiction and Behavioral Health Research
CAHBR holds an annual conference to review new developments in addiction and behavioral health research. CABHR provides colloquia on state-of-the-art clinical methods. CABHR faculty serve on various planning groups associated with provider organizations to have input in educational and service programs. For example, CABHR faculty has assisted Wisconsin AODA Certification Board in reviewing and revising their certification requirements.

Center for Advanced Spatial Information Research
Several of the current projects involve working with professionals in local and state government agencies, including the City of Waukesha and the City of Milwaukee. Implementation of these projects has involved training professionals, as well as involving public outreach.

Center for Age and Community
We are in the midst of meeting with an advisory group to guide us in creating our continuing education program in aging.

We offer trainings in the *TimeSlips* storytelling method for people with dementia twice a year, along with CEU credits.

Since the Center’s inception in 2001, we have been working with the Milwaukee Aging Consortium to offer the Orientation to Aging and Aging Services class. It is offered three times each year.
Center for By-Products Utilization
The UWM-CBU holds seminars, conferences and brings guest lecturers to UWM for the campus and community to participate in.

The UWM Center for By-Products Utilization has sponsored or co-sponsored many workshops to fulfill its goal of technology transfer. Since 1995, approximately 55 workshops, symposiums, and lectures have been sponsored by the Center on coal ash utilization, used foundry sand utilization, flowable slurry, non-destructive testing, roller compacted concrete, etc. Approximately 1,900 people have attended these workshops. Attendees have been not only from North America but also from overseas. These include representatives of government, education, consultants, contractors, and industry. Examples include:

Center for Canadian-American Policy Studies
This year, CCAPS is embarking on a K-12 Teacher’s Summer Workshop. The workshop will provide teachers with information and curriculum development materials related to the study of Canada’s economic, political, and social structures. Teachers will receive clock-hour continuing education credits for their participation in the two-day training event.

Center for Consumer Affairs
Arbitrators serving on 42 panels nationally for Ford’s DSB warranty arbitration program are subject to independent audit for compliance with certification standards under the Magnuson-Moss Warranty Improvement Act of 1974 and the Federal Trade Commission’s Rule 703. Compliance with the exacting standards of Rule 703 is crucial for Ford Motor Company, the sponsor of the DSB program, for various legal and regulatory reasons.

Similarly, panels operating in several states—including Arkansas, California, Georgia, Idaho, Kentucky, Minnesota, Montana, Ohio, and Wisconsin—are also periodically reviewed by regulatory authorities in such states for compliance with the unique arbitration certification program requirements under their respective state laws. Again, compliance is crucial to Ford for regulatory and litigation purposes.

Compliance has been initially achieved and successfully maintained in all these jurisdictions for anywhere from seven to 15 years.

Center for Intelligent Maintenance Systems
We offered a workshop on “Achieving Near Zero Breakdown of Machinery—Predictive Maintenance Tools and Techniques” through the School of Continuing Engineering Education during Fall 2004. This offering is marketed to the greater community of professionals.

Center for International Education
Many of the teacher education activities discussed above in the continuing education section contribute to the continuing education needs of community professionals. In addition, CIE has sponsored or co-sponsored activities intended to increase international expertise in the business community. Recently, the Institute for Global Studies implemented Wisconsin Worldwide (2003), online modules to assist Wisconsin companies entering and developing business in China, Mexico, and the European Union. These modules are accessible via the web www.uw-igs.org and were used as pre-departure training materials for the Governor’s Trade Mission to China.
Center for Mathematics and Science Education Research

Nearly all of the grants written by the Center for Mathematics and Science Education Research are based on providing continuing education to Mathematics and/or Science Teachers in the extended Milwaukee area by giving free tuition credit to participants in our programs. Over the past seven years, over 1800 Milwaukee-area teachers have received one or more undergraduate and/or graduate credits by participating in an Education Outreach course funded through grants received and executed by our Center. As part of the agreement made with the grant agencies, an evaluation report is written for each of these projects; thus, over 20 annual reports have been written to assess how our programs have met the needs of our target audience.

Center for Science Education

Course number 422-405 a three credit undergraduate course in Geology was offered in 2002 for K-12 Milwaukee Public School teachers.

Course number 204-499, a three credit undergraduate course entitled: Advanced Placement Biology for Advanced Placement Biology Teachers was offered in 2002 for Milwaukee Public School AP teachers.

A course entitled: Advanced Placement Biology Teachers Adventures in Technology Day was offered for Continuing Education Credit to Milwaukee Public School teachers in 1999.

Forensic DNA for Attorneys was offered in 2000 and 2001 and carried Continuing Legal Education credits.

Multiple teacher in-service workshops were offered between 1999 and 2002. These focused on modeling for teachers on best practices in teaching science. All carried Continuing Education Credit.

Center for Transportation Education and Development

All CTED work in community education is for community professionals.

1. Annually we hold 12 Milwaukee-based workshops targeting transit managers, transit planners and other transportation professionals to upgrade their skills and knowledge.

2. These 12 workshops can be also delivered on-site in a customized format and CTED has delivered them to more than 18 states across the US.

Each program offered is evaluated by the workshop attendees and we have documented a high level of satisfaction with instructors and workshop curriculum.

Center for Urban Community Development

Providing opportunities that meet or contribute to the continuing education needs of community professionals is the primary role and responsibility of the Center for Urban Community Development. In this role we provide continuing professional education in areas including but not limited to:

1) Training and mentoring refugees to become certified early childhood and elementary teachers in Milwaukee’s urban school settings. This program is uniquely designed and implemented in a joint partnership with UWM, Milwaukee Area Technical College (MATC), Milwaukee Public School, Wisconsin Department of Public Instruction (WDPI) and other local colleges and neighborhood organizations.
2) Provide tutoring, mentoring and related services for ethnically and linguistically diverse, low-income adult students to ensure smooth transition into teaching careers.

3) Provide highly-focused, innovative, culturally responsive trainings and consultation services and educational program on program planning, implementation and evaluation with emphasis on serving nonprofit community based agencies at the local and national levels.

4) Provide action research classes, fieldwork supervision, independent reading and related educational support services for professionals and community residents (adult learners) to work effectively within the work context: Milwaukee public schools and community agencies (Private Industry Council, Pan African Community Association, Faith-based organizations, Black Achievers, Milwaukee Islamic Center, Milwaukee Achievers, Coalition of African Youth, Coalition of Domestic Violence, Hmong Organization Consortium, Inter-Faith, American Black Holocaust Museum, International Institute, Inter-Faith, Jewish Family Center, Family Resource Centers, 15 Women of Color agencies, nationwide, State-wide South East Asian community organizations, Silver Spring Neighborhood Association and Community Learning Centers after school programs)

**Center for Workforce Development**

Although the Center does not offer courses directly, it does work with the Business, Engineering, and Technology division of the School of Continuing Education and the Small Business Development Center to identify specific training needs in the area’s workforce and to help these other units design and deliver appropriate coursework. This is a new assignment, one that is underway. We have been jointly working on strategic planning for these other units. And the new initiative with the Minority Contractors Association is a direct outgrowth of these combined efforts.

**Corporate University Programs**

Corporate University Programs provides organizations an efficient and effective method for meeting their immediate training needs. The focus of these programs is on providing employees with the knowledge and skill practice necessary to ensure the efficient and effective use of an organization’s human resources. Training programs are offered on or off-site and are provided to organizations in a variety of ways including intensive day long, one to two hour-time sessions, cable video, and the Internet. The programs may be customized to meet specific organizational and employee needs. One of the objectives in offering these training programs is to introduce employees to the possibility of continuing their formal education at the University of Wisconsin-Milwaukee. In essence, these training activities help companies meet their short-term employment goals and provide the College of Letters and Science and the University of Wisconsin-Milwaukee an opportunity to convince these employees to participate in UWM credit courses/programs.

Corporate University Programs also provides organizations with research and consulting services related to meeting the organization’s short and long term goals. This activity is related to managing human resources, product development and manufacturing, sales and marketing, and managing customer service.

**Deloitte & Touche Center for Multistate Taxation**

Each summer from 1997 to 2003, we sponsored an annual Multistate Tax Institute, which is held at the Pfister Hotel in Milwaukee. Over 100 tax professionals attend these conferences, which feature leading state tax experts from across the country.

Each summer from 1996 to 2000, the Center hosted for Deloitte and Touche a weeklong training session entitled the Multi-state Income Tax Masters Program. These sessions provided national exposure for the Center because the participants were drawn from across the country.
**Early Childhood Research Center**

The Diverse Urban Interdisciplinary Team Project (DUIT) and the Culturally Appropriate Teacher Education (CATE) grants are designed for post baccalaureate students working toward licensure in Early Childhood Special Education and Deaf/Hard of Hearing.

**Field Station**

Each year for over 20 years the Field Station has offered a series of five to eight Natural History Workshops. These are very focused short courses that offer a continuing education opportunity to professionals, and also offer focused natural history courses to our students. Participants can take the short courses for credit, or without credit to further their continuing education. These courses are very popular among teachers, nature center staff, environmental consultants, graduate students, university faculty, Department of Natural Resources and museum staff, etc. Nearly every course fills to capacity. The short courses are taught by leading regional and national experts in the specialized topics offered. The mix of UWM advanced undergraduate and graduate students, and practicing professionals that these courses attract is very exciting.

**Helen Bader Institute**

The School of Continuing Education (SCE) and the Helen Bader Institute for Nonprofit Management (HBI) at the University of Wisconsin–Milwaukee began programming for the new noncredit Professional Certificate in Nonprofit Management in 2002. This certificate program is designed for people who are committed to careers in nonprofit management and who, for whatever reason, do not seek a master’s degree or graduate-level certificate. The curriculum for this certificate program consists of 105 hours of classroom instruction focused on seventeen competencies considered to be essential to effective nonprofit management performance. This curriculum will be offered through a coordinated series of non-credit educational workshops by the School of Continuing Education or other educational units of the University of Wisconsin–Milwaukee, by other Milwaukee-area colleges and universities or by non-university based organizations in the Greater Milwaukee area that provide nonprofit management and leadership education and training.

To facilitate this unique certificate design and process, the School of Continuing Education created a new program manager position to assume responsibility for the day-to-day operations and coordination of the certificate program. A Policy and Accreditation Board was created to provide guidance in the areas of curriculum content, community participation, and quality controls for the program. The program now has a mailing list of approximately 2000 people.

During the fiscal year 2002-2003 the Professional Certificate in Nonprofit Management successful ran 15 of the required 17 workshops in the certificate program. In addition to the 15 required workshops the program also ran two free workshops for the public. The free workshops were not required for certificate candidates. We continue to encourage applications from other organizations to offer workshops as partners in the professional certificate program.

**Program Data**

Total Enrollment: 241; 217 in-required workshops; 24 in free workshops; 57 total students enrolled in certificate program; 14 certificate candidates (seven students need five or less workshops to complete program)

Over 2000 names on current mailing list

Over 200 program inquiries (by email, telephone etc.)

Seven scholarships awarded (five accepted, two declined)
11 mini certificates awarded
  Five Human Resource Management
  Six Strategic Management

**Challenges or Barriers**
Diversifying the current student body continues to be an ongoing challenge for the Professional Certificate in Nonprofit Management. Currently the student demographics do not include a large percentage of the non-white population represented throughout the nonprofit sector.

**Impact of Program**
Over the past fiscal year the Professional Certificate in Nonprofit Management has worked extremely hard to incorporated community collaborations into every aspect of the program. The certificate program has been successful in establishing two working groups to aid in the program’s goal of reaching its target audience in the nonprofit sector. These two working groups are identified as the Policy and Accreditation Board and the Scholarship Selection Committee. Both groups are comprised of community nonprofit leaders and educators.

**Policy and Accreditation Board:**
- Mordecai Lee, UWM School of Cont. Ed. (Chair)
- Mary Alfred, UWM School of Education
- Deborah Blanks, SDC
- Scott Gelzer, Nonprofit Management Fund
- Debra Pass, Alverno College

**Scholarship Selection Committee:**
- Mordecai Lee, UWM School of Cont. Ed. (Chair)
- Kimberly Gleffe, River Revitalization Foundation
- Karl Nichols, UWM Helen Bader Institute
- Lenora Rosas, UMOS

In addition to the two groups mentioned above the program has also entered into partnerships with other community organizations, Marquette University’s College of Professional Studies and the Nonprofit Center of Milwaukee (with Alverno College), to deliver workshop offerings as a part of the certificate program.

**Institute for Urban Health Partnerships**
The CNC staff has been involved in coordinating CPR (re)certification training for College of Nursing faculty and staff as well as tuberculosis screening. IUHP/CNC staff has also been invited as conference presenters at various professional nursing/health care conferences/seminars/workshops/forums.

**Institute of Visual Arts**
Inova provides local artists, both UWM faculty and community and regional artists, with exhibition opportunities. These exhibition opportunities provide a valuable venue for the presentation of new works of art, ongoing discussions and exchange of ideas between artists and students, and critical review in local newspapers and national and international arts publications. All of these activities provide a continuing education for community artists. Some of the community artists presented at inova recently include: Fred Stonehouse, Tom Bamberger, Michelle Grabner, Truman Lowe, Joan Dobkin, Leslei Bellavance, Kyung Ai Cho, Lane Hall, Lisa Moline, Dick Blau, and Jane Gallup.
Institute on Multicultural Relations

The Institute on Multicultural Relations (IMR) develops and implements lecture series, forums, town hall meetings, and conferences to address the educational needs of the community professionals. Some examples of these events include:

1) Who benefits from a failing urban school district? —Part I (400 people)
2) Who benefits from a failing urban school district? —Part II (300 people)
3) To assess or not—Is that the question? (20 people)
4) Cornel West lecture (800 people)
5) Racial and ethnic disparities in health care: closing the gap (250 people)
6) Interpersonal violence (upcoming event)
7) Cornel West revisits UWM (upcoming event)
8) Racial and ethnic disparities in health care—Part II (upcoming event)
9) Race and racism from the non-African American perspective (upcoming event)

NIEHS Marine and Freshwater Biomedical (MFB)

1. Teacher Enhancement in Environmental Health Science Education
   (NIEHS award, 1996-2001, $100,000/y direct costs, D. Petering, PI)

   (a) Specific Aims: To increase the conceptual base and knowledge of middle school teachers about environmental health. To link scientists and teachers to explore laboratory curricular modules utilizing aquatic organisms. To enhance the capability of teachers to engage students with critical thinking strategies, cooperative learning settings, and cross-disciplinary enrichment. To help teachers encourage an interest in science among female and minority students. To provide science teachers with fully developed curriculum modules for teaching science. To support science teachers in distance learning, including discussion with scientists, teachers, and students at different schools. To offer enrichment materials that may be used throughout the year. To provide thorough evaluation of the effectiveness of the project.

   (b) Center Participants and Collaborators: Carmen Aguilar, Assistant Scientist, WATER Institute, UW–Milwaukee; Fred Binkowski, Director, UW–System Aquaculture Institute, UW–Milwaukee; Kris Kosteretz, Manager, MFBS Center Aquatic Animal Facility; John Lech, Emeritus Professor of Pharmacology and Toxicology, Medical College of Wisconsin; David Petering, Professor of Chemistry, UW–Milwaukee; C. Frank Shaw III, Professor of Chemistry, UW–Milwaukee; Randall Ryder, Professor of Curriculum and Instruction, UW–Milwaukee; Daniel Weber, Assistant Scientist, MFBS Center, UW–Milwaukee; Barbara Wimpee, Assistant Scientist, MFBS Center, UW–Milwaukee; Leslie Zettergren, Professor of Biology, Carroll College, Participants in writing the proposal to NIEHS.
(c) Introduction: The National Institute of Environmental Health Science (NIEHS)-funded outreach program (1996-2000) to middle school science teachers, *Teacher Enhancement in Environmental Health Science*, was led jointly by David Petering and Randall Ryder, an expert in educational curriculum and instruction as well as the uses of the Internet in the pre-college classroom. The rationale for the program centered on elevating the capabilities of middle school teachers to teach general and environmental health science through a balanced science/education approach. At its core were three experiment modules that offered teachers and students opportunities to carry out authentic scientific experimentation on subjects that were parts of the science curriculum and that were intrinsically linked to environmental health problems. The modules utilized live organisms in the classroom in order to meet the students at their level of understanding and curiosity as well as to provide them with a “feeling for the organism” at the foundation of their education in the life sciences. Teachers began the year-long program in a summer workshop that prepared them to bring the modules into their courses. Then, during the year they introduced one or more modules with the full support of the Center.

(d) Workshop: Three sets of 15-17 middle school teachers (33 middle schools) from across the state of Wisconsin met in June of 1997-99 at the WATER Institute for an intensive six-day workshop to prepare them to bring coordinated science-environmental health experiment modules into the classroom. During the workshop, they received an eight hour mini-course on environmental health based on the theme of chemical hygiene as a constructive approach to the use and handling of chemicals. The course focused on a limited number of topics: the concepts of environment science and health, chemical hygiene including the need for governmental regulation, the problem of establishing causation, introduction to issues of air and water pollution, first vs. third world environmental health problems and environmental justice issues. The teachers were provided with a large notebook of readings related to the class. The focus of the workshop was 15 hours of intensive laboratory work in the Center. During this time, members of the Center introduced teachers to three laboratory modules for use in the class room; the behavioral effects of lead in fathead minnows; the effects of various chemicals on frog egg and tadpole development; and a visual demonstration of the concept of bioaccumulation of chemicals using microcrustacea. All modules were fully developed with sufficient detail and description as well as equipment support from the Center so that teachers could take them directly into the classroom. Finally, significant time was devoted to discussion and illustration of the teaching pedagogy that can help middle school students understand various aspects of the experiments and grow in their critical thinking skills. Bundled in with this segment was instruction in using the Internet so that teachers, students, and researchers could interact during the year. Each day, a scientist from the MFBS Center or the WATER Institute made a research presentation to the teachers and brought them into their laboratories for special demonstrations. Special lecturers were invited each year to broaden the teacher’s appreciation of toxicology and environmental health. They included Richard Steward, Medical College of Wisconsin, speaking on forensic toxicology, Leon Saryon, West Allis Memorial Laboratory of Industrial Toxicology, on environmental health in the former Soviet Union, and James Burkhart, NIEHS, on the Institute’s investigation of the epidemic of malformed frogs in the upper midwest and northeast. While attending a symposium at UW–Milwaukee, Stanley Miller, UC-San Diego and pioneer on origin of life experimentation, also addressed one of the teacher groups.

(e) Curriculum: Modules Pb and Reproductive Behavior in Fathead Minnows This module focuses on whole organism behavior and the fact that organisms interact with their environment through neurologically programmed behaviors. In this case, animals display definite, male-female reproductive behaviors in a simple defined environment, which can be readily codified and quantified by observant students. These and other neuronal activities can be perturbed by xenobiotics such as lead. Exposure of fish to low levels of Pb disrupt the normal behavior of
minnows and this can be clearly observed by students. A video that expands on how behavioral research is done will be developed. It will illustrate that fathead minnows can learn and that lead exposure also inhibits learning. Ethanol and Early Development in the Frog The external development of the frog embryo offered the opportunity for students to examine the progress of development of Xenopus laevis or Rana pipiens from a growing clump of cells to an organism with definable structures such as eyes and limbs. Besides the observation of control development, students exposed the developing organisms to ethanol and other simple reagents such as a range of hydrogen ion concentrations, NaCl, and household pesticides. Dose response effects were determined on parameters such as growth, deformities, behavior, and mortality. Because of the on-going environmental issue of frog deformities in northern states including Wisconsin as well as the world-wide decline in amphibian populations, a wealth of internet resource material was available and recommended for use to complement the classroom experimentation. Bioaccumulation of Chemicals by Daphnia magna A relatively short, simple experiment was devised to help students appreciate the concept of bioaccumulation of chemicals. Daphnia was placed in a vessel containing a red food dye. Over a relatively short period, dye became localized in the organism and resisted depletion upon transfer of the animal into a control medium. The concept of concentration was explored using dilutions of the red dye. Its lipid solubility was also considered in an experiment in which the dye was partitioned between water and 1-octanol.

(f) School Year Activities: Dr. Carmen Aguilar, a biogeochemist and member of the WATER Institute was hired to oversee the daily operation of this program. She brought an excellent background as a scientist and as a teacher-scientist in the national JASON Project program for middle school children, which has an operation site at UW–Milwaukee. She, Dr. Weber, and Dr. Zettergren were available on the Internet or by phone to answer questions of teachers in preparation for or during the use of the modules. Furthermore, Aguilar and Weber were on call to trouble-shoot the experiments on-site, if necessary, and to visit schools with Dr. Ryder to provide scientific enrichment during the modules. The grant provided up to $200 for each teacher to support the introduction of the modules into the curriculum. The Center created a pre-college page on our website which provided teachers and students with materials to complement their experimental studies in the lab. In particular, the materials created for the Lisbon World’s Fair as described below may now be found on this web page.

(g) Evaluation: Fifty-two teachers participated in the three, successive one-year programs. We estimate that over that period about 7,000 students carried out one or more of the modules. The experience of the teachers with the modules was remarkable. The children were enthralled, excited, and respectful. Observing and working with living systems was absorbing for them. The students were very excited about studying live organisms in the class room and were enthusiastic about doing complex experiments that did not have simple preordained outcomes. The children sensed that they were actually doing science. Teachers found that students became serious, participated actively independent of their ordinary class room behavior and performance, and elevated the level of their inquiry as they conducted the experiments. Year end evaluations were carried out that probed all aspects of the program from the workshop to laboratory modules, themselves. In each case, on a one to five (excellent) scale scores averaged above four with an overall average of 4.4.

In addition, a two-day meeting was held at the end of the grant to revisit the modules and other aspects of the program. The input from this conference was vitally important for the construction of the final form of the modules. Some examples of unanticipated outcomes of the programs were the following: The middle school program was extended in both directions to high school and primary school aged children such that an entire school district was using the frog module.
A teacher discovered that the drinking water in his school had Pb in it, based on the inability to differentiate between control and induced-Pb behavioral dysfunction in fathead minnows. A town council voted to limit highway salting based on presentations by students about their findings of the deleterious effects of NaCl on developing frogs. A teacher was named science teacher of the county based on the nomination of a student who cited the modules as a singular experience. Sixth grade students alerted municipalities throughout Wisconsin of the dangers of Pb toxicity in a combined science-English class project.

(h) Program Leader Activities: The leaders of this program, David Petering, Randall Ryder, and Carmen Aguilar attended the national meeting in Boston, MA of the National Science Teachers Association in March, 1999, where they participated in a NIEHS group roundtable about teacher enhancement in environmental health science. Petering and Aguilar made poster and oral presentations at the pre-college session sponsored by the spring, 2000 Society of Toxicology meeting in Philadelphia, PA. Ryder and Petering also participated in the annual meetings of the NIEHS pre-college education grantees. The leaders of the Teacher Enhancement Program have written a chapter for a new book on Behavioral Ecotoxicology on the use of behavioral toxicology experiments in the pre-college classroom to elevate science literacy (Aguilar, C, Petering, DH, Ryder, R and Weber, DN: Chapter 12. Development of Behavioural Ecotoxicology Experiments in Pre-college Science Classrooms. In: (ed) Dell’Omo, G), Behavioural Ecotoxicology, John Wiley & Sons, Ltd., West Sussex, UK, 2002). This is a particularly novel addition to a standard volume that would otherwise focus on new developments in this field. Dr. Weber, the Center’s Aquatic Animal Research Coordinator, also contributed a research article to the book.

2. Science Education Partnership Award—Phase 1
(NCRR award, 2000-2004, $250,000/y direct costs, D. Petering, PI) The Phase I reporting period has extended over three years in order for the SEPA team to be able to complete the product of the suite of experiment modules.

A. Phase I Specific Aims

1. To provide middle school teachers with a suite of fully developed modules related to Life Science that emphasize hands-on learning that links basic concepts to authentic real-world problems in human environmental health.

2. To surround the modules with support materials that utilize multimedia and information technology.

3. To provide a professional community for teachers through workshops, meetings, and Internet connections.

4. To complement the academic subject matter with educational pedagogy that stimulates critical thinking and interdisciplinary perspective in students.

5. To support teachers in distance learning, including interactions with the professional team, other teachers, and inter-classroom communication.

6. To encourage female and minority interest and success in science.

7. To provide broad, thorough evaluation of the effectiveness of these aims.
B. Educational Approach

We entered into the SEPA-Phase I project having completed a grant with the National Institute of Environmental Health Sciences entitled, “Teacher Enhancement in Environmental Health Science.” During that period, a number of limiting conditions in the life of middle school life science teachers became evident. In particular, it is the exceptional middle school teacher who has strong academic credentials in science. In addition, teachers are burdened with enormous responsibilities and time commitments in order to accomplish the day to day operation of the classroom and to meet the needs of students. In aggregate, these facts inhibit the introduction of new material into the curriculum.

In Phase I, we pursued the idea that challenging experiment modules can be included in the middle school Life Science curriculum if they are fully developed and supported.

1. Experiment modules: The development of experiment modules became our focus because truly effective, hands-on experimentation provides the most straightforward opportunity to engage students in inquiry-based study that enhances interest in and curiosity about science and, more generally, develops the aptitude for critical thinking. We chose to center each module around live organisms that can readily be brought into the middle school laboratory. In the initial Life Science course, students need to gain an understanding of living systems before they move into the molecular-based biological science that is even permeating the high school curriculum; otherwise, they miss the life in the midst of the chemicals. Importantly, working with macroscopic systems such as living organisms is age-appropriate for middle school students. Our modules address major elements of the science content found in the Life Science curriculum and couple them with related important environmental health issues that confront students and society. Thus, the materials that have been developed are meant to be used as parts of the life science curriculum not as incidental enrichment of the curriculum.

The modules have the following common threads: (a) they are laboratory experiments that utilize live organisms in the classroom, mostly aquatic organisms. (b) They are authentic experiments that offer students and teachers the opportunity to contribute to their design in each individual classroom and, thereby, foster inquiry-based learning. (c) All of the experiments couple basic life science content with contemporary biomedical/societal issues in the area of environmental health. (d) Each one is strongly grounded in the National Science Standards and has been designed to merge the science with effective educational pedagogy that naturally incorporates various approaches to learning-cognitive, observational, kinesthetic, etc. (e) In detail, each module provides the science background, complete experimental details for teacher and students, a suite of educational tools that are based on the experiments, custom video aids, and links to other information about the subject matter of the modules. The modules have been created by teams of scientists, educators, media specialists and teachers as described elsewhere.

2. Enhancement of Science Education for Minorities and Girls

The creation of the modules in Phase I and the proposed dissemination plan in Phase II focus on minority students and those of lower socioeconomic status. A number of the environmental health connections (alcohol, lead, mercury, asthma, carbon monoxide, etc.) are directly relevant to the experience of minority children growing up in the inner city. Similarly, girls’ curiosity and interests in living organisms will be satisfied by
the modules. Moreover, active participation in experimentation provides girls with the early opportunity to encounter the enjoyment of the scientific process. The fact that the module’s activities emphasize individual initiative and small group interactions will further enhance girls’ development as young scientists. It is the experience of pursuing one’s curiosity as disciplined inquiry that ultimately attracts students to science.

C. Experiment Modules:
Partnership and Method of Preparation: A multidimensional partnership has devised and developed the experiment modules. Key personnel were drawn largely from the UW–Milwaukee and the Milwaukee Public Schools. The involvement of MPS teachers was a deliberate decision to insure that the modules would be attractive to minority students.

Principal Investigator and leader of the science component: David Petering, University of Wisconsin Distinguished Professor of Chemistry, College of Letters and Science. Petering previously directed a four year grant for teacher enhancement in environmental health science for middle school teachers, funded through the National Institute of Environmental Health Science (NIEHS). He is Director of the NIEHS Marine and Freshwater Biomedical Sciences (MFBS) Center and the UW–Milwaukee Institute of Environmental Health.

Associate Director and leader of the educational component: Randall Ryder, Professor of Curriculum and Instruction, School of Education, served with Petering in the earlier pre-college grant from NIEHS and has been the co-PI on the Phase I grant.

Coordinator: Ellyn Bromberg was previously a research specialist and outreach educator in the area of water quality for the University of Illinois Extension Program. She has coordinated the various activities of teachers, scientists, and educators during the creation of the modules.

Milwaukee Public School Teacher Liaison: Moreen Carvan, Assistant Professor of Curriculum and Instruction, School of Education, and K-8 science education specialist served as the liaison with MPS teachers and contributed to the instructional framework of the modules. Prior to this time, she was an science education specialist in the State of Ohio Department of Education.

Media technology production: Robert Danielson, Associate Professor of Film, School of the Arts brought his experience in science documentary film making to the production of the video components of the modules.

Teachers: Milwaukee Public School District middle school science teachers, enrolled in a UW–Milwaukee leadership training program, and regional middle school teachers worked with scientists and educators to develop the modules as described elsewhere. Two master teachers, Jon Knopp, a high school teacher from the Milwaukee Public School District, and Louise Petering, a middle school science teacher from the Whitefish Bay district, acted as content editors and writers of the modules.

Scientists: A number of scientists who are members of the NIEHS Marine and Freshwater Biomedical Sciences Center provided the framework for the research-based experiment modules.
Overview of Module Production Scientists associated with the UW–Milwaukee Marine and Freshwater Biomedical Sciences Center and the UWM Institute of Environmental Health were asked to contribute the basic framework of experiments that focused on parts of the middle school life science curriculum. Their experiments were based on research experiences with various aquatic organisms and were to be coupled to societal issues of human environmental health. Weekly discussions between scientists and UWM School of Education faculty from the Department of Curriculum and Instruction brought the initial versions of the experiments into being and helped to locate their intellectual content at the middle school level. At this stage, teachers were invited to participate in the development of the modules into useful curricular documents. Basically, we sought detailed input about the content and intellectual level of the experiments, their feasibility in the classroom, and whether teachers would be able to incorporate them into the Life Science curriculum.

Finally, of course, we needed the teachers to try them out with students. Our initial approach in 2001 was to have scientists and teachers work closely together in small groups. Because of the difficulty in efficiently coordinating the operation of these groups, intensive summer workshops were held in 2002 and 2003 to get teacher input on the remaining modules. In each year, implementation of modules during the succeeding school year served as a basis for evaluating their status. Detailed evaluations were made of the work that students produced as they conducted the experiments and carried out related instructional activities. The information from teachers and the evaluation of the student work fed back into an iterative process to improve and develop the modules into a completed form. The key to this process was the work of two master science teachers who were employed to assemble the modules into fully described, middle school-friendly documents, taking into account the evolving scientific and

(3) Short Term Training for Minority College Students in Toxicology
(NIEHS award, 1995-2000, 2001-2006, $25,000/y direct costs, John Lech, PI)

a) Specific Aims: To offer minority students summer research opportunities in environmental health research. To provide students with a course focused on topics in environmental health with emphasis on problems faced by minorities. To give students instruction in the principles of scientific integrity.

(b) Center Participants and Collaborators: Michael Carvan, Assistant Scientist, WATER Institute, UW–Milwaukee Janice Eells, Associate Professor of Pharmacology and Toxicology, Medical College of Wisconsin Reinhold Hutz, Professor of Biological Sciences, UW–Milwaukee John Lech, Emeritus Professor of Pharmacology and Toxicology, Medical College of Wisconsin P.C. Lee, Professor of Pediatrics, Medical College of Wisconsin David Petering, Professor of Chemistry, UW–Milwaukee C. Frank Shaw III, Professor of Chemistry, UW–Milwaukee

(c) Introduction: NIEHS has funded John Lech (PI) and the Center to support summer research experiences for minority college students in two consecutive five year grants, the last awarded in 2001. Center members served as mentors for students recruited from across the country through the Minority Affairs Office of the Medical College of Wisconsin. Each summer members of the Center as well as some of their colleagues hosted students in their laboratories for 10 weeks of intensive research experience. A notable outcome of this continuing program is that ANR Pipeline Co. provided the Medical College of Wisconsin with a $75,000 endowment to help to support a summer student.
(d) Summer Activities: Each trainee works on a research project under the guidance of a funded UW–Milwaukee or Medical College of Wisconsin faculty preceptor. Trainees devote full effort to the research throughout the training period (a minimum of 35 hours per week). In addition to the research experience, trainees attend a bi-weekly Friday afternoon discussion group and a weekly Friday research seminar sponsored by the Medical College Graduate School of Biomedical Sciences. Prior to beginning the research experience, the trainees are required to attend a one-day session on the aspects of research safety. Trainees receive instructions and resource materials on “Writing and Abstract” for research. All trainees present their research in a structured format to a diversity of basic science and clinical faculty at the Medical College for discussion and clarification on research goals. An informal reception is held at the beginning of the ten-weeks to provide an opportunity for trainees to network with each other, and to ask questions about careers in research. Trainees also attend the summer course, “Ethics and Integrity in Science,” to gain a deeper appreciation of the ethical principals involved in scientific research. During weeks two through eight of the ten-week program, the trainees spend one-half day every other week at the Medical College of Wisconsin, Department of Pharmacology and Toxicology. Required activities include attendance at 1) a course entitled: “Topics in Environmental Health Sciences”, and 2) a case-based discussion of current environmental problems. (2 hours). Trainees are supplied with a copy of Casarett & Doulls Toxicology 5th Edition and are assigned specific chapters for reference of materials to be used for the class discussion. Reading and discussion topics include: Principles of Toxicology, Mechanisms of Toxicity, Absorption, Distribution, and Excretion of Toxicants, Biotransformation of Xenobiotics, Toxic Responses of the Nervous System, Toxic Effects of Pesticides, Toxic Effects of Metals, Developmental Toxicology, Toxic Responses of the Reproductive System, Toxic Responses of the Endocrine System. Members of the MFBS Center and others serve as leaders for the discussion of each of these topics. The immediate impact of this program on career decisions of the trainees is evaluated by means of a post-training questionnaire completed by each trainee. In addition, long-term impact can be obtained since on-going contact is maintained with the students in order to monitor academic progress. The short-term outcomes are assessed by exit interviews conducted by the Principal Investigator and the completion of a student evaluation form developed in the Office of Multicultural Student Affairs. During the interview, the trainees’ career interests and long-term career goals are explored in detail. Recommendations are made as to which science courses the student should take and how to improve their undergraduate academic records. Tracking of students’ academic progress and career choices has been carried out using a questionnaire that is mailed to all students in November of each year.

Small Business Development Center

The Small Business Development Center meets the continuing education needs of those thinking about starting a business, those currently in business and seeking to enhance their business knowledge, as well as those who are interested in refresher courses to enhance their business knowledge. With the poor economy leading to down-sizing and outsourcing, the SBDC continues to experience increased interest in the services we provide. The level of interest is clearly reflected in the 20 percent yearly growth of the Entrepreneurial Certificate Program over the past three years.

Tutoring and Academic Resource Center

We have hired many returning adult students as tutors in our center. These individuals bring a maturity which helps our center run smoothly, and gain expertise in their fields.

For example, our educational psychology program assistant helped many students of color adjust to college. She gained counseling skills for her future field.
We currently have a non-traditional library student who is cataloging our resources for student use. She is gaining experience for her field of information science.

We have also used volunteer tutors from the community. For example, a former minister has tutored students, and a retired professor at Medical College of Wisconsin helped tutor students for their MCAT test.

**UWS/UWM Great Lakes WATER Institute**

The types of programs that the WATER Institute serves are many and varied. In addition to traditional small university graduate/undergraduate classes that visit the Institute primarily for use of our research vessel, the R/V Neeskay, examples of programs that we have held and sponsored in the past include the following. Although this is not an exhaustive list, it does give an indication of the kinds and variety of programmatic efforts in which the Institute is engaged.

**University credit courses for Teachers and Pre-Service Teachers**
- Operation Pathfinder: Oceanography and Coastal Processes
- Environmental Education for Teachers
- Environmental Resources Workshop: Urban Environmental Issues
- Environmental Resources Workshop: Focus on Lake Michigan

**Water Safety Courses**
- Boating Skills and Seamanship US Coast Guard Auxiliary (13 lessons)
- Sailing and Seamanship USCG Auxiliary (14 lessons)

**Coast Guard Auxiliary Training for members**
- Specialty course Weather
- Specialty course—Search and Rescue
- Topical seminars and workshops for planning and update

**Workshops/conferences/seminars/outreach activities and programs**
- Middle and High School Teacher workshops
- CGLS Anchor Watch Seminar Series
- NIEHS UWM/MCW Minority Student program
- NIEHS Minority High School student program
- NSF Research Experience for Undergraduates (REU) Summer Program
- Charter Captains Business Planning workshop
- Sport Anglers Updates on Issues
- Midwest Microbiology Group
- Training for Sea Grant Zebra Mussel Watch volunteers
- Coastal Erosion Training for Planners and Contractors
- Wisconsin Marine Historical Society
- The Jason Project Workshops and Passport Site
- UWM Chancellors Club
- UWM Alumni groups
- Wisconsin Association of Research Managers
- Recent Advances in Limnology and Oceanography Seminar Series
- Global Environmental Change Workshops
- Using Data Sets to Teach About the Great Lakes
- Project WET
- WI DNR Boating Basics course
- National Atmospheric and Oceanic Administration Ocean Exploration regional workshop
USDA North Central Regional Aquaculture Center workshop
Lake Michigan Fisheries Management workshops
WATER Institute public open house in cooperation with the UWM Alumni Association
Great Lakes WATER Institute Green Roof Workshops
Water Quality Issues in the Nearshore of Lake Michigan. Community open forum,
Clean Water Forum
Milwaukee County Emergency Planning Citizens Right to Know subcommittee
Annual Lake Sturgeon Bowl regional competition for the National Ocean Science Bowl
Lake Michigan Yellow Perch Taskforce

Preparation for Responsible Citizenship and Social Responsibility

Architecture
Since architecture is a profoundly social art, social responsibility is implicit in the teaching of virtually all
courses. Social and environmental ethics are introduced in the 101 course (An Introduction to Architectural
Theory) and are also important criteria in the capstone Thesis of the graduate program.

Art History
Study of the history of art addresses issues of war, racism, stereotyping, and social injustice, and conversely
confronts expressions of sacrifice, altruism, spirituality, and other high principles. Students are forced to
consider ethical issues in most courses. In courses dealing with antiquities, taught by Professors Counts,
Wang, Maranci, and Stone, faculty expose students to the topical issue of looting and destruction of cultural
patrimony and the more heinous side of collecting. Courses in Non-Western art, such as the Non-western
survey, as well as courses in American art, detail past injustices done to people of color, including those who
live in small-scale societies. A Freshman Seminar recently taught by Professor Stone, The Myth of Primitive
Art, was a course on ethics that dealt directly with racism and the inappropriate stereotyping of tribal people.
In classes in Modern Art and Photography, Professor Bendiner shows how images help construct and attack
political ideologies. Professor Wang’s course Arts Along the Silk Road deals with cross-racial problems and
questions of identity in antiquity. Art History courses are quite effective in developing an individual’s social
conscience, particularly given the emotional content of the material studied.

Chemistry
The scientific method is based in objective truth. The ethic behind measurement and reporting of scientific
data is one of the most closely guarded of any discipline. Individuals who are shown to have falsified data
are publicly ostracized and become essentially unemployable. This reporting ethic is a very sound basis for
individual conduct and the projection of higher ideals. Generally speaking science should not base or limit
its directives from societal concern. The reason for this is that it is rarely apparent what the outcome/benefit
of specific research will be prior to its completion. The only goal of a scientist should be to conduct their
research honestly and report it accurately.

Civil Engineering and Mechanics
Graduates will have an understanding of professional and ethical responsibility.
Communication Sciences and Disorders
Citizenship/social responsibility: Almost all of our majors, both graduate and undergraduate, belong to the National Student Speech-Language-Hearing Association. This is both a social and a service organization, and gives its members numerous opportunities for volunteer and service work. Students have toy drives at Christmas, fundraisers for organizations such as the March of Dimes and the Alzheimer’s Association and other good causes, and participate in the AIDS walk and other activities. These activities help students become used to engaging in the kinds of volunteer efforts that are so important to society.

Curriculum and Instruction
We not only prepare our graduates for this responsibility, we also prepare them to develop these areas with their students. A considerable amount of time is spent with our students to develop teaching methods that allow them to work with their students in these areas.

Dance
Examples of how training in the art of dance prepares students:

1. Students learn a personal work ethic is required for high achievement.
2. Group interaction is a constant in the discipline; students learn the value of their contribution to the mission/objective of a group of individuals.
3. Artistic philosophy is about craft and identifying with human feelings and understanding the complexities of life. There is a humanistic depth that comes with training to be an artist or teacher.
4. Dance’s training environment is multicultural and global in its scope.
5. The student organization is encouraged to participate in the agendas of the department and the school.
6. Dance offers many opportunities for community connections

Education Policy and Community Studies
Several required undergraduate courses—ED POL 113, The Milwaukee Community, ED POL 114, Community Problems, and ED POL 500, Sociology and Policy of Urban Schools and Communities, provide students with knowledge of local political, anthropological, and sociological forces that prepare them to become responsible citizens. Students graduate with a heightened sense of social responsibility.

Educational Psychology
The majority of our School Psychology graduates practice psychology in local school districts. Students are prepared to assume a variety of roles as school psychologists including the following: child and family advocacy, fair and unbiased assessment practices, collaboration and training of teachers and parents, and therapeutic interventions to improve the academic and social adjustment of youth. All these activities focus on improving the outcomes for children, families, and schools. The program focuses on preparing psychologists who will promote the mental health of children and families through interdisciplinary collaboration.
**English**

Preparation for responsible citizenship/social responsibility—again, our curriculum, particularly at the introductory levels, emphasizes critical reading and the ability to participate in public debates through persuasive writing. We also present these abilities as crucial to responsible citizenship. Additionally, a number of our courses in linguistics, professional writing, and rhetoric and composition courses have a service learning/public service component.

**Film**

Five of the eight faculty and two adjunct instructors in the department have established reputations in the field of social issue-based media production. The issues of aging, youth and violence, healthcare, housing, race relations, education, working conditions, and the environment are among those that have been addressed in media projects produced by department staff. In our classrooms, as students propose their projects, we encourage them to understand “service to the community” as a creative responsibility, not as an option.

In particular, documentary production demands that one has strong ties with one’s community. The film and video works made further identities, define challenges, recognize inspiring ideas, and aid solution-making. The Film Department has strengthened its commitment to documentary production by hiring adjunct instructor, Brad Lichtenstein, to teach documentary on a regular basis. Brad’s films have been shown on national PBS, including Frontline, and he is a recent recipient of a DuPont Award for his 2001 film, “Ghosts of Attica.” Brad’s current production, “Almost Heaven,” is about adult daycare in Milwaukee and is sponsored by a major grant from the Helen Bader Foundation. Four students worked with guidance from faculty member Dick Blau to produce “A Good Day Begins,” four short portraits about adult day care in Wisconsin, in collaboration with the UWM Center for Age and Community and with sponsorship from the Helen Bader Foundation. Another student/faculty collaboration was “Alzheimer Pain Protocols,” that was produced in collaboration with Nursing faculty member Christine Kovach, as part of an NIH project. Graduate student Jason Morgan recently traveled to Chiapas, Mexico, to begin a documentary about Alterra Coffee Roasters’ program to enhance cultural and economic connections between the coffee farmers and coffee consumers.

**French, Italian and Comparative Literature**

As indicated in our mission statements, the programs prepare students for responsible citizenship/social responsibility in part through the values we endeavor to embody and practice, and also through the analysis of issues related to this broad concern, as represented in the arts, literature, film, history, and everyday life. With respect to service to the community and society, a high percentage of our students volunteer to staff special events, such as the UWM Open House, activities at Festa Italiana and Bastille Days, and the Italian Community Center Youth night. Moreover, more advanced students generously give their time in tutoring activities designed to assist students entering the major. Some faculty members incorporate a service learning component in their courses.

**Human Movement Science**

Students are encouraged to take responsibility for their careers and social development. However, the Department faculty members recognize the role they play in developing “good” citizens and incorporate within the classroom the students’ personal responsibility for learning. The undergraduate curriculum also requires all students to complete an ethics course, a sociological aspect of health and human movement course focusing on social inequalities and promoting cultural diversity, and a course entitled Professional Preparation Seminar which present issues related to professionalism, citizenship, social and career responsibility.
Students enrolled in the ATEP are expected to follow the “Code of Ethics” that is in place for the 29,000 members of the National Athletic Trainers’ Association. Each August at the annual workshop for athletic training students, the “Code of Ethics” is reviewed in detail. Students are expected to make decisions and choices in such a way that the University, Department and the ATEP are looked upon favorably.

**Industrial and Manufacturing Engineering**
Students learn about ethical, social, environmental, and economical issues by courses offered by the College (CEA200) and numerous courses in the department including the Senior Design course (IND ENG 485).

**Journalism and Mass Communication**
Our student organizations/classes have been involved in many activities. Our upper level class in the advertising/public relations sub-major, JMC 524 (Advertising and Public Relations Campaigns) often takes on projects for non-profit organizations, designing promotional campaigns for them. Other examples include our recently formed Broadcast Club will provide television coverage of student government election debates, while our Society of Professional Journalists is sponsoring a discussion on political campaign coverage during the Wisconsin presidential election.

**Music**
Preparation for responsible citizenship/social responsibility. UWM faculty and students are active leaders in organizations such as the American Choral Directors Association and the Collegiate Music Educators National Convention. In these organizations, students learn that arts advocacy is continuous. Student service activities include: music career’s day for high school students, music contest solo/ensemble coaching in public schools, instrument demonstrations for elementary general music classrooms, accompanying for school music organizations and chamber music and large ensemble “run out” concerts.

**Nursing**
Examples of items in the graduation and one year post graduation student assessment surveys related to these areas include:

- Advocacy for health care that is sensitive to the needs of patients with particular emphasis on the needs of vulnerable populations.

**Physics**
Knowledge learnt in the UWM physics undergraduate program allows for informed decisions to be made about important societal issues, such as the desirability of a nuclear energy program, the evidence for global warming and its likely impact on the country and the world, the future capabilities of microelectronics and nanotechnology, the impact of novel imaging techniques in medicine etc.

**Political Science**
The mastery of knowledge and skills are obviously relevant for responsible citizenship and social responsibility. In addition, our department offers a number of courses in political philosophy (normative theory) that focus on issues such as the proper role of government, moral guidelines governing the use of political power, issues of equality and inequality in society, and other “perennial questions.”
School of Information Studies (SOIS)

Vision Statement for the School of Information Studies states that graduates will be prepared for lifelong learning and inquiry and for ethical engagement and positive participation in the global information society.

Theatre

The Theatre Department’s stated goals are to work within a collegial, creative, and professional community environment and to support the development of caring, original, active theatre artists within this context. We think of theatre as a collaborative process, one that engages participants in learning, reevaluation of ideas and concepts, and the creation of new and innovative solutions/work. We feel that success in these endeavors is measured by the quality of production as well as the methodologies we employ.

Our intent is to produce a wide variety of drama and theatre projects, which allow our students to explore a range of social issues. The department makes a concerted effort to produce material that matters. For example, this year we produced G.B Shaw’s *Arms and the Man*, which gave audiences an opportunity to reflect on issues of war, family identity, and personal beliefs. The department is currently producing *Getting Out*, which tackles the effects of prejudice and social-bias.

The delineation of separate theatre tracks for B.A. majors is also an indication of our dedication to social responsibility. Much of our energy is focused on the Theatre in Society and Theatre Education Programs (which exist within the B.A. framework) both of which are based in Applied Theatre pedagogy, working for social justice and parity on our campus, in the wider community, and in schools.

1. Applied Theatre: Students participate in service-learning in conjunction with the Center on Applied Theatre, working to bring conflict resolution and social awareness to schools.

2. Human Experience Theatre: Students explore issues of diversity, ethics, social behavior, and social responsibility. Hired by outside organizations, HET presents dramatic sketches on issues such as diversity, discrimination, social awareness, and harassment. This course models behaviors, provokes discussion and evaluation of standards, and helps to break through many boundaries set up by society. This application for theatre is on the cutting edge of theatre training.

K-12 Theatre in Education Program: TEP is based within an advocacy model and is dedicated to bringing quality arts programming to the schools as a core subject vital to all human endeavors. It assumes that the arts are essential in building socially responsible and democratic citizens. It places these values at the core of its curricula by requiring that students participate in service-learning work, tie their activities and research to diversity and social justice advocacy, learn to be leaders and promoters of arts instruction in schools, and work collaboratively within urban institutions to bring about positive change in the lives of children.

Theatre-In-Society

The newly developed Empathy in Performance course examines the relationship between theatrical performance and empathy. The course explores productions that aim specifically to enhance empathy with marginalized peoples, such as Moises Kaufman’s *Laramie Project* and Ping Chong’s *Children of War*. Coursework also includes looking at the cultural performance of display in cultural history museum exhibits and whether they encourage empathy and, based on Deborah Warner’s *Angel Project* (2003), how an audience might be invited to empathize with an entire community.
K-12 Theatre Education Program
Pedagogically, TEP views arts-based instruction as a primary way of teaching and learning, one that assumes an integrated ecological system based on the principals of tolerance and celebration of diversity. This includes the following concepts:

1. Providing educational and cultural programs in theatre that serve a diverse student population.

2. Grounding educative activities in the real world experiences of students in the Greater Milwaukee urban community, including formal and informal educational environments.

3. Focusing on the disciplinary content of theatre as a cultural, education, and humanitarian art form so that students are constructors of their own knowledge and immersed in the creative, collaborative process inherent in theatrical study and exploration.

4. Connecting to current research and best practice, which stresses commitment to urban social contexts, initiatives such as the Milwaukee Idea, developing expertise across the helping professions, and grounded in a standards-based frameworks and outcomes.

Urban Planning
Ethics in planning practice is a required component of the curriculum of an accredited planning program. Ethics in planning includes responsibilities for civic engagement and social responsibility.

Visual Art
Visual Art studio practice has inherent in it self-evaluative and self-training, strategies that must be pursued in order to succeed. These strategies involve important social responsibility factors. Learning basic, safe handling of tools, equipment, and materials and safe disposal allows artists to be knowledgeable about and responsible to the environment. In the conceptual and philosophical sides of art making, careful investigation into social realities and the relationships between individuals and groups are at the core of an artist’s research. While the insights may develop privately and be expressed personally, they engage the public with strong intentions to challenge accepted cultural norms or present private insights that challenge society. Learning to be skillful, insightful, dexterous and professional in Visual Art involves the artist as a citizen and social being.
Alumni Accomplishments

A University’s research distinction can also be measured through the level its graduates can attain in the professions. Reporting alumni with substantial careers are the following departments and programs:

Administrative Leadership

1. A number of alumni hold positions as school superintendents, assistant superintendents, and directors of instruction
2. Leadership roles within state and national professional organizations
3. University faculty positions

Anthropology

1. Several have obtained positions in academic programs, including the UW System
2. Randall Davis named Dean of the Community College System in Louisville, KY
3. Several publications in journals

Architecture

1. Alumni in professional practice have won numerous awards for design excellence, locally and regionally

Art History

1. Julia Guernsey-Kappelman, a 1991 graduate of our M.A. program became a (tenure track) Assistant Professor in the Art History Department at the University of Texas at Austin
2. Charles Sable, a 1985 graduate of our M.A. program, became director of the Eisner Museum of Advertising at the Milwaukee Institute of Art and Design (MIAD)
3. Dean Sobel, a 1987 graduate of our M.A. program became director of the Aspen Art Museum and was formerly an Assistant Curator at the Milwaukee Art Museum
4. Erin Hazard, a 2000 graduate of our M.A. program is currently in the Art History Ph.D. program at the University of Chicago
5. Nicole Derenne, a 2003 graduate of our M.A. program, became director of the North Valley Arts Council, Grand Forks, ND

Biological Sciences

1. Dr. Kevin Kleinow, B.S., M.S. and Ph.D. at UWM received his D.M.V. at the University of Minnesota between his M.S. and Ph.D. here. He is now on the faculty at Louisiana State University School of Veterinary Medicine
2. Charles Myers, Ph.D. 1987, Associate Professor Medical College of Wisconsin
3. Martin Hessner Ph.D. 1990, Assistant Professor Medical College of Wisconsin

4. Drew Hildebrandt, Ph.D., Research Scientist Department of Surgery, University of Mississippi Health Center

5. Richard Back, Ph.D., Associate Professor SUNY-Oswego

6. Dale Holen, Ph.D., Assistant Professor Department of Biology, Penn State University at Scranton

7. David Hunnicutt, Ph.D., Assistant Professor at Penn State-Erie

8. Dan Janik, Ph.D., Associate Professor, Department of Biology, UW–Eau Claire


10. Donald Reed and Thomas Slawski, Ph.D.s, Aquatic Biologists, Southeastern Wisconsin Regional Planning Commission

11. David Bolgrien, Glenn Gutenspergen and Janet Keough, Ph.D.s, and Michael Sierszen, M.S., USEPA Mid-Continent Ecology Division, Duluth, MN

12. John Vande Castle, B.S., M.S., Ph.D., National Science Foundation, Long-Term Ecological Research Network, University of New Mexico

13. Christine A. Brantner, Ph.D. 1999, Biologist/Lab Manager National Institutes of Health NINDS, Bethesda, MD


Most of the M.S. graduates from the Whittingham and Dunn labs have gone on to do Ph.D. work at Research 1 universities; Tufts, University of Washington, Queen’s University, Canada. All of their students have secured extramural funding to support their research, and all but one have published in top journals in the field.

**Biotechnology**

1. Charles Myers, Ph.D. 1987 Associate Professor, Medical College of Wisconsin

2. Martin Hessner, Ph.D. 1990 Assistant Professor, Medical College of Wisconsin

3. David Hunnicutt, Ph.D. 1995, Assistant Professor, Pennsylvania State University–Erie
Chemistry
2. Gregory J. Hock B.S. 1994, M.S. 1998, recently promoted to Group Leader Eli Lilly & Company
3. John Monnier Ph.D. 1978, was awarded 2002 F.G. Ciappetta Lectureship in Catalysis by North American Catalysis Society
5. Daniel Sem, B.S. 86, Founder of Triad Therapeutics, voted one of the top 10 biotech Startups 2001
6. Luke Fisher Ph.D. 2000, has been promoted to Senior Applications Scientist at Accelrys Software

Civil Engineering and Mechanics
1. UWM alumni hold or have held high level positions in the state department of transportation including: Director of Engineering, State Traffic Engineer, engineering supervisor, Senior project engineer, etc.
2. Multiple UWM alumni are responsible for design, construction and operation of Intelligent Transportation systems in Milwaukee and elsewhere
3. Alumni have formed their own consulting firms or have become senior managers of consulting firm offices
4. UWM alumni appointed as City Engineer or Director of Public works in the city of Milwaukee and other communities
5. UWM engineering graduate is a member of the state legislature

Communication Sciences and Disorders
1. Two alumni of our graduate program (Dawn Hennes – 1991, Nicole Neubert – 1995) are now employed in the department as academic staff (i.e., clinical supervisors), and doing a superb job of educating students.
2. One of our graduate alumni (Alicia Harrington, 1997) is now on a team that does national presentations in the area of swallowing disorders (dysphagia).
3. One of our graduate alumni (Erin Hillman Wilson) went on to a Ph.D. program in Madison, and has done extremely well. She was awarded a NIH fellowship for completion of her dissertation.
4. Two of our former students who completed masters’ theses went on to continue working with their mentors after graduation to prepare and publish articles based on their research. Kevin Schofield published with Dr. Marylou Gelfer, and Wendy Batten published with Dr. Carol Seery.
5. Currently, a co-authored manuscript based on the thesis of John Pazera (supervised by Marylou Gelfer) is under review.
**Curriculum and Instruction**

1. Board member for the National Council of Teachers of English

2. President of the Wisconsin Mathematics Council

3. Twelve of the teachers selected to be Teachers-In-Residence are graduates of our programs

4. A number of our graduates are in teacher leadership roles in Milwaukee Public Schools. These include Literacy Specialists and Literacy Coaches, Math Specialists and Math leaders

**Dance**

1. Debra Loewen, M.F.A. 1987, Artistic Director/Founder, WILDSPACE DANCE CO., that has been a vigorous creatively ambitious and award winning dance company for 15 years, presents three concerts and many residency activities per year, adjunct instructor for UWM.

2. Deborah Wenzler-Farris, M.F.A. 2000, was Director of Development for Milwaukee Ballet from 2000-02, now is executive Director of DANCEWORKS PERFORMANCE COMPANY, adjunct instructor for UWM.

3. Isabelle Kralj, M.F.A. 1999, continues to create, direct, and perform with the company she founded—Milwaukee Dance Theatre—has developed dance training curriculum for University School, presents two concerts a year, beginning to present workshops in dance-theatre collaboration around the country.


**Educational Policy and Community Studies**

1. Barbara Sparks is a professor of Adult Education at the University of South Carolina

2. Spencer Coggs is a member of the Wisconsin State Senate

3. Ramon Candelaria is director of the Latino Center

4. John Hagedorn is a professor of Criminal Justice at the University of Illinois in Chicago, and the author of numerous books on teenage gangs

5. Marlene Johnson served as an alderperson for the city of Milwaukee

**Educational Psychology**

1. Professorial positions (faculty and staff) at several institutions (higher education and clinical sites)

2. Served as officers of Wisconsin State Association of School Psychologists

3. Publications, employment, professional licenses

4. Director of International Program

5. Director of Sexual Predator Program in Wisconsin Correctional System
**Electrical Engineering and Computer Science**

1. Anhai Doan, an M.S. graduate from our program went on to obtain his Ph.D. in Computer Science from the University of Washington in 2003 and received the ACM outstanding doctoral dissertation award. He has also received the NSF Early Career Award. Currently, he is an assistant professor at the University of Illinois-Urbana/Champaign.

2. John Pierson, an M.S. graduate from our program is currently a Vice President at Johnson Controls.

**English**

1. Marilyn Taylor, Ph.D. in Creative Writing, was named Milwaukee poet laureate in January 2004.

2. Eileen Schell, Ph.D. in Rhetoric and Composition, a tenured professor at Syracuse University and Director of the Writing Program, won the Patricia Stock 2003 CCCC Outstanding Book Award. She also was elected to the Executive Committee of the Conference on College Composition and Communication, the flagship professional organization in the field.

3. Henri Cole, Ph.D. in Creative Writing, poet-in-residence at Smith College, has just published his fifth book of poetry, *Middle Earth Poems* (Farrar, Straus, Giroux), which was recently given a rave review in the NY Times Book Review. He has won numerous awards including the Japan-U.S. Friendship Commission for a Creative Artist Fellowship.

4. Tara McPherson, Ph.D. in Modern Studies, 1996, is Chair of the highly ranked Film Studies Program at the University of Southern California.

5. Carolyn Knox, Ph.D. in Creative Writing, was a Visiting Fellow at Harvard University. She has recently published her fourth collection of poetry and is working on a fifth. She is the past winner of a National Endowment for the Arts grant.

6. Laura Micciche, Ph.D. in Rhetoric and Composition, 1999, is an Assistant Professor of English at East Carolina University. Co-editor of *Way to Move* and numerous articles, Laura was elected for a three-year term to the Executive Board of the Conference on College Composition and Communication, the flagship professional organization in the field, in 2001.

**Exceptional Education**

1. Karen Voytecki received the Carissa Hug Teacher of the Year Award in 2001 from the Council on Exceptional Education, the largest national special education professional organization.

**Film**

1. Christopher Bratton, M.F.A 1994, was appointed President of the San Francisco Art Institute in January 2004. Prior to his SFAI appointment, Bratton served as Dean of Undergraduate Studies at the School of the Art Institute of Chicago.

2. Leah Gilliam, M.F.A. 1992, is an associate professor in film and electronic arts at Bard College. Leah received a Graduate of the Last Decade from UWM in 2002.
3. Peter Zinda, B.F.A. 1995, is a sound editor/effects designer at Soundelux in Los Angeles. His many professional credits include a British Academy Award nomination for best sound for “American Beauty,” and Golden Reel nominations for Best Sound Effects Editing for “Face Off” and also for “Prince of Egypt.”

4. Owen Klatte, B.F.A., is a top animator in the business, who has served as Director of Animation for films including “Bump in the Night,” “James and the Giant Peach,” “Spirit, Stallion of the Cimarron,” “The Nightmare Before Christmas” and “Dinosaur.”

5. Cathy Cook, M.F.A., was a 2002 recipient of a John Simon Guggenheim Fellowship Award for her outstanding creative work as an experimental filmmaker and animation artist.

**Film Studies**

1. Tara McPherson (1996) is Chair of Film Studies at University of Southern California

2. Amelie Hastie is an Assistant Professor of Film Studies at University of California, Santa Cruz

**Foreign Languages and Linguistics**

One Ph.D. student who received his doctorate in 1996 is the Director General of an Archive Center in the United Arab Emirates. His immediate supervisor is one of the crown princes of the country.

**French, Italian, and Comparative Literature**

A few examples include Mary Braun, who became an editor for the University of Wisconsin Press; Kim Jorgensen, a noted film producer; Nicholas Poulos, an influential Business Consultant; and several alumni who have become university professors.

**Geography**

1. Kurt Piepenburg, M.S. 1980, Ph.D. 1987, Dean of Students, Carthage College

2. Robert Brinkmann, Ph.D. 1989, Professor, formerly Chair, Associate Dean, University of South Florida

3. Christopher Baruth, Ph.D. 1990, Curator, American Geographical Society Library

4. Peter Urich, M.A. 1990, Co-Director, International Global Change Institute, University of Waikato, New Zealand

5. Abraham Parrish, M.A. 2001, GIS Specialist, Sterling Memorial Library, Yale University

**Health Sciences**

1. Dr. Joan Prince, featured in *Milwaukee Magazine* March 2004 for her many accomplishments

2. Dr. Sandra McLellan, recognized for her research activities at the WATER Institute
Human Resources and Labor Relations
1. A graduate successfully bargained the national contract for General Electric
2. A graduate is serving as president of a large UAW local
3. A graduate is Director of HR for Children’s Hospital
4. Several graduates work for the National Labor Relations Board
5. A graduate is head of labor relations for the local Veterans Administration

Industrial and Manufacturing Engineering
1. Larry Dux, Director Decision Support Services ProHealth Care Inc.
2. I. Khan, CSE Manager North American Operations Delphi Electronics & Safety
3. Russ Bellford, Principal Member Technical Staff, SBC Corporation
4. Tom Peterson, Manager Plastics Technology & Model Shop Services Rockwell Automation
5. David Schcket, Manager Quality Training Citation

Journalism and Mass Communication
3. Kwadwo Anokwa, current director of the Eugene S. Pulliam School of Journalism, Butler University.
5. Jon Greenberg, Public Relations director of Milwaukee Brewers.

Latin American and Caribbean Studies
1. Harold Rocha, Adjunct Faculty, College of Law, University of Iowa
2. David Swiderski, Manager—International Regions, Bucyrus International, Inc., Milwaukee
3. Joy Whitten, Undergraduate Coordinator, Center for Latin American and Caribbean Studies, Michigan State University
4. Carol Gallo, Director of Security, U.S. Embassy, Lisbon

All of the above were students in the Latin American/Caribbean Studies Certificate Program.

**Master of Arts in Foreign Language and Literature (MAFLL)**

1. Helen Wimmerlin, Midwest Account Executive, Iverson Associates (Translation Company)

2. Margaret Schmidt-Dess, President of WAATF–Wisconsin Chapter of American Association of French Teachers

3. David Santori, Senior Project Manager, Iverson Associates

4. Julie Rose, French Teacher, Riverside University High School; Many MAFLL graduates are language teachers in Milwaukee Public schools and SE Wisconsin schools

5. Teri Zigan, Customer Service, Quebec, Johnson Controls; several MAFLL graduates are working as bilingual executives in international companies

**Music**

1. Carter Simmons, Derrick Shaw, and Andy McMahan are all involved in successful conducting careers (Milwaukee Youth Symphony Orchestra, US Army Ceremonial Band–Washington D.C., and Simpson College)

2. Josh Schmidt, Jerome Kitzke, Dan Maske, and Tom Hamilton are all successful freelance composers

3. Piotr Folkert is a successful touring concert pianist

4. Steve Larsen is a piano faculty member at the Interlochen Arts Academy

5. Mary Elizabeth Williams is an “Apprentice Artist” for the Paris Opera

**Nursing**

1. Three of our doctoral program graduates have been elected into the prestigious American Academy of Nursing: Amy Goenen, Marilyn Rantz, and Karen Marek

2. Julie Hilary received the Association of Women’s Health, Obstetric and Neonatal Nurses Armed Forces District Advanced Practice Nurse of the Year award

3. Barbara Lee is the National Director of the National Farm Medicine Center and the 16th recipient of the Gwen D. Sebold Research Fellowship Award

4. Cecelia Zorn was the 2002 recipient of the Carnegie Foundation for the Advancement of Teaching Wisconsin Professor of the Year award

5. Paula Lucey is Milwaukee County Director of Health and Human Services
Occupational Therapy

1. Jennifer Sauer Stamm, development of occupational therapy services at Therapeutic Equestrian Center

Physics

1. One of our alumni, an undergraduate as well as graduate student in the department, who is currently a Professor in the Physics Department of the University of Illinois at Chicago, Juan-Carlos Campuzano, joined the select group of Fellows of the American Physical Society.

2. Another, Gerald Harp, who also was both an undergraduate and graduate student of the department, and who subsequently held a faculty position in the Physics Department of Ohio University, was awarded a prestigious CAREER award of the National Science Foundation. Subsequently, he joined the organization concerned with the Search for Extra-Terrestrial Intelligence (SETI).

3. A former graduate student of the department, Robert Caldwell, was appointed to a tenure-track faculty position at Dartmouth College.

4. Former graduate student, Laura Mersini, was appointed to a tenure-track faculty position at the University of North Carolina.

5. Two other UWM Physics graduate students who obtained tenure-track faculty positions in the last 10 years: Sukanta Bose at Washington State University and Nikolas Stergioulas at Thessaloniki. In addition, former graduate students, Esteban Calzetta and Steven Meyer, were appointed professors at the University of Buenos Aires and the Milwaukee School of Engineering, respectively.

Political Science

1. Steve Ritchie is Consul General in Monterrey, Mexico

2. Paul Huth was promoted to Full Professor at the University of Michigan (Pol Sci)

3. Lael Kaiser received tenure at the University of Missouri (Pol Sci)

4. Robert Stein was appointed Dean of the School of Social Sciences at Rice University

5. Emily Van Dunk published a book on school choice with Yale University Press

Psychology

1. In 2001, UWM psychology graduate, Kathryn Dudley, was honored with the Margaret Mead Award, the most prestigious award in the field of anthropology. After graduating with honors and a senior thesis in psychology from UWM, Kathryn received her Ph.D. from Columbia University. She is currently an associate professor of American Studies and Anthropology at Yale.

2. Deborah Rugg, UWM psychology graduate, in 2003 was internationally recognized as a leader breaking down barriers globally in the fight against AIDS. After earning her B.A. in psychology, she received her Ph.D. in health psychology from the University of California-San Francisco School of
Medicine. She is currently the Associate Director of the U.S. Centers for Disease Control (CDC) Global AIDS Program. She is responsible for monitoring and evaluating the results of global AIDS prevention efforts in 25 countries national health ministries.

3. Jane Halonen, Ph.D. UWM, is now a Professor and Director of the School of Psychology at James Madison University. Halonen is past president of the Society for the Teaching of Psychology. She helped to design APA's 1991 National Conference on Enhancing the Quality of Undergraduate Education in Psychology, participated on the Steering Committee of the Psychology Partnerships Project and advised teachers in the development of the National Standards for the Teaching of High School Psychology. She has written books on the improvement of teaching skills and has co-authored three textbooks. Halonen also received APA's Distinguished Teaching Award in 2000.

4. Sandra Hale, Ph.D. 1988 UWM, is an associate professor in the Department of Psychology at Washington University, St. Louis, MO. She was recognized in 1998 by the New York Academy of Sciences as an Outstanding Mentor. She’s also been PI on numerous NIH grants.

5. Raymond K. Mulhern, Ph.D. UWM, received the 2000 award from APA as the most outstanding researcher in pediatric psychology.

School of Information Studies (SOIS)


4. Mohammed Al-lehaibi, M.L.I.S. 1997, Assistant Professor, Library and Information Science Dept. Chair, Umm Alqura University, Saudi Arabia

School of Business Administration

1. The Metropolitan Milwaukee Association of Commerce’s Council of Small Business Executives annually recognize, through its Future 50 Program, privately-owned companies in the metro Milwaukee area started within the last 10 years that have demonstrated significant revenue and employment growth. Four Business School graduates achieved special recognition: Jerry M. Jendusa, President & CEO, EMTEQ Aerospace Inc.; Mike Limbach, President, Proven Direct; Joseph M. Schultz, President, SysLogic, Inc.; and James E. Wick, President & COO, KeyLink Solutions, Inc.

2. The Spring 2004 issue of Outlook, the School’s magazine for alumni and friends highlights four SBA alumni who have had an impact on business leadership in Wisconsin. These include Sister Lois Bush, Senior Vice President, Mission & Culture Integration, Ministry Health Care; Don Hamm, President & CEO, Assurant Health; Keith D. Nosbusch, President & CEO, Rockwell Automation, Inc.; and Mark Williams, Managing Partner, Ernst & Young.
3. A former doctoral student and two SBA faculty members recently were awarded the Operation Research Society’s (United Kingdom) First Stafford Beer Award for Excellence in Research for the year 2002. The same publication was also named best paper for the year 2002 in the European Journal of Information Systems.

4. A former doctoral student, an SBA faculty member, and a faculty member from UWM’s English Department received the Rudolph R. Joenk, Jr. award for best paper in the IEEE Transactions on Professional Communication for 2001.

5. Many of the School’s doctoral students have gone on to outstanding academic careers. As an example, Alok Chaturvedi, Ph.D., M.I.S. 1989, is currently Associate Professor and Director of the SEAS Laboratory at Purdue. He is also an Adjunct Research Staff Member at the Institute for Defense Analyses in Alexandria, Virginia—a leading think tank on national security matters.

**School of Continuing Education**

1. SCE alumni are primarily affiliated with the school from which the credit comes

2. SCE has over 100,000 adult alumni from non credit course and certificates. Their success in these programs has enabled them to build work skills, language competencies, knowledge expertise to advance their careers. Others have built knowledge and skill for personal enrichment

3. Alumni from College for Kids have gone on to be the first in their family to attend college and succeed in content areas first experienced in College for Kids

4. Alumni from the Jason (Science) Project have pursued careers as scientists and educators as a direct result of being on a real or virtual Jason Expedition

**Sociology**

1. Havidán Rodríguez, M.A., Sociology, 1986, earned his Ph.D. in Sociology from UW–Madison and is currently the Director, Disaster Research Center, University of Delaware

**Spanish and Portuguese**

1. Graduate Claudia Fernández continued on for a Ph.D.

2. Graduate Tamesia Sosa was hired as an interpreter by Children’s Hospital of Wisconsin

3. A student who graduated with a Portuguese minor is now teaching English in Brazil

**Theatre**

1. Willem Dafoe, (Attended as undergraduate 1973-1975): Mr. Dafoe was nominated in 2001 for an Oscar for best actor in a supporting role for his work in *Shadow of a Vampire*, directed by Ellias Mehrige

2. James DeVita, M.F.A. 1987: Mr. DeVita, a member of American Players Theatre and actor for the Milwaukee Repertory has, over the past five years, written a number of children’s plays and books including *Blue* (HarperCollins, 2001) for which he receives an NEA Literary Fellowship
3. Lindsay Frost: Ms. Frost has featured in a variety of television series and films. Most recently she starred in *The Ring* (2002), a science fiction thriller costarring Naomi Watts.

4. Tom Hewitt, M.F.A. 1981: Mr. Hewitt is a Broadway actor who was nominated for Tony and Drama Desk nominations in 2001 for his portrayal of Frank N Furter in *The Rocky Horror Picture Show*. Currently playing Officer Lockstock in the national tour of *Urinetown, The Musical*.


**Translation**

1. Rodney Bogardus was elected to the Board of Directors of the Midwest Association of Translators and Interpreters (MATI), 2003.

2. Christine Bucher was hired as a Project Manager by Iverson Language Associates.

3. Tamesia Sosa was hired as an interpreter by Children's Hospital of Wisconsin, 2003.

4. Helene Wimmerlin was promoted to Midwest Account Executive at Iverson Language Associates.

**Urban Planning**

1. Zhong-Ren Peng received the UWM Graduate School/UWM Foundation Research Award recognizing his outstanding research (2002).

2. Sammis White received the UWM Alumni Association Outstanding Faculty Award recognizing excellence in teaching, research, and service (2002).

3. Zhong-Ren Peng was invited to be a visiting faculty member at MIT in Fall 2003.

4. Virginia Carlson was recruited to serve as a senior fellow at the Brookings Institution. She is on partial leave from UWM, but will continue to teach her core courses in our program while working at Brookings.

**Visual Arts**


Also important in the most recent five years of the Graduate program, M.A. and M.F.A. candidates have participated actively in Milwaukee’s growing exhibitions and alternative art presentation scene. These activities include service on advisory boards for the recently formed MARN (Milwaukee Artists Resource Network), participation as artists, curators and presenters at MARN sponsored events, formation of the Guerilla Gallery organization, and exhibition participation in alternative gallery venues. Among participants in these activities are Amy Mangrich, M.F.A. 2002, John Loscuito, M.F.A. 2002, Jeremy Brown, M.A. 2003 and current M.F.A. candidate, Juan Juarez, M.A. 2003 and current M.F.A. candidate, Bryan Schulz (current M.A. candidate), Melissa Wilkinson (M.A. candidate), Joe Morzuch (M.A. candidate), John Ty Bender (M.A. 2002 and current M.F.A. candidate), Paul Amitai, M.F.A. 2003. Paul Amitai wrote art criticism and cultural observation articles on a regular basis for Milwaukee’s Shepard Express newspaper during and after completing his graduate degree work. Blyth Meier, current M.A. candidate, had work selected for showing during the Wisconsin Film Festival.
External Reviewer Comments About Graduate Programs

**Masters of Human Resources and Labor Relations Program (2003)**

Dr. Adrienne Eaton  
John Fossum  
Labor Program  
Industrial Relations Center  
Rutgers University  
Carlson School of Management  
University of Minnesota  

We find the MHRLR program to be a well-run degree with a curriculum that is consistent with what is typically included in competitive programs. The program’s director has a strong reputation as a labor economist. The associated faculty is well-trained and expresses a strong degree of commitment to the program. The structure and delivery of student services is excellent, and students express a high degree of satisfaction with and commitment to the program.

The reviewers were impressed with the quality of the faculty. Additional faculty would strengthen the program.

**Master’s Program in History (2000)**

Professor Roger Daniels  
Philip Harling  
University of Cincinnati  
University of Kentucky  

The reviewers were deeply impressed with the quality of this program. Virtually all of the interviewed students felt that the faculty was doing an admirable job in teaching them. A high percentage of graduates who go on to doctoral work attest to the utility of the program. The program is run by a faculty with impressive scholarly credentials. The History Department’s estimable reputation is richly deserved and an infusion of new resources into the graduate division would prove to be an excellent investment for the University.

The department is understaffed, should have lower teaching loads. The overall excellence of the faculty is clear. Several senior members have outstanding national and international reputations and many of the more junior members bear the hallmarks of persons who will someday attain that status.

**Master of Library and Information Science Degree**

Dr. Barbara Moran  
Dr. Raymond von Dran  

The reviewers recommended: increased support for an outstanding program. The SLIS faculty is of high quality and reflects a broad diversity of multi-cultural, multi-ethnic and disciplinary backgrounds. The SLIS facilities are inadequate.

**Master of Arts Degree in Mass Communication (1998)**

Jeremy Lipschultz  
Ardyth Sohn  
Department of Communication  
Professor of Journalism  
University of Nebraska at Omaha  
Butler University  

Letters and Sciences should provide funding to replace lost faculty lines. There is universal concern over resources. Faculty quality is still exceptional. A related concern is the lack of space or lab areas.
Cultural Foundations of Education (2001)

Professor Mary Anne Pitman  Professor Bernardo Gallegos  
College of Education  College of Education  
University of Cincinnati  University of Illinois at Chicago

This is an excellent program. The Colleges of Education from Harvard to Berkeley and many points in between including the home institutions of the external reviewers are attempting to demonstrate their relevance to the analysis of and service to urban educational organizations. This program has already done that convincingly. The need for additional faculty resources is great. Graduates of the Master’s program admire and respect the faculty. The Program has more than fulfilled its mission even though it is clearly shorthanded in terms of graduate faculty.

Masters of Arts in Sociology (1995)

Dr. Margaret Andersen  Sr. Anthony Orum  
University of Delaware  Dept. of Sociology  
University of Illinois at Chicago

The department has strong national visibility based on the research of many of its faculty. For a relatively small department, it has a number of nationally distinguished members. This visibility extends much deeper than one or two single stars. A modest infusion of resources would significantly enhance the program.

No other school in the UW System has either the intellectual resources or is positioned to serve as the basis for studying, and solving, urban social problems. Resources are stretched very thin. What is most notable about the graduate students is their quality.

Masters and Doctoral Programs in Urban Studies Program (2004)

Todd Swanstrom, Professor  Eugenie Birch, Professor and Chair  
Public Policy Studies Dept.  Dept. of City and Regional Planning  
St. Louis University  University of Pennsylvania

USP has a strong, dedicated leader and a critical mass of supportive faculty; new junior faculty members are especially strong. The overall publication record of the faculty is strong. The faculty is the greatest strength of the program. The program is under-resourced.

Master of Urban Planning (1997)

Associate Professor Deborah Howe  Professor Arthur Nelson  
School of Urban and Public Affairs  Georgia Tech University  
Portland State University

As a whole the faculty has a significant number of publications in numerous refereed journals and is acknowledged as productive scholars by the academic community. Students indicated a high level of satisfaction with the policy analysis focus of the program but did express some concerns about practical skill development.
M.S. in Curriculum and Instruction (1997)

Lynn Rhodes  Alan Tom
University of Colorado at Denver

The quality of the faculty is high on the basis of three kinds of data: what students had to say about faculty, what the curriculum vitae demonstrate, and the observations of the faculty during the site visit. Some are very well known nationally and even internationally... the level of scholarly output is good in the face of a six course teaching load. The campus generally appears to be short on money.

The majority of the faculty members are productive scholars. However, some of the faculty are less involved. The faculty is overextended and this has persisted for many years. This has not been effectively addressed by the campus administration.

Master of Public Administration Program

Charles Washington  Carol Kohfeld
College of Urban and Public Affairs  Public Policy Administration, Political Science
Florida Atlantic University  University of Missouri-St. Louis

The M.P.A. program is an at-risk, high quality, professional degree program. On virtually every indicator of scholarly performance, faculty members rank high, including strong to excellent research and publication records in refereed journals. Since the inception of the M.P.A. program, financial resources have not been adequate to support it as a free-standing unit.

Master of Science in Educational Psychology (1998)

Joseph DuCette, Professor  Edwin Willems, Professor
Temple University  University of Houston

Financial support for students is simply too limited. Earlier reviewers noted this as a problem. Laboratory space is seriously inadequate. It will be difficult to maintain research momentum in the face of teaching requirements. The student-faculty ratio on a national standard is extremely high. In the 34 year experience of the reviewer, very seldom have programs been reviewed that achieve their missions and goals to the extent that this one does. The values of the department permeate and affect the educational enterprise of Milwaukee and the state of Wisconsin to a remarkable extent. Lack of financial assistance to students is one of the biggest holes in the soundness of the program. Scholarly productivity ranges from very high to very low. A number of publications are published in more casual outlets. Current standing in attracting extramural support is not good.

Master of Science in Administrative Leadership (1998)

John Dirkx, Professor  Diana Pounder, Professor
Michigan State University  Department of Educational Administration
University of Utah

This department compares favorably with departments of its type and size in research and doctoral-training institutions. The faculty is over-extended and teaching workloads need to be reduced. Despite this, most faculty members are very active in scholarly presentations at national conferences and regularly publish in peer reviewed professional journals and respected books.
**Master of Science in Criminal Justice (1995)**

Vincent Webb  
University of Nebraska at Omaha  
John Hepburn  
Arizona State University

The program provides an outstanding comprehensive education for graduate students. It enjoys a reputation for excellence as one of the top regional programs in the country. The faculty is stretched to the limit. Senior faculty members have acquired national reputations for their distinguished records of scholarly research and publications. Resources are limited for TAs and faculty development.

**Master’s program in Speech-Language Pathology (2002)**

Alex Johnson  
Professor and Chair  
Department of Audiology and Speech-Language Pathology  
Wayne State University  
M. Barbara Laufer  
Professor and Chair  
Department of Communication Sciences Disorders  
Towson State University

The University can be proud of the nationally accredited graduate Speech-Language Pathology program. There is an incredible dedication to teaching, research, and service which goes above and beyond faculty workloads consistent with other programs. Students are extremely satisfied with the department.

**Master of Science in Kinesiology (2003)**

The M.S. provides students with excellent, research-based master’s level preparation. Existing research facilities will need to be expanded. Some members of the faculty have national and international research reputations.

**Occupational Therapy Master’s program**

Thomas Fisher  
Associate Professor and Director of the OT program  
Indiana University  
Cynthia Hughes-Harris  
Dean, School of Allied Health Sciences  
Florida A&M University

The program faculty is to be commended for the level of active research that is a part of their ongoing realm of responsibility. This contributes to the stellar reputation of the program within the world of occupational therapy graduate education. A concern is the loss of graduate TA positions. There is no space for expansion.
Commitment to improve research productivity is clear, yet we see a number of challenges which must be overcome in order for this goal to be met. Despite resource constraints, accomplishments are high and should be recognized as such by the University. There is a need to increase the level of TA funding at UWM so that the Department of Biological Sciences can compete with other institutions in attracting outstanding graduate students. The apparent conflict between the University’s goal to enhance Research II status and the low level of both graduate student support and start-up grants for new faculty must be addressed. Departments with strong research profiles should be informed of the flexibility they have to restructure their curriculum in order to modify teaching loads.

There is a need to increase the number of adequately prepared students who enroll in the University. Despite its good quality and effective operation, the Ph.D. program at UWM is currently in a state of crisis due to severe problems in its ability to attract graduate students. The fact that the stipend offered by UWM is substantially below national norms is, predictably, having a devastating effect. Teaching loads are high. The standard teaching load... is at least 50 percent higher than is typical for Ph.D. granting chemistry departments. The department and administration should work together to construct a competitive stipend package for Teaching Assistants. Graduate student recruiting, particularly of domestic students, should be reenergized. Efforts should be initiated to develop sources of funding for undergraduate research.

Secure start-up funds for new faculty, including GTA/GRAs, and laboratory space as well as technical support staff in order to compete in attracting high quality new faculty.

A shortage of faculty members makes it quite challenging to carry out the mission and goals of this program. Faculty workloads are somewhat high and onerous especially for junior faculty. One young faculty member mentioned he was teaching a three to four course load in order to build his program. Another young faculty involved with helping high school teachers is also doing more than expected. If service of this nature is to be a part of the junior faculty's load then there should be a reduction in teaching load to allow time for research and writing.
On the whole, the senior faculty has a fine record of research and publication.

A somewhat elevated teaching load and the undergraduate teaching demands could prevent the recruitment and retention of good faculty.

**M.A. Communications**
The faculty is excellent in terms of research, teaching, and service, and is well respected in the field.

The lack of a doctoral program is a major factor in the faculty retention problem.

The lack of financial resources is problematic. While the department has grown almost 50 percent in the past five years, the classified and S&E budget have remained static. Funds are needed to update teaching and research lab facilities.

**M.F.A. in Visual Art**

Professor Jed Jackson  
Chair, Department of Art  
University of Memphis

Professor Ed Epping  
School of Art and Design  
University of Illinois at Chicago

It may be appropriate to institute a merit based salary incentive program which rewards nationally recognized creative and scholarly activity. New faculty should be well established in nationally visible urban centers with a strong potential for this recognition where senior status is lacking.

Resources are not adequate. The program requires additional funding to secure ongoing projects, funding to establish capital program development (equipment, lecture series, fellowships and scholarships) and resources that will secure additional faculty appointments.

This is a faculty under pressure to sustain its undergraduate program while attempting to sustain its graduate students.

**M.M. in Music**

Robert W. Thayer  
Trustee Professor and Dean Emeritus  
College of Musical Arts  
Bowling Green State University  
Bowling Green, Ohio 43402

Robert E. Bays  
Director Emeritus  
School of Music  
University of Illinois at Urbana-Champaign

Most are very active as performers, composers, and/or scholars. Many are engaged in independent research and creative activity.

The current departmental budget must be considered absolutely minimal to support graduate offerings at a high quality level. There is no doubt that an improved financial underpinning could result in significant programmatic improvements.
**M.F.A. in Performing Arts**  
Earl Gister, Professor  
New York University

No problems there! All about the PTTP, which has disappeared.

**M.A. in Anthropology**

Dr. Anthony Ranere  
Temple University

Dr. Jonathan Hill  
Southern Illinois University Carbondale

The department must have better space and facilities to maintain educational coherence and outstanding faculty research.

The overloading of 7.5 graduate students per faculty is even worse for the two senior cultural faculties.

More funds need to be allocated for faculty travel to professional meetings, since these gatherings are the primary focus for sharing research results, making and renewing contacts with collaborators, meeting with prospective graduate students, and other vital business. Additional travel funds should be available for graduate students to help encourage them to present papers in professional meetings.

Stipend levels on assistantships should be raised to at least $15,000 per year, tuition remission should be included with every assistantship.

The department continues to limp along on an inadequate S&E budget.

Faculty members are all active as scholars with the publication record quite good.

**Ph.D. in English**

Professor Barbara Cambridge  
Associate Dean of the Faculties  
Purdue University

Professor Dana Polan  
Department of English  
University of Pittsburgh

The UWM English faculty enjoys an enviable reputation in the academic community. Their reputation is based not only on its superstars, but also on the scholarship of newer faculty, whose visibility has been enhanced through publishing books and articles with prestigious presses and journals and its association with the Center for 21st Century Studies.

High-quality, innovative graduate education.

Faculty need to have greater access to technology for curriculum and research.

Increase funding of graduate students with competitive funding packages which are necessary to attract highly qualified and diverse graduate students.
Art History M.A. (2001)

Robert Munman
University of Illinois (Chicago)

Betsy Fahlman
Arizona State

“Faculty members are productive scholars. There is no dead wood here.”

The faculty has achieved a strong reputation in the field. All members of the department publish regularly, in respected refereed journals and/or with academic publishers, and all are extremely active presenting their research at professional conferences.

The department has no funds for special lectures by visiting scholars.

Economics Ph.D. (1999)

Wallace Hendricks
University of Illinois

Jorge Salazar-Carillo
Florida International University

Recently there appears to be a decline in the number of articles placed in top level journals and an increase in the number of members of the department who are active in university service. Given the scarce resources in the department, more emphasis on maintenance of the research mission may be appropriate.


Bernard Bauer
Okanagan University College

Sara McLafferty
University of Illinois, Urbana-Champaign

The reviewers were impressed with the faculty’s energy, enthusiasm and dedication, as well as the quality of teaching and research. Over half are untenured assistant professors; only two are full professors. This is an unusually diverse faculty. In a very short time, the department has built an extraordinary faculty foundation for creating a well-ranked graduate program.

Political Science Ph.D. and M.A. (1994)

Richard G. Niemi
University of Rochester

The faculty is generally of high quality. In reviewing faculty vitas, it was noted that almost all of the older faculty remain active in research. It is also clear that in recent years the department has made good hires at both the junior and senior levels.

If there is one problem that seemed to pop out in reviewing faculty vitas, it was an over-reliance on what was regarded as lower-level professional journals.

A problem that the department is fully aware of is the number of outside jobs taken on by faculty members (usually administrative positions within the University).
Urban Education Ph.D. (1996)

Louis A Castenell, Jr. 
University of Cincinnati

Rosemary E. Sutton
Cleveland State University

The reviewers noted that as a group, [the faculty] produce high quality scholarship.

There is general agreement that the doctoral program is stronger than it was at the time of the last review when it was concluded that the specializations were not strong enough.


W. Mike Martin 
University of California at Berkeley

Robin Fran Abrams
Texas A&M University

The program has had a very strong reputation, both inside the University and on an international level. However, key members of the faculty have left in recent years, due to retirement and transfers.


Robert B. Brandom 
University of Pittsburgh

Warren Goldfard
Harvard University

This program is a gem—one that will bring UWM national attention within the core discipline of philosophy.

The Philosophy Department is good enough, broad enough and deep enough that it could, under other circumstances (both nationally and within UWM) fund a top quality doctoral program.

In this niche [terminal M.A. programs], the program is of national rank, with only one other such program, at Tufts University, that could be considered superior to it.

Department facilities are minimal. The Library holdings are only just passable.


Professor E. P. Armendariz 
Department of Mathematics
University Texas-Austin

Professor D. Waterman
Department of Mathematics
Syracuse University

Many faculty members maintain active research programs. There is a need for representation from additional mathematical areas to bridge to other components and disciplines.

Library holdings need to be improved with the department primarily responsible for decisions about journal holdings.

Computer facilities and software need to be updated.

Need to have more competitive salary at junior ranks. (Not specified although there is mention that the number of faculty is barely adequate to maintain the present research efforts and that instructional programs should be the function of a department and not just one or two specialists.)
Nursing Ph.D. (1995)

Dr. E. Lenz
Penn State

Dr. N. Bergstrom
University of Nebraska-Omaha

Faculty engaged in funded and unfunded research. Majority of faculty are productive scholars—25 percent have strong national reputations. Generally publication records are good with publications tipped toward practice rather than research journals.

Faculty does not seem to be overburdened by teaching—teaching loads reasonable. There is concern that departing faculty may not be replaced in adequate numbers.

Resources well managed with research infrastructure continually being strengthened.

Considerable resources committed to enhancing research capability. The Center for Nursing Research and Evaluation is a wonderful resource to be maintained.

Library holdings may be inadequate.
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**An Audio Portrait of UWM**
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