

EDUCATION COMMITTEE

and

21st CENTURY IMPLEMENTATION SUBCOMMITTEE

All Regents, Chancellors, President and Vice Presidents
invited to participate

Development Program

Thursday, December 4, 1997

11:30 a.m. - 12:45 p.m.

1820 Van Hise Hall

1220 Linden Drive

Madison, Wisconsin

Topic: "A New Look at Diversity"

Presenter: Dr. Edgar Beckham, Education and Culture Program, Ford
Foundation

Participants: Regents, Chancellors, Presenter, System President and Vice
Presidents

Interested persons are welcome to attend the program as observers.

Box lunches will be served. Observers may make luncheon reservations by sending a check for \$8.00, made out to University Housing, to Room 1866 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706. Reservations are due by 4:30 p.m., Monday, December 1. No reservations are needed for participants.

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. Items for consideration in Regent Committees

1. Education Committee - Thursday, December 4, 1997
1820 Van Hise Hall
Madison, Wisconsin
1:00 p.m.

1:00 p.m.

a. Accountability Report.

(1) 1997 Accountability Report (Education Committee)

- Kick-off for 1999-2001 Biennial Budget Planning (Business and Finance Committee)

(All Regents invited)

1:30 p.m. or upon completion of preceding session

Administrative items:

- b. Approval of the minutes of the November 6, 1997, meeting of the Education Committee.
- c. Report of the Senior Vice President for Academic Affairs.
- (1) Presentation: Libraries;
- (2) Announcement of 1998-99 sabbatical awards;
- (3) Other.
- d. Authorizations to recruit:

Policy discussion items:

- e. Annual Informational Report of Program Review Activity and Program Changes: Program Review and Planning in the University of Wisconsin System, 1996-97.
- (1) *Program Planning and Decision-making:*
UW-Extension
- (2) Other Campus Program Activities.

(Over)

- f. Update reports.
 - (1) Diversity;
 - (2) 21st Century;
 - (3) Advising.
- g. New program authorizations:
 - (1) B.S., Ph.D., Biomedical Engineering, UW-Madison (first reading).
- h. Revision to UW System Freshman Admission Policy.
[Resolution I.1.h.]
- i. Revision to Faculty Personnel Rules: UW-Extension.
[Resolution I.1.i.]

Additional items:

- j. Additional items that may be presented to the Education Committee with its approval.

Closed session items:

- k. Closed session to consider personnel matters, as permitted by s. 19.85(1)(c), Wis. Stats. (Possible agenda items: appointment of Wisconsin Distinguished Professors, UW-Madison; appointment of named professor, UW-Madison; base salary adjustment resulting in a salary above the Executive Salary Group Six Maximum, UW-Madison.)

ACCOUNTABILITY FOR ACHIEVEMENT: 1997 REPORT ON UW SYSTEM ACCOUNTABILITY INDICATORS

EXECUTIVE SUMMARY

BACKGROUND

This is the fifth report on the UW System's progress in its 18 core accountability measures. It updates (where possible) progress in the measures from the December 1996 report, as well as progress on the other recommendations of the 1993 Governor's Task Force on UW Accountability Measures. The 18 accountability indicators presented in this report grew out of the work of the accountability task force whose recommendations were adopted by the Board of Regents in July 1993. In December 1993, the Board of Regents adopted the 18 core accountability measures and also approved goals for each measure.

This report serves two primary functions: (1) it documents progress and success on specific measures of effectiveness and procedural aspects of accountability and guides the UW System and its institutions toward improvement in specified areas; (2) it alerts the System and the state to situations and conditions that threaten our ability to provide quality education.

REQUESTED ACTION

No action is requested at this time.

DISCUSSION

Overview and Current Management Conditions

Three priorities identified by the 1993 Accountability Task Force served to guide the formulation of its final recommendations: (1) delivering a high quality undergraduate education; (2) meeting the needs of Wisconsin in career preparation, technology transfer, and research; and (3) responding to concerns of customers, particularly students and parents. In light of these principles, the task force recommended that the UW System report its progress in 18 indicators covering seven key areas: access, quality, effectiveness, efficiency, diversity, stewardship of assets, and contribution to compelling state needs.

A major recommendation of the 1992 Compensation Commission, which initially advocated the establishment of an accountability task force, was that state funding for the UW System "should not be reduced below the previous year's level." The accountability task force also recognized the importance of maintaining state funding for the UW System

in its final report, noting that such cutbacks are "counterproductive, making it even more difficult for an organization to meet its goals." The \$33 million reduction in state funding (GPR) for the 1995-97 biennium, equal to funding for 7,300 FTE students--with no concurrent reduction in access to the UW System for Wisconsin High School graduates--posed a considerable challenge to the System in meeting the accountability goals. From a longer term perspective, GPR supported 50% of the UW System's total budget in 1974 but accounted for a little over 34% in 1996.

Status of UW System Accountability Measures

Despite budget reductions, this year's report shows that the UW System has met 13 of 18 accountability goals and is generally meeting the three underlying priorities of the accountability task force.

Delivering a High Quality Undergraduate Education:

- The most recent survey (1995) of undergraduate student satisfaction indicates that 96% of the undergraduates surveyed were very or somewhat satisfied with the quality of instruction. (The survey will be repeated in 1998.) (indicator 1)
- Of the 1990-91 UW System alumni surveyed in 1996, 91% indicated that they would attend their alma mater for an undergraduate education if they could begin again. (This survey will be repeated in 1999.) (indicator 2)
- UW System sophomores performed well above national norms in writing and math. (indicator 5)

Meeting the Needs of Wisconsin in Career Preparation, Technology Transfer, and Research:

- The most recent survey of Wisconsin employers (1994) regarding the career-readiness of UW System graduates found that 93% felt that their employees who were UW System graduates had excellent or good basic skills (e.g., writing, math) and excellent or good professional knowledge and skills. (indicator 17)
- With regard to career placement, 93% of the UW System graduates go on to continue their education or join the workforce. (indicator 7)
- UW System graduates consistently have higher first time pass rates on the uniform CPA exam than the national average and the average of other institutions in Wisconsin. UW System students who take the professional Nursing Programs Examination compare favorably to the national averages, and UW System GRE average test scores surpassed the national averages. (indicator 7)
- UW-Madison continued to rank in the top 10 nationally in federal support received for research and development, and expanded support by 3% from last year. UW-Milwaukee increased

its external support by 2%. UW-Madison and UW-Milwaukee combined brought in nearly \$305 million in external funding for research in 1997. The impact on Wisconsin's economy was much more than \$305 million, as the effects of related expenditures multiply throughout the economy. (indicator 4)

Responding to Customer Concerns:

- The 1995 student satisfaction survey found that 95% of UW System undergraduates were satisfied with their overall educational experience. Of alumni surveyed, 86% rated their undergraduate education an exceptional or good value.
- The UW System is responding to the indication in the student satisfaction survey that students were least satisfied with the quality of academic advising received. A working group on undergraduate advising has made several recommendations for improving the quality of advising at all UW System institutions. Although the Regent's 1997-99 budget request of \$4 million for advising initiatives was not funded, the budget includes a pilot program to improve academic and career advising efforts with \$80,000 annually and 2 FTE positions at one comprehensive university.

Areas for Improvement

The UW System met 13 of its 18 accountability goals, doing well to improve in certain key areas and maintain ground in others in the face of the 1995-97 biennial budget reduction. We view the areas in which the UW System did not improve this year as warning signs that will be monitored in the coming years.

- Although faculty group and contact hours increased for all but one institution, the overall faculty share of undergraduate instruction was down slightly in 1997 as the number of faculty positions was reduced to respond to the base budget reduction. The use of instructional academic staff increased to maintain service to students. (indicator 3a)
- The overall rate for graduation within six years of enrollment declined slightly, following several years of gradual increase. Some institutions have continued to improve their graduation rates. The UW System's graduation rate for full-time students (54%) is significantly higher than the national average of 42.7%. (indicator 6)
- The UW System has maintained the GPR/fee investment in instruction-related activities (i.e., instruction, academic support and student services) at 66.6% by disproportionately cutting other functions to protect instruction from the effects of the budget cuts. (indicator 9)
- The 1996-97 renewal rates of multi-cultural faculty were slightly less than white faculty, in part due to the smaller proportion of candidates, but the five year average for all

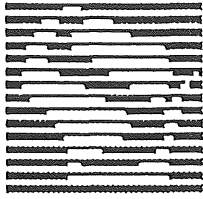
categories remains high. Renewal rates for women were stable at 98%. (indicator 11a)

- The UW System awarded \$1.7 million in competitive professional development grants to faculty and staff, a level consistent with 1996-97 awards, but still well below the recommended one percent of payroll. (indicator 14)
- Facilities maintenance is 5% below the Regent approved target scheduled in the ten-year plan to eliminate the deferred maintenance backlog, as established under the 1991-93 budget. As of June 1997, the UW System is close to being on schedule for total expenditures (\$250.2M), but falls short when the original figure is adjusted for inflation. Routine maintenance has suffered as institutions protect instructional budgets from cuts. (indicator 15)
- Though satisfaction is high, the number of programs offered and participation in UW Extension Continuing Education and Cooperative Extension programs decreased in 1996-97 as more programming has moved to user fees. (indicator 18)

RELATED REGENT DOCUMENTS

"Accountability For Achievement: Report On UW System Accountability Indicators." (December 1996, December 1995, September 1994).

"Accountability For Achievement: Progress Report On Recommendations of the Accountability Task Force." (December 1993).



The University of Wisconsin System

**Accountability
for Achievement
1997 Report**

December, 1997

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Status of UW System Accountability Goals, 1997

No.	Indicator	Status	Met or Exceeded Goals	Page
1	Student Surveys	1995 survey showed that 95% of students were satisfied with their overall educational experience.	<input checked="" type="checkbox"/>	6
2	Alumni Surveys	1996 survey shows that 91% of alumni would attend the same UW System institution again for their undergraduate education.	<input checked="" type="checkbox"/>	8
3a	Faculty Share of Undergraduate Instruction	Faculty accounted for 65.0% of all undergraduate course contact hours in Fall 1996, down slightly from 66.3% in Fall 1995.		9
3b	Faculty Educational Workload	Both group and individual instruction have generally remained stable with increases at some institutions.	<input checked="" type="checkbox"/>	11
4	Research Funding at Doctoral Institutions	Externally funded research expenditures totaled over \$300 million in FY 1997.	<input checked="" type="checkbox"/>	14
5	Sophomore Competency Test	UW System students performed well above national norms in writing and math.	<input checked="" type="checkbox"/>	15
6	Graduation Rate	Six-year graduation rates declined slightly. Of new freshmen who enrolled in Fall 1990, 54% of full-time students and 12% of part-time students graduated within 6 years.		16
7	Post-Graduation Experience	In 1995-96, 93% of UW System graduates continued their education or entered the workforce. UW System GRE average test scores surpassed the national average in all three skill categories.	<input checked="" type="checkbox"/>	17
8	Credits to Degree	UW System graduates who start as new freshmen, on average, have attempted 144 credits by the time they graduate.		19
9	State/University Funding for Instruction-Related Activities	The proportion of GPR/fee support for instruction-related activities has remained stable, yet total state/university funded expenditures for instruction increased 3.7%.		19
10	Rates of Admission and Access for Wisconsin High School Graduates	Access for Wisconsin high school graduates remains between 31% and 32%. Ninety-four percent of Wisconsin new freshman applicants were admitted somewhere in the UW System in Fall 1996 and the quality of new freshmen has been rising.	<input checked="" type="checkbox"/>	20

No.	Indicator	Status	Met or Exceeded Goals	Page
11a	Retention and Tenure of Women and Multicultural Faculty and Staff	In 1996-97 renewal rates of multicultural faculty were slightly less than white faculty. Almost 98% of all women candidates were renewed.		21
11b	Retention and Tenure of Women and Multicultural Faculty and Staff	The percentage of candidates granted tenure between 1995-96 and 1996-97 increased for all race and gender categories except white females.	<input checked="" type="checkbox"/>	22
11c	Hiring and Recruitment of Women and Multicultural Faculty and Staff	UW System is hiring women and multicultural faculty and academic staff in higher proportions than the national Ph.D. availability pool.	<input checked="" type="checkbox"/>	23
12	Multicultural Student Enrollment and Graduation Rates	The number and proportion of multicultural students in the UW System increased slightly in Fall 1996; multicultural student graduation rates declined slightly.	<input checked="" type="checkbox"/>	24
13	Reporting and Resolution of Sexual Harassment Complaints	The percentage of resolved complaints remained at 94% between 1995 and 1996 even though more complaints were reported in 1996.	<input checked="" type="checkbox"/>	25
14	Faculty Retention and Development	In 1996-97, faculty turnover averaged 6.7%, about the same as last year. Slightly more than half are due to retirement. In 1997-98, the UW System awarded \$1.7 million in competitive professional development grants to faculty and staff.		26
15	Facilities Maintenance	In 1991-93, the UW System Board of Regents adopted a 10-year plan to eliminate a \$364 million maintenance backlog identified in the Building Condition Survey. The \$72 million-per-biennium schedule anticipated expenditures totaling \$216 million as of this date. The total amount received from the State Building Commission is 95% of the target amount scheduled for total expenditures.		
16	Workplace Safety	The UW System has adopted an insurance industry standard measure for the distribution of Worker's Compensation premiums. The UWS FY97 ratio was 0.968 (1.0 indicates average risk); this is a 3% reduction from FY96 (0.993).	<input checked="" type="checkbox"/>	28
17	Employer Satisfaction with UW System Graduates	Employers rank UW graduates high in basic, professional, and critical thinking skills. A significant proportion (97%) of businesses also consider the UW System to be important in the state economy.	<input checked="" type="checkbox"/>	29
18	Continuing Education/ Extension Enrollment	Participation in UW-Extension Continuing Education and Cooperative Extension programs fell in 1996-97.		31

Accountability For Achievement: 1997 Report On UW System Accountability Indicators

Section 1: Introduction and Overview

This is the fifth report on the UW System's progress in its 18 core accountability measures. It updates (where possible) progress in the measures from the December 1996 report, as well as progress on the other recommendations of the Governor's Task Force on UW Accountability Measures. Institution-specific information for selected indicators is presented in Appendix A.

The 18 accountability indicators presented in this report grew out of the work of the Governor's Task Force on Accountability. In its June 1993 final report, the task force recommended that the UW System report its progress in seven key areas: access, quality, effectiveness, efficiency, diversity, stewardship of assets, and contribution to compelling state needs. In December 1993, the Board of Regents adopted the recommended indicators and also approved goals for each indicator.

It should be noted at the outset of this report that much has changed for the UW System since the initial recommendations of the task force were adopted. GPR supported 50% of the UW System's budget in 1974 and now accounts for a little over 34%. The accountability task force also recognized the importance of maintaining state funding for the UW System in its final report, noting that such cutbacks are "...counterproductive, making it even more difficult for an organization to meet its goals." The lack of progress in some key indicators in this year's report reflects the shift of state priorities away from higher education.

The Governor's Task Force on UW Accountability Measures made six general recommendations:

Recommendation 1:

The UW Board of Regents should establish a core set of indicators demonstrating the UW System's accountability. Campuses should create institution-specific accountability indicators reflecting their specific missions.

- The Board of Regents has established the 18 Systemwide indicators detailed in this report.
- UW institutions have developed and report annually on institution-specific indicators, reflecting the distinctive mission of each UW institution.

Recommendation 2:

The UW Board of Regents should set performance goals for indicators.

- In December 1993, the Board of Regents approved goals for each indicator.
- Data for the 18 recommended UW System core indicators are included in this report along with an evaluation of progress in meeting established goals. All three client satisfaction surveys (student, alumni and business) have been completed.

Recommendation 3:

The Board of Regents, System Administration, and institutions should establish processes that demonstrate a commitment to accountability. Campuses should: conduct post-tenure review and development; create an institutionally-designated office to maintain and make available on request a log documenting the nature and outcome of formal and informal student complaints and grievances; develop pilot systems that make summary information from student course evaluations for each course/instructor accessible to students; and ensure course schedules identify whether instructor is faculty, academic staff or graduate assistant (GA).

- All UW System institutions, under Board of Regents policy, have post-tenure review procedures in effect.
- All UW System institutions have designated an office to receive and track student complaints.
- All UW System institutions have course schedules that identify the name and position (faculty, academic staff, graduate assistant) of the instructor of each course for which information is available when schedules are published.
- All UW System institutions are developing pilot systems for making available summary information from student course evaluations. An Attorney General's opinion has indicated that course evaluations are public records.

Recommendation 4:

Accountability measures will be publicized. UW System and each institution will publish their own reports.

- The President of the UW System and the chancellors of each institution publish accountability reports annually and share them with constituent groups, local media, and the community.

Recommendation 5:

There should be consequences for failing to act to meet the accountability goals and rewards for special efforts which lead to success in meeting the goals.

- UW System institutions operate under a statutory system of shared governance. Governance bodies share responsibility for student outcomes. This responsibility is also shared with the legislature and the people of the state of Wisconsin. Governance

structures, while slightly different at each institution, define the form of accountability for each management level.

- Accomplishing progress on certain accountability indicators begins with the department chair/program director. Ultimate institutional responsibility, however, rests with each chancellor. The Board of Regents, in turn, holds the president of the UW System directly accountable for the leadership exhibited by the chancellors.

Recommendation 6:

There should be a process to review the suitability of accountability measures and to take into consideration new public reports concerning the UW System. However, accountability indicators should remain constant between periodic reviews.

- The Board of Regents determined that accountability indicators should be reviewed every three biennia (six years) to coincide with the state's biennial budget cycle. The first review will occur in 1999.
- Per Board of Regents recommendations in the final report of the *Study of the UW System in the 21st Century*, the UW System is developing a new method of addressing accountability and effectiveness for the UW System (see Section 3 of last year's report).

Section 2: Indicators and Goals

1. Student Surveys (Accountability Task Force Indicator "A" - Quality)

Goal: Increase students' satisfaction with their educational experience.

Progress: Survey shows 95% of students satisfied with overall UW educational experience. Ninety-five percent of the students surveyed indicated that they were very or somewhat satisfied with their overall experience at the UW (Figure 1-1). Ninety-six percent of the students surveyed were very or somewhat satisfied with the quality of instruction (Figure 1-2). Students were least satisfied with course availability and academic advising (Figures 1-3 and 1-4).

The University of Wisconsin System Administration contracted with an outside firm to conduct a system-wide student satisfaction survey in early 1995. The objectives of the study were to survey University of Wisconsin degree-seeking undergraduates on a number of broad factors and to obtain a system-wide perspective on student satisfaction. The categories surveyed included: quality of instruction, accessibility of faculty, availability and quality of academic advising, availability of required courses, responsiveness to student concerns, availability of University-sponsored activities, availability and quality of student services, facilities, campus safety and community differences. A random sample of 2,069 students completed telephone interviews.

The 1995 student satisfaction survey was the first System student survey and will serve as a benchmark for future studies. The survey will be administered on a 3-year cycle, and will be repeated in 1998.

Figure 1-1, Overall Experience at UW

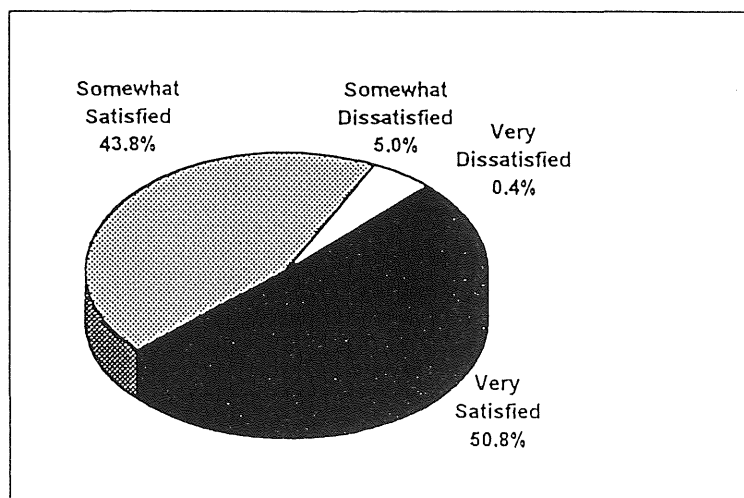


Figure 1-2, Quality of Instruction

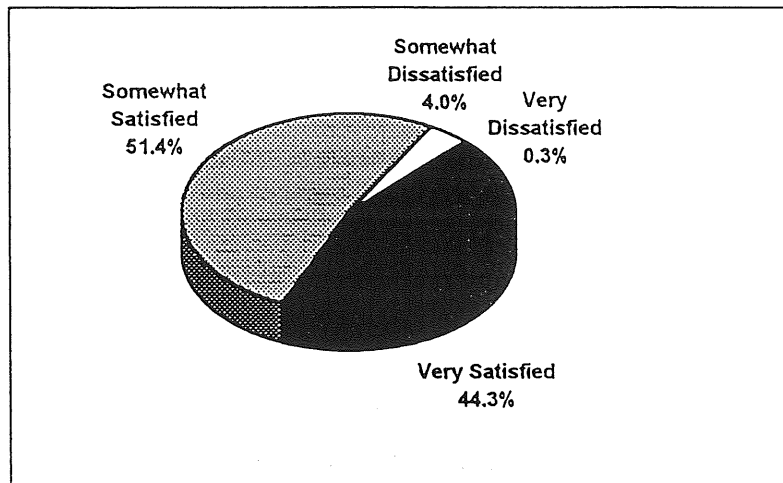


Figure 1-3, Course Availability

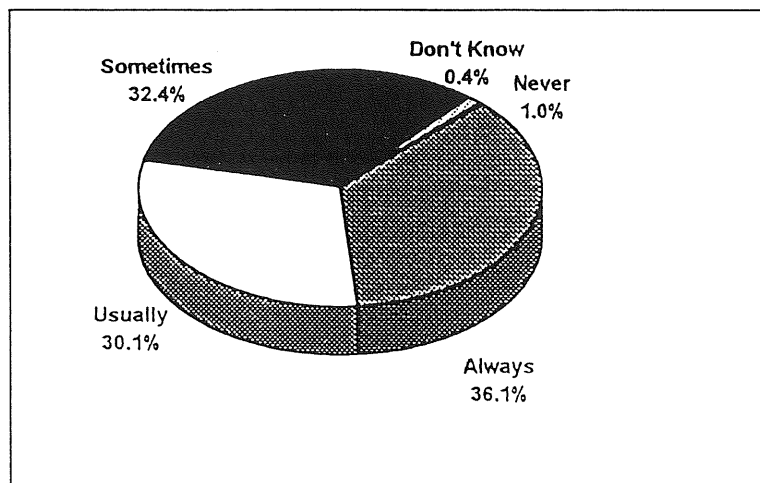
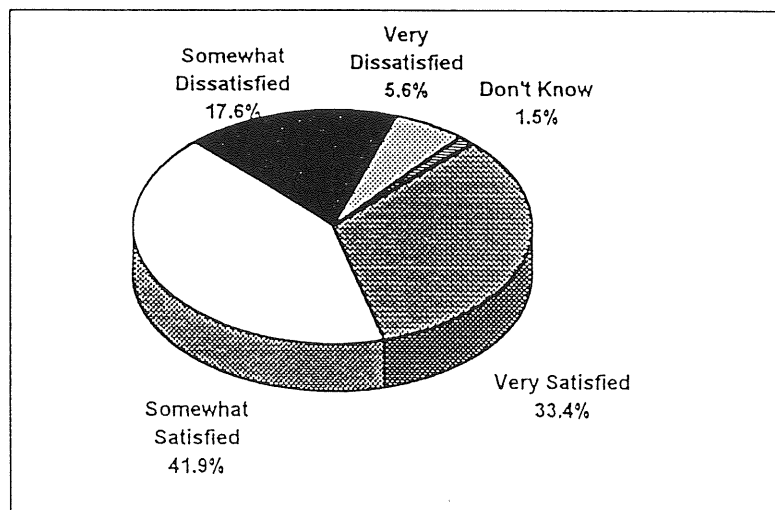


Figure 1-4, Quality of Academic Advising



2. Alumni Surveys (Accountability Task Force Indicator "B" - Quality)

Goal: Improve services by assessing recent alumni satisfaction.

Progress: Survey shows that 91% of alumni would attend the same UW System institution if they could choose again (Figure 2-1), and 86% of those surveyed rated their UW undergraduate education an exceptional or good value (Figure 2-2).

The University of Wisconsin System Administration contracted with an outside firm to conduct a survey of 1990-91 baccalaureate recipients from throughout the UW System in summer/fall 1996. The purpose of the survey was to assess the perspectives of these alumni on the impact of their undergraduate education on cognitive skills and personal development outcomes, overall satisfaction with their UW undergraduate education, as well as assessing other attitudinal areas and post-graduation activities. A random sample of 2,007 alumni completed telephone interviews.

This was the first System alumni survey and it will serve as a benchmark for future studies. The survey will be administered on a 3-year cycle, and will be repeated in 1999.

Figure 2-1, Would Attend Same UW Again

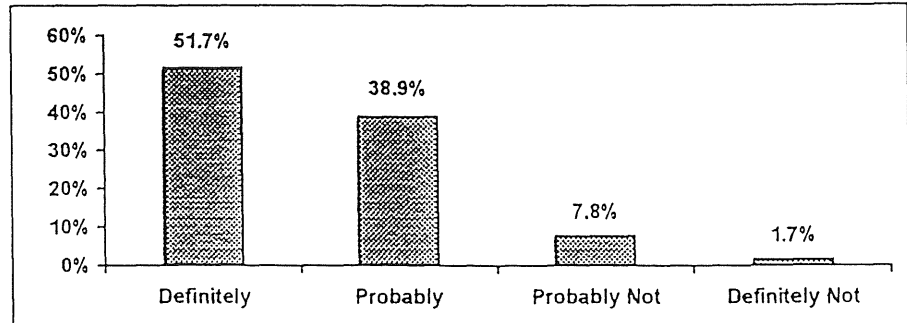
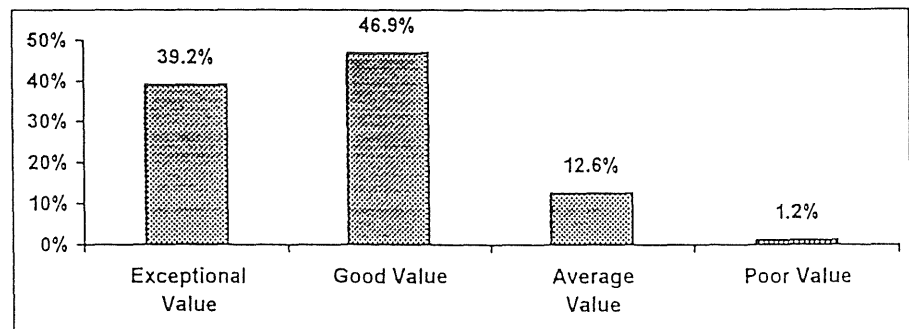


Figure 2-2, Value of UW Undergraduate Education



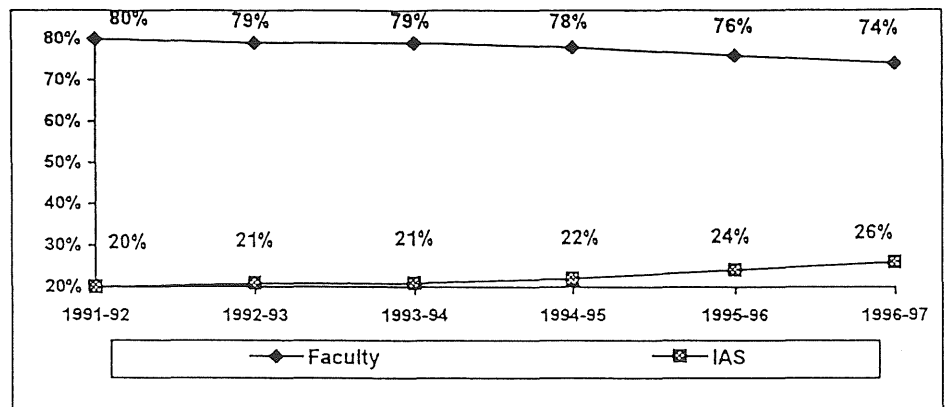
3. Faculty Share of Undergraduate Instruction and Workload Measures
(Accountability Task Force Indicator "C" - Quality)

Goal (a): Increase faculty involvement in undergraduate instruction.

Progress: This is a measure of the distribution of undergraduate instruction on GPR/Fee funds among instructional staff types, not of individual faculty instructional workloads.

In the UW System, FTE (full-time equivalent) faculty decreased from 6,790.4 in 1993-94 to 6,286.6 in 1996-97 (a decrease of 503.8 FTE) while FTE instructional academic staff increased from 1,851.4 in 1993-94 to 2,170.1 in 1996-97 (an increase of 318.7 FTE)¹. This change in the proportion of FTE faculty and instructional academic staff over the last several years (Figure 3-1) reflects accommodations to a \$33 million budget cut which contributed to the changes in distribution ratios of undergraduate instruction between the two instructional staff types (Table 3-1).

Figure 3-1
Proportion of Faculty and Instructional Academic Staff
FTE Distributions, 1991-92 to 1996-97



In Fall 1996, faculty accounted for 65.0% of all undergraduate course contact hours, decreased slightly from 66.3% in Fall 1995. Remaining undergraduate course contact hours were taught by instructional academic staff (26.6%) or graduate teaching assistants (5.5%) (Table 3-1).

On average, based on course enrollments, a UW undergraduate student receives 67.1% of his/her instruction from faculty, 27.8% from instructional academic staff, 3.5% from graduate teaching assistants and the remainder from combinations of

¹ Source: October AA/EEO Database of 1993, 1994, 1995, and 1996.

[Indicator 3a, continued.]

instructional staff types. Since faculty-taught courses have higher enrollments than non-faculty taught courses, the faculty share of undergraduate instruction was slightly higher when all undergraduate course enrollments were measured.

Again, this measure illustrates the distribution of instruction at the undergraduate level, and is not a direct measure of faculty instructional workload. A separate analysis of faculty instructional workload is presented in the next section.

Table 3-1
Distribution of Undergraduate Instruction

	Sections Taught By Faculty			+ Acad. Staff	+ Grad. Asst.
	Sole ²	+ w/Supp. ³	= Fac. Total		
<u>All Undergraduate Instructor Contact Hours⁴</u>					
Fall 1996	56.1%	8.9%	65.0%	26.6%	5.5%
Fall 1995	57.8%	8.5%	66.3%	26.0%	5.5%
Fall 1994	58.5%	9.4%	67.9%	24.4%	5.5%
Fall 1993	59.6%	9.5%	69.1%	23.0%	5.6%
Fall 1987	62.9%	8.2%	71.1%	21.2%	6.2%
<u>Lower Division Instructor Contact Hours⁴</u>					
Fall 1996	52.6%	8.3%	60.9%	30.2%	7.0%
Fall 1995	54.1%	8.3%	62.4%	29.3%	7.0%
Fall 1994	54.5%	9.3%	63.8%	27.7%	7.0%
Fall 1993	55.7%	9.4%	65.1%	26.6%	7.1%
Fall 1987	59.1%	8.2%	67.3%	23.9%	7.7%
<u>All Undergraduate Course Enrollments⁴</u>					
Fall 1996	49.1%	18.0%	67.1%	27.8%	3.5%
Fall 1995	50.3%	18.6%	68.9%	26.2%	3.5%
Fall 1994	51.4%	18.8%	70.2%	24.7%	3.3%
Fall 1993	52.2%	18.7%	70.9%	24.4%	3.4%
Fall 1987	56.0%	17.6%	73.6%	20.5%	4.3%
<u>Lower Division Course Enrollments⁴</u>					
Fall 1996	44.5%	18.6%	63.1%	29.5%	4.1%
Fall 1995	46.2%	20.0%	66.2%	28.4%	4.0%
Fall 1994	47.6%	20.3%	67.9%	26.6%	3.8%
Fall 1993	48.2%	20.6%	68.8%	26.3%	3.9%
Fall 1987	52.5%	19.2%	71.7%	21.9%	4.9%

²Represents stand-alone sections taught by faculty.

³Supplemental sections are taught by all instructor types (i.e., faculty, instructional academic staff, or GA).

⁴The balance of instruction (1-3% of the total) is accounted for by combinations of the three instructional staff types listed here. This analysis looks at primary group instruction sections only (see Appendix A for definition.)

Goal (b): The goals of the Faculty Educational Workload policy approved by the Board of Regents in March 1994 are: to maintain and enhance faculty contribution to quality educational experience; provide the Regents with regular information regarding educational workloads; effect greater consistency in faculty educational workload among institutions with similar missions; and document non-classroom elements of faculty educational workload.

Progress: Faculty workload on GPR/Fee funds in total group and individual contact hours at all UW institutions either exceeded or were extremely close to the national average of 10.9 hours per week in direct teaching by full-time regular faculty members.⁵ The Faculty Educational Workload policy specifies six measures of faculty instructional workload to be reported annually (Table 3-2), in addition to the accountability indicator pertaining to faculty share of undergraduate instruction. Highlights of these six measures are as follows:

#1 - Weekly Group Contact Hours: UW-Madison and UW Comprehensives increased slightly in this measure in Fall 1996 compared to Fall 1995, while this measure remained stable for UW Colleges. UW-Milwaukee experienced a slight decrease.

#2 - Weekly Individual Contact Hours: There has been an increase in average individual instruction contact hours at UW-Madison, UW-Milwaukee, and UW Comprehensives, on average, while this measure remained stable at UW Colleges.

#3 - Average Student Contact Hours: This measure reflects the combination of course contact hours and the number of students enrolled in those courses. Smaller class sizes have resulted in a decrease in this measure compared to Fall 1987.

#4 - Average Group Course Credits: Average group course credits increased at UW Comprehensive institutions, while course credits at UW-Madison, on average, remained stable. UW-Milwaukee and UW Colleges decreased slightly.

#5 - Average Student Credit Hours: This measure reflects the combination of student enrollment and credit hours. Since Fall 1987, student credit hours have declined overall.

#6a - Average Group Instruction Sections: At UW-Madison, the average number of primary sections taught by faculty remained stable compared to Fall 1995. UW Comprehensive institutions showed slight increases over the prior fall. UW-Milwaukee and UW Colleges experienced a slight decrease during the same period.

⁵ National data obtained from National Center for Education Statistics, 1993 National Survey of Postsecondary Faculty. This survey will be repeated in 1998-99 fiscal year.

[Indicator 3b, continued.]

#6b - Average Individual Instruction Sections: This measure reflects the average number of students enrolled in individual instruction sections taught by faculty. UW-Madison, on average, remained stable; UW Colleges showed an increase. Slight decreases in this measure occurred at UW-Milwaukee and UW Comprehensive institutions in Fall 1996 compared with Fall 1995.

Table 3-2
Faculty Instructional Workload Measures

	UW-Madison #	UW-Milwaukee	UW Comprehensive	UW Colleges
#1: Weekly Group Contact Hours^{##}				
Fall 1996	6.4	7.6	12.1	15.4
Fall 1995	6.3	8.0	11.9	15.4
Fall 1994	6.3	7.3	11.9	14.6
Fall 1993	6.4	7.8	11.9	14.2
Fall 1987	6.1	7.4	11.8	13.9
#2: Weekly Individual Contact Hours				
Fall 1996	6.3	3.0	2.6	0.2
Fall 1995	5.5	2.9	2.3	0.2
Fall 1994	5.9	3.2	2.2	0.2
Fall 1993	5.8	3.0	2.2	0.2
Fall 1987	4.9	3.1	1.8	0.3
#3: Average Student Contact Hours^{##}				
Fall 1996	215	185	331	273
Fall 1995	210	189	324	281
Fall 1994	205	185	330	285
Fall 1993	201	192	335	302
Fall 1987	233	203	340	313
#4: Average Group Course Credits				
Fall 1996	5.8	6.8	9.9	12.2
Fall 1995	5.8	7.1	9.7	12.8
Fall 1994	5.8	6.6	9.6	11.9
Fall 1993	5.9	7.0	9.6	11.7
Fall 1987	5.3	6.9	9.8	12.1
#5: Average Student Credit Hours				
Fall 1996	195	169	294	237
Fall 1995	199	172	288	242
Fall 1994	193	170	292	247
Fall 1993	190	177	292	264
Fall 1987	219	193	300	272
#6a: Average Group Instruction Sections				
Fall 1996	2.0	2.4	3.5	4.0
Fall 1995	2.0	2.5	3.4	4.2
Fall 1994	2.0	2.3	3.4	3.8
Fall 1993	2.0	2.4	3.4	3.7
Fall 1987	1.8	2.4	3.5	3.7
#6b: Average Individual Instruction Sections⁺				
Fall 1996	5.4	3.2	3.9	0.4
Fall 1995	5.4	3.6	4.0	0.2
Fall 1994	5.7	3.7	4.0	0.5
Fall 1993	5.4	3.3	4.1	0.4
Fall 1987	N/A	N/A	N/A	N/A

Excluding Law, Medicine, and Veterinary Medicine.

Standardized to a 50 minute contact hour/16 week semester. (See Appendix B for description.)

+ Represents student enrollments in individual instruction sections.

UW System Faculty Total Workload

Of course, the total workload of faculty encompasses much more than the actual time spent in direct instruction as measured by Indicator 3b. Faculty also engage in out-of-classroom instructional activity, course preparation, advising, research/scholarship, public service, institutional administration/governance, and professional development.

Data from a survey of UW System tenured and tenure-track faculty in Fall 1996 indicate that UW System faculty spend an average of 57 hours per week in their work-related activities, which is comparable to the total workload reported by faculty at other public colleges and universities around the country in past studies. The table below compares the percentage allocation of UW System faculty workload among teaching and related activities (including direct instruction, course preparation, office hours and advising, student supervision, directing student performances), research/scholarship, professional development, governance/administration, and service and other activities (including community service and clinical care) with that reported by full-time faculty at public institutions in a 1993 national survey of postsecondary faculty⁶ (Table 3-3).

Table 3-3
Percentage Allocation of Time Spent in Various Workload Activities By
UW System Faculty and National Public Institution Faculty
Fall 1996

Activity *	UW System	Public U.S.
Teaching and Related Activities	58%	59.2%
Research and Scholarship	17%	16.5%
Governance and Administration	14%	11.5%
Professional Development	4%	4.5%
Service and Other	6%	8.3%

* Note: May not total to 100 due to rounding

As indicated, the proportion of total time spent in these activities by UW System faculty is consistent with that of faculty at public institutions nationally. The somewhat larger proportion of time spent by UW System faculty in governance and administration activities is reflective of the unique shared governance responsibilities of UW System faculty spelled out in state statutes.

⁶ Source: National Center for Education Statistics, *National Survey of Postsecondary Faculty, 1993* (NSOPF-93).

4. Research Funding at Doctoral Institutions
(Accountability Task Force Indicator "D" - Quality)

Goal: Support and expand UW-Madison's national preeminence in extramural research funding and maintain UW-Madison's national ranking. Continue to increase the amount of extramural research funding received by UW-Milwaukee.

Progress: Externally funded research expenditures totaled over \$300 million in FY 1997. UW-Madison expended \$295 million in extramural research funds during 1996-97, up 3% from 1995-96. UW-Madison consistently ranks in the top 10 nationally in federal support received for research and development in Science & Engineering: FY92 (8th), FY93 (6th), FY94 (6th), FY95 (6th). UW-Milwaukee expended \$9.6 million in extramural research during 1996-97, up 2% from 1995-96.

During 1996-97, 65% of both UW-Madison's and UW-Milwaukee's extramural research expenditures were federally funded. Fifty percent of all faculty members at UW-Madison received extramural research awards in 1996-97, and 22% of faculty members at UW-Milwaukee received extramural research awards. At UW-Madison, one out of five graduate students was supported by an externally funded research/project assistantship. Three percent of graduate students were externally supported at UW-Milwaukee.

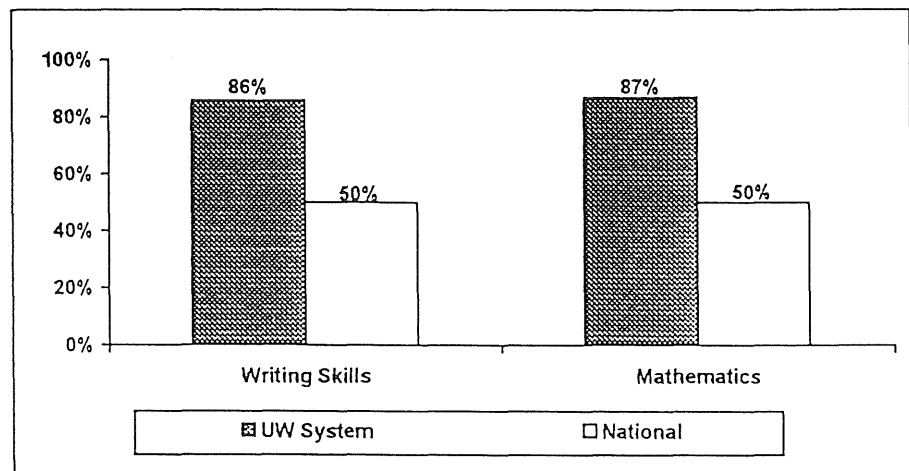
Measure	UW-Madison	UW-Milwaukee
Externally Funded Research Expenditures (FY97)		
Federal Funding	\$192,426,086	\$6,243,640
Other Funding	\$102,664,743	\$3,308,359
Total	\$295,090,829	\$9,551,999
Percent of Total Federal Research & Development Obligations (Science and Engineering)		
FY 92	1.77%	0.05%
FY 93	1.74%	0.05%
FY 94	1.76%	0.05%
FY 95	1.72%	0.06%
Institutional Percent of Faculty Receiving Extramural Research Awards (1996-97)		
Number	1,109	154
Institutional Percent	50.0%	21.6%
Institutional Percent of Graduate Students Receiving Externally Funded Research/ Project Assistantships (October 1996)		
Number	2,161	118
Institutional Percent	19.8%	2.7%

5. **Sophomore Competency Test**
(Accountability Task Force Indicator "E" - Effectiveness)

Goal: Exceed the national average in writing and mathematical skills, as measured by the ACT-CAAP or a comparable national examination. Examine the possibility of a value-added goal once ACT has developed that component.

Progress: UW students scored above national averages in writing and math skills. A sample of UW System students took the ACT-CAAP for the first time in 1992. The maximum score is 80 in the writing skills and mathematics categories, and the minimum score is 40. These UW System students received an average score of 67.6 (86th percentile nationally) in writing skills. They received an average score of 60.9 in mathematics (87th percentile nationally).

Figure 5-1
ACT CAAP Test Scores Percentiles

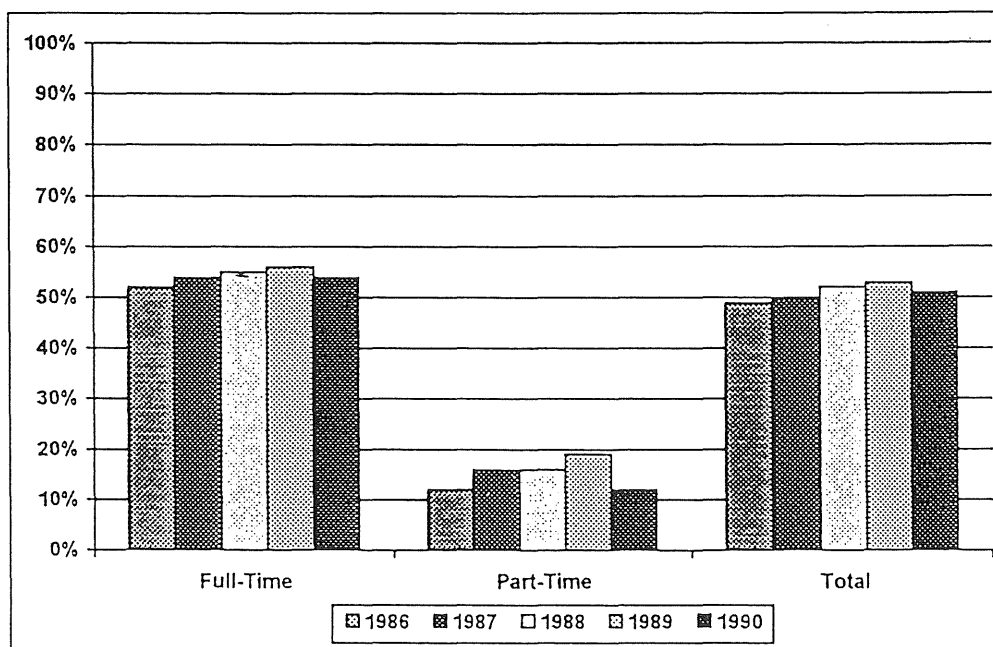


6. Graduation Rate
(Accountability Task Force Indicator "F" - Effectiveness)

Goal: Continuously improve the graduation rate of undergraduates.

Progress: Six-year graduation rates declined slightly. Among new freshmen who enrolled in the fall of 1990, 54% of full-time students and 12% of part-time students graduated within six years. Although these percentages represent a slight decline from the fall of 1989 (56% full-time and 19% part-time), the full-time rate is still higher than the full-time rate in 1986 (52%). Moreover, the UW System full-time graduation rate is significantly higher than the national full-time graduation rate of 42.7% (1989 Cohort)⁷. Graduation rates vary by institution (see Appendix A, Table 6).

Figure 6-1
Six-Year Graduation Rates by Full-time and Part-time Status



⁷ Source: American Association of Colleges and Universities, "Special Report: AASCU/Sallie Mae National Retention Project." November, 1997.

7. Post-Graduation Experience
(Accountability Task Force Indicator "G" - Effectiveness)

Goal: Maintain or improve the national/state ranking of undergraduate, graduate, and professional students in post-baccalaureate examinations. Monitor professional/graduate school attendance, employment placement, and other data.

Progress: In 1995-96, 93% of UW System graduates continued their education or entered the workforce; UW System students compare well to state and national averages in post-baccalaureate tests. Approximately 450 UW System students sat for the Uniform CPA exam in 1996. More than 35% of those students passed all four parts of the exam their first time. This compares with an average of less than 20% for students from all other colleges and universities in Wisconsin (Figure 7-1). The national pass rate for first-time CPA exam-takers is 20-25%.

Over 400 UW System students took the Professional Nursing Programs Examination in 1996. This exam is required upon completion of the undergraduate degree program in nursing in order to obtain licensure as a registered nurse. First-time test-takers from the UW System score extremely close to the national average (Table 7-1).

The UW System test score averages for students who took the Graduate Record Examination (GRE) between October 1, 1995 and September 30, 1996 compare favorably to national averages on each of the three components (Table 7-2). The average GRE test scores for each of the UW institutions are in Appendix A, Table 7.

UW System career services offices play an active role in student career planning and decision-making, as well as providing labor market and occupational information. Some of the services provided include career fairs, on-campus interviews with employers, workshops on resume writing and interviewing, referral services to employers and vacancy listings. Summary information provided by UW System career services offices based on their "Destination Surveys" show that, on average, 14% of 1995-96 bachelor's degree recipients are continuing their education and 79% are in the workforce (Figure 7-2).

Table 7-1
Professional Nursing Programs
National Council Licensure Examination (NCLEX-RN)
First-Time Exam Writers, 1996

Date(s) of Exam	# of UW System Students	Percent Passing UW System	Percent Passing U.S. Average
January - March, 1996	181	90.6	90.9
April - June, 1996	71	85.9	90.4
July - September, 1996	177	88.1	87.4
October - December, 1996	15	73.3	81.8
Annual Summary	444	88.3	89.2

Figure 7-1
Proportion of Wisconsin First-Time Uniform CPA Exam Takers Passing All Parts, 1996

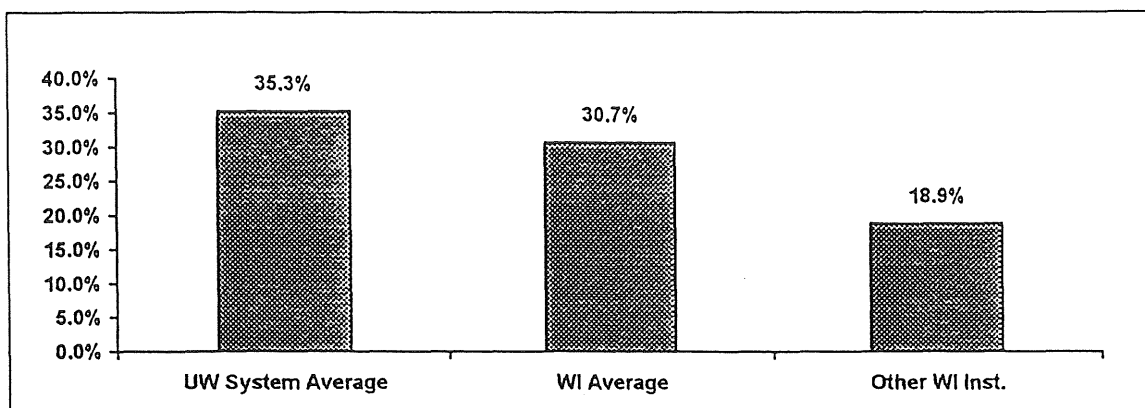
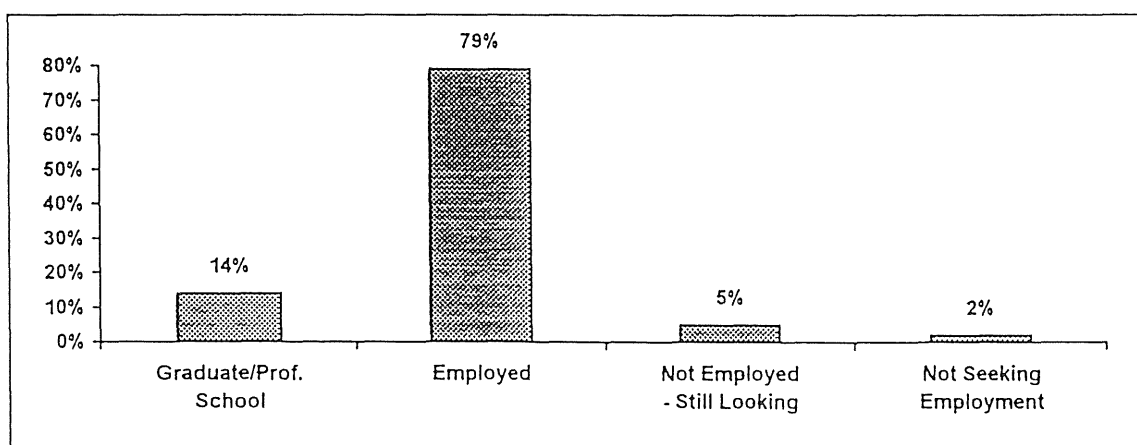


Table 7-2
GRE Undergraduate Test Score Averages
1996-97

	Verbal	Quantitative	Analytical
UW Doctoral Cluster	497	599	603
UW Comprehensive Cluster	462	538	567
UW System Average	481	571	586
National Average	473	558	549

Figure 7-2
Placement of 1995-96 UW System Graduates⁸



⁸ The average response rate of the "Destination Surveys" used in compiling these data was 65%. See Appendix B for more detailed information on the surveys.

8. Credits to Degree
(Accountability Task Force Indicator "H" - Efficiency)

Goal: Reduce the total number of credits to degree taken by undergraduates, while maintaining the integrity of degree programs.

Progress: At the Board of Regents' direction, each UW institution has established a goal for reducing the average number of attempted credits-to-degree. UW graduates who start as new freshman, on average, have attempted 144 credits by the time they graduate, approximately one semester more than is typically required to graduate in four years of full-time study (Table 8-1). (For details on institutional credits to degree see Appendix A, Table 8. For details on current four-year graduation rates, see Appendix A, Table 8a.)

Table 8-1
Average Attempted Credits to Degree for Bachelor Degree Graduates
Starting as New Freshman

	Year of Graduation					
	1984-85	1991-92	1992-93	1993-94	1994-95	1995-96
UW System	145	144	144	145	145	144

Several factors influence the number of credits that students take during their undergraduate years. Student factors include changing academic majors, transferring to another institution, and taking extra electives. The institution-controlled factors that influence the number of credits include credits required for the degree, course availability, student advising and acceptance of transfer coursework. All campuses have reduced undergraduate required credits to degree to a range of 120-128 credits (certain professional programs are exceptions). Four-year graduation contracts are available in 1997 at UW-Madison and UW-Milwaukee as pilot programs. All UW institutions will have four-year contracts by 1998-99. In addition, institutions are ensuring the availability of required courses, improving advising and transfer processes, and encouraging students to earn college credits in high school.

9. State/University Funding for Instruction-Related Activities
(Accountability Task Force Indicator "I" - Efficiency)

Goal: Maintain or increase GPR/fee investment in instruction-related activities.

Progress: During 1996-97, 66.7% of UW state/university funded *expenditures* were instruction-related (instruction, \$580.3M, 46.4%; academic support, \$179.3M, 14.4%; and student services, \$73.5M, 5.9%), while 68.3% of UW state/university funded *positions* were instruction-related. Institutional support accounted for 8.3% (\$103.8M) of state/university funded expenditures (5.9% of expenditures from all sources), and 9.3% of state/university funded positions in 1996-97. While these proportions have remained relatively stable from the previous year, total state/university funded expenditures for instruction increased 3.7%. This increase was accomplished despite overall GPR budget reductions because other sources of funding increased. (See Appendix A, Table 9 for details.)

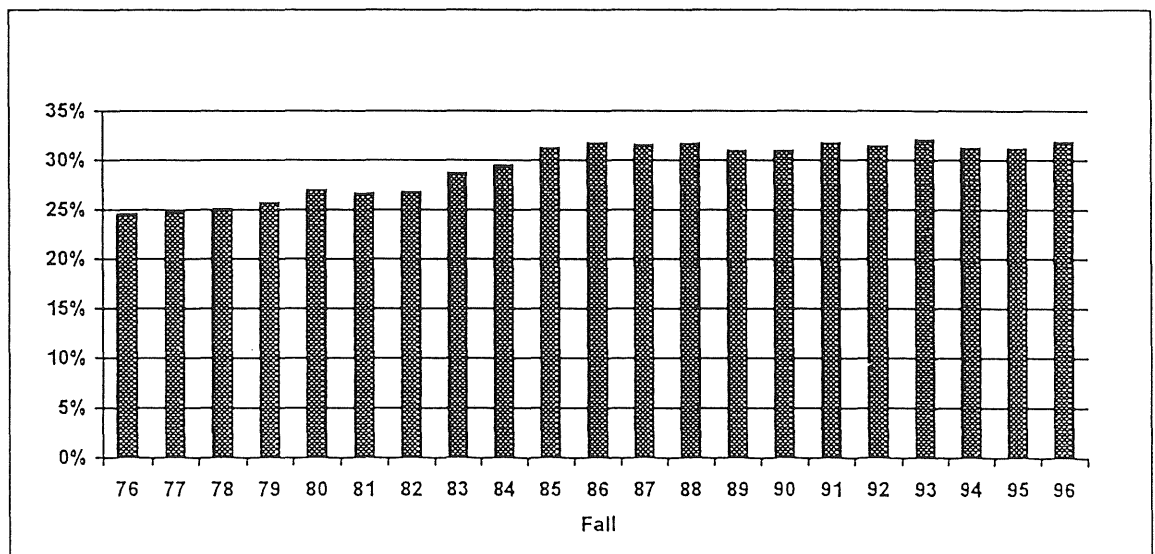
Other expenditures and positions are dedicated to activities such as research, financial aid, physical plant operations and maintenance, farm operations and public service.

10. Rates of Admission and Access for Wisconsin High School Graduates
(Accountability Task Force Indicator "J" - Access)

Goal: In May 1994, the Board of Regents approved Enrollment Management III, which provides a strategic plan for enrollments to the year 2000. If adequate resources are provided by the state, combined with institutional productivity gains, current access rates could be maintained.

Progress: Access for Wisconsin high school graduates remains between 31% and 32%. In Fall 1996, 31.9% of all new Wisconsin high school graduates were enrolled as freshmen at a UW System institution. This compares with 31.2% in Fall 1995 (Figure 10-1). The comparable access rate for public universities nationwide was 21% in Fall 1994. Ninety-four percent of Wisconsin new freshmen applicants were admitted somewhere in the UW System for Fall 1996.

Figure 10-1
Percent of Wisconsin HS Graduates Who Enroll In The UW System



**11. Retention and Tenure of Women and Multicultural Faculty and Staff
(Accountability Task Force Indicator "K" - Diversity)**

Goal (a): Retain women and multicultural faculty at the same rates as white males.

Progress: In 1996-97 renewal rates of multicultural faculty were slightly less than white faculty. Almost 98% of all women candidates were renewed (Table 11-1). These data reflect only tenure-track faculty. Renewal/non-renewal decisions for tenure-track faculty are made by each department based on regular performance evaluations. As indicated in Table 11-1, the five-year average for all categories remains high for women and multicultural faculty. However, caution should be exercised in interpreting rates based on small numbers.

**Table 11-1
Renewals by Race and Gender**

	White Males	Multicultural Males	White Females	Multicultural Females
1992-93				
Candidates	456	106	343	46
Renewals	441	91	338	41
Pct. Renewed	96.7%	85.8%	98.5%	89.1%
1993-94				
Candidates	465	90	398	51
Renewals	451	85	387	50
Pct. Renewed	97.0%	94.4%	97.2%	98.0%
1994-95				
Candidates	437	84	387	57
Renewals	425	81	378	55
Pct. Renewed	97.3%	96.4%	97.7%	96.5%
1995-96				
Candidates	368	71	321	39
Renewals	360	69	312	39
Pct. Renewed	97.8%	97.2%	97.2%	100.0%
1996-97				
Candidates	343	64	310	39
Renewals	336	62	306	35
Pct. Renewed	98.0%	96.9%	98.7%	89.7%
Five Year Average Renewal Rate	97.4%	94.1%	97.9%	94.7%

Goal (b): Tenure faculty members, regardless of race or gender, at the same rates.

Progress: The percentage of candidates granted tenure between 1995-96 and 1996-97 increased or remained stable for all gender and race categories (Table 11-2). However, small numerical changes from year to year can result in large percentage fluctuations and therefore caution should be exercised in interpreting these rates. The five year average tenure rate for all race and gender categories between 1992-93 and 1996-97 ranges from 82.8% for multicultural females to 92.2% for white females.

Table 11-2
Candidates for Tenure by Multicultural Status and Gender

	White Males	Multicult. Males	White Females	Multicult. Females	Total Multicult.	Total Female	Total Multicult. & Females
1992-93							
Candidates	156	23	89	14	37	103	126
Tenured	137	22	83	11	33	94	116
Pct Tenured	87.8%	95.7%	93.3%	78.6%	89.2%	91.3%	92.1%
1993-94							
Candidates	163	29	95	10	39	105	134
Tenured	142	24	87	10	34	97	121
Pct Tenured	87.1%	82.8%	91.6%	100.0%	87.2%	92.4%	90.3%
1994-95							
Candidates	138	26	78	10	36	88	114
Tenured	125	22	70	9	31	79	101
Pct Tenured	90.6%	84.6%	89.7%	90.0%	86.1%	89.8%	88.6%
1995-96							
Candidates	131	27	116	19	46	135	181
Tenured	112	24	108	13	37	121	158
Pct Tenured	85.5%	88.9%	93.1%	68.4%	80.4%	89.6%	87.3%
1996-97							
Candidates	116	34	87	13	47	100	147
Tenured	100	31	81	10	41	91	132
Pct Tenured	86.2%	91.2%	93.1%	76.9%	87.2%	91.0%	89.8%
5 Year Average Tenure Rate	87.4%	88.6%	92.2%	82.8%	86.0%	90.8%	90.1%

Goal (c): Hire women and multicultural faculty at least in proportion to their availability among recent Ph.D. recipients. Hire women and multicultural in the academic staff at least in proportion to their availability in relevant labor pools.

Progress: UW System is hiring women and multicultural faculty in higher proportions than the national Ph.D. availability pool. During 1996-97, there were 301 faculty hires in the UW System. Of these, 137 were women (45.5%), an increase from 38.8% from the previous year, and 41 were multicultural (13.6%), a decrease of 3 hires from the prior year (Table 11-3).

In 1996-97, there were 1,473 academic staff hires.* Of these 51.7% (761) were women, representing a slight decrease from 55.2% in the prior year, and 12.6% (186) were multicultural, which is comparable to 12.8% the prior year (Table 11-3).

UW System is recruiting women and multicultural faculty at levels higher than the national Ph.D. availability pool. The national availability in 1993-94 for women was 38.4%, and, for multicultural candidates, 10.3%.

Table 11-3
Faculty and Academic Staff Hires by Multicultural Status and Gender

Status		Total Hires	Females	Pct Female	Multicultural	Pct Multicultural
Faculty	1991-92	344	144	41.9%	43	12.5%
	1992-93	299	124	41.5%	48	16.1%
	1993-94	309	155	50.2%	43	13.9%
	1994-95	250	121	48.4%	43	17.2%
	1995-96	242	94	38.8%	44	18.2%
	1996-97	301	137	45.5%	41	13.6%
Acad. Staff	1991-92	290	153	52.8%	32	11.0%
	1992-93	241	117	48.5%	21	8.7%
	1993-94	307	158	51.5%	37	12.1%
	1994-95*	1,236	651	52.7%	164	13.3%
	1995-96*	1,309	723	55.2%	168	12.8%
	1996-97*	1,473	761	51.7%	186	12.6%

* Beginning in 1994-95, all Academic Staff new hires are reported. Prior to 1994-95, only instructional Academic Staff were reported.

12. Multicultural Student Enrollment and Graduation Rates (Accountability Task Force Indicator "L" - Diversity)

Goal: Increase multicultural student enrollment, as outlined in the UW System's "Design for Diversity" plan, as well as multicultural student graduation rates.

Progress: The number and percentage of multicultural enrollment has remained stable while graduation rates declined slightly. Enrollment of multicultural students increased between Fall 1995 and Fall 1996, as did their percentage of total enrollment. Multicultural students grew from 7,562 in 1987 to 11,376 in 1996, and constituted 7.6% of total enrollment in the UW System (Table 12-1). (For detail, see Appendix A, Table 12a.)

The proportion of multicultural new freshmen, as for white new freshmen, who graduated in six years decreased from the previous year's cohort. The graduation rate of the 1990 cohort of African Americans fell from 24.5% to 22.6%; that of Hispanic/Latinos fell from 34.3% to 33.2%; that of American Indians and Asian Americans remained relatively stable (Table 12-2). (For detail, see Appendix A, Table 12b.)

Despite a decrease in total UW System enrollment in 1996-97, the number of multicultural students increased by 3.5% from 1995-96.

Table 12-1
UW System Enrollment and Percent of Enrollment
by Race/Ethnicity

	Enrollment					Percent of Total Enrollment				
	Fall 87	Fall 93	Fall 94	Fall 95	Fall 96	Fall 87	Fall 93	Fall 94	Fall 95	Fall 96
Afr. Amer.	3,190	3,968	4,050	3,977	3,900	2.0%	2.6%	2.7%	2.7%	2.6%
Hisp./Lat.	1,620	2,556	2,692	2,754	2,720	1.0%	1.7%	1.8%	1.8%	1.8%
Amer. Ind.	770	1,001	1,047	1,028	1,033	0.5%	0.6%	0.7%	0.7%	0.7%
Asian Amer.	1,982	3,318	3,541	3,576	3,723	1.2%	2.1%	2.3%	2.4%	2.5%
Multicult. Subtotal	7,562	10,843	11,330	11,335	11,376	4.7%	7.0%	7.4%	7.6%	7.6%
International	4,480	5,751	5,590	5,496	5,358	2.8%	3.7%	3.7%	3.7%	3.6%
White/Other	149,845	138,026	135,209	132,974	132,408	92.6%	89.3%	88.9%	88.8%	88.8%
Total	161,887	154,620	152,129	149,805	149,142	100.0%	100.0%	100.0%	100.0%	100.0%

Figure 12-1
Multicultural Student Enrollment
as a Percent of Total Student Enrollment

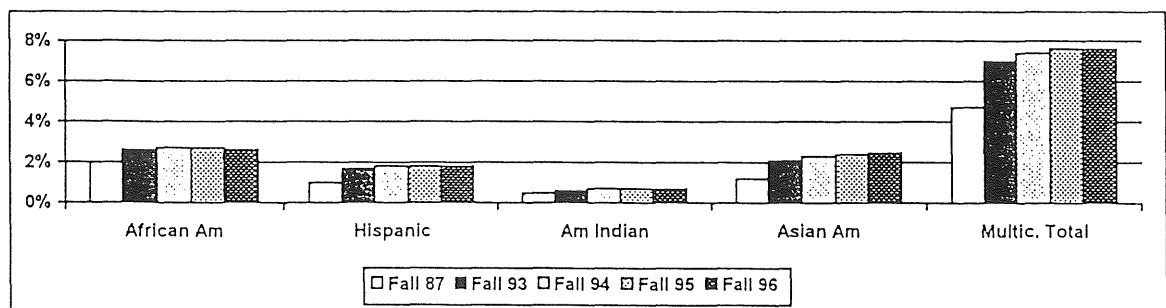


Table 12-2
Six Year Graduation Rates of UW Undergraduate Students **
For Those Graduating At Any UW Institution
By Race/Ethnicity

	Fall 1976 Cohort	Fall 1987 Cohort	Fall 1988 Cohort	Fall 1989 Cohort	Fall 1990 Cohort
African American	12.9%	22.9%	21.4%	24.5%	22.6%
Hispanic/Latino	18.6%	29.2%	32.7%	34.3%	33.2%
American Indian	17.1%	23.1%	24.5%	24.3%	23.6%
Asian American	35.5%	49.7%	50.6%	53.3%	53.1%
White-Other	45.7%	51.3%	52.8%	53.7%	52.1%
Total*	44.5%	50.3%	51.6%	52.6%	50.9%

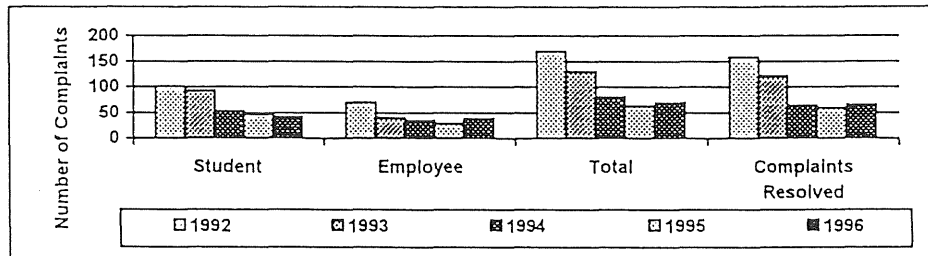
* Total includes international students. **Includes full- and part-time.

13. Reporting and Resolution of Sexual Harassment Complaints (Accountability Task Force Indicator "M" - Diversity):

Goal: Promptly investigate and resolve complaints of sexual harassment, resulting in an improved campus climate.

Progress: Complaints of sexual harassment rose from 63 in 1995 to 70 in 1996 (Figure 13-1). Of these 70 complaints, 50% were from students and 50% from employees⁹. Complaint resolution rates were maintained at 94% between 1995 and 1996.

Figure 13-1
UW System Sexual Harassment Complaints



Each institution publishes definitions of sexual harassment and conducts educational programs for students, faculty and staff. The objective of the policy is to sustain a climate that encourages individuals to bring forth complaints, make sexual harassment less likely to occur, and to ensure that complaints are handled promptly.

⁹ The number of student and employee complainants is higher than the total number of complaints because in some cases more than one complainant joined in a single complaint. In which case, 52% of the 81 complainants were students and 48 percent were employees.

14. Faculty Retention and Development
(Accountability Task Force Indicator "N" - Stewardship of Assets)

Goal: Increase professional development of faculty and staff.
Monitor faculty recruitment and retention rates.

Progress: In 1996-97, faculty turnover averaged 6.7%, slightly more than half due to retirement. Faculty who left or retired from a UW institution decreased from 473 (6.8%) in 1995-96 to 438 (6.7%) in 1996-97.

Table 14-1
Faculty Turnover at UW Institutions (Headcount)

	Total Number	Leave Number	Percent	Retired Number	Percent	Total Turnover	Percent
1993-94	7,151	150	2.1%	203	2.8%	353	4.9%
1994-95	7,057	204	2.9%	232	3.3%	436	6.2%
1995-96	6,910	183	2.6%	290	4.2%	473	6.8%
1996-97	6,519	189	2.9%	249	3.8%	438	6.7%

In 1997-98, the UW System awarded \$1.7 million in competitive professional development grants to faculty and staff, a level consistent with 1996-97 awards. Budget stringencies hold investment in faculty and staff development well below the recommended one percent of payroll. The goals of faculty and staff development activities are to provide a regular means to update skills and improve individual professional performance.

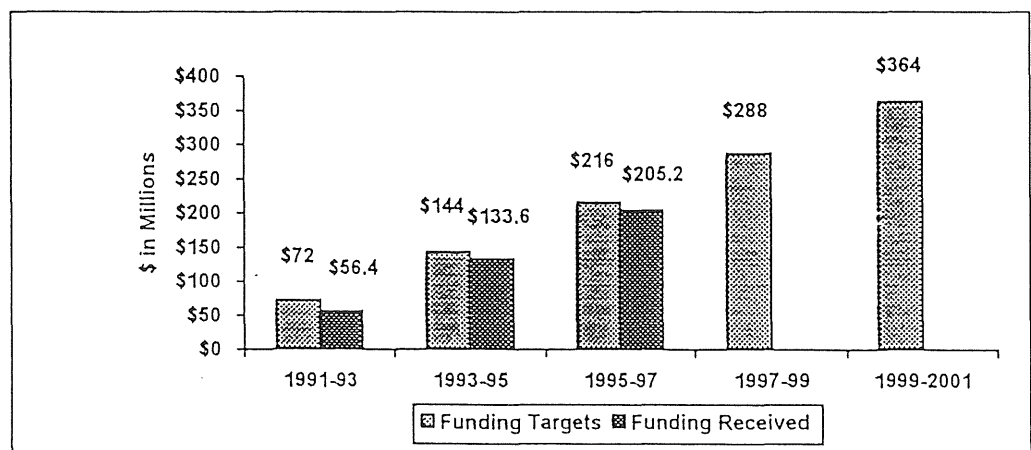
15. Facilities Maintenance
(Accountability Task Force Indicator "O" - Stewardship of Assets)

Goal: Reduce the maintenance backlog on institutional facilities.

Progress: In its 1991-93 capital budget, the UW System Board of Regents adopted a 10-year plan to eliminate a \$364 million backlog of deferred maintenance needs identified in the campus Building Condition Survey of GPR facilities. The \$72 million-per-biennium schedule anticipated expenditures totaling \$216 million as of this date. In the six years since, the UW System has received about \$205.2 million from the State Building Commission, 95% of the target amount scheduled for total expenditures. While the total amount received to date makes it appear that we are close to being on schedule in terms of total expenditures, it is also important to note that the six year old \$364 million target has not been adjusted for inflation and maintenance needs are accruing as the facilities age. Most preventive maintenance funds are separately budgeted through the State Building Commission, which must approve expenditures on a project-by-project basis.

UW System facilities include more than 1,600 buildings across the state, with a replacement value of almost \$4.7 billion. Maintenance of these structures is carried out as funding is appropriated. While some buildings are new, others are more than 100 years old. More than 70% of these buildings are more than 25 years old; about 30% are more than 35 years old. Caring for such a large and diverse investment is always demanding, and the problem has increased in recent years, reflecting the age of facilities and their support systems. Routine maintenance has also suffered from budget shortfalls due to a desire to protect instruction. These issues portend continued lack of progress in the future.

Figure 15-1
Progress on 10-Year Plan for Deferred Maintenance



16. Workplace Safety
(Accountability Task Force Indicator "P" - Stewardship of Assets)

Goal: Monitor the number of accidents, injuries, and exposures experienced by university employees, and increase awareness of safety procedures through education.

Progress: This year the UW System finalized and adopted a standard insurance industry methodology for the distribution of worker's compensation premiums. This methodology incorporates an experience modification factor (EMF). An EMF of 1.0 is considered an average risk. UW System as a whole had an EMF of .968 in fiscal year 1997. This is compared to an EMF of .993 in fiscal year 1996. Overall this says that UW System represents a better than average risk and demonstrates a 3% overall reduction from the previous fiscal year. This methodology levels the playing field and treats all campuses equally. Industry class codes and payrolls are used to determine a base premium allocation. The EMF is applied to the base premium to determine the actual premium charged. This methodology assures consistency when premiums are assessed and rewards campuses with good experience.

Each campus has received the worker's compensation software that is used by System Administration to calculate premiums. This enables each campus to track losses, focus on local injury trends and demonstrate the financial benefits of early return to work programs. This program further provides an updated OSHA log (a State compliance requirement) which is automatically completed when the loss is entered into the program.

In addition to progress on worker's compensation issues, the Office of Safety and Loss Prevention has developed technology-based safety program tools including a UW System Administration website linked to standards, national development organizations and peer university environmental/safety programs and two discussion listservs, "EHSLIST", and "EHSYNERGY". "EHSLIST" is a venue for UW Environmental Health and Safety colleagues, and "EHSYNERGY" is for sister-agency discussion and problem solving.

17. Employer Surveys
(Accountability Task Force Indicator "A" - Quality)

Goal: Continuously improve the career-readiness of UW System graduates and the responsiveness of the UW System to the needs of Wisconsin businesses and professions.

Progress: Employers rank UW graduates high in *basic, professional, and critical thinking* skills in a survey completed in Fall 1994. In order to compete in a global environment, Wisconsin businesses, industries and professions need a mix of employees who are well-educated and well-prepared to perform in the workplace. A survey, conducted by the UW System in 1994, assessed the career-readiness of UW System graduates, as evaluated by Wisconsin business and industry employers. The survey asked for an assessment of UW System graduates as employees. Concerning basic skills (writing, math), 93% of those responding said graduates were good or excellent, 6% said fair, and 1% said poor (Figure 17-1). Concerning professional knowledge and skills, 93% of employers said UW graduates were good or excellent, 5% fair and 2% poor (Figure 17-2). Concerning critical thinking skills (problem solving), 95% responded good to excellent, 4% fair and 1% poor (Figure 17-3).

The survey also assessed the UW System's importance to business and industry in two respects: 61% of respondents said the UW System is very important to Wisconsin's economy, 36% said fairly important, 3% said not too important, and 0% said not at all important (Figure 17-4). Under "access to UW technical/research services," 21% said such access is very important to their businesses, 40% said fairly important, 24% said not too important, and 15% said not at all important.

The 1994 survey results show a positive trend over the 1991 survey. More businesses feel the UW System is very important to the economy than in the 1991 survey (61% vs. 51%). More businesses feel the UW System is very or fairly important to the education and training needs of their employees than 1991 (54% vs. 40%). The importance of access to UW System services has increased dramatically among Wisconsin businesses over the past three years (61% vs. 34%). On all three skill categories, more businesses rated the skills of the UW graduates they employ as "excellent" than in the 1991 survey (on average 10% more businesses gave the "excellent" rating).

The 1994 survey also indicated that Wisconsin businesses are interested in the UW System providing distance education opportunities for their employees and are willing to pay a portion of the cost.

Figure 17-1
Basic Skills of UW System Graduates

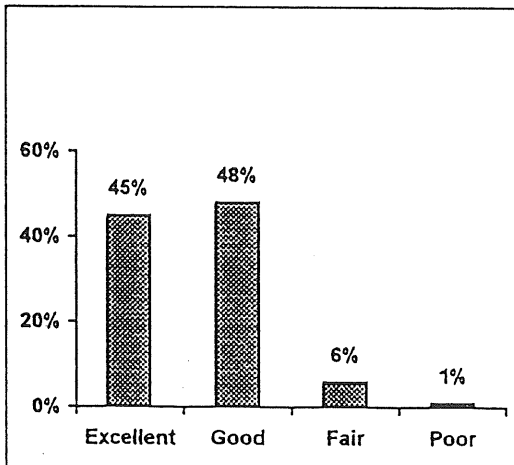


Figure 17-2
Professional Skills
of UW System Graduates

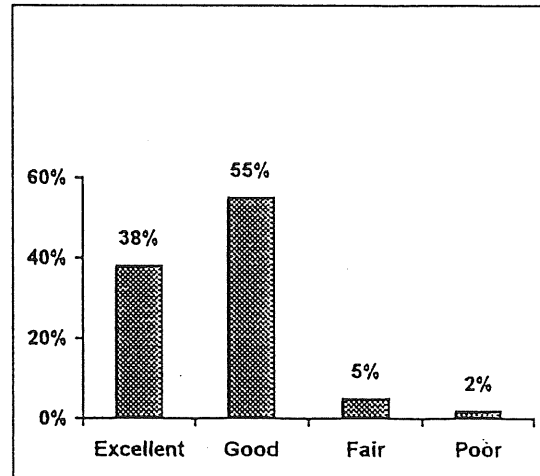


Figure 17-3
Critical Thinking Skills
of UW System Graduates

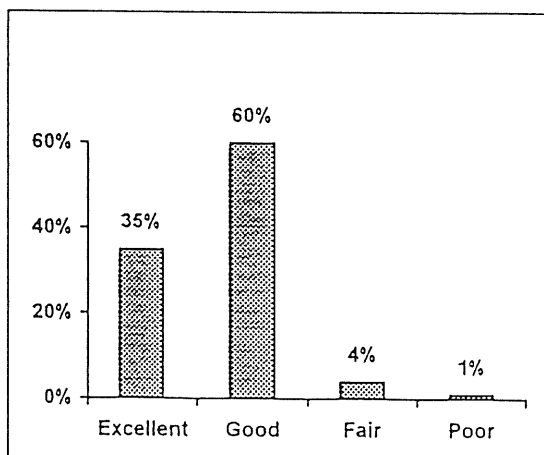
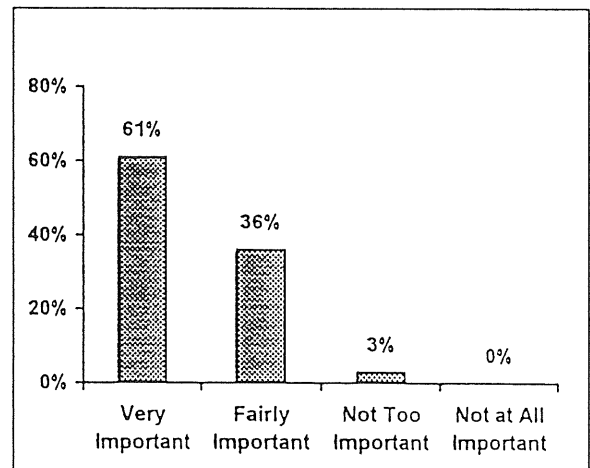


Figure 17-4
UW Importance to State Economy



18. Continuing Education/Extension Enrollment
(Accountability Task Force Indicator "R"
- Contribution to Compelling State Needs):

Goal: Continuously improve the UW System's level of service to Wisconsin residents, as measured by enrollment in and satisfaction with UW-Extension Continuing Education courses and participation in UW-Extension, Cooperative Extension programs.

Progress: UW-Extension serves about 1.5 million Wisconsin residents annually. Surveys of target clientele show high levels of satisfaction with extension programs offered by UW-Extension and UW institutions. During 1996-97, there were 251,651 continuing education registrations (Figure 18-1). The drop in registrations from the prior year may be due to the elimination of institution sponsored conferences and staff cutbacks.

The 1995-96 budget reduced General Purpose Revenue from these programs and substituted Program Revenue support through higher user fees. A Legislative Audit Bureau report in 1997 recommended that UW-Extension continue to increase its user fee for services. This may impact Continuing Education enrollments in future years.

In 1996, Cooperative Extension made 1,241,445 teaching contacts throughout the state (Figure 18-2).

Figure 18-1
Number of Continuing Education Registrations

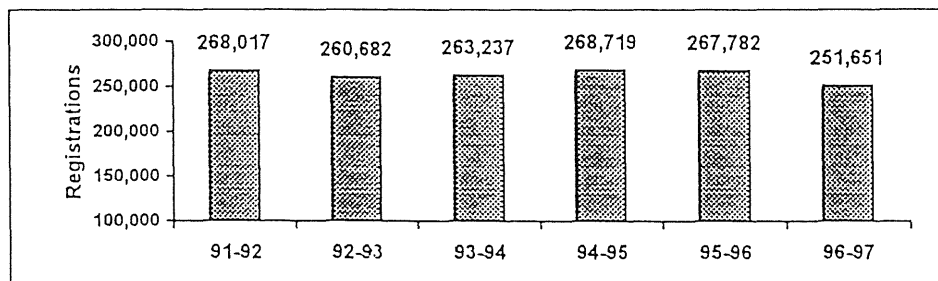
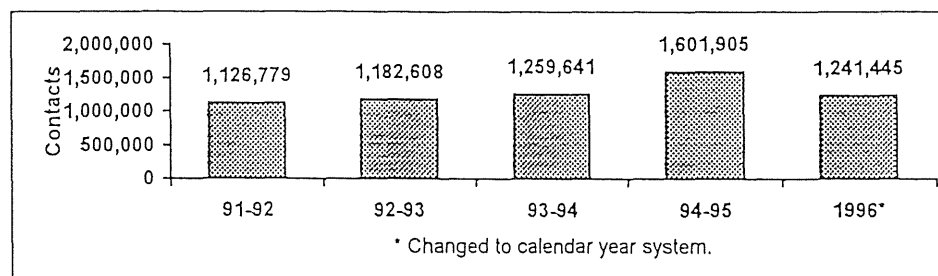


Figure 18-2
Number of Cooperative Extension Contacts



Extension programs serve a broad spectrum of clientele in Wisconsin. Offering programs in such areas as pharmacy, engineering, K-12 education, business outreach, arts development, family living, community development, natural resources, health and human services, communications and nursing, among others, Extension's Continuing Education and Cooperative Extension programs serve both the general public and target audiences in business, labor, agriculture, youth, families, government and the professions.

UW-Extension programs also serve Wisconsin residents through independent learning, distance education, publications, exhibits, Small Business Development Centers, Wisconsin Public Radio and Television programs, and many other means. In the context of continuous improvement, improved access to extension programs is expected through advances in distance education technology.

APPENDIX A

Institutional-Level Data for Selected Accountability Indicators

INDICATOR 3(a): Profile of Undergraduate Instruction
(Accountability Task Force Indicator "C" - Quality)

INDICATOR 3(b): Six Measures of Faculty Educational Workload
(Accountability Task Force Indicator "F" - Effectiveness)

INDICATOR 6: Graduation Rates of New Freshmen
(Accountability Task Force Indicator "F" - Effectiveness)

INDICATOR 7: GRE Undergraduate Score Summary by Institution
(Accountability Task Force Indicator "G" - Effectiveness)

INDICATOR 8: Average Attempted Credits to Degree by Institution
(Accountability Task Force Indicator "H" - Efficiency)

INDICATOR 8, TABLE 8a: Four Year Graduation Rates by Residency
(Accountability Task Force Indicator "H" - Efficiency)

INDICATOR 9: State Funding for Instruction-Related Activities
(Accountability Task Force Indicator "I" - Efficiency)

INDICATOR 12a: Number and Residency of Multicultural Students
(Accountability Task Force Indicator "L" - Diversity)

INDICATOR 12b: Graduation and Retention Rates of Undergraduate Multicultural Students
(Accountability Task Force Indicator "L" - Diversity)

3(a). Profile of Undergraduate Instruction

Distribution of Course Enrollments In Lower Division Undergraduate Sections, Fall 1996

	Sections Taught By Faculty			Graduate Assistants	Instructional Academic Staff	Combination **	Total
	Sole Section	+ W/Supplemental Section *	= Faculty Total				
UW-Madison	10.8%	41.2%	52.0%	17.1%	24.4%	6.6%	100.0%
UW-Milwaukee	27.0%	20.6%	47.6%	10.6%	39.6%	2.2%	100.0%
UW-Eau Claire	64.1%	11.8%	75.9%	0.0%	22.3%	1.8%	100.0%
UW-Green Bay	60.0%	11.8%	71.8%	1.3%	27.2%	0.0%	100.0%
UW-La Crosse	49.4%	22.1%	71.5%	0.0%	28.4%	0.0%	100.0%
UW-Oshkosh	47.2%	11.1%	58.3%	0.0%	41.7%	0.0%	100.0%
UW-Parkside	56.7%	9.1%	65.8%	0.0%	34.2%	0.0%	100.0%
UW-Platteville	45.0%	26.9%	71.9%	0.0%	28.2%	0.0%	100.0%
UW-River Falls	57.3%	20.8%	78.1%	0.0%	21.9%	0.0%	100.0%
UW-Stevens Point	58.9%	23.1%	82.0%	0.0%	18.0%	0.0%	100.0%
UW-Stout	64.3%	1.8%	65.9%	0.2%	32.6%	1.1%	100.0%
UW-Superior	39.3%	22.9%	62.2%	0.0%	37.8%	0.0%	100.0%
UW-Whitewater	56.3%	7.4%	63.7%	0.0%	36.3%	0.0%	100.0%
UW Colleges	63.9%	10.2%	74.1%	0.0%	25.7%	0.2%	100.0%
UW SYSTEM AVERAGE	44.5%	18.6%	63.1%	4.1%	29.5%	3.3%	100.0%

Distribution of Course Enrollments In All Undergraduate Sections, Fall 1996

	Sections Taught By Faculty			Graduate Assistants	Instructional Academic Staff	Combination **	Total
	Sole Section	+ W/Supplemental Section *	= Faculty Total				
UW-Madison	24.3%	32.2%	56.5%	11.2%	27.1%	5.3%	100.0%
UW-Milwaukee	31.0%	18.8%	49.8%	9.4%	38.2%	2.5%	100.0%
UW-Eau Claire	68.4%	10.3%	78.7%	0.0%	20.0%	1.4%	100.0%
UW-Green Bay	61.8%	10.2%	72.0%	0.8%	27.1%	0.0%	100.0%
UW-La Crosse	55.3%	19.3%	74.6%	0.0%	25.4%	0.0%	100.0%
UW-Oshkosh	53.1%	9.6%	62.7%	0.0%	37.2%	0.1%	100.0%
UW-Parkside	60.2%	8.3%	68.5%	0.0%	31.5%	0.0%	100.0%
UW-Platteville	48.3%	27.9%	76.2%	0.0%	23.7%	0.1%	100.0%
UW-River Falls	59.1%	21.0%	80.1%	0.0%	19.9%	0.0%	100.0%
UW-Stevens Point	62.2%	22.0%	84.2%	0.0%	15.6%	0.2%	100.0%
UW-Stout	68.2%	1.5%	69.7%	0.1%	29.0%	1.1%	100.0%
UW-Superior	42.6%	23.7%	66.3%	0.0%	33.7%	0.0%	100.0%
UW-Whitewater	62.0%	7.3%	69.3%	0.0%	30.5%	0.3%	100.0%
UW Colleges	63.9%	10.2%	74.1%	0.0%	25.7%	0.2%	100.0%
UW SYSTEM AVERAGE	49.1%	18.0%	67.1%	3.5%	27.8%	1.6%	100.0%

Distribution of Instructor Contact Hours In Lower Division Undergraduate Sections, Fall 1996

	Sections Taught By Faculty			Graduate Assistants	Instructional Academic Staff	Combination **	Total
	Sole Section	+ W/Supplemental Section *	= Faculty Total				
UW-Madison	11.7%	12.2%	23.9%	43.7%	21.3%	11.2%	100.0%
UW-Milwaukee	34.5%	7.1%	41.6%	13.8%	42.5%	2.0%	100.0%
UW-Eau Claire	88.8%	7.1%	95.9%	0.0%	22.9%	1.2%	100.0%
UW-Green Bay	54.5%	5.1%	59.6%	2.5%	37.9%	0.0%	100.0%
UW-La Crosse	59.8%	9.7%	69.5%	0.0%	30.5%	0.0%	100.0%
UW-Oshkosh	52.5%	7.0%	59.5%	0.0%	40.3%	0.1%	100.0%
UW-Parkside	60.3%	4.5%	64.8%	0.0%	35.2%	0.0%	100.0%
UW-Platteville	49.0%	22.8%	71.8%	0.0%	28.1%	0.0%	100.0%
UW-River Falls	65.0%	11.5%	76.5%	0.0%	23.5%	0.0%	100.0%
UW-Stevens Point	68.9%	10.6%	79.5%	0.0%	20.2%	0.3%	100.0%
UW-Stout	66.7%	1.2%	67.9%	0.1%	29.9%	2.1%	100.0%
UW-Superior	48.5%	21.0%	69.5%	0.0%	30.7%	0.0%	100.0%
UW-Whitewater	60.5%	5.9%	66.1%	0.0%	33.8%	0.1%	100.0%
UW Colleges	69.5%	5.9%	75.4%	0.0%	24.2%	0.4%	100.0%
UW SYSTEM AVERAGE	52.6%	8.3%	60.9%	7.0%	30.2%	1.9%	100.0%

Distribution of Instructor Contact Hours In All Undergraduate Sections, Fall 1996

	Sections Taught By Faculty			Graduate Assistants	Instructional Academic Staff	Combination **	Total
	Sole Section	+ W/Supplemental Section *	= Faculty Total				
UW-Madison	29.3%	12.3%	41.6%	23.1%	24.0%	11.3%	100.0%
UW-Milwaukee	40.1%	6.7%	46.8%	11.1%	39.9%	2.1%	100.0%
UW-Eau Claire	72.8%	6.7%	79.5%	0.0%	19.5%	0.9%	100.0%
UW-Green Bay	61.2%	6.7%	67.9%	1.3%	30.8%	0.0%	100.0%
UW-La Crosse	63.9%	10.5%	74.4%	0.0%	25.5%	0.0%	100.0%
UW-Oshkosh	58.5%	7.3%	65.8%	0.0%	33.9%	0.3%	100.0%
UW-Parkside	67.3%	3.6%	70.9%	0.0%	29.0%	0.0%	100.0%
UW-Platteville	54.1%	23.8%	77.9%	0.0%	22.1%	0.1%	100.0%
UW-River Falls	65.4%	13.6%	79.0%	0.0%	21.0%	0.0%	100.0%
UW-Stevens Point	69.7%	11.5%	81.2%	0.0%	17.1%	1.7%	100.0%
UW-Stout	70.7%	1.3%	72.0%	0.0%	23.5%	4.4%	100.0%
UW-Superior	53.5%	19.4%	72.9%	0.0%	27.2%	0.0%	100.0%
UW-Whitewater	66.6%	5.3%	71.9%	0.1%	27.9%	0.2%	100.0%
UW Colleges	69.5%	5.9%	75.4%	0.0%	24.2%	0.4%	100.0%
UW SYSTEM AVERAGE	58.1%	8.9%	65.0%	5.5%	28.6%	2.9%	100.0%

* Supplemental section could be taught by any instructor type (faculty, academic staff, or GA)

** Primary section taught by combination of instructor types

3(b). Six Measures of Faculty Instructional Workload By Institution, Fall 1987, 1993, 1994, 1995, 1996
(Faculty Paid On Activity 2, GPR/Fees Only)

	Measure #1 Weekly Group Contact Hours*					Measure #2 Weekly Individual Contact Hours					Measure #3 Average Student Contact Hours*					Measure #4 Average Group Course Credits				
	Fall 1987	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1987	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1987	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1987	Fall 1993	Fall 1994	Fall 1995	Fall 1996
UW-Madison **	6.1	6.4	6.3	6.3	6.4	4.9	5.8	5.9	5.5	6.3	233	201	205	210	215	5.3	5.9	5.8	5.8	5.8
UW-Milwaukee	7.4	7.8	7.3	8.0	7.6	3.1	3.0	3.2	2.9	3.0	203	192	185	189	185	6.9	7.0	6.6	7.1	6.8
UW-Eau Claire	10.9	11.0	11.3	11.3	11.9	1.8	2.6	2.0	2.1	2.0	315	314	330	321	336	9.1	8.3	8.3	8.4	8.8
UW-Green Bay	10.5	11.1	10.7	10.1	10.4	1.6	1.8	2.1	2.0	1.7	378	451	385	363	370	8.1	8.7	9.0	8.6	8.9
UW-La Crosse	12.1	12.0	11.1	12.3	11.8	2.1	1.0	0.8	2.6	3.8	371	359	336	368	362	10.9	9.5	9.5	9.6	9.7
UW-Oshkosh	11.7	10.7	11.0	11.3	10.3	1.9	2.0	2.0	1.9	1.5	361	315	316	306	276	9.3	8.8	9.0	9.2	9.2
UW-Parkside	8.9	10.8	10.6	11.9	11.7	0.9	0.1	0.1	0.5	0.8	214	273	283	287	270	8.0	10.4	10.0	10.9	10.5
UW-Platteville	12.3	12.0	12.3	12.3	12.5	1.2	1.5	1.5	1.2	1.0	340	307	324	330	327	9.8	9.8	9.8	9.7	9.8
UW-River Falls	12.3	12.1	12.1	12.4	12.5	1.3	1.3	1.2	1.1	1.1	314	299	303	313	322	10.4	9.8	9.9	9.8	9.9
UW-Stevens Point	11.4	12.5	12.0	11.8	11.8	2.4	5.0	5.2	5.3	6.2	337	344	337	332	340	9.6	10.1	9.5	9.8	9.7
UW-Stout	16.0	16.0	16.2	15.9	16.8	2.0	1.7	2.2	2.0	2.1	400	396	398	384	419	11.4	10.7	11.1	11.0	10.9
UW-Superior	15.4	15.2	15.0	14.9	17.9	2.8	4.4	3.9	3.8	4.6	301	278	261	262	318	12.8	13.1	12.4	12.4	14.3
UW-Whitewater	10.5	10.4	10.6	9.2	10.4	1.5	2.7	2.3	2.3	2.5	341	333	315	269	301	9.3	9.5	10.0	9.8	10.5
UW Comprehensives	11.8	11.9	11.9	11.9	12.1	1.8	2.2	2.2	2.3	2.6	340	335	330	324	331	9.8	9.6	9.6	9.7	9.9
UW Colleges	13.9	14.2	14.6	15.4	15.4	0.3	0.2	0.2	0.2	0.2	313	302	285	281	273	12.1	11.7	11.9	12.8	12.2

	Measure #5 Average Student Credit Hours					Measure #6a Average Group Sections (Primary)					Measure #6b Average Individual Sections				
	Fall 1987	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1987	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1987	Fall 1993	Fall 1994	Fall 1995	Fall 1996
UW-Madison **	219	190	193	199	195	1.8	2.0	2.0	2.0	2.0	N/A	5.4	5.7	5.4	5.4
UW-Milwaukee	193	177	170	172	169	2.4	2.4	2.3	2.5	2.4	N/A	3.3	3.7	3.6	3.2
UW-Eau Claire	294	286	293	288	298	3.3	3.0	2.9	2.9	3.1	N/A	4.5	4.5	4.9	4.3
UW-Green Bay	309	348	351	339	352	2.7	3.0	3.1	2.9	2.9	N/A	4.7	3.6	3.7	4.4
UW-La Crosse	326	303	304	305	315	3.9	3.3	3.4	3.4	3.4	N/A	3.1	3.7	3.3	3.3
UW-Oshkosh	292	267	267	257	255	3.3	3.1	3.1	3.2	3.2	N/A	3.4	3.8	3.5	3.2
UW-Parkside	204	259	263	250	246	2.7	3.4	3.3	3.5	3.4	N/A	1.3	2.7	2.2	1.7
UW-Platteville	294	275	282	282	277	3.4	3.4	3.5	3.4	3.4	N/A	4.2	4.8	4.5	4.5
UW-River Falls	285	267	274	276	282	3.5	3.6	3.7	3.6	3.7	N/A	2.8	2.5	2.6	2.3
UW-Stevens Point	302	306	306	309	313	3.4	3.5	3.4	3.5	3.5	N/A	3.0	3.1	2.9	2.8
UW-Stout	313	299	306	300	303	4.4	4.0	4.1	4.0	4.0	N/A	4.4	5.5	5.1	5.9
UW-Superior	267	250	235	232	270	3.9	4.6	4.5	4.3	5.0	N/A	10.2	9.6	10.5	11.2
UW-Whitewater	335	323	304	294	301	3.4	3.2	3.4	3.3	3.6	N/A	6.6	3.6	3.9	3.8
UW Comprehensives	300	292	292	288	294	3.5	3.4	3.4	3.4	3.5	N/A	4.1	4.2	4.0	3.9
UW Colleges	272	264	247	242	237	3.7	3.7	3.8	4.2	4.0	N/A	0.4	0.5	0.2	0.4

* Standardized to a 50 minute contact hour/16-week semester.

** Excludes Law, Medicine, and Veterinary Medicine.

6. Graduation Rates by Full-time and Part-Time Status and Institution
 Fall 1990 Cohort
 (Accountability Task Force Indicator "F" - Effectiveness)

	Graduated from Starting UW Institution				Graduated from any UW Institution	
	6-year graduation rate		Retained to 7th year		6-year graduation rate	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
UW-Madison	72%	44%	4%	7%	75%	47%
UW-Milwaukee	35%	14%	10%	14%	39%	15%
UW-Eau Claire	55%	12%	3%	8%	63%	12%
UW-Green Bay	42%	4%	6%	11%	50%	7%
UW-La Crosse	50%	NC	4%	.	59%	NC
UW-Oshkosh	45%	18%	5%	8%	52%	18%
UW-Parkside	29%	7%	6%	13%	37%	8%
UW-Platteville	51%	12%	4%	8%	56%	20%
UW-River Falls	45%	19%	4%	10%	47%	29%
UW-Stevens Pt	49%	12%	3%	9%	52%	15%
UW-Stout	48%	NC	4%	.	56%	NC
UW-Superior	29%	8%	4%	13%	32%	13%
UW-Whitewater	50%	12%	4%	7%	58%	17%
UW Colleges	n/a	n/a	1%	2%	28%	7%

NC= Not Computed. Where cohorts are fewer than 20 students, graduation and retention rates are not computed.

7. GRE Undergraduate Score Averages by Institution
(Accountability Task Force Indicator "G" - Effectiveness)

Institution	Number of Scores	Verbal Mean	Quantitative Mean	Analytical Mean
UW-Madison	527	507	617	617
UW-Milwaukee	166	464	541	557
UW-Eau Claire	106	461	545	582
UW-Green Bay	51	474	540	555
UW-La Crosse	91	446	522	560
UW-Oshkosh	62	474	545	585
UW-Parkside	**	NC	NC	NC
UW-Platteville	**	NC	NC	NC
UW-River Falls	66	446	559	560
UW-Stevens Point	133	476	560	586
UW-Stout	**	NC	NC	NC
UW-Superior	53	470	507	521
UW-Whitewater	47	441	487	541
National Average	--	473	558	549

** Means are not provided for distributions with less than 25 scores.

UW System institutional GRE summary scores are based on the performance of examinees who took the exam between October 1, 1995, and September 30, 1996, and indicated on their GRE registration forms that they were seniors at one of the UW institutions. The national averages shown in the table are based on the performance of all examinees who took the test between October 1, 1995, and September 30, 1996.

8. **Average Attempted Credits to Degree by Institution**
For Bachelor Degree Recipients Starting as UW New Freshmen
(Accountability Task force Indicator "H" - Efficiency)

Institution	1984-85 Graduates	1991-92 Graduates	1992-93 Graduates	1993-94 Graduates	1994-95 Graduates	1995-96 Graduates	2000-2001 Graduates (Goals)
UW-Madison	143	134	135	136	135	133	135
UW-Milwaukee	148	149	147	148	150	148	145
UW-Eau Claire	145	147	146	147	146	146	140
UW-Green Bay	138	139	136	139	141	138	138
UW-La Crosse	149	154	154	154	153	151	148
UW-Oshkosh	149	148	150	152	151	152	144
UW-Parkside	143	146	143	146	145	150	139
UW-Platteville	150	151	151	153	153	150	148
UW-River Falls	152	150	148	149	145	143	140
UW-Stevens Pt.	152	150	148	149	149	144	142
UW-Stout	145	150	151	152	152	149	145
UW-Superior	149	147	148	153	151	145	141
UW-Whitewater	141	141	141	143	142	143	135
UW SYSTEM	145	144	144	145	145	144	140

-- The System goal is a weighted average from institutional goals.

8 a. **Four Year Graduation Rates by Residency and Institution**
Fall 1992 Cohort
(Accountability Task Force Indicator "H" - Efficiency)

Institution	Graduated at Same Institution			Graduated at Any UW Institution		
	Wisconsin Resident	Non-Resident	Minnesota Compact	Wisconsin Resident	Non-Resident	Minnesota Compact
UW-Madison	29%	49%	37%	29%	49%	37%
UW-Milwaukee	7%	7%	NC	7%	7%	NC
UW-Eau Claire	12%	15%	13%	14%	15%	14%
UW-Green Bay	10%	21%	NC	11%	21%	NC
UW-La Crosse	10%	10%	13%	13%	10%	15%
UW-Oshkosh	12%	6%	NC	13%	6%	NC
UW-Parkside	4%	8%	NC	4%	8%	NC
UW-Platteville	11%	17%	NC	11%	17%	NC
UW-River Falls	16%	8%	14%	16%	8%	15%
UW-Stevens Pt.	17%	8%	15%	17%	8%	15%
UW-Stout	10%	20%	15%	10%	20%	15%
UW-Superior	12%	17%	4%	12%	17%	4%
UW-Whitewater	10%	19%	NC	11%	20%	NC
UW Colleges	N/A	N/A	N/A	2%	4%	NC
UW SYSTEM	12%	34%	19%	13%	34%	19%

NC= Not computed. When cohorts are fewer than 20 students, graduation rates are not computed.

9. UW System Expenditures and FTE Positions by Fund Source:

Instruction, Academic Support, Institutional Support, and Student Services, FY1993-1997
(Accountability Indicator "I" - Efficiency)

	Expenditure Dollars /1		FTE Positions /2	
	Total	GPO/Other GPR	Total	GPO/Other GPR
Instruction				
FY 1993	598,727,623	537,852,139	10,057	9,375
FY 1994	616,561,251	546,783,256	10,036	9,286
FY 1995	642,649,561	565,989,386	9,957	9,187
FY 1996	638,728,165	559,466,316	9,844	9,023
FY 1997	659,487,372	580,345,005	9,859	9,013
Academic Support				
FY 1993	166,569,813	141,895,857	2,317	2,099
FY 1994	178,904,602	151,626,559	2,380	2,145
FY 1995	188,173,049	160,847,226	2,383	2,152
FY 1996	198,200,669	167,483,729	2,474	2,231
FY 1997	212,627,868	179,285,712	2,487	2,251
Institutional Support				
FY 1993	114,183,199	99,715,381	2,183	1,966
FY 1994	116,584,907	101,596,638	2,174	1,948
FY 1995	124,507,667	107,607,399	2,168	1,931
FY 1996	120,093,122	102,165,655	1,995	1,760
FY 1997	120,877,257	103,750,137	1,935	1,699
Student Services				
FY 1993	136,668,587	62,261,297	1,930	1,173
FY 1994	147,582,398	64,049,368	1,942	1,166
FY 1995	157,996,404	67,822,462	1,982	1,182
FY 1996	165,203,933	69,371,785	2,026	1,203
FY 1997	174,454,118	73,506,823	2,050	1,208
Subtotal				
FY 1993	1,016,149,222	841,724,674	16,487	14,614
FY 1994	1,059,633,158	864,055,821	16,532	14,545
FY 1995	1,113,326,681	902,266,473	16,489	14,452
FY 1996	1,122,225,889	898,487,485	16,339	14,217
FY 1997	1,167,446,615	936,887,677	16,331	14,171
Total – Educational & General /3				
FY 1993	1,816,484,893	1,131,706,781	25,688	18,978
FY 1994	1,884,496,510	1,163,008,429	25,862	18,926
FY 1995	1,969,034,514	1,213,624,034	25,939	18,834
FY 1996	1,995,246,311	1,207,290,683	25,583	18,343
FY 1997	2,062,080,516	1,249,652,154	25,549	18,252

1/ Expenditure Data Source: UW System Department of Financial Reporting. Corresponds to official budget/cash basis records of UW System and State of Wisconsin.

2/ FTE Positions Data Source: UW System Budget Office. Based on October 1992-1996 Payrolls.

3/ Total-Educational and General excludes Auxiliary and Hospital expenditures and FTE.

12(a). Number and Residency of Multicultural Students by Race/Ethnicity and Institution

Fall 1996

(Accountability Task Force Indicator "L" - Diversity)

	African American		Hispanic/Latino		American Indian		Asian American		All Multicultural			Grand Total (a)	Total Multicultural as Percent of Total
	Wis	Non-Wis	Wis	Non-Wis	Wis	Non-Wis	Wis	Non-Wis	Wis	Non-Wis	Total		
UW-Madison	494	371	510	441	156	62	1,004	663	2,164	1,537	3,701	39,306	9.4%
UW-Milwaukee	1,719	48	711	47	168	3	665	56	3,263	154	3,417	21,877	15.6%
UW-Eau Claire	34	17	65	19	77	10	121	61	297	107	404	10,512	3.8%
UW-Green Bay	41	8	42	2	106	0	88	3	277	13	290	5,533	5.2%
UW-La Crosse	50	57	57	15	42	3	96	28	245	103	348	9,041	3.8%
UW-Oshkosh	86	17	88	12	74	3	151	5	399	37	436	10,393	4.2%
UW-Parkside	243	29	210	17	22	3	70	12	545	61	606	4,532	13.4%
UW-Platteville	35	6	37	8	14	2	83	9	169	25	194	5,105	3.8%
UW-River Falls	9	37	7	29	19	9	24	62	59	137	196	5,327	3.7%
UW-Stevens Point	35	2	59	4	65	1	88	6	247	13	260	8,361	3.1%
UW-Stout	40	28	36	10	33	5	122	53	231	96	327	7,322	4.5%
UW-Superior	7	15	9	5	43	15	17	9	76	44	120	2,640	4.5%
UW-Whitewater	319	20	167	7	33	2	98	9	617	38	655	10,398	6.3%
UW Colleges	87	46	94	12	57	6	117	3	355	67	422	8,795	4.8%
UW System Total	3,199	701	2,092	628	909	124	2,744	979	8,944	2,432	11,376	149,142	7.6%

(a) Includes international and white students

12(b). Six-Year Graduation Rates/7th Year Retention Rates, Fall 1990 Cohort

	At Same Institution					At Any UW Institution
	Beginning Enrollment	Number Graduated in Six Years	Graduation Rate	Enrolled in 7th Year	7th Year Retention Rate	Six Year Grad. Rate
UW-Madison						
African American	85	40	47.0%	5	5.8%	48.2%
Hispanic/Latino	82	50	60.9%	2	2.4%	64.6%
American Indian	23	7	30.4%	0	0.0%	34.7%
Asian American	203	136	67.0%	7	3.4%	67.9%
International	119	91	76.5%	0	0.0%	76.4%
White/Other	4,187	3,037	72.5%	154	3.7%	75.4%
Total	4,699	3,361	71.5%	168	3.5%	74.2%
UW-Milwaukee						
African American	194	21	10.8%	21	10.8%	11.3%
Hispanic/Latino	80	11	13.8%	11	13.8%	13.7%
American Indian	22	2	9.1%	1	4.5%	9.0%
Asian American	81	29	35.8%	12	14.8%	40.7%
International	27	5	18.5%	1	3.7%	25.9%
White/Other	2,042	704	34.5%	224	11.0%	38.9%
Total	2,446	772	31.6%	270	11.0%	35.6%
UW-Eau Claire						
African American	9	1	NC*	0	NC*	NC*
Hispanic/Latino	11	4	NC*	0	NC*	NC*
American Indian	10	1	NC*	1	NC*	NC*
Asian American	18	9	NC*	0	NC*	NC*
International	20	3	15.0%	0	0.0%	0.0%
White/Other	1,668	928	55.6%	54	3.2%	63.3%
Total	1,736	946	54.5%	55	3.2%	64.3%
UW-Green Bay						
African American	5	1	NC*	0	NC*	NC*
Hispanic/Latino	5	0	NC*	0	NC*	NC*
American Indian	10	2	NC*	1	NC*	NC*
Asian American	4	1	NC*	0	NC*	NC*
International	11	4	NC*	0	NC*	NC*
White/Other	711	297	41.8%	42	5.9%	49.3%
Total	746	305	40.9%	43	5.8%	47.5%
UW-La Crosse						
African American	14	2	NC*	1	NC*	NC*
Hispanic/Latino	13	4	NC*	1	NC*	NC*
American Indian	12	3	NC*	0	NC*	NC*
Asian American	16	8	NC*	1	NC*	NC*
International	2	1	NC*	0	NC*	NC*
White/Other	1,565	793	50.7%	63	4.0%	59.4%
Total	1,622	811	50.0%	66	4.1%	58.6%
UW-Oshkosh						
African American	34	9	26.5%	4	11.8%	32.30%
Hispanic/Latino	9	1	NC*	0	NC*	NC*
American Indian	16	4	NC*	0	NC*	NC*
Asian American	31	14	45.2%	2	6.5%	45.10%
International	8	5	NC*	0	NC*	NC*
White/Other	1,510	682	45.2%	73	4.8%	51.7%
Total	1,608	715	44.5%	79	4.9%	50.9%
UW-Parkside						
African American	43	6	14.0%	2	4.7%	16.2%
Hispanic/Latino	17	4	NC*	3	NC*	NC*
American Indian	2	1	NC*	0	NC*	NC*
Asian American	10	1	NC*	1	NC*	NC*
International	5	4	NC*	0	NC*	NC*
White/Other	705	181	25.7%	51	7.2%	33.4%
Total	782	197	25.2%	57	7.3%	32.6%
UW-Platteville						
African American	11	0	NC*	0	NC*	NC*
Hispanic/Latino	5	0	NC*	0	NC*	NC*
American Indian	4	1	NC*	0	NC*	NC*
Asian American	12	4	NC*	1	NC*	NC*
International	2	1	NC*	0	NC*	NC*
White/Other	909	465	51.2%	34	3.7%	56.4%
Total	943	471	49.9%	35	3.7%	55.4%

At Same Institution						At Any UW Institution
	Beginning Enrollment	Number Graduated in Six Years	Graduation Rate	Enrolled in 7th Year	7th Year Retention Rate	Six Year Grad. Rate
UW-River Falls						
African American	17	1	NC*	2	NC*	NC*
Hispanic/Latino	9	3	NC*	0	NC*	NC*
American Indian	10	2	NC*	1	NC*	NC*
Asian American	13	2	NC*	0	NC*	NC*
International	4	1	NC*	0	NC*	NC*
White/Other	886	408	46.0%	33	3.7%	48.6%
Total	939	417	44.4%	36	3.8%	47.0%
UW-Stevens Point						
African American	10	4	NC*	1	NC*	NC*
Hispanic/Latino	11	3	NC*	0	NC*	NC*
American Indian	16	2	NC*	1	NC*	NC*
Asian American	14	7	NC*	0	NC*	NC*
International	44	11	25.0%	0	0.0%	34.0%
White/Other	1,485	735	49.5%	49	3.3%	56.1%
Total	1,580	762	48.2%	51	3.2%	54.8%
UW-Stout						
African American	13	4	NC*	2	NC*	NC*
Hispanic/Latino	8	3	NC*	0	NC*	NC*
American Indian	4	2	NC*	0	NC*	NC*
Asian American	24	11	45.8%	1	4.2%	50.0%
International	3	0	NC*	0	NC*	NC*
White/Other	1,078	515	47.8%	46	4.3%	52.4%
Total	1,130	535	47.3%	49	4.3%	51.9%
UW-Superior						
African American	0	0	NC*	0	NC*	NC*
Hispanic/Latino	3	1	NC*	0	NC*	NC*
American Indian	5	0	NC*	0	NC*	NC*
Asian American	1	0	NC*	0	NC*	NC*
International	8	1	NC*	0	NC*	NC*
White/Other	329	92	28.0%	17	5.2%	31.0%
Total	346	94	27.2%	17	4.9%	30.3%
UW-Whitewater						
African American	82	26	31.7%	4	4.9%	36.5%
Hispanic/Latino	29	8	27.6%	5	17.2%	34.4%
American Indian	7	2	NC*	1	NC*	NC*
Asian American	30	12	40.0%	1	3.3%	50.0%
International	12	7	NC*	1	NC*	NC*
White/Other	1,793	905	50.5%	70	3.9%	58.5%
Total	1,953	960	49.2%	82	4.2%	57.0%
UW Colleges						
African American	43	Not Applicable	Not Applicable	0	0.0%	0.0%
Hispanic/Latino	34	Not Applicable	Not Applicable	1	2.9%	11.7%
American Indian	20	Not Applicable	Not Applicable	0	0.0%	0.0%
Asian American	23	Not Applicable	Not Applicable	0	0.0%	13.0%
International	38	Not Applicable	Not Applicable	0	0.0%	0.0%
White/Other	3,407	Not Applicable	Not Applicable	49	1.4%	23.6%
Total	3,565	Not Applicable	Not Applicable	50	1.4%	22.8%
UW System Totals						
African American	560	115	20.5%	42	7.5%	22.6%
Hispanic/Latino	316	92	29.1%	23	7.3%	33.2%
American Indian	161	29	18.0%	6	3.7%	23.6%
Asian American	480	234	48.8%	26	5.4%	53.1%
International	303	134	44.2%	2	0.7%	43.1%
White/Other	22,275	9,742	43.7%	959	4.3%	52.1%
Total	24,095	10,346	42.9%	1,058	4.4%	50.9%

* Where cohort enrollment is fewer than 20, graduation rates are shown as "NC".

APPENDIX B

Technical Notes and Definitions of Key Terms For Accountability Indicators

Indicator 1

The figures are based on the results of a random sample of degree-seeking undergraduate students from the fourteen different UW institutions. The survey was conducted by the independent consulting firm Grant Thornton in conjunction with HBRS, Inc. via telephone during March and April, 1995. Students were sampled from each institution in proportion to their actual occurrence in the population. There were originally 3,050 sample points, 109 were removed because the respondent was no longer a student. From the remaining 2,941 sample points, interviews were completed with 2,069 students or 70.4 percent response rate. The margin of error for this survey was ± 2.1 percentage points.

Indicator 2

The figures are based on the results of a random sample of 1990-91 baccalaureate recipients from the 13 four-year UW institutions. The survey was conducted via telephone during August-September 1996 by the independent consulting firm Grant Thornton in conjunction with Hagler Bailly Consulting. The alumni sample was randomly selected in proportion to the actual number of baccalaureate degrees granted by each institution in 1990-91. There were originally 3,544 sample points; 780 were removed due to missing phone numbers and 51 more names were removed because the individual either did not graduate in 1990-91 or had not received a baccalaureate in 1990-91. From the remaining 2,713 names, interviews were completed with 2,007 alumni for a 74% response rate.

Indicator 3

The figures in the table reflect instruction in group primary sections, either with supplemental sections or without supplemental sections. Group instruction in the UW System includes lectures, labs, discussion sections, and seminars. Group courses may be made up of one or more of these four types of instruction. Any one of these four types of instruction may be considered primary group sections. However, in the primary section hierarchy, lectures are the highest level, followed by labs, discussions, and seminars. For example, for a specific course consisting of a lecture section and a lab section, the lecture section would be primary while the lab would be supplemental. If the lab was not attached to a lecture or had a different course number, it would be a primary section. The same would be true for discussion sections and seminars.

Six Measures of Faculty Instructional Workload

Both the weekly group instructor contact hours and student contact hours have been standardized to a 50-minute contact hour/16 week semester. Contact hours are a function of both contact hour and semester length. In the past, the UW System has calculated average contact hours based on each institution's own definition of contact hour and semester length. While a valid methodology, one limitation is that it does not control for differences among institutions in these two variables. While most UW institutions operate under this standard, this new method improves the inter-institutional comparability of the contact hour figures.

Indicator 4

Externally-funded research expenditures for the doctoral institutions exclude non-pooled federal overhead (fund 150) expenditures from federal research expenditures (\$10.3 million for UW-Madison and \$1.4 million for UW-Milwaukee) and insurance losses (fund 999) from non-federal research expenditures (\$202,914 for UW-Madison).

The source of the national data and rankings is the National Science Foundation's annual report entitled Federal Support to Universities, Colleges, and Nonprofit Institutions. The NSF defines research & development obligations as "the amounts for orders placed, contracts awarded, services received and similar transactions during a given period, regardless of when the funds were appropriated and when future payment of money is required." As such, obligations do not necessarily reflect the amount expended during that fiscal year.

Indicator 6

UW System. Graduation rates are based on a six-year time period for entering new freshmen. Full-time status is defined as students who carry 12 or more credits in the first semester at system and institutional level. Graduation rates for new freshman cohorts with fewer than 20 students are not computed.

Institutions. Rates are shown for students who started and graduated at the same institution (At Same Institution), and for students who started, but graduated at the same or another institution (At Any Institution). No graduation rate is computed for enrollment numbers fewer than 20, because a change in one person at that level causes a 5 percent change in the graduation rate. Where enrollment is fewer than 20, graduation rates are shown as "NC".

Indicator 7

Table 7-2, GRE Undergraduate Test Score Means. UW-Parkside, UW-Platteville and UW-Stout had students who took the test but means are not provided for fewer than 25 scores. National scores are based on the performance of all examinees who took the test between October 1, 1995 and September 30, 1996. UW System scores are based on performance of individuals who took the test between October 1, 1995 and September 30, 1996 and reported a UW institution as their undergraduate institution.

Figure 7-2, Placement of 1995-96 UW System Graduates. The data provided in this figure come from "Destination Surveys" completed by 8,591 December 1995 and May/August 1996 graduates for UW institution career services offices. The average response rate for the surveys was 65%, and ranged from 26% to 100% among the career services offices included in the aggregate totals. The aggregate data reflected in the figure include neither UW-Madison's College of Letters and Science, nor December 1995 graduates at UW-Oshkosh and UW-Milwaukee. UW-Madison's School of Education provided the information only on those students registered with the Educational Placement Office.

Indicator 8

The credits to degree indicator is calculated on first-time UW baccalaureate degree graduates who started in the UW System as new freshmen. Students receiving second baccalaureate degrees or who have transferred into a UW institution with prior college-level credit coursework are excluded from the average attempted number of credits to degree.

Indicator 9

The figures reported in the table correspond to official budget/cash basis records of the UW System and State of Wisconsin. "Educational & General" expenditures include the following activities: Instruction, Research, Public Service, Academic Support, Student Services, Institutional Support, Plant Maintenance & Operations, Financial Aid to Students, and Farm Operations. They exclude the following activities: Hospitals, Auxiliary Enterprises, Plant Additions, and Mandatory Transfers.

Indicator 10

National access rates (21%) are based on Fall 1994 immediate high school graduates who enroll in 4-year public higher education in their home state. The Fall 1996 Wisconsin access rate (31.9%) is based on the same population, which includes 4-year public higher education, but also includes UW-Colleges, a 2-year institution.

Indicator 12

UW System. Minnesota and Michigan Compact students are included in the "Non-resident" data.

Institutions. No graduation rate is computed for cohort enrollment numbers fewer than 20. Where cohort enrollment is fewer than 20, graduation rates are shown as "NC".

Indicator 17

The figures in the tables are based on the results of a survey of Wisconsin businesses conducted by the independent consulting firm Grant Thornton in conjunction with HBRS, Inc. in late 1994. The telephone survey was completed in October and November, 1994, from a sample of 988 firms of various sizes and type. Sixty-one were removed from the sample because the business was no longer operating, had moved or had no telephone listing. Interviews were completed with 631, or a 68% response rate. The distribution of survey responses by number of employees and nature of the business is very similar to the sample distribution with 48% non-manufacturers and 52% manufacturers.

UW SYSTEM FACULTY SABBATICAL RECIPIENTS 1998-99

EXECUTIVE SUMMARY

BACKGROUND

Under provisions of s. 36.11(17), Wis. Stats., the board may grant sabbatical leave of up to one year to instructional faculty in order to recognize and enhance teaching efforts and excellence. Selection of candidates has been delegated to the chancellors, following approval by appropriate faculty and administrative committees.

To be eligible for a sabbatical, the faculty member must have completed six or more years, or the equivalent, of full-time instructional service in the system, have not taken a sabbatical during the previous six years, and agree to return to the institution for at least one year following the leave. Preference is given to those who have not had a leave, regardless of source of funding, in the previous four years.

Prior to 1984, although the UW System was authorized to grant faculty sabbatical leaves, the number could not exceed three percent of the eligible faculty. Under those conditions, a total of 141 sabbaticals were possible. In the 1983-84 Legislative session, the Governor and State Legislature recognized the need to expand the sabbatical program and lifted the three percent limitation.

Current UW System policy provides that a faculty member may take a sabbatical leave for one semester and receive financial support at any level up to full compensation for that period; those on leave for the academic year may receive up to 65 percent of full compensation for that period, in accordance with institutional policies. The UW System does not receive state funding for this program; support must come from existing general operations appropriations. Instructional responsibilities of those on leave are assumed by colleague coverage, by instructional staff or visiting faculty funded from salary savings or by rescheduling courses.

REQUESTED ACTION

This item is presented for information only and no action is required.

DISCUSSION

Following institutional selection procedures established in conformance with ACPS #3.3, *The Faculty Sabbatical Program*, 251 faculty members have been selected to receive sabbatical leaves during 1998-99, 162 of whom will be gone for one semester and the remaining 89 for the academic year. Of these totals, 33 percent are women and 12 percent are minorities.

RELATED REGENT POLICIES

ACPS #3.3, *The Faculty Sabbatical Program*.

1998-99 FACULTY SABBATICALS

<u>Name & Rank</u>	<u>School or Department</u>	<u>Term</u>	<u>Purpose</u>
<u>University of Wisconsin-Eau Claire</u>			
Kathryn Hoehn Anderson Associate Professor	Family Health Nursing	98-99	Complete a post-doctoral research experience on chronic illness with Dr. Frances Marcus Lewis, nurse researcher at University of Washington, and integrate learned knowledge and experience into the author's research on chronic illness. Secondary analyses collaboration with Dr. Lewis and coursework in advanced statistical analyses will also be part of the sabbatical activity. Chronic illness and the family pilot project data collected in 1997-98 will be integrated with 1993 dissertation data and analyzed using LISREL and other advanced multivariate techniques; results will be disseminated in journal publications prepared during the sabbatical and utilized in a future grant application.
David Baker Professor	Music & Theatre	SEM II	The project, Five Antiphons: A Choral Symphony, will incorporate five Biblical Psalms into a musical composition for chorus and orchestra. It will be organized in the structural format of a multi-movement symphony and utilize the technique of divided (antiphonal) choral ensembles. The completed project will receive its first performance at UW-Eau Claire during the 1999-2000 academic year.
Fred King Professor	Chemistry	98-99	Bringing to completion three extensive research projects in the area of theoretical/computational atomic physics. The focus of the work is understanding the electronic structure of some few-electron systems. The research will involve a combination of analytical and computational work. A major proposal will be written to the National Science Foundation to allow this research to be extended in a number of directions.
Daniel Perkins Professor	Communication & Journalism	SEM I	To collect and assess newspaper articles related to Native American "issues" from both white owned and Native American owned newspapers for purposes of performing content analysis of the articles based on specific communication theory and principles.
Wilson Tayler Associate Professor	Biology	SEM II	Produce a single publication that represents a comprehensive survey of the microfossils from the locality I have been working on for the last four years. In order to ensure accurate identification and characterization of these specimens, I am proposing to visit and interact with two of my colleagues, calling upon their expertise and reference collections.
Charles Tomkovick Associate Professor	Management & Marketing	98-99	It is incumbent upon Marketing educators to be knowledgeable of changing market needs if they are to properly prepare business students for tomorrow's marketing realities. The proposed research study is designed to identify "leading edge" marketing curriculum which is ideally suited for helping prepare UWEC students to become tomorrow's business leaders.
James Walker Professor	Mathematics	98-99	Write a book entitled <i>Fourier and Wavelet Analysis with Applications to Signal Processing and Medicine</i> and to program computer software which will accompany this book.

University of Wisconsin-Green Bay

Lynn Walter Professor	Social Change & Development	98-99	To synthesize data, analyze it, and write an ethnography of Denmark as a nation state focusing on the concepts of "welfare" and the "welfare state" as the central foci of Danish culture.
Greg Davis Associate Professor	Natural and Applied Sciences	SEM II	Metapopulation dynamics research.
Ken Fleurant Associate Professor	Humanistic Studies	SEM II	To research Maghrebian North African culture as it applies to the works of Tahar Ben Jelloun of Morocco and Rachid Mimouni of Algeria.
James Marker Associate Professor	Human Biology	SEM II	To 1) finish research on an NIH AREA grant, 2) prepare an NIH R01 grant, and 3) update lecture syllabus and course format for Introduction to Human Biology.

University of Wisconsin-La Crosse

Diane Cannon Associate Professor	English	98-99	Write a composition and grammar handbook that will establish the connection between grammar, maneuvers we do for correctness or emphasis, and composition, writing we do for meaning.
William Fiorini Professor	Art	98-99	Return to Japan to research traditional metal processes for inclusion in a book, for personal artistic development in my art and to extend further technical information into the curriculum of the Art Department metals classes.
Thomas A. Maik Professor	English	SEM I	Research for, editing of, and writing an Introduction to a Collection of Short Fiction by Selected Nineteenth Century New England Women Writers, to be published by Garland Press.
Lalita Pandit Associate Professor	English	SEM II	Projected book manuscript, aiming to produce a comparative study of Shakespearean Drama in light of Indian theory of drama. Reading Shakespeare in a global perspective will underscore universal aspects of Shakespearean Drama as well as of Indian dramatic and aesthetic theories.
Therese Roggenbuck Professor	Music	SEM II	Study of selected French art songs by three composers: Ernest Moret, Josej Szulc and Darius Milhaud.
Mark B. Sandheinrich Professor	Biology & Microbiology	SEM I	Development of Expertise for Analysis of Mercury and Methylmercury in Environmental Samples.
Stevens O. Senger Professor	Mathematics & Computer Science	SEM I	Study and Research in Virtual Environments and Medical Imaging.

University of Wisconsin-Madison

Leonard Abbeduto Professor	Educational Psychology	SEM I	Develop two new courses which will focus on how gender, ethnicity, language proficiency, and developmental disabilities impact language in the classroom.
Arnold Alanen Professor	Landscape Architecture	SEM I	Become familiar with the ethnographic landscape literature of the U.S. in order to incorporate this research into my teaching of LA 260 and LA 677.

Mary Anderson Professor	Geology & Geophysics	98-99	Revise the second edition of textbook on groundwater modeling and write a review paper on the use of thermal patterns in analyzing groundwater flow systems.
James Andreoni Professor	Economics	SEM II	Conduct research in order to develop more sophisticated ways for economists to consider moral and altruistic behavior which can be used to facilitate interdisciplinary linkages between the department and other social science departments at UW-Madison.
Paul Bach-y-Rita Professor	Rehabilitation Medicine	98-99	Undertake a pilot clinical trial of home stroke rehabilitation in Cuernavaca, Mexico to collect preliminary data in preparation for a full trial in the U.S.A that will involve UW medical students and staff.
Sally Banes Professor	Theatre & Drama	98-99	Complete co-authored book on the Soviet director Sergei Eisenstein's theoretical and practical work in film, theatre, and other arts, which would have an impact on five courses including history of Russian theatre.
Marguerite Barratt Professor	Child & Family Studies	98-99	Study the transition to parenthood in Japan that would benefit my teaching as well as the continuation and establishment of international ties.
David Becker Professor	Art	SEM II	Propose to produce a series of videotapes on drawing, printmaking, and painting figurative imagery concurrent with teaching life drawing and anatomy that would be a valuable resource for life drawing classes.
Karen Bogenschneider Assistant Professor	Child & Family Studies	98-99	Write a textbook on family perspective in policy making directed toward graduate and undergraduate students, and also refine a series of three educational newsletters directed toward parents of adolescents.
Barbara Bowers Associate Professor	Academic Affairs	SEM I	Develop an educational program that builds on the past several years of qualitative research on long term care policy, and the application of that work to health care reform at Federal and local levels.
Michael Brighouse Assistant Professor	Philosophy	SEM II	Conduct research on the developments in foundational ethical theory which will result in a new course on the proper status of children in liberal political theory.
James Bucklew Professor	Electrical & Computer Engineering	SEM I	Visit various statistical signal processing centers in Europe to learn new examples, techniques and methodologies that will be incorporated into teaching undergraduate and graduate courses.
Barbara Buenger Professor	Art History	98-99	Initiate research on subjects in classical, modern and contemporary art resulting in a new lecture course on contemporary European art.
Stephen Bunker Professor	Sociology	SEM II	Conduct study on how changes in the raw material needs of industrial economies over the past 400 years have shaped the relations between states and firms domestically and the organization of the world economy internationally to be used for a new course.
Ugo Camerini Professor	Physics	SEM I	Develop new computerized experiments for Physics 104, and write manuals and develop interactive software for the new experiments.

David Canon Associate Professor	Political Science	SEM I	Pursue study of the evolution of the committee system in the U.S. Congress to add depth to teaching about both Congress and American national government.
Colleen Capper Associate Professor	Educational Administration	SEM II	Examine how Wisconsin schools are dealing with equity and diversity issues, develop casebook of equity situations, explore how administrators develop schooling for students with disabilities, all of which will help me develop my methods for teaching.
Y. Austin Chang Professor	Materials Science & Engineering	SEM II	Expand curriculum for MS&E 530 to incorporate modern technological advances made in the use of PC's to solve problems.
Yeon-Koo Che Associate Professor	Economics	98-99	Conduct at least two research projects on incentive issues surrounding multiple agents, repeated performance, auctions and tournaments and develop a course on Law and Economics.
L. Keith Cohen Professor	Comparative Literature	SEM II	Conduct research and develop new course on a body of literature centered around the Caribbean, written within and against Euro-American traditions.
Catherine Connor Associate Professor	Spanish & Portuguese	SEM II	Complete research that examines the limitations of the standard view of Spanish classical drama as politically manipulative and socio-culturally static and introduce this material into her courses.
Susan Cook Professor	Music	SEM II	Complete research for a book on American popular music and dance which will serve as a basis for major and non-major courses on American popular music traditions.
Mark Covalessi Professor	Accounting	98-99	Pursue reading and research in the intra and inter organizational relationships and develop personal understanding and application of technology for use in instructional activities.
F. Fleming Crim, Jr. Professor	Chemistry	98-99	Conduct research on the connections between gas phase and liquid phase chemistry which will help both research and teaching resulting in a molecular dynamics courses.
David Crook Associate Professor	Music	SEM I	Create a Bascom course on "Music and Morality" grounded in my own researches on music censorship and cultural constructions of music's potential danger.
Julie D'Acci Associate Professor	Communication Arts	SEM II	Conduct research for a book-length history of US prime time television that examines the interrelationships among the television industry that will expand contents of two classes: survey of mass media course, and television theory and criticism.
Juan DePablo Professor	Chemical Engineering	98-99	Explore new research areas in the fields of zeolite and clay mineral molecular modeling which will result in a new course and textbook.
Suzanne Desan Associate Professor	History	98-99	Develop a new history course on the Old Regime and French Revolution to be taught in French which will help launch the innovative curricular program, Foreign Languages across the Curriculum.
Nancy Diekleman Professor	Academic Affairs	SEM II	Expand knowledge and experiential base in interpretive pedagogues research, analyze data collected for pilot study and design a study to evaluate and test an alternative approach to education.

Daniel Doeppers Professor	Geography	SEM II	Write a volume of essays which will have as its central theme the spread, intensification and changing character of Manila-provincial relations during 1850-1925 which will enhance my graduate and undergraduate courses.
James Donnelly Jr. Professor	History	SEM I	Write a comprehensive account of the Great Irish Famine of 1845-51, combining narrative, analysis and historiography as well as develop lecture on the demography; and economy of pre-Famine Ireland for inclusion into two courses.
Robert Drechsel Professor	Journalism & Mass Communication	98-99	Re-conceive and reconstruct my undergraduate course in mass communication law and pursue research on the evolution of the legal concept of malpractice in the context of communication.
Mark Ediger Professor	Chemistry	SEM II	Develop two new experiments which investigate dynamics in polymers and super-cooled liquids which will provide new material for graduate course in polymer chemistry and new perspectives for undergraduate teaching.
Jim Escalante Professor	Art	SEM I	Investigate digital photography and become familiar with new printers and software opportunities so they may be integrated into a new class in book arts and book art projects.
Donald Field Professor	Forest Ecology & Management	SEM II	Expand knowledge of landscape ecology, prepare book on social ecology of landscapes and integrate this research into a new senior level course on Rec. Resource Policy and Management.
Halina Filipowicz Professor	Slavic Languages	98-99	Complete research that will initiate and model a new way of teaching Polish literature that would escape the dichotomous terms of Polish scholarship in Poland vs. Polish scholarship in the West.
Morton Gernsbacher Professor	Psychology	98-99	Enhance and augment my research by acquiring the expertise of a leading-edge laboratory technique which will enhance my ability to teach and enable me to offer graduate courses that focus specifically on the use of MRI.
Chere Gibson Associate Professor	Family & Consumer Science	SEM I	Enhance the content of four courses which deal with a distance teaching and learning focus, and forge new collaborative teaching, research and grantsmanship relationships.
M. Elizabeth Graue Associate Professor	Curriculum & Instruction	SEM I	Conduct research on how decisions to delay kindergarten entrance effect institutional policies and student achievement, and the relations between school cultures and student experiences for expanded course curriculum and a manuscript.
Jan Greenberg Associate Professor	Social Work	98-99	Pursue statistical training in longitudinal research, publish manuscripts on families coping with mental illness and continue research on families of person with mental illness which will result in enhanced teaching skills and effectiveness.
Ric Grummer Professor	Dairy Science	98-99	Study nutritional and physiological factors that regulate intake during gestation of cows that can be incorporated into all levels of Dairy Science teaching program.

Francis Halzen Professor	Physics	SEM II	Complete and defend the AMANDA proposal for expanding the existing detector, a new type of astronomical telescope at the South Pole, to kilometer scale. Project involves students and will contribute to curriculum expansion.
Robin Harris Professor	Soil Science	SEM II	Develop multimedia instructional modules on soil biology and connections between soil science, environmental education and sustainability which will enhance the Department's instruction and outreach programs.
Donald Hausch Associate Professor	Operations & Information Management	SEM II	Engage in research on contracting, supplier relations, and the boundaries of the firm to rework my courses' treatment of this topic and create a new course.
Douglas Hill Professor	Music	SEM II	Create a monograph of articles I have written over the past 25 years and collaborate with colleague in writing a text on horn and horn teaching for public school teachers.
Karen Holden Professor	Human Ecology	98-99	Conduct cross-national research on the economic well-being of widows, and the effects of public and private pension plans on their economic condition and policy decisions on early retirement versus disabled workers which expand instructional offerings.
Elizabeth Holloway Professor	Counseling Psychology	SEM I	Complete book "Knowing Supervisees: In Their Own Words" which will be adaptable to coursework in training institutes and university programs of counseling and counseling psychology.
John Hoopes Professor	Civil & Environmental Engineering	98-99	Spend one year at Naresuan University in Thailand to expand my research and instructional program in river hydraulics and sedimentation, and to promote and develop cooperative work between the UW-Madison and other Thai Universities.
Robert Howell Professor	German	98-99	Develop a new course on a comparative introduction to the Germanic languages.
Lester Hunt Professor	Philosophy	SEM II	Complete a book on philosophical ideas in literature that will be used in Philosophy 526.
Harvey Jacobs Professor	Urban & Regional Planning/IES	98-99	Increase knowledge of contemporary instructional technology, update research literature in my teaching areas, and conduct research activities on private property related land and environmental policy matters in Europe.
Rick Jenison Assistant Professor	Psychology	SEM I	Consult with colleagues on models of neural coding of auditory space and initiate development of an intro statistics laboratory manual based on the software package Matlab for use in Psych 210 course.
Michael Kane Professor	Kinesiology	98-99	Integrate the main areas of my research program (validity theory, generalizability theory) in order to revise my undergraduate course and update my graduate course.
Lynn Keller Professor	English	SEM II	Begin research for a book on experimentalism in contemporary women's poetry which will expand the content of methodology of poetry courses currently taught.

Joseph Koykkar Associate Professor	Kinesiology	SEM I	Expand knowledge in sound design for the performing and visual arts, and music for dance to be incorporated into two music for dance courses.
Diane Lauver Associate Professor	Academic Affairs	98-99	Pursue research and scholarship in women's health-related behaviors that will strengthen the foundation of teaching and practice of nursing.
James Lawler Professor	Physics	98-99	Visit corporate R&D labs in the U.S., Japan and Europe to strengthen university-industry links in the area of graduate research and education so that graduate students can thrive in a corporate R&D environment; restructure M.S. program.
Rafael Lazimy Associate Professor	Operations & Information Management	SEM II	Enhance the Info Sys curriculum by upgrading existing courses and developing new ones in the School of Business and study new methodologies to strengthen teaching and research skills.
David Loewenstein Professor	English	SEM II	Begin work on a new cross-disciplinary book entitled "Heresy and Literature in Early Modern England" that will broaden expertise in teaching of Reformation and Renaissance literature and history.
Sally Magnan Professor	French & Italian	SEM I	Propose to analyze the evolution of both qualitative and quantitative research paradigms which will directly benefit my two graduate courses in foreign language pedagogy and second language learning as well as first semester French.
David McDonald Associate Professor	History	98-99	Complete essay on Russian nationalism and research on changing representation of rurality in eighteenth-century Russia and its role in forming noble identity which will provide new material for History 420.
Muhammad Memon Professor	South Asian Studies	SEM I	Undertake an in-depth study of creative literature during and after the partition of India in 1947 which will result in a proposal for a new course.
Jon Miller Professor	Communicative Disorders	SEM II	Develop computer guided instructional modules for the orthographic transcription of language samples from computer analysis software to quantify children's progress in language development which will result in a guided instructional package in CD format.
Judith Miller Professor	French & Italian	98-99	Read extensively in the history of Francophone areas of the world and in post-colonial theory as well as complete book-length manuscript on Francophone theatre of Africa and the Caribbean which will enhance teaching.
Gilead Morahg Professor	Hebrew & Semitic Studies	SEM II	Pursue the study of Israel's literature of the Holocaust which will result in a new course.
Beverly Moran Professor	Law	SEM II	Research and prepare articles on the taxation of Native Americans and differences in the taxation of low income Americans that would enhance her classes in tax law.
Jeffrey Naughton Professor	Computer Science	98-99	Visit database companies to learn about database technologies specifically technology for building applications on top of database systems which will help update teaching and research.

Emiko Ohnuki-Tierney Professor	Anthropology	SEM I	Conduct research that will result in the development of new courses (Symbolic Anthropology of Emotions; Anthropology of Flowers; Anthropology of Aesthetics) and will enrich teaching ability.
Pamela Oliver Professor	Sociology	98-99	Complete the writing phase of my research on diffusion models of collective action and to integrate this and other new research on collective action and social movements into teaching program.
Tim Osswald Associate Professor	Mechanical Engineering	SEM I	Develop a new course on the History of Plastics and Plastics Processing, as well as update ME 313 and finish the course textbook.
Kirk Parkin Professor	Food Science	SEM II	Revise and prepare a laboratory manual for the Food Chemistry Laboratory course FS 512.
J. Paul Peter Professor	Marketing	SEM I	Study and develop methods and procedures for validly measuring consumer behaviors to be used to improve education of students in marketing research.
Brenda Plummer Professor	Afro-American Studies/History	SEM II	Research the topic of African Americans and U.S. foreign affairs during the years 1954-80 and thereby extend the chronological boundaries of department courses.
Paul Porter Professor	Zoology	98-99	Complete a synthesis of bioenergetics/behavior models with ecological interaction models, resulting in a paper and book with user friendly computer programs for research and teaching.
John Rieben Associate Professor	Art	SEM II	Spend time at three leading design facilities to obtain a clear grasp of the technological requirement and cultural changes that this new technology has imposed upon the profession for inclusion in student's preparation for employment.
Richard Ringler Professor	English/ Scandinavian Studies	SEM I	Conclude work on a book "Selected Poetry and Prose of Jonas Hallgrímsson," and begin work on a fresh translation of Beowulf for classroom use.
William Risley Professor	Liberal Studies and Spanish and Portuguese	SEM I	Study the evolution and refinement of the literary symbol in fifteen mature "novels of contemporary life" by Benito Perez Galdos to develop a new course in Hispanic literature and to write a book on Galdos.
Donald Rowe Professor	English	SEM II	Draft a short book on the construction of the body in Chaucer's "Canterbury Tales" which should contribute both to undergraduate and graduate teaching.
Michael Schatzberg Professor	Political Science	98-99	Complete a research project focused on a cultural analysis of political legitimacy in Africa that will allow the development of a new undergraduate course.
Antonia Schleicher Associate Professor	African Language and Literature	98-99	Redesign upper level Yoruba courses to incorporate multimedia interactive computer materials.
Joan Schmitt Professor	Risk Management & Insurance	98-99	Complete several research projects in the area of tort reform and to improve substantive and stylistic teaching skills.

Donald Schwab Professor	Management & Human Resources	SEM I	Develop and execute research designed to become knowledgeable about qualitative methods as applied to the study of work behavior and include this subject in courses taught.
Andreas Seeger Professor	Mathematics	SEM I	Work with colleagues in Europe and conduct research on mathematical issues resulting in the updating of graduate course.
John Sharpless Professor	History	SEM I	Revise courses currently being taught as well as develop a new two course sequence on "Population, Environment and Disease in World History."
Edwin Sibert Professor	Chemistry	SEM II	Collaborate with a noted colleague at a Spanish university to study molecular energy flow, a crucial component of chemical reactions, which will enhance classroom teaching.
Marshall Slemrod Professor	Mathematics	SEM I	Pursue research in applied mathematics especially the area of nonlinear partial differential equations that will be introduced into graduate and undergraduate courses.
James Smith Professor	Music	SEM II	Research and study the music for wind band composed by twentieth century Czech composers which will open new repertoire for student performance in UW courses.
A. Ivan Soll Professor	Philosophy	SEM II	Investigate further the literature about the value of life and the significance of death which will and contribute to teaching courses on the philosophy of death and the value of life.
Jacob Stampen Professor	Educational Administration	SEM I	Redesign my courses for dissemination to a variety of audiences in formats ranging from conventional degree credit classroom instruction to non-synchronous courses for working administrators in remote locations.
Rodney Stevenson Professor	Business	98-99	Study intensively the areas of business ethics and corporate responsibility that will lead to teaching courses and engaging in research on business ethics issues.
Rajan Suri Professor	Industrial Engineering	98-99	Conduct research in Asia on issues in distance education as well as learn from industry experts in the apparel industry which will be useful for my future instruction at UW-Madison.
David Thomas Professor	Animal Sciences	SEM II	Conduct research on dairy sheep management and research the organization and operation of the British dairy industry which will be used in UW educational programs to improve efficiency of dairy sheep production on Wisconsin farms.
Michael Thornton Professor	Afro-American Studies	98-99	Create a class text that incorporates the role of both minority and mainstream media in setting the context for discussions about race relations.
Willis Tompkins Professor	Electrical & Computer Engineering	98-99	Complete textbook, refresh expertise in research area and submit a major extramural research grant proposal.
Stephen Vaughn Professor	Journalism & Mass Communication	SEM II	Write a book that will give communication researchers a better sense of how their field has evolved through time and what issues need to be investigated as well as strengthen the study and teaching of communication history.

Stephen Ventura Associate Professor	Soil Science/IES	SEM I	Develop materials for workshops and instruction in the area of "GIS and Society" for updating IES 695 and creating a new course.
Alan Vonderohe Professor	Civil & Environmental Engineering	98-99	Visit selected universities to develop a better understanding of the GIS-T/ITS integration problem and develop means for incorporation of these new ideas into my research and instructional program.
Robert Wardrop Professor	Statistics	98-99	Write two class texts on the role of statistics in quantitative reasoning and continue research on the development of statistical methods of analyzing sports data.
Urban Wemmerlov Professor	Operations & Information Management	98-99	Conduct research to modernize materials and delivery modes for three courses, study empirical research methodologies, complete several research projects, and finish textbook on work reorganization.
Craig Werner Professor	Afro-American Studies	SEM I	Audit courses in the History of Science program which will enhance my teaching and allow me to develop a new course on the relationship between science and multicultural studies.
John Wright Professor	Chemistry	SEM II	Study the dissemination of newly developed teaching and assessment methods that are based on active learning and development and application of nonlinear laser spectroscopy methods.

University of Wisconsin-Milwaukee

Margo Anderson Professor	History	SEM 1/2	Trace the history of household surveys, particularly those sponsored by the federal government, and their use as a tool for policy analysis.
Bartholomew Armah Associate Professor	Africology	98-99	Comparing the long run effects of policy reform across a range of Sub-Saharan countries will provide new insights into the relationship between policy reforms and small enterprises in Sub-Saharan Africa.
Mary Buley-Meissner Associate Professor	English	SEM II	Complete research for a book addressing social and political change in the People's Republic of China during the past fifteen years, as reflected in the lives of my former students at Yangzhou Teachers College (now Yangzhou University).
Uriel Cohen Professor	Architecture	SEM II	Activities and continued commitment to, as well as new initiatives in teaching, research, and service.
Santiago Daydi-Tolson Professor	Spanish & Portuguese	98-99	Write a book on the influence of Franciscan theology and spirituality in the poetic works of Gabriela Mistral, the Chilean poet and first Latin American to receive the Nobel Prize for Literature.
Margery Deutsch Associate Professor	Music	98-99	Continuing Studies & An Exploration of New Ideas including: 1) study violin; 2) explore new repertoire; 3) review conducting textbooks; 4) continue work on my book; and 5) improve computer skills.
Alexandra Dimitroff Associate Professor	Library and Information Science	SEM I	Teaching a course called "Concepts of Information Retrieval" at Moscow State University of Culture, Library and Information Faculty, plus two research projects will be undertaken.

Dave Edyburn Associate Professor	Exceptional Education	98-99	Development and evaluation of technology enhanced learning environments.
Bruce Fetter Professor	History	SEM I	Prepare a freshman seminar and a senior capstone course on various aspects of the history of health care.
Alison Ford Associate Professor	Exceptional Education	98-99	Alternative assessment as a tool to strengthen the curriculum of learners with disabilities.
Nadya Fouad Professor	Educational Psychology	SEM I	Refresh and extend my methodological skills and to begin a program of study interviewing individuals from diverse populations about their career decisions. And finally, I hope to learn how to infuse technology into two courses that I will teach upon my return.
Richard Fox Associate Professor	Exceptional Education	SEM I	Strengthen his knowledge of the research and professional practice base in the area of student misconduct.
Suresh Garmella Associate Professor	Mechanical Engineering	SEM I	Study at a microscale level of interfacial interfacial phenomena in dendritic mushy zones existing in the solidification of alloys, especially in electronic materials. The other, related, objective is to integrate this scholarly activity into the undergraduate and graduate curricula at UWM.
Dennis Gensch Professor	Business Administration	SEM 1/2	Developing his expertise in the construction of advanced marketing information systems that contain current perception and preference information of the customers in each target market of an organization.
Sumanta Guha Associate Professor	Electrical Engineering & Computer Science	98-99	Participate in research and instruction at a premier engineering school in India.
Craig Guilbault Associate Professor	Mathematical Sciences	SEM II	Study of noncompact manifolds and their connections to synthetic differential geometry and geometric group theory; and an undergraduate text which utilizes the AMoore Method@ of teaching.
Peter Haddawy Associate Professor	Electrical Engineering & Computer Science	SEM I	Developing collaborative educational and research programs with institutions in South East Asia.
George Hanson Associate Professor	Electrical Engineering & Computer Science	SEM II	Collaborate with a particularly strong group of researchers at the University of Seville, Seville, Spain and a short visit to a research group at the University of Houston.
Fred Helmstetter Associate Professor	Psychology	SEM I	Achieve the following goals: 1) write two scholarly review articles on theoretical topics related to my recent experimental work; 2) learn more about MR biophysics and other topics related to functional brain imaging in humans; and 3) work closely with some of our current collaborators at other institutions to learn new approaches and techniques that will enhance my ability to maintain extramural funding when my federal research grants are up for competitive renewal in the near future.
William Holahan Professor	Economics	SEM 1	Two areas of study, the first is in the economics of league sports and the second is to create new results in the field of location theory using game theory.

Fredrick Jules Professor	Architecture	SEM I	Work for a large architectural firm as a project designer and expand his book <u>AutoCAD Conventions for Architects</u> to include Release 14 of AutoCAD and to make it a more basic text by providing an introduction to AutoCAD icon sets and how to use them. I might also expand the text to include color rendering and post processing techniques.
Sharon Keigher Professor	Social Work	98-99	Engage in extensive study, writing, and conceptual development of my research on personal, home, and community care for the elderly.
Judith Kenny Associate Professor	Geography	SEM II	Prepare a course outline and material for the department's new capstone course for majors (revised 416-300: Perspectives on Geography/new 416-600), develop materials for the required graduate level courses in geographic thought (416-870 History of Geographic Thought and 416-871 Theory and Method), and complete a monograph dealing with a form of British settlement planning in India known as the hill station. In completing my monograph on the landscape of the British hill stations in India.
Joyce Kirk Associate Professor	Africology	98-99	Develop a youth development program proposal that will be implemented as an educational training project in the Milwaukee Public Schools (MPS).
Alice Kuramoto Professor	Health Maintenance	SEM 1/2	Take courses in the Distance Education Certificate Program at the University of Wisconsin-Madison, explore different types of Internet conferencing systems, attend conferences, write an article on distance education, and visit other campuses to see how distance education is incorporated at other nursing schools.
Randall Lambrecht Associate Professor	Health Sciences	SEM I	Improve his research and acquire current techniques to be competitive and successful in obtaining extramural funding, enhance undergraduate and graduate instruction and focus on professional development.
Jeffrey Merrick Associate Professor	History	98-99	Work on several book and article projects in 1998-99, all of them related to my work in the classroom.
Renee Meyers Associate Professor	Communication	98-99	Link his research interests in small group communication to his use of cooperative groups as an instructional strategy.
Eleanor Miller Associate Professor	Sociology	SEM I	The proposed research is ethnographic in nature and is designed to exploit the significance of Portuguese immigration to Lowell, Massachusetts for a broader understanding of the social mobility of recent immigrants to the United States.
Hamid Mohtadi Associate Professor	Economics	98-99	Visit the University of Minnesota, Department of Applied Economics as a Visiting Associate Professor, and in the second segment I will visit the Research Department of the World Bank, as a Visiting Research Fellow.
Terry Nardin Professor	Political Science	98-99	Complete a book on Michael Oakeshott's effort to articulate a critical and nonreductive philosophy of human activity and of the disciplines that seek to interpret and explain it.
Jane Nardin Professor	English	98-99	Continue the research for a biography of Hannah More on which I have been working for over a year.

Panivong Norindr Associate Professor	French, Italian & Comparative Literature	98-99	Write chapter-length studies on contemporary French cultural practices.
Purushottam Papatla Associate Professor	Business Administration	SEM 1/2	A semester's visit to Kellogg to work closely with Professor Krishnamurthi and complete two projects; formulating a framework that businesses can use to develop marketing strategies for the World Wide Web.
Niranjani Patel Associate Professor	Industrial & Manufacturing Engineering	98-99	Review of activities to be carried out in the Department of Industrial Engineering and Management Systems (IEMS) at the University of Central Florida (UCF) in Orlando, Florida.
Carl Pope Professor	Criminal Justice	98-99	To engage in extensive study and writing related to to race/ethnicity and criminal/juvenile justice issues as well as school and community violence.
Johnmarshall Reeve Associate Professor	Educational Psychology	98-99	Work in Baton Rouge, Louisiana, and at Louisiana State State University, Louisiana.
Paula Rhyner Associate Professor	Communication Sciences & Disorders	98-99	Enhancing my knowledge and skills in assessment of and intervention with preschool children at-risk for language impairments.
Beth Rodgers Associate Professor	Foundations of Nursing	SEM II	Prepare a manuscript for a textbook on nursing knowledge development.
Denis Sargent Associate Professor	Art	SEM II	Redesign the series of painting courses that he regularly teaches, in order to incorporate issues of contemporary significance and cultural diversity.
Ruth Schwertfeger Associate Professor	Foreign Languages & Linguistics	98-99	Investigate the fate of German and Austrian Jews who were interned in French internment camps under the Vichy regime.
Gail Schneider Professor	Administrative Leadership	SEM II	Conduct on in-depth, qualitative analysis of the effects of leadership stability and turnover on school and student performance indicators in select urban, elementary schools.
Gil Snyder Associate Professor	Architecture	SEM II	Investigation of detailing techniques utilized by three different architects practicing during three different historical junctures and establish contact with contemporary professional architectural practices to upgrade his current knowledge in the field.
Gregory Squires Professor	Sociology	SEM I	Build on work he has begun on mortgage loans in lower-income and minority communities and revision and expansion of this technological dimension that will be incorporated in future courses.
Sandra Strawn Associate Professor	Theatre and Dance	98-99	Explore changes in theatre properties design and technology currently practiced in the United States through direct observation and participation.
Campbell Tatham Associate Professor	English	SEM I	Develop a course on contemporary hypertext fiction which would present an array of such fictions to students and have them write critiques in hypertext, through the use of Storyspace and her own work "critifiction," an approach which attempts to generate a multilayered indeterminacy quite similar to hypertext, though in printed form.

Hans Volkmer Professor	Mathematical Sciences	98-99	Continue research work in the area of Dynamical Systems that he started this summer.
Mary Wierenga Professor	Health Restoration	98-99	Become current in her field following five years in administration.
Frank Wilson Associate Professor	Sociology	98-99	Address how recent macroeconomic, governmental and urban policy changes have affected the status of communities and their renewal in U.S. cities.
Lynn Worsham Associate Professor	English	SEM II	Study classical and contemporary theories of augmentation.

University of Wisconsin-Oshkosh

John Koker Associate Professor	Mathematics	SEM II	To study and compare the mathematical preparation of teachers in Korea and those in the U.S. to examine the mathematics curriculum at UW Oshkosh designed for those in education programs; and to engage in mathematical research in Ring and Module Theory.
Jayanathi Ganapathy Associate Professor	Mathematics	SEM II	To obtain formal training at Marquette University in Applied Mathematics and to revise the Differential Equations and the Applied Math Analysis courses in such a way that a 'practical component' is incorporated into the courses.
Joyce Andrews Associate Professor	Music	SEM II	To conduct research on vocal music by Contemporary British Women Composers; to engage in intensive periods of voice lessons and coachings; and to perform at least one recital.
Douglas Flaherty Associate Professor	English	SEM I	To research and study the sociological, psychological and cognitive factors involved in the creative writing process.
James Chaudoir Professor	Music	SEM I	To compose a multi-movement symphony for full symphonic orchestra.
Lori Carrell Associate Professor	Communication	98-99	To conduct a major research project entitled "Public Speaking from the Pulpit as Intercultural Communication in the U.S."
Estella Lauter Professor	English	SEM II	To conduct research and scholarly writing for a manuscript entitled "Assuming Aesthetic Authority: Feminist Interventions in Aesthetics."
Ray Spicer Associate Professor	Art	SEM I	To learn computer digital imaging techniques and incorporate these techniques into classes; and to create 10 new works of art (fine art photographs) using this new technology.
B.S. Sridhar Associate Professor	Business	SEM II	To undertake an intensive study of the new perspectives of strategy formulation and implementation in a variety of organizations; to design a comparative research study of American and Indian organizations; to identify new pedagogical approaches; and to foster interinstitutional relations between India and the University.

Lakshmi Tatikonda Professor	Business	SEM II	To achieve professional credentials by passing the Certified Quality Manager (CQM) examination administered by the American Society for Quality (ASQ); and to pursue concentrated work in advanced cost management techniques dealing with environmental issues.
Janet Hogen Associate Professor	COEHS	SEM I	To study extensively in the areas of restorative justice, conflict resolution, civil mediation, victim-offender mediation, and the family conferencing model; to become trained in civil and divorce mediation; and to incorporate conflict resolution education in the classroom and field experiences.

University of Wisconsin-Parkside

George A. Perdikaris Professor	Computer Science Engineering	SEM II	Develop and implement a strategy for properly integrating the latest version of the software packages MATLAB, SIMULINK, and REAL-TIME WORKSHOP with the lecture and/or laboratory material of these two classes.
Sylvia Beyer Associate Professor	Psychology	98-99	Conducting research on confidence and self-perceptions of ability, writing several manuscripts and working on a collaborative research project with Professor Dr. Bettina Hannover at the Universitat Dortmund, Germany.
Douglas DeVinney Professor	Art	SEM II	Focus attention on process experimentation; that is, to force the limits of both intaglio and monoprint processes to yield images that are rich in the tradition of the print and the landscape, but to explore processes, surfaces, scale, marks, and color that are relevant for the present.
Thomas C. Reeves Professor	History	SEM I	Begin research for the first full-scale and scholarly biography of Fulton J. Sheen. Considerable work in the secondary resources must be achieved. He will visit the Sheen Archives in Rochester, New York for several weeks.
Donald Dummings Professor	English	SEM II	Writing a book-length collect of original poems.
Peggy James Associate Professor	Political Science	SEM I	Development of a strong basis for a mathematical modeling of political stability, applicable at all levels of political behavior.
Roger Hudson Associate Professor	Business	SEM I	Develop a computer-based strategic management simulation which will be used in undergraduate junior/senior level classes and entry level MBA courses.
Angeline W. McArthur Associate Professor	Business	SEM II	Organizing a fund-raising competition among high school students in which our UW-Parkside business students will take an active role in advising and teaching the high school students.
Sue M. Norton Associate Professor	Business	SEM I	Review theoretical and practical resources available in the areas of compensation and benefits with the goals of (a) developing a course that combines the two areas, and (b) acquiring a strong background to conduct research in those areas.

University of Wisconsin-Platteville

Majid Tabrizi Associate Professor	Industrial Studies	98-99	Review theoretical and practical resources available in the areas of compensation and benefits with the goals of (a) developing a course that combines the two areas, and (b) acquiring a strong background to conduct research in those areas.
Robert W. Warfield Professor	Criminal Justice	98-99	Study the current advances in pharmacology and neuroscience as well as computer graphics so that learning tools can be developed to enhance successful teaching and learning of complex scientific concepts by students in his classes.
Stanislaw Lukowski Professor	Mechanical Engineering	SEM I	Visit two leading European academic centers in Poland and Germany to gain exposure to mechanical design and system dynamics which are his primary teaching responsibilities and to compile data and material critical to the publication of a book on Vehicle Dynamics.
Martha Drummond Associate Professor	English	SEM II	Research and write a book relevant to the history of ideas in literature and astronomy.
Kurt C. Rolle Professor	Mechanical & Industrial Engineering	SEM II	Write a textbook on Environmental Control Design.
M. Jamir Uddin Professor	Accounting	SEM II	Consult with other accounting faculty of comparable universities in the Midwest and share materials, exchange ideas, discuss the accounting curriculum, and visit their accounting labs.
Steven A. Becker Professor	Business & Accounting	SEM I	Study curriculum changes at Midwest universities in the intermediate accounting sequence resulting from the change to the user approach of teaching Elementary Accounting. He will review and/or learn software applications for intermediate accounting and will also determine how software applications can be integrated into distance education accounting courses.
Dean Molitor Associate Professor	Biology	SEM I	Study the feasibility of reestablishing a native prairie chicken (<i>Tympanuchus cupido pinnatus</i>) population on the lower Wisconsin River, on both the North and South side of the Wisconsin River, a native prairie habitat which the state is presently purchasing.

University of Wisconsin-River Falls

Kelly Cain Professor	Plant/Earth Science	SEM I	A professional internship provided by the 3M Corporation. The professional internship will provide training and work experience within a company well known for its cutting-edge development of "environmental management systems" and "sustainable development" as an integral part of its corporate operation. The sabbatical will result in curriculum development in the areas noted, as well as a new cross-listed (School of Business Administration/Environmental Science & Management) course entitled "Business Ecology."
Tim Nissen Professor	Sociology	SEM II	The primary objective of this sabbatical is to utilize today's information technology to develop a Web-centric Sociology 100 course. Such a course shifts the center of interaction and the primary framework for instruction from the physical classroom to the Web site.

Jim Mulvey Professor	English	SEM II	Return to dissertation topic - "Ernest Hemingway." Specifically, I would concentrate on his collection of short stories <i>In Our Time</i> (1925) and attempt a psychological interpretation, using classical Freudian analysis and current psychological criticism of a major theme in the work - sexual repression.
Paul Hayden Professor	Communicative Disorders	SEM II	Write up to two research projects for publication and conduct a study on high school counselors knowledge of career opportunities in communicative disorders, (depending on results, draft the study for a convention paper).
Laura Zlogar Professor	English	SEM I	Edit a resource book for secondary teachers of English, History, and Social Studies who wish to use ethnic film in their classrooms. This book will include theory, historical and cultural background articles, and classroom-tested lesson plans.
Dean Henderson Professor	Animal & Food Science	98-99	Fall semester would be spent at Iowa State University studying and working with two innovative programs designed to improve the communication skills of agriculture and food science undergraduates. Second semester would consist of a faculty externship where he would work in the food industry.

University of Wisconsin-Stevens Point

Susan Brewer Associate Professor	History	98-99	Write a book that will analyze the changes and and continuities in the presentation of war aims in the twentieth century.
Ann D. Carlson Assistant Professor	Mathematics & Computing	SEM II	Allow additional time to develop a knowledge of the C + + language beyond the introductory 1-credit CIS 102 course level and develop handouts/manual for the C + + 1-credit CIS 102 course; to learn the latest Word application, and to learn Excel and PowerPoint.
Stanley L. Carlson Professor	Mathematics & Computing	SEM II	Allow additional time to develop a deeper understanding of how technology relates to learning and teaching of mathematics, and broaden my abilities in specific technologies that are relevant in mathematics.
Donna Decker Associate Professor	English	98-99	Complete a poetry manuscript, editing the forty plus poems of Dear Riz, write an additional manuscript, consisting of poetry and essays, Down on Alligator Point which will deal with the themes of psychological and spiritual transformation, using the place of Alligator Point (on the Northwest Florida panhandle) as both setting and symbol, and create a multi-media multi-disciplinary collaborative performance piece from the Down on Alligator Point manuscript, integrating dance, music, visual arts, and video with the written work.
Julie Phelps Dietche Professor	English	98-99	Write a comparative study of eight autobiographies by black South African women, written and published in the past twelve years.
Anne-Bridget Gary Associate Professor	Art & Design	SEM I	Undertake an extended research, study and "hand's on" experience traveling to the non-western countries of Korea and Japan. There I will be working with two potters as their apprentice, and I will stay in these locations for approximately four to six weeks each.

Shelley Jansky Associate Professor	Biology	98-99	Write a monograph on pathogenically-based disease resistance in potatoes.
Helen S. Johnson Associate Professor	Foreign Languages	98-99	Write a book on French North Americans.
Robert Kase Professor	Music	SEM I	Spend time developing an Orchestral Trumpeter's Excerpt Book and accompanying recording, based on sixty of the most requested trumpet excerpts for major orchestra trumpet auditions as published by the International Trumpet Guild.
Dorothy M. Kennedy Associate Professor	Education	98-99	Development of a textbook that would be suitable for helping preservice teachers understand the nature of giftedness, the special needs of gifted learners, and some of the ways in which these needs can be met.
Karen A. Lemke Associate Professor	Geography/Geology	SEM II	Develop a series of interactive Web-based modules for use in teaching physical geography.
Paul E. Mertz Professor	History	SEM II	Study the moderate Southern whites who organized to prevent the closing of public schools by segregationists in Virginia, Georgia, Arkansas, and Louisiana between 1958 and 1962.
Joseph Passineau Associate Professor	Natural Resources	98-99	Develop a Japanese edition of the book and related workshop training material for use in the association's new environmental education program.

University of Wisconsin-Stout

James Buergermeister Professor	Hospitality & Tourism	SEM II	Seeking time to be directly involved with the installation, programming and training of POS software at four selected restaurant locations.
James Tenorio Professor	Graphic Communications	SEM II	Update personal understanding of new and existing technology in the package printing field, by utilizing outside sources of knowledge and skills development including industry visits, shadowing manager and workers, spending time in printing production positions, visiting manufacturers and suppliers, attending conferences and exhibitions and visiting printing programs in other post-secondary institutions.
Judy Herr Professor	Human Development Family Living & Community Service	SEM I	Provide time for the reflective and creative process of preparing for returning to teaching responsibilities after spending seven years in an administrative position.
Dayle Mandelson Associate Professor	Social Science	SEM II	Pursue two areas of scholarly activity and professional service, which are relevant to teaching and student development: economic education and World Wide Web page development.
Mingshen Wu Associate Professor	Mathematics, Statistics & Computer Science	SEMI	Develop a computer programming package for the Graph Theory course that will help students to understand the graph theory algorithms and programming techniques.
Radi Teleb Associate Professor	Mathematics, Statistics & Computer Science	SEM II	Studying the advances in the Evolutionary Algorithms, particularly the Genetic Algorithms and developing a Modified Genetic Algorithm for solving the Stochastic Multi-objective Optimization-Simulation problems and prepare an undergraduate/graduate course in operations research methods.

Louis Milanesi Assistant Professor	Psychology	SEM I	Facilitate the transition between professional assignments.
Jerry Coomer Professor	Industrial Management	SEM I	Development in the "People Processes" style of management versus the "Technical Processes" style.
Alan Block Associate Professor	Education, School of Counseling and School Psychology	SEM II	Research will include reading the Greco-Christian philosophical discourse central to the traditions of American Education; reading seminal Jewish texts including the Talmud, Maimonides Guide for the Perplexed, and the Zohar; reading the Jewish philosophers who have addressed issues of Western Civilization and education; offering a Jewish voice to the multi-cultural discourse of education; and offering an alternative vision of public education founded upon an as yet unexamined discourse.
Sheryl Johnson Associate Professor	Industrial Management	SEM II	Meeting and interacting with training, safety, and manufacturing people in area companies to introduce them to an employee-oriented change methodology, get their input, and look for potential applications. Also, the time would be used to write a textbook based on this information, along with methodology created in personal Ph.D. research for use in graduate research methodology course. And, finally, to begin to write a leadership book for small business owners based on the finding from personal research on how to create employee-centered change in their organization, and newer models of leadership and organization structures more appropriate for small businesses.

University of Wisconsin-Superior

Joan Bischoff Associate Professor	English	SEM I	Complete work on a book provisionally entitled "American Catholics and Jews."
Barbara Johnson Professor	Business Administration	SEM II	Study the components necessary to prepare necessary to prepare effective corporate trainers and to develop a curriculum for these trainers which is consistent with the American Society for Trainer Development Guidelines.

University of Wisconsin-Whitewater

Janet Barrett Associate Professor	Music	SEM I	Build upon the interdisciplinary strategies, approaches, and examples described in <i>Sound Ways of Knowing: Music in the Interdisciplinary Curriculum</i> (Barrett, McCoy, & Veblen, 1997, Schirmer Books) to propose additional connections between music and art, literature, cultural studies, and history. I intend that this work will result in the publication of another book with my co-author, Dr. Claire W. McCoy of the University of Minnesota.
Doug Eamon Professor	Music	SEM I	Development and initial testing of a World Wide Web-based version of our Basic Statistics in Psychology course, and preparation and presentation of an address to be delivered before the Society for Computers in Psychology (SCiP).
Melanie Herbert Professor	Business Education & Office Administration	SEM I	Address both content and delivery system to facilitate lifelong learning for adult renewal.

Harry Johansen Professor	Music	SEM I	Provide him with a period of dedicated time for practice and study, professional solo performances, and musicological research.
Beth Lueck Associate Professor	Languages & Literature's	SEM II	Research and write an essay on Harriet Beecher Stowe's <u>Sunny Memories of Foreign Lands</u> (1854), to research and help write the introduction to a collection of essays on collaborative travel writing, and to begin editing the other essays in the proposed collection.
Abdol Moini Professor	Finance & Business Law	SEM I	Complete a research project on mortgage discrimination by banks and other financial institutions and renew and update his skills for courses he teaches regularly.
John Patterson Professor	Geography	SEM II	Renew and reinvigorate his teaching, research and professional activities.
Patricia Searles Professor	Sociology	SEM I	Read extensively in the area of female criminality and develop an advanced course on "Women and Crime." and will also co-author the first criminology text to thoroughly integrate research on female crime.
Stevens Shields Professor	Communication	98-99	Compose an exhaustive review and synthesis of the research literature on the uses of creativity and professionalism strategies in the work of mass media communicators.
Mete Sirvanci Professor	Marketing	98-99	Investigate the theory and practice of measurement of customer satisfaction and expectations and the methods for accurate interpretation of the data gathered.
Sharon Tiffany Professor	Women's Studies & Anthropology	98-99	Continue background reading and to begin the writing of a life narrative of Antonieta Galan Gomez, a Zapotec woman weaver from the Oaxaca Valley of southern Mexico and incorporate her background reading and fieldwork experiences into the Women's Studies and Anthropology curriculum by revising existing courses that she teaches in both disciplines and to develop a new Anthropology course on Gender and Development.
Lance Urven Associate Professor	Biological Sciences	SEM II	Spend time in the laboratory of Dr. Gary Borisy at UW-Madison performing original research on the role of intracellular tubules and filaments in cell function.
John Wickenberg Professor	Art	SEM II	Conduct studio work and applied research which will be a continuation of my present successful series of landscape paintings.
Bruce Wiegand Professor	Sociology	SEM II	Establish teaching, research, writing, and service expertise in a new area of study. The area is "International Perspectives on Crime, Justice, and Human Rights."

University of Wisconsin Colleges

Mary Hoeft Associate Professor	Communication Arts and Foreign Languages	SEM II	Pursue coursework at either the University of Wisconsin-Madison or the University of Minnesota.
Rejoice Sithole Associate Professor	Sociology	98-99	Conduct intensive research on the political, economic, and social changes and their impact on rural communities and townships within the city of Newcastle South Africa.

Jerry Bower Professor	History	SEM I	Complete the History of the University of Wisconsin Centers, a book on which I have been working for ten years. During my Sabbatical, I will accomplish three objectives: 1) write the last two chapters of the manuscript, 2) make necessary research trips to archives in Madison to wrap up loose ends, and 3) revise the six chapters written so far, in response to my readers' recommendations.
James Brey Associate Professor	Geography & Geology	98-99	Assume the rotating, academic year-long position of "Scientist in Residence" at the American Meteorological Society's Education Programs Office in Washington, D.C.
Gladys Kaufman Professor	Sociology & Anthropology	98-99	Women have traditionally had more equality in Indonesia than in many other parts of Asia, and as Indonesia has increased its global economic role, many women are seeking education and employment in the business arena. Some are becoming entrepreneurs and starting up their own businesses. This proposal is for sabbatical leave to conduct ethnographic research on women in these categories in Java, Indonesia.
Nevin Grossnickle Associate Professor	Biology	SEM II	Although Lake du Bay is the largest lake in Marathon and Portage counties, its zooplankton (small fish-food animals) has never been studied. As a zooplankton ecologist, I received a 1997 Summer Grant from the UWMC Foundation to determine which species and developmental stages of zooplankton comprise the day and twilight zooplankton communities. The study investigates both densities and vertical distributions (i.e. near bottom, near surface) of zooplankton which constitute a vital link between the algae and fish in Wisconsin lakes. The 1997 project will be followed by a 1998 project resulting in over 240 samples to be analyzed. It has taken me several hours to analyze each sample in the lab, so I need a sabbatical to allow time for analysis, manuscript, oral presentation, and final report preparation. This research will enrich the content of my ZOO 315 Limnology course, and will enrich the development of UWMC students who assist me in field sampling.

PROGRAM REVIEW AND PROGRAM PLANNING IN THE UW SYSTEM, 1996-97; ANNUAL INFORMATIONAL REPORT ON PROGRAM REVIEW AND PLANNING

EXECUTIVE SUMMARY

BACKGROUND

The 1986 Board of Regents Study Group on the Future of the UW System requested "an annual summary report to the regents on the outcomes of institutional program reviews." This annual report on Program Review and Planning in the University of Wisconsin System responds to that mandate and to the joint responsibility of the institutions' faculties and administrations, UW System Administration, and the Board of Regents to assure that academic offerings in the UW System are of the highest possible quality.

It has also been a practice to provide the regents an annual report on Academic Program Changes approved by System Administration. These actions are authorized by "UW System Planning and Review Principles for New and Existing Academic Programs and Academic Support Programs." The report on program changes is included as the concluding section of this report.

REQUESTED ACTION

The report is presented for information; no action is requested.

DISCUSSION

Introduction

In 1981, UW System presented the first of its annual comprehensive reports on academic program review and planning within the system. The first and subsequent annual reports summarized the actions taken to assure obsolete programs were discontinued, current programs are effective, and new programs are implemented to respond to changing needs. The review process at UW System institutions focuses on such program components as breadth, depth and currency of curricular offerings; course sequencing; quality of teaching as reflected in student evaluations and other forms of appraisal; faculty hiring, retention, promotion and tenure; student enrollment and retention; and job placements. Typically, the review process begins at the departmental level with intensive discussion and self-study, and progresses to the college or institutional level where review committees evaluate the program as part of a larger program array and in light of overall institutional needs.

The program review report documents the results of all program reviews conducted within the UW System between November 1996 and October 1997, including general education reviews, reviews of programs requiring special attention, institutional program reviews, accreditation reviews, joint program reviews, and program entitlements and authorizations to implement. The report on academic program changes lists actions received and/or approved by System Administration from November 1996 through October 1997. Most such actions involve approvals and discontinuations of submajors and renaming or restructuring of existing degree authorizations and/or academic departments.

Programs requiring special attention

In response to Regent Study Group Resolution 9D of *Planning the Future*, a protocol was established and reported to the regents in the fall of 1987 for identifying and studying programs that required special attention. Programs identified included those with inordinately high costs, low enrollment, and those that seemed to be outdated and inconsistent with institutional missions. During 1996-97, six programs were on the list for follow-up reviews of academic programs requiring special attention. Of those, two reviews have been completed and four are in progress at this time.

Institutional program review

During 1995-96, 129 institutional level program reviews were received from 15 institutions; 88 are in progress or deferred. A number of programs are undergoing restructuring or other modification in response to the review.

Joint review of new programs

All new academic programs approved by the board are subject to a joint review, conducted by the institution and System Administration, that begins five years after the program is implemented. The results of the reviews are presented to the board. Of the 117 new academic programs scheduled for such review between 1981-82 and 1996-97, 86 were recommended for continuation upon completion of that review process, and 14 new programs were discontinued. The others remain under joint review for varying periods of time, are subject to a follow-up report, or are in process. In a number of cases, changes and improvements recommended during the joint review process have been incorporated into the continuing programs.

Accreditation

Accreditation activity at the University of Wisconsin System institutions is consistent with national patterns. All of the University of Wisconsin institutions are accredited by the North Central Association. Currently, some 250 UW System units or programs are eligible for accreditation by organizations recognized by the Council on Postsecondary Accreditation. Annually, about 50 accreditation reviews are completed or initiated in the UW System.

Academic program changes

The report on academic program changes lists actions received and/or approved by System Administration from October 1995 through October 1996. Most such actions involve approvals or discontinuations of submajors and renaming or restructuring of existing degree authorizations and/or academic departments. The actions included in this section are illustrative of the ever-changing dynamics of the curriculum. Ten new articulation agreements have been established between WTCs units and UW institutions. Seven degree programs and twenty-nine minors and submajors, concentrations, emphases or certification programs have been discontinued. Fifty-seven new minors or submajors have been added. In addition, seven new programs received entitlement to plan and five new programs received authorization to implement. In 1996-97, eleven new programs were implemented.

Regent Resolution 3688 (12/5/86), Planning the Future, recommendation SG 9; Regent Resolution 5971 (12/6/91), University of Wisconsin Program Planning and Review Principles for New and Existing Academic Programs and Academic Support Programs; Regent Resolution 6032 (3/6/92), Review of Recurring Reports.

PROGRAM REVIEW AND PLANNING

in

The University of Wisconsin System

1996-97

Informational Report
to the Board of Regents
December 1997

Program Review and Planning

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INTRODUCTION

OVERVIEW

The overall objective of systematic planning and review in the UW System is to assure that academic offerings are of the highest quality.

In 1981, the UW System Administration presented the first of its annual comprehensive reports on academic program review and planning within the UW System. In addition to gathering information that had been previously brought to the Board of Regents piecemeal, that report contained initial actions taken as a result of the 1986 publication of the Board of Regents' document, *Planning the Future*. The first and subsequent annual reports summarize the actions taken to assure the discontinuation of obsolete programs, the effectiveness of current programs, and implementation of new programs to respond to changing needs.

This annual report provides summary information on the following program review activities in 1996-97:

- Programs Requiring Special Attention, as mandated in Planning the Future (Table 1)
- Summaries of 1996-97 institutional program reviews (Table 2)
- A list of programs scheduled for institutional review in 1996-97 (Table 3)
- A list of Entitlements to Plan (Table 4)
- A list of program authorizations and implementations (Table 5)
- Joint System and institutional reviews of new programs (Table 6)
- Accreditation reviews (Table 7)
- Academic Program Actions, from November 1996 through October 1997 (Table 8)

Each of the review activities is presented in a separate section with a brief explanation of the history and process of the report in question, a table or tables listing the results of the reviews and a brief synopsis of their meaning.

PROGRAM REVIEW

The selection of programs to review in any year may be influenced by needs within the department, the institution, the UW System, or the state, but once the programs are chosen, the process is the same. Academic program review begins at the department level. Departments examine their curricula, delete out-of-date courses, add new courses, and review and revise course sequences. Departmental committees consider faculty retention, promotion, and tenure; student evaluation of courses and instructors; and faculty hiring, renewal and training. Enrollments, job placements, student retention, and changes in the discipline are factored into judgments of quality.

Beyond the department level, college or institutional audit and review committees evaluate the program under review as part of a larger program array. Outside experts may be consulted. Curriculum committees, made up of faculty members and advised by relevant administrators, consider changes in the curriculum at college and institution levels. Strategic planning studies review current programs at departmental, college, institutional, and System levels and make recommendations for future program directions.

Finally, agencies outside both the institution and the System contribute to the review process. Accrediting, certifying and licensure-granting agencies review programs, departments, colleges, and institutions to determine whether they meet established standards.

PROGRAMS REQUIRING SPECIAL ATTENTION

BACKGROUND

The identification and review of programs requiring special attention was mandated by Regent Study Group Resolution SG 9(D) of *Planning the Future*:

The fiscal constraints facing the System require increased attention by System Administration and the institutions to the question of relevancy of program array to institutional mission and educational need. Therefore, in order to assure program quality and to assure that programs no longer considered to be relevant to societal need or compatible with institutional priorities are discontinued, we direct the UWS Office of Academic Affairs to work with the institutions in developing a protocol which will be used to identify and review programs requiring special attention, such as programs with consistently low enrollment, programs with inordinately high costs, programs with quality problems, and outdated programs which no longer are central to institutional goals.

To implement SG 9(D), a protocol was developed for identifying programs requiring special attention and reported to the Board of Regents in 1987. The protocol includes both quantitative and qualitative criteria for evaluating programs.

During the first phase of the review process, the UWS Office of Academic Affairs and each of the institutions discussed programs flagged for attention and agreed on those that should be reviewed. Additional degree titles were identified, primarily on the basis of low enrollment or high cost, for joint review by the institutions and the UWS Administration. A three-year schedule (from 1987-88 through 1989-90) was established for the reviews.

In the initial phase, 358 programs were identified for discussion. It was jointly agreed that 165 of these warranted further investigation. Twenty-two degree programs were identified for elimination from the UW System program array. During 1987-88, a total of 62 programs requiring special attention were reviewed. Also during 1987-88, a number of programs were scheduled for re-study and an additional review. Since that type of recommendation also was used in 1988-89 and 1989-90, the final cycle of review of programs requiring special attention will take place in 1997-98.

Each review of a program requiring special attention involves a self-study at the departmental level, review at the institutional level, and a concluding review by UW System. The goal of this substantial joint effort is to improve the program array across the UW System and to assure that academic offerings are of the highest quality.

1995-96 PROGRAMS REQUIRING SPECIAL ATTENTION REVIEW

During 1996-97, six programs were on the list for followup reviews of academic programs requiring special attention. Of those, four remain on the list of Programs Requiring Special Attention and are in progress at this time. (Table 1).

Table 1: Programs Requiring Special Attention

Institution	Program(s)	Action Taken
MSN	Pathology	Review of this program is expected to be complete within the next few months..
	Recreation Resources Management	Review in progress. The College of Agricultural and Life Sciences had planned at one point to phase out this program. However, due to renewed interest in this field and the possibility of redirection of it, the College and the program are now considering restructuring this program with an interdisciplinary focus.
MIL	Music (BFA)	Review in progress. Department report complete. Audit committee chair appointed. Program remains on List of Programs Requiring Special Attention.
OSH	Physics/Astronomy (BA/BS/MS)	Completed. The department has made significant efforts to improve recruitment and retention of undergraduate students. Enrollments remain stable. An intensive curricular review will be undertaken to improve and update the curriculum. A capital equipment replacement plan will be developed to guide future lab and classroom modernization. A marketing plan for the graduate program will be developed. The University's program is the only graduate program in northeastern Wisconsin and it is desirable to maintain the program.

INSTITUTIONAL PROGRAM REVIEW

The evaluation process of programs at the institutional level is one of the principal means by which faculty ensure quality of the academic program. Each of the nearly 1200 academic programs is reviewed at the institutional level on a regular cycle, usually at five to ten year intervals.

The specific protocols and procedures involved in these reviews vary from institution to institution, reflecting differences in organizational structure and form of faculty governance. However, the process generally involves a thorough self-study by the department or program and a rigorous review by a college or institutional committee. Outside evaluators may be involved. The results of the review, along with the recommendations, are reported to the appropriate dean, vice chancellor, and/or designated committee.

During 1996-97, 129 institutional level program reviews were received from 15 institutions; 88 are in progress or deferred. A number of programs are undergoing restructuring or other modification in response to the review.

Table 2 contains a list of programs reviewed in 1996-97 by institution, including detailed comments on the results and recommendations of the review processes.

Table 3 lists programs, by institution, scheduled for institutional review in 1997-98.

**Table 2: Results of Institutional Program Reviews
1996-97**

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
EAU	Department of Communication and Journalism		The Department was commended for the strong efforts made by its faculty and academic staff in the former, separate Communication and Journalism departments to combine these two academic disciplines into one merged department. This newly merged department received re-accreditation from the Accrediting Council on Education in Journalism and Mass Communications during the 1996-97 academic year and was cited by the accreditation team for a high degree of student/faculty interaction and the reservoir of respect among journalism professionals in the region for the quality of the program's graduates.
	Department of Communication Disorders		The Department of Communication Disorders was commended for excellence in teaching, scholarship, and service with particular commendation for its recent national recognition as one of the top seven programs among the 70 mid-sized universities with communication disorders programs in the United States. The faculty in the Department are committed to providing excellent education to undergraduates and graduates as well as exemplary service and engagement in the wider university community. Because of the extremely heavy workloads of faculty in this Department, it is recommended that the faculty explore ways to provide more efficient clinical supervision and advising while maintaining the very high quality of this program.
	Department of English		The Department was praised for a number of activities which include an exemplary system of helping students track progress through a portfolio system, which, in turn, is part of an exemplary assessment program. In addition, the Department was recognized for its exceptional service to the University community through English 110 and the commitment to provide course work to virtually every specialized program at UWEC. Recommendations for the Department include reducing class size to achieve optimum proficiency in composition and developing and enforcing a common syllabus for English 110.
	College of Business		The College of Business has developed excellent resources in the use of distance education and instructional technology, has developed and maintained strong partnerships with businesses, and is committed to providing outstanding undergraduate and graduate education. Also noted were the College's efforts to seek external funding which has resulted in the establishment of the first endowed chair as well as other support for the College's programs. The College was asked to establish a Faculty Development Plan and to create new strategies for advising students.

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
GBY	Administrative Science		Program faculty began the self-study process in the 1995-96 academic year. During 1996-97 program faculty made several significant revisions in the program's curriculum. In order to allow time to complete and implement these changes, the program's review was deferred until the 1998-99 academic year.
	Biology		Biology program faculty completed the self-study process and submitted their report to the Academic Affairs Council for its review and recommendations. The Council completed its review and has submitted its recommendation to the Dean of Liberal Arts and Sciences for her review and recommendations. The Dean met with members of the Biology program in September 1997 to discuss the Council's recommendations. In October, a report, prepared by the Dean, will be submitted to the Provost. Final program recommendations will be made by the Provost in November 1997.
	Psychology		The Psychology program's self-study report was completed in the latter part of the 1996-97 academic year. The Academic Affairs Council has completed its review and submitted its report and recommendations to the Dean of Liberal Arts and Sciences. Currently the Dean is in the process of reviewing this report and will submit her advice and recommendations to the Provost in November 1997.
	Public Administration		The Academic Affairs Council completed its review of the Public Administration program in April 1997. This review was followed by a meeting between the Dean of Liberal Arts and Sciences and several faculty members of the Public Administration program. Program strengths identified through the review include: (1) a strong curriculum with appropriate supporting courses; (2) a model internship program that promotes professional practice and engaged citizenship; (3) a very high level of faculty productivity in teaching, including the integration of instructional technology into selected courses; (4) an excellent record in obtaining extramural funds for research; (5) an exceptional record of using resources effectively; and (6) implementation of a plan for assessment of student learning that is realistic and should yield valuable results. Recommendations for specific actions to be taken include: (1) providing the program with additional faculty resources to alleviate a extremely tight staffing situation including at least one new faculty position and additional funds for ad hoc instruction; and (2) developing additional strategies to ensure that student learning in the major is grounded in multiple perspectives derived from several disciplines.

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
	Social Change and Development		In March 1997 the Academic Affairs Council completed its examination of the program review documents for Social Change and Development. The Dean of Liberal Arts and Sciences met with the program chair and several members of the faculty in April 1997 to discuss the Council's recommendations. Six major program strengths were identified through the process. They included: (1) a required core of course work that is clearly interdisciplinary and problem focused; (2) a well-developed and coordinated internship program; (3) an effective link between program faculty scholarship and the curriculum; (4) a strong involvement by both faculty and students in institutional governance; (5) considerable success in graduating students in a timely manner; and (6) a realistic plan for the assessment of student learning that seems capable of generating information that can be used to enhance program quality. Four major recommendations for improvement were identified: (1) serious consideration should be given to reestablishing a faculty position in criminal justice within the program; (2) the emphasis in American Social Issues and Global Studies should be actively promoted and allowed to grow; (3) the program should provide additional faculty support to the Economics discipline by reassigning part of a faculty position to teach additional sections of existing courses; and (4) the program should make a concerted effort to enhance the ethnic diversity of its faculty.
	Social Work		The Social Work program is currently in the process of preparing for a comprehensive reaccreditation review by the Council of Social Work Education in 1998 or early 1999. As a result, their program review has been deferred until Spring 1998 to coincide with the accreditation process.
	General Studies (Extended Degree Program)		Following the completion of the program's self-study and preparation of a report, the Academic Affairs Council reviewed the documents and interviewed the program's director. The Council review was completed in April 1997. The Dean of Liberal Arts and Sciences discussed the Council's report with the director in September 1997 and identified a number of program strengths including: (1) the fact that the program serves an important program mission by providing adults who would find it difficult to attend on-campus classes to earn a degree from a public institution; (2) faculty who teach in the program have a strong commitment to extended degree pedagogy; (3) strong graduation rates in recent years; (4) collaboration with the local technical college which has generated a lot of positive publicity; (5) a recent change to automate and integrate the standard functions of the bursar, registrar, admissions and financial aid operations. Recommendations that evolved from the review process included: (1) all courses serving the program will henceforth go through the regular campus curriculum review process; (2) greater attention should be paid to the evaluation of teaching effectiveness; (3) the program's learning outcomes should be refined and an assessment plan based on these outcomes implemented during the 1997-98 academic year; (4) the program should establish a distance learning plan and begin incorporating distance learning technology into the curriculum; and (5) a direction for marketing the program should be established.

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
LAC	History Major and Minor	BA/BS	A history major may be earned as a first major through the College of Liberal Studies or the School of Education and as a second major in any of the other schools or colleges on campus. The History Department also offers a required general education course titled, "World History." The primary strength of the history program is its faculty. Over the review period the faculty and staff produced four books, 23 published articles, 60 presentations/discussions, secured \$50,000.00 in external funding and \$10,000.00 in internal grants. The department also published a compendium of papers, "Studies in History and Contemporary Cultures" which was written by visiting faculty and UWL students. The History Department has changed the focus of the history major from one that emphasized U.S. History to one that emphasizes World History. The review committee's main concerns for the History Department are related to proper scheduling of the large number of General Education course sections, the department's high instructional workloads and the department's need to carry out an assessment plan for its major and General Education programs. It was recommended that the department investigate ways to shift part of its instructional workload from fall to spring term and that the faculty continue the development and implementation of its assessment programs for the major and for the General Education course offerings.
	Physics Major/Minor	BA/BS	Since the last five-year review the Physics Program has been completely revised. The Physics Program includes: A general physics major, a physics major with one of four different emphases (astronomy, computational physics, optics or business), a physics-engineering dual degree program in cooperation with UW-Milwaukee and UW-Madison, a general physics minor, a physics minor with an emphasis in astronomy, and a physics emphasis in secondary education broad-field science major. The number of Physics majors has gone from 8 in the fall of 1992 to 92 in the fall of 1997. The Physics Department has benefited significantly from a substantial increase in resources to upgrade its laboratories and faculty; yet the department is still in need of more space and equipment. As the Allied Health Science Programs expand at UWL the Physics Department will be asked to provide more service courses for the science-based programs. Despite this demand the department's credit hour production per instructional FTE continues to be relatively low. The main concern related to the department is the question of whether or not the department will have the resources necessary to do all the things it has potential to do. The review committee recommended that: the department expand its activities related to raising external funding to supplement university resources especially for equipment purchases, the department should explore the possibility of developing classroom and laboratory space in Cowley Hall after the new Allied Health Consortium Building is finished and occupied by some of the Allied Health faculty currently using Cowley Hall, and the department should continue work on the development and implementation of its program assessment plan.

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
	Psychology Major/Minor and Master of Education-School Psychology	BA/BS/MSE	The psychology major is one of the most popular majors on campus. The psychology majors and minors are available to students in all of the colleges. The masters in school psychology, which leads to state certification and makes it possible for students to earn national certification as a school psychologist, is a medium-sized graduate program (30 students) which has earned a fine reputation throughout the state of Wisconsin and the region. The department serves the university community by providing course work for other programs, especially programs related to education, physical therapy and therapeutic recreation. The department has served as a model in developing assessment instruments for major program assessment and it has initiated innovations in the area of student advising including a strong student mentoring program for its majors. The Psychology Department believes it has a significant need for more space. It believes the need is so great that the psychology program will eventually be impacted negatively because the space shortage will affect faculty retention and recruitment. The program review resulted in three recommendations related to the psychology program: one, the faculty need to work with the dean of the college to solve the problems related to physical space needs; two, the faculty need to create a special assessment plan to specifically address assessment of the introductory psychology course which is a component of the university's General Education Program; and three, the department should begin the implementation of its assessment plan for the psychology major.
	Art Major/Minor	BA/BS	The Art Department offers an art major and art minor, a photography minor (since the 1993 department reorganization) and a broad field art major for middle and secondary education majors. The enrollment in the programs has been reasonably stable. Each of the faculty in the Art Department is terminally qualified in the specialty area of art for which each has responsibility. The Art Department supports a well-attended Art Gallery, which is open to the public and is operated with a significant degree of student involvement. During the time period of this review, the level of credit hour production per instructional FTE was relatively low, the level of external funding was low, supply and expense budget for the department was reduced, and little program assessment has been done as it relates to the Art Department's General Education course offerings. The review committee recommended that: the department consider increasing the size of enrollments in the General Education art courses; the department consider increasing the number of majors through recruitment or retention so that the upper division art course sections would be filled; the department should more actively seek external funding; the department should consider developing information on graduates of the program as part of the art major program assessment plan; and the department should develop and implement a plan to assess the General Education art course offerings.

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
	Speech Communications and Theatre Arts Majors/Minors	BA/BS	Over the review period the Department of Speech Communications and Theatre Arts was reorganized into two departments, the Communication Studies Department and the Theatre Arts Department. The Communication Studies Department offers communications studies majors and minors with emphases in interpersonal communication, public relations and organizational communications, rhetoric and public communication, or telecommunication. The Theatre Arts Department offers a theatre arts major with emphases in design/technical, general studies, or performance and a theatre arts minor. Also available are three interdisciplinary minors in communications studies/theatre arts management, communication studies theatre arts performance, or communication studies/theatre arts production. These programs and the corresponding curriculum have been completely reviewed and revamped since the last review. The structure and content of the new emphases are designed to meet the current and future needs of communications or theatre specialists. Over the review period these departments had problems with turnover and a lack of successful faculty participation in the promotion process, and as a result have an imbalance in the distribution of faculty across the ranks with few faculty at rank professor. Recently some faculty have successfully applied for promotion and others have completed terminal degrees necessary for retention. Despite these improvements it was recommended that senior faculty of the department recognize the importance of mentoring new faculty and develop a handbook describing department and university expectation and requirements for tenure and promotion. It was recommended that faculty should consider application for sabbatical as an opportunity to pursue the scholarly and/or creative work which is hindered by the heavy teaching loads in the department. The committee also recommended the faculty more aggressively seek external funding to support the programs, and that the Theatre Arts Department faculty continue to work on securing a movement specialist.
MSN	Agricultural Journalism		The review concluded that the department's mission is central to the interests of the College of Agricultural and Life Sciences and concluded that the department is one of the most comprehensive programs of its kind in the nation. The review recommended that the department move ahead with development of a program with an emphasis on new, emerging communications technologies and continue discussions with the School of Journalism and Mass Communication about the potential for establishing a joint Master's degree in science communication.
	Civil and Environmental Engineering		The review pointed out a number of strengths in the current program and noted new initiatives it was developing particularly in the area of environmental engineering. The review suggested that the department pay particular attention to: a) linking strategic planning to peers, b) restructuring and improving student advising, and c) mentoring young faculty particularly in relation to research impact.
	Family and Consumer Education		This area within the School of Human Ecology has absorbed four faculty from the discontinued department of Continuing and Vocational Education. This change, together with some other restructuring, will alter the focus of this program area.

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
MIL	Art Education		The review noted strengths including the quality of the faculty, the breadth of the curriculum and the advantage for prospective teachers provided by the Special Fields/Exceptional Education certification. Future challenges include better balancing of the demands of the graduate and undergraduate curriculum, making courses responsive to developments in contemporary art, art as a part of the Exceptional Education curriculum and more attention to the development of collaborative projects with state and local arts initiatives.
	Health Education		The review noted strengths including the exceptional and dedicated faculty, the well-integrated curriculum and the very successful student teaching program. Recommended future changes include assuring there are staff committed to teaching critical courses, expanding instruction in technology, and modifying the curriculum of several key courses to make them more relevant to current health issues.
	Max Kade Institute		The review found that the Institute provides excellent service as a center for research, preservation, documentation, interpretation and publishing in the area of German-American Studies. It is highly regarded both nationally and internationally. Future challenges include increasing the visibility of the Institute on campus and involving faculty from a number of departments other than German in on-going programs.
	Physiology and Neurophysiology		An extensive review of the activities and goals of these two departments led to a recommendation to merge them. The merger is now complete, and the final review of the new department is almost complete.
	Africology	BA	Report completed. Awaiting transmittal to Academic Program and Curriculum Committee for action at their 11/25/97 meeting.
	Applied Math and Physics	BS	Review deferred to 1998-99.
	Biological Sciences	BA/BS	Review deferred to 1997-98 in order to conduct a pilot to determine the feasibility of combining undergraduate program reviews with graduate program reviews for same department.
	Curriculum and Instruction	MS/PhD	Review in progress. Report scheduled for action by the Committee on Reviews subcommittee of the Graduate Faculty Council at December 8, 1997 meeting.
	Disadvantaged Student Program		Review in progress.
	Education	BS	Review in progress. Scheduled for action by the Academic Program and Curriculum Committee at their 2/24/98 meeting.
	Engineering	BSE	Review in progress. Scheduled for action by the Academic Program and Curriculum Committee at their 2/3/98 meeting.
	English	MA/PhD	Report completed. Awaiting transmittal to the Vice Chancellor from the Dean of the Graduate School.

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
	English	BA	Review in progress. Scheduled for action by the Academic Program and Curriculum Committee at their 1/13/98 meeting.
	Film	BFA	Review deferred until 2001-2002.
	Geological Sciences	MS/PhD	Review deferred until 1997-98.
	Health Science	BS	Review in progress. Scheduled for action by the Academic Program and Curriculum Committee at their 4/7/98 meeting.
	International Relations	BA	Report completed. Awaiting transmittal to Academic Program and Curriculum Committee for action at their 11/25/97 meeting.
	Library Science	MLIS	Review deferred to either 1997-98 or 1998-99.
	Linguistics	BA	Review deferred until 1997-98.
	Mathematics	MA/PhD	Review completed. Review concluded that the MA and PhD in Mathematics are strong and could be further strengthened by moving more toward applied and interdisciplinary initiatives. The program has started to do this with potential new recruitment and a new option in the Master's program in Industrial Mathematics. In addition, it was recommended that the program do more to actively recruit, train, and mentor graduate students.
	Mathematics	BS	Report completed. Awaiting transmittal to Academic Program and Curriculum Committee for action at their 11/25/97 meeting.
	Minority Student Programs		Review in progress.
	Music Education	BFA	Review in progress. Scheduled for action by the Academic Program and Curriculum Committee at their 1/13/98 meeting.
	Nursing	PhD	Review completed. The review concluded that the program is of high quality and has matured considerably since its inception. The program has several unique features, including the availability of nursing centers for clinical and research experience, and the programmatic attention to health policy. The faculty are well qualified and represent considerable diversity.
	Philosophy	MA	Review completed. The review indicated that this is an excellent program with a national reputation as one of the best MA granting programs in Philosophy in the United States. Recommendations for improvements included expanding the interdisciplinary teaching and research interests of the faculty and designing educator programs for the TA and faculty to upgrade their teaching skills. The program has already started to implement these recommendations.

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
OSH	Philosophy	BA	Report completed. Awaiting transmittal to Academic Program and Curriculum Committee for action at their 11/25/97 meeting.
	Physics	BA/BS	Review in progress. Scheduled for action by the Academic Program and Curriculum Committee at their 2/24/98 meeting.
	Sociology	BA	Report completed. Awaiting transmittal to Academic Program and Curriculum Committee for action at their 11/25/97 meeting
	Theatre	BFA	Review in progress. Scheduled for action by the Academic Program and Curriculum Committee at their 2/24/98 meeting.
	Urban Education	PhD	Review in progress. Report scheduled for action by the Graduate Faculty Council at 11/17/97 meeting.
	Urban Planning	PhD	Review in progress. Report scheduled for action by the Committee on Reviews subcommittee of the Graduate Faculty Council at 11/3/1997 meeting.
	Urban Studies	MUP	Review in progress. Awaiting completion of draft report.
	Anthropology	BA/BS	Completed. Anthropology is a high-quality program which attracts many students as a General Education requirement providing a scientific and multi-disciplinary background to students. Enrollments are stable; the number of majors has increased; and the faculty has doubled. Recommendations include: developing currency in the curriculum with a phased set of changes in collaboration with Religious Studies courses; developing a strategy for recruiting high-quality students building on the strengths and appeal of the program; and developing a research process which involves students working with faculty scholars in the program. The program review of Religious Studies and Anthropology will be conducted as a single unit in future reviews.
	Art	BA/BS/BFA	In progress. Self-study completed in January 1997 and external consultants' visit occurred in March 1997. The College Committee will conduct its review in Fall 1997.
	Computer Science	BA/BS	In progress. The self-study report, external consultant's report, College Academic Program Review Committee's report, and Dean's report all received. Academic Policies Committee's (university-level curriculum committee) review was completed in September 1997. Provost and Vice Chancellor's recommendations will follow.
OSH	Counselor Education	MSE	Pending. NCATE visit was completed in Spring 1997. An official report is expected in October 1997. Completion of Academic Program Review is expected in June 1998.
	English	BA/BS/BSE	In progress. The self-study report, external consultant's report, College Academic Program Review Committee's report, and Dean's report all received. Academic Policies Committee's (university-level curriculum committee) review was completed in September 1997. Provost and Vice Chancellor's recommendations will follow.

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
	Foreign Languages & Literatures	BA/BS/BSE	Completed. The department has accommodated an increased demand for language courses. Spanish and French curricula have been modernized. Recommendations include: revising the German curriculum, revising intermediate Spanish preparation, developing a placement program, continuing efforts in hiring native or near-native speakers as positions become available, providing a leadership role in reviewing study abroad opportunities with other units, and developing a phased purchasing plan to improve technology and instructional materials.
	Management Information Systems	BBA	In progress. The self-study report, external consultant's report, College Academic Program Review Committee's report and Dean's report all received. Academic Policies Committee's (university-level curriculum committee) review was completed in September 1997. Provost and Vice Chancellor's recommendations will follow.
	Marketing	BBA	Delayed. The Marketing program was postponed due to college restructuring and preparation for the AACSB visit. Anticipated completion date is June 1998.
	MBA Program	MBA	Delayed. The MBA program review was delayed after a review of the program by the Business Advisory Board. A major restructuring of the program took place in 1994-95 with new program implementation in Fall 1996. Not enough data were available to evaluate the new program in 1996. Program review has been delayed until 2000-2001.
	Military Science	Minor	In progress. The self-study report, external consultant's report, College Academic Program Review Committee's report, and Dean's report all received. Academic Policies Committee's (university-level curriculum committee) review will be completed in Fall 1997. Provost and Vice Chancellor's recommendations will follow.
	Music	BA/BS/BM/BME	Delayed. At the request of the department, the Academic Policies Committee sent the program review back to the department for further study. Anticipated completion date is June 1998.
	Physical Education & Health Promotion	BS/BSE	In progress. Self-study completed in January 1997 and external consultants' visit occurred in Spring 1997. The College Committee will conduct its review in Fall 1997.
	Political Science	BA/BS	In progress. The self-study report, external consultant's report, College Academic Program Review Committee's report, and Dean's report all received. Academic Policies Committee's (university-level curriculum committee) review will be completed in Fall 1997. Provost and Vice Chancellor's recommendations will follow.
	Project Success		Completed. Project Success provides a positive educational experience and personal assistance to students. Providing basic descriptive data about the program for dyslexia to be included in annual reports, to identify changes, and to evaluate results of modifications is encouraged. An Interdisciplinary Advisory Committee will be reconstituted. Research is encouraged. Exploration of external funding is encouraged to support program activities.

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
	Professional Education Program		Pending. NCATE visit was completed in Spring 1997. An official report is expected in October 1997. Completion of Academic Program Review is expected in June 1998.
	Psychology	MS	In progress. The self-study report for the graduate program, external consultant's report, College Academic Program Review Committee's report, and Dean's report all received. Academic Policies Committee's (university-level curriculum committee) review will be completed in September 1997. Provost and Vice Chancellor's recommendations will follow.
	Reading	MSE	Pending. NCATE visit was completed in Spring 1997. An official report is expected in October 1997. Completion of Academic Program Review is expected in June 1998.
	Religious Studies	BA/BS	Completed. The program was praised for its faculty performance, reputation for teaching, record of scholarly activity and community service, and the quality of collegial interaction between faculty members in Religious Studies and their colleagues. The program is comparable to some of the finest in the nation. Extensive writing is required in the program's courses and steps should be taken to list more Religious Studies courses in the University's writing-across-the-curriculum program. The affiliation with Anthropology has provided an opportunity for interdisciplinary study; more work in this area is encouraged. A clear rationale and a set of goals would provide a guideline for modifying the curriculum. Religious Studies and Anthropology will be reviewed as a single unit in future reviews.
	Special Education	BSE/MSE	Pending. NCATE visit was completed in Spring 1997. An official report is expected in October 1997. Completion of Academic Program Review is expected in June 1998.
	Urban & Regional Studies	BA/BS	Completed. The program was in transition when the self-study was completed having hired a new coordinator. The program review process has provided several recommendations for future improvement: begin immediate steps to define and implement an assessment program of majors and explore obtaining additional library resources. An ad hoc staff member has been hired to allow the coordinator to be more active in coordinating and revising the program. Additional improvements to the program include a required course in geographic information systems and a senior seminar. An interim report will be provided in Fall 1998 which will provide a revised, clear curriculum or review.
	University Scholars		Completed. Improvement of program quality has been a priority. The program will continue to be housed in the College of Letters and Science. Increasing honors courses in colleges with few honors courses will be explored. Student demand and frequency of offerings will be reviewed. Improvement of program visibility is encouraged.
	Women's Studies	Minor	Completed. The program has produced a strong interdisciplinary faculty and program. Reviewing curricular structure of the program is a priority. Recommendations include: establishing a major in the future and obtaining additional faculty participation in teaching core courses.

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
PKS	Library/Learning Center	n.a.	Of primary interest is the experience under the new organizational structure combining the L/LC with Computer Services under the same Associate Vice Chancellor. Further integration of the two areas will complete this reorganization and help to build a single unit. The L/LC has made great strides in developing accessibility to resources creating great hardware demands. This must be managed while at the same time setting priorities to allocate budget so as to maintain a quality library collection.
	Philosophy	BA	The department has maintained a high level of quality in all areas, given its very limited resources. The future viability of the major will be subject to review as part of the comprehensive budget review to take place this year. Efforts should continue to be directed toward integrating the discipline with other majors more popular with students. Assessment has been taken seriously by the department which must continue those efforts with the development of measurable outcomes for its majors and minors.
	Physics	BS	The Physics Department, though small, has great strength in teaching, scholarship, and service, accomplishing a great deal with limited resources. The viability of the Physics major will be subject to scrutiny as part of the comprehensive budget review. Use of senior students as teaching assistants, and the development of research and internship opportunities for students in the applied physics option provide opportunities for the department. The department has begun to address assessment in the major, and must continue those efforts in developing measures to assess how well it is doing in assisting students to reach their goals.
	Dramatic Arts	BS	Productivity was the issue in the last review. While the department will never have a large number of majors, its productivity has improved in terms of students served, both majors and nonmajors. The department represents the very best in terms of its cohesion and common sense of purpose, and serves as a model for service to students and community outreach. With limited staff, the department must of necessity define its priorities, and allocate its scarce human resources to those priorities.
PLT	Physical Education	BS	The Physical Education Department is a component of the School of Education located in the College of Liberal Arts and Education. The department provides general requirements and preparation programs for students obtaining a degree in Physical Education. The degree in Physical Education has two options: teaching and non-teaching. Faculty actively participate in statewide, regional and national associations for scholarly and professional development. The enrollment in courses is consistent. It is recommended that the department place emphasis on faculty development and enhancement of programs.
	Chemistry	BS	The Chemistry Program continues to support liberal education, professional program preparation and the chemistry major at UW-Platteville. Dedicated and skilled faculty with a variety of expertise form the backbone of the program. Major curriculum revisions have paralleled trends in chemistry education. Limitations to the program are largely financial in nature, particularly in the area of available capital monies. It is recommended that the department develop additional ways of obtaining external funding for capital improvements. It should also take advantage of laboratory modernization funds.

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
	Individually Contracted Majors	BS/BA	In 1978, the Individually Contracted major was introduced and incorporated in the 1978-79 university catalog. The program, which was not intended to be aggressively promoted, was established to assist students who sometime find that selection of one of the university's majors does not assist them in meeting career goals or does not fit their unique interests. Since its introduction nineteen years ago, eleven students have graduated with an individually contracted major. This number is small because the program intent is to meet the needs of a limited number of students. No new resources are needed for the continuation of this major so it is recommended that it be retained.
	International Studies	BA	The International Studies Major is a comprehensive interdisciplinary major that focuses on the global perspective in education. The major has no faculty and no budget. All majors are advised by the International Studies Advisor. The strengths of the program are directly dependent on the outstanding quality of the many fine departments that contribute to it. There are no current limitations. The International Studies Major is both consistent with and advances the goals of the Strategic Plan of the College of Liberal Arts and Education. Although few students are enrolled in this program, the major should be continued since all courses involved are currently being offered for other major programs.
	Philosophy	BA	The Philosophy program has two main goals. One is to help develop in every student heightened intellectual, cultural, and humane sensitivities and a sense of purpose. The other is to provide for students the opportunity to develop in depth their powers for thinking critically about the fundamental questions facing all of us about reality, knowledge, and values. Philosophy courses are filled to capacity. Credit hours have been reduced due to room assignment. The program faculty have concerns that this has had a negative impact on the number of philosophy majors. It is recommended that room assignments allowing for increased seating capacity in lower level courses be scheduled.
	Outreach and Extension		The Office of Continuing Education at UW-Platteville serves as a resource to meet the needs of Platteville and the surrounding communities. It sponsors outreach and continuing education activities that are funded through UW-Extension as well as some campus accounts. The OCE recently completed a strategic plan, added an education coordinator and distance learning coordinator, and developed many new initiatives. The newly developed SBDC housed on the Platteville campus is also administrated by the director of Platteville's Director of Outreach and Extension. It is recommended that OCE develop and enhance efforts to provide more programming using distributed learning technologies.
	Communication	BS/BA	The recent campus reorganization in 1994 separated the speech component from the Department of Communication and combined the remaining programs with the Department of Computer Science to establish the time, the majors in Broadcast Technology Management and Technical Communication Management have been replaced by a single major in Communication Technologies Management. There has been a modest increase in the number of majors from 150 to 163 in the past three years. The program has received minimal capital budget allocations and lab modernization funds in recent years. These deficiencies have been offset by donation of equipment from external sources, in part. The College of BILSA should budget in such a way as to provide adequate funding for future initiatives in this department.

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
RVF	Women's Studies	BA	As an academic discipline, Women's Studies emphasizes the contributions of women to civilization. The program aims to convey information and to use an interdisciplinary approach making use of cooperative methods and feminist pedagogy to enhance the learning experience, exposing students to ways of learning that they might not otherwise encounter. Enrollment in Women's Studies courses is strong. To reduce pressure on the introductory course, it will be removed from the list of courses that fulfill the Ethnic/Gender requirement. Efforts are being made to strengthen the minor. It is recommended that offerings in this program be enhanced through the Women's Studies Consortium.
	Agricultural Business	BA/BS	Continue this program. The review committee recognized the academic rigor and excellence in teaching displayed by the faculty. The committee recommended a.) the department attempt to address the issue of gender balance within the department when the next faculty position opens; b.) the department continue to explore additional relationships (sharing of faculty, courses, etc.) with departments in the newly created School of Business and Economics, and c.) the department explore greater utilization of extension faculty to provide case studies and direct connections to local businesses and agencies.
	Agricultural Engineering	BA/BS	Continue this program. The program faculty were commended for successfully transforming the major from an industrial arts to an engineering emphasis. The review committee recommendations included: a.) continued efforts to obtain state-of-the-art laboratory and instructional equipment; b.) exploration of the feasibility of developing a business/systems/management track; c.) the development of additional ties with business, and d.) developing articulation agreements with the University of Wisconsin-Madison and the University of Minnesota to aid in the recruitment of additional majors.
	Economics	BA/BS	Continue this program. The department was commended on its excellence in teaching and research and on its efforts to internationalize the curriculum. The review committee recommended: a.) exploration of additional cooperative efforts with the department of Agricultural Economics; b.) consultation with the Mathematics Department to determine the appropriate means of meeting the required math competency; and c.) the development of a strategy to increase the number of majors.
	Psychology	BA/BS	Continue this program. The department was commended for its overall program quality, its responsiveness to enrollment pressures and student retention efforts. The review committee recommended the department: a.) develop additional professional and research opportunities for students; b.) continue efforts to add a staff member in applied psychology; and c.) explore curricular options for students not interested in pursuing graduate study.
	Reading	MSE	Continue this program. The Graduate Council review indicated the program's a.) academic rigor and requirements; b.) service to the St. Croix Valley region and area schools; c.) and accreditation by the National Council for Accreditation of Teacher Education (NCATE) and the International Reading Association (IRA).
	General Education		Report of General Education Evaluation presented to Board of Regents in Spring 1997.

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
STP	Chemistry		The program review report shows chemistry to be a dynamic and exemplary unit with impressive strengths: highly-qualified faculty who enjoy positive, supportive professional relationships; students involved in valuable research activities and exceptionally high marks from alumni on the quality-value of the major. Major review recommendations include: seek external funding to upgrade or replace the nuclear magnetic resonance spectrometer; take advantage of access to discipline materials through on-line, WEB and interlibrary loan opportunities; consider staffing levels in any plan to create a major in polymer chemistry; continue outstanding record of curricular development through grant support.
	Education		The program review report shows education to be a dynamic and viable program with some impressive strengths: productive growth in using instructional technology; increasing collaboration with the public schools; the introduction of performance-based assessments. Major review recommendations include: in dealing with enrollment pressures, remain cognizant of supply/demand data for public school teachers; find ways to education faculty to enjoy flexibility in teaching assignments/loads; seek creative uses of technology and distance education; develop external funding and/or cooperative agreements to enhance faculty work in area schools; consider curricular issues as specified by the Provost/Vice Chancellor
	Art and Design		The program review report shows that Art and Design is a quality unit with impressive strengths: excellent in-field placement of graduates; high faculty, staff morale; and dynamic curricula to remain in good standing with NASAD accreditation standards. Major review recommendations include: continue to employ a sculptor, and a .50 FTE Curator for the Gallery; continue to move forward in advancing technology (digitizing slides) in art history; provide adequate studio space, as feasible, until building expansion plans are complete; monitor department issues as specified by the Provost/Vice Chancellor.
STO	Food Systems and Technology	BS	<p>The BS in Food Systems and Technology is a new program resulting from the merging of elements from Food Service Administration and the foods concentrations in Home Economics in Business. This new program replaces those earlier programs and is designed to prepare graduates for management and professional level positions in various food related businesses and industries.</p> <p>This degree program consists of a professional core of 34 credits. Students also select one of four concentrations for an additional 42 credits, the remainder of the 124 credits for graduation consists of 42 credits in general education and six free electives. This program is exemplary of UW-Stout's tradition of "hands-on" laboratory-oriented education.</p> <p>The BS in Food Systems and Technology has four concentrations: Food Systems Management, Food Science, Food Merchandising and Distribution, and Food Communication.</p>

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
	Industrial Technology	BS	<p>The BS in Industrial Technology is designed to prepare students for careers in the fields of business and industry in a variety of technical areas. Concentrations in Electronics and Computer Technology, Facilities Management, Industrial Distribution, Manufacturing Management, Product Development, Quality Technology, Technical Communications, and Special areas are offered. The degree program requirements include 32 credits in Communications and Humanities, 19 credits in the areas of Math and Science, 20-35 credits (depending on concentration) in management/professional studies, and 32-47 credits in core courses.</p> <p>Student enrollment in the BS in Industrial Technology program has declined from 1,168.7 FTE in 1991 to 844.6 FTE in 1995. This is due in large part to the fact that four concentrations are now independent majors: Construction, Graphic Arts, Packaging, and Telecommunications. The 844.6 FTE constitutes approximately 11.6% of the total Stout enrollment. Between December 1994 and August 1995, 188 BS degrees in Industrial Technology were awarded. The program continues to be well-received by its enrollees. Placement in the various concentrations in this major has been strong and relatively consistent: 91.8% in 1991-92, 94.7% in 1992-93, 94.7% in 1993-94 and 91.7% in 1994-95, the last year for which statistics are available.</p> <p>It is recommended that the BS in Industrial Technology continue as a degree program at UW-Stout. It is a nationally recognized program and is a mainstay of this institution.</p>
	Industrial/Technology Education	MS	<p>The MS in Industrial/Technology Education is especially designed for individuals with undergraduate preparation in industrial arts, industrial education, technology education and related fields. This graduate program prepares practicing professionals to become master teachers who are reflective practitioners, action researchers, innovators, mentors and leaders. More specifically, this program serves those individuals who (a) currently hold an undergraduate degree in technology education and are fully certified, (b) hold an undergraduate degree in a field other than technology education and need to be certified to teach technology education in the secondary school system, or hold an undergraduate degree in a field other than technology education and desire to earn a graduate degree in technology without being certified.</p> <p>Due to the certification nature of this program, the Department of Public Instruction (DPI) reviews the existing curriculum every five years. In addition, this program is accredited by NCATE, the National Council for the Accreditation of Teacher Education.</p> <p>Graduates from the MS in Industrial/Technology Education enter a job market that has a favorable demand versus supply ratio. In addition, the Department of Public Instruction estimated that approximately 180 technology educators in Wisconsin are currently eligible for retirement.</p>

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
	Hospitality and Tourism	MS	<p>The graduate program in hospitality and tourism is designed for persons desiring to enhance their management and research skills. The program is designed for applicants with an undergraduate major in hotel/restaurant or tourism management; however, applicants with bachelor's degrees in other fields are often accepted into the program. The requirements for this degree include the completion of at least 36 semester hours of graduate credits including a 6-credit thesis. Students in the program select either a 10-credit concentration in hospitality or a 10-credit concentration in tourism. Program graduates enjoy diverse career opportunities in educational institutions, government agencies, trade associations and private companies. The current enrollment of 31 students is the highest enrollment the program has experienced since it began in 1982.</p>
	Technology Education (Status Report)	BS	<p>The Technology Education program is nationally recognized and has a proud tradition as one of the oldest programs on campus. It is the largest program of its kind in the United States and has many strengths; maintaining a national profile within the technology education area.</p> <p>The BS in Technology Education program primarily prepares students for K-12 teaching positions. This is one of the founding programs of UW-Stout.</p> <p>This degree program consists of 124 credits of general education, professional education and technical course work. The program meets DPI certification with the professional and technical course work designed to fulfill the needed requirements. A revision of the BS in Technology Education, submitted in January 1997, is designed to further update the program.</p>
SUP	Educational Administration		<p>This graduate program serves students in northern Wisconsin by offering courses on the Superior, Eau Claire and Stevens Point campuses. The inter-institutional agreements with Eau Claire and Stevens Point also carry a four-year schedule indicating future course offerings at these sites. An external consultant who reviewed all graduate programming at UW-Superior in the spring of 1996, identified school administration as one of two areas of significant strength. The Review Council recommended that the credit hour production of faculty members in the Educational Administration Program be reviewed. The Provost/Vice Chancellor will be working with the faculty in this department on the matter of workload during the current academic year.</p>
	Elementary Education		<p>The Review Council commended the Elementary Education Program for its collaborative efforts with the local public school system. These efforts have resulted in funded projects supported by the Eisenhower Program and the Goals 2000 Program. The Council further commended the Elementary Education Program for its quality and sound curriculum. An area of concern was the high number of students assigned to each faculty advisor in this area. The Department has suggested that this advising workload could be reduced by adding a position in Early Childhood Education, an area where there has been a vacancy for approximately ten years. The Provost/Vice Chancellor will give the additional position careful consideration as we plan to fill vacancies for AY 1998-99.</p>

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
	Counselor Education		The Review Council believes that the reputation of the graduates of the Counseling Program has shown significant growth in recent years. The program has been reorganized and will seek CACREP accreditation this fall. The Department is also cooperating with faculty in an undergraduate health program on a learning community project designed to improve undergraduate student retention. The concerns expressed by the Review Council are related to inadequate laboratory space. The Provost/Vice Chancellor will respond to this area of concern by devising a comprehensive space use plan which will involve several academic programs.
	Computer Information Systems		The Computer Information Systems (CIS) Program is housed in the Department of Business Administration. The Review Council commends the Program for the placement rate of its graduates and the cooperative initiatives with local vocational technical colleges and the computer science option in the Mathematics Department. One area of concern noted by the Council was the need to add a second faculty position in the CIS Program. In addition to a self-study, an external consultant's report was used to review the CIS Program. One of the recommendations made by this consultant was to rely on computer science faculty to teach some of the CIS courses. The Provost/Vice Chancellor plans to work with the Computer Science Program in the Mathematics Department and the CIS Program in determining the most effective way to add faculty resources to the two computing programs.
	Music		The Review Council commends the Music Program for its exceptional reputation in the Twin Ports and surrounding area. The use of a four-year planning sheet as an advising tool and the Music web page as a recruiting tool were also commended. Areas of concern expressed by the Review Council are the need for additional funding for equipment repair and replacement as well as financial support for performance costs. The need for an additional faculty member in the Department of Music was also stated. The Provost/Vice Chancellor will work with the Department to address these needs.
WTW	Business Education Major	BSE	In 1994, the American Vocational Association recognized the program as the Outstanding Business Teacher Preparation Program in the nation. The department was nominated for the 1997 Regents Excellence in Teaching Award. The program is well coordinated between the College of Business and Economics and the College of Education. The program uses technology extensively and is beginning to use distance learning to deliver aspects of the program. The program faculty are active teaching scholars who regularly consult with the various program constituencies. The university's geographical location provides a rich resource of business professionals who address students and serve as consultants for the program. There is a 100 percent placement rate for the program and a favorable forecast for future employment opportunities. The program is recommended for continuation subject to minor concerns.

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
	Business Education Major	MS	In 1994, the American Vocational Association recognized the program as the Outstanding Business Teacher Preparation Program in the nation. The department was nominated for the 1997 Regents Excellence in Teaching Award. The program is well coordinated between the College of Business and Economics and the College of Education. The program uses technology extensively and is beginning to use distance learning to deliver aspects of the program. The program faculty are active teaching scholars who regularly consult with the various program constituencies. The university's geographical location provides a rich resource of business professionals who address students and serve as consultants for the program. There is a 100 percent placement rate for the program and a favorable forecast for future employment opportunities. However, the distinction between the graduate and undergraduate curricula is blurred. The program is recommended for continuation subject to minor concerns.
	Chemistry Major/Minor	BA/BS/BSE	The program supports the mission, strategic plan, and general education program of the university and provides essential background courses for a wide range of majors. Within the program, students are engaged in experiential learning, including undergraduate research and much hands-on experience with instrumentation. The program's assessment plan includes both internal and external measures of student learning outcomes. Students perform at or above national norms on standardized examinations. The faculty are highly student oriented and active teaching scholars. Several weaknesses were noted, including a relatively low number of students in the major, no accreditation by the American Chemical Society, and the lack of an inorganic chemist on the faculty. Because of the program's strengths and potential, the program is recommended for continuation subject to annual reports from the dean on progress-remediating deficiencies until noted deficiencies are corrected.
	Criminal Justice Minor		The program is concordant with the university's mission and strategic plan, providing a career-oriented, interdisciplinary course of study. The program serves a large number of students with a wide variety of majors, and enrollment has increased substantially over the past five years. The minor has been revised to emphasize a 15-credit core focused on crime and the criminal justice system. The program emphasizes advising and career counseling and the employment outlook for future graduates is very favorable. The program is recommended for continuation subject to minor concerns.
	Curriculum and Instruction Major	MS	The program is well structured with a 12-credit core including a meaningful capstone experience, either a thesis or an integrative project. Beyond the core, students can tailor their programs to meet their professional needs and interests. Courses are available on a predictable cycle, with classes held at times and locations convenient to practicing teachers. Enrollments have steadily increased over the past five years. Program faculty are active teaching scholars who have regular contacts with K-12 schools. The program is recommended for continuation subject to minor concerns.
	General Business Major	BBA	The program provides an interdisciplinary curriculum which is consistent with the university's strategic plan. It uses collaborative arrangements with UW-Madison and UW-Milwaukee to provide international exchange programs. The professional orientation of the program and its strong ties with the business community are strengths. The program is recommended for continuation subject to minor concerns.

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
	Geology Minor		The program has clearly-stated goals and objectives that are being met and a six-course core that provides a solid foundation for advanced study. The introductory geology course provides practice with all aspects of the scientific method, and those completing it score high on external assessments of verbal and quantitative competencies. Students in the program are engaged in experiential learning. However, the program seems to be hampered by the lack of a geology major, which perhaps has contributed to a relatively low enrollment in the minor. Additionally, the program's assessment plan has yet to be implemented. The program is recommended for continuation subject to annual reports from the dean on progress remedying deficiencies until noted deficiencies are corrected.
	Human Resource Management Major	BBA	The major is the most comprehensive undergraduate program in the state and the only one for generalists. The program provides ample experiential learning opportunities, including undergraduate research projects, mentoring relationships with practitioners, and a multitude of internships. The program also has strong ties with national and state chapters of professional organizations, providing opportunities for out-of-class learning and networking. The program's assessment plan is exemplary, and program changes have occurred because of the assessment process. The program faculty are active teaching scholars. The program is recommended for continuation subject to minor concerns.
	Leadership/ Military Science Minor		The program is interdisciplinary in nature, drawing on courses from all four colleges. The program actively recruits and sustains a diverse student population, providing opportunities for the students to apply the classroom knowledge that they learn. There is a comprehensive leadership assessment program as well as individual assessment within the program. Funding is provided by the Army and the Air Force, and extensive instructional materials are available. The fact that the program has only one faculty member on campus and relies primarily on staff based in Madison is a concern. So, too, is the fact that the minor seems secondary to the commissioning program. The recommendation for continuation has been withheld, the program has been placed on probation, and another complete audit and review will be held within three years.
	Library Media Minor		The program supports the mission and strategic plan of the college and the university. The program's clearly-stated program objectives encompass competencies for school library specialists developed by the appropriate professional associations. The program uses technology extensively and effectively. All courses in the program provide experiential learning and the program has a meaningful capstone experience in the practicum. The program faculty are active teaching scholars who work closely with professionals in the field. The program is the major supplier of school library media professionals in central and southern Wisconsin. The program is recommended for continuation subject to minor concerns.
	Office Systems Major		The curriculum was revised in 1995 and is based on the Organizational and End-User Information Systems Model Curriculum. The career-focused program is the only one of its kind in the state. The program has an active internship program. The faculty are active teaching scholars. Enrollment in the program has grown significantly over the past five years. All graduates find related employment. The program is recommended for continuation subject to minor concerns.

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
	Music Education	MME	The program has clearly-stated goals and measurable objectives. The curriculum is rigorous and comprehensive and is flexible enough to meet the needs of most practicing music teachers. The program also has a meaningful culminating experience. Although there is an identifiable market base for the program, the enrollments in the program have remained relatively low. Consequently, the demand for a master's degree in music education has not been established. The program is recommended for continuation, but with another complete audit and review required in three years.
	Political Science Major/Minor	BA/BS/BSE	The curriculum exposes majors to the breadth of the discipline while requiring them to complete a concentration of courses in an area related to their career goals. International/global issues, computer technology, and writing skills are integrated across the curriculum. The program provides a number of events that expose high school students to the university and the major, and effective strategy for recruiting new students. The program faculty are committed to teaching excellence and engaged in scholarly activities. Assessment survey data indicate that graduates are well prepared to succeed in a variety of employment settings. The program is recommended for continuation subject to minor concerns.
	Public Policy and Administration Major	BS	The review was postponed until 1997-98 to be completed in conjunction with the Public Administration Minor.
	Reading Major	MSE	The program has clearly articulated goals and objectives that are consistent with the guidelines of professional organizations. The curriculum is current and well organized. Students perform well on assessment measures, especially on rigorous comprehensive examinations. Program graduates are in demand for positions as reading teachers and reading specialists. The program faculty are active teaching scholars. The program is recommended for continuation subject to minor concerns.

Inst	Program	Degree(s)	Recommendations/Comments From Reports Submitted By Institution
EXT	Agricultural Journalism		<p>This review was conducted as a service of the Cooperative State Research, Education and Extension Service (CSREES), USDA. It was carried out by a review panel consisting of individuals from CSREES and other Land Grant institutions.</p> <p>Observations of the reviewers suggest that the outreach function of the department continues in a fairly traditional mode, extending the offerings and knowledge of the department via newsletters, radio, press releases and through some "hands on" by senior faculty as part of their research efforts.</p> <p>A summary of the recommendations follows:</p> <ul style="list-style-type: none"> • Articulate clearly in a department plan the role and integration of service, outreach and extension within the department in support of the mission of CALS and assess current faculty load and assignments, making changes as necessary. • Take a hard look at the presence of service, extension and outreach within the strategic planning for the future of the College, with the intent of providing an opportunity for the department to play a leading role in positioning the College's outreach efforts. • Increase liaison activities with communication practitioner organizations which BS and MS graduates might join as communication practitioners. • The department needs an active program for translating the research findings to practitioners. • Continue to do pre-service and in-service communication education of extension personnel.

**Table 3: Programs Scheduled for Institutional Review
in 1997-98**

University of Wisconsin - Eau Claire

Reviews scheduled to begin in 1997-98:

Department of Allied Health Professions
Department of Chemistry
Department of Mathematics
Department of Physics and Astronomy
Department of Psychology

Reviews in progress or deferred (original due date):

University of Wisconsin - Green Bay

Reviews scheduled to begin in 1997-98:

Chemistry
Earth Science
Education
Environmental Science and Policy
Nursing
Philosophy

Reviews in progress or deferred (original due date):

Administrative Science (95-96)
Biology (94-95)
Psychology (94-95)
Social Work (94-95)

University of Wisconsin - La Crosse

Reviews scheduled to begin in 1997-98:

Biology and Microbiology (including the
graduate program in biology)
Computer Science
Geography
Health Education and Health
Promotion Programs (including the MS in
Health Education and the MPH)

Reviews in progress or deferred (original due date):

Minority Studies (to be renamed "Ethnic-Racial
Studies") (96-97)
Music (96-97)

University of Wisconsin - Madison

Reviews scheduled to begin in 1997-98:

Bacteriology
Comparative Literature
Electrical and Computer Engineering
Elvehjem Museum of Art
Energy Analysis and Policy Curriculum (IES)
English
Genetics
Human Oncology/Oncology
Linguistics
Mechanical Engineering and Engineering
Physics
Neuroscience
Psychology
Spanish and Portuguese
Sociology
Statistics
Zoology

Reviews in progress or deferred (original due date):

Anatomy (96-97)
Behavioral Science and Law (93-94)
Communicative Disorders (96-97)
Criminal Justice (93-94)
Curriculum and Instruction:
Educational Technology (94-95)
English Education (94-95)
Geology and Geophysics (96-97)
Interior Design (96-97)
Less-commonly-taught Languages (96-97)
Material Science and Engineering (95-96)
Neurophysiology/Physiology (96-97)
(departments have been merged)
Pathology (96-97)
Physics (96-97)
Political Science (96-97)
Rehabilitation Psychology (95-96)
Textiles and Design (94-95)

University of Wisconsin - Milwaukee

Reviews scheduled to begin in 1997-98:

Applied Mathematics & Physics, BS
Architectural Studies, BS
Architecture, Master
Art, BA, BFA
Art, MA, MFA
Art Education, BFA
Art Education, MFA, MA, MS
Art History & Criticism, BA
Art History & Criticism, MA
Biological Aspects of Conversation, BA, BS
Clinical Laboratory Science, BS
Clinical Laboratory Science, MS
Film Studies, BA
History, BA
History, MA
Inter-Arts, BFA
Nursing, BS
Nursing, MS
Social Work, BSSW
Social Work, MSW

Reviews in progress or deferred (original due date):

Africology, BA (95-96)
Applied Math and Physics BS (95-96)
Biological Sciences, BS/BS (96-97)
Curriculum and Instruction, MS/PhD (96-97)
Disadvantaged Students Program (95-96)
Education, BS (96-97)
Engineering, all BS (96-97)
Engineering, BSE (93-94)
English, BA (94-95)
English, MA/Phd (95-96)
Film, BFA (94-95)
Geological Sciences, MS/PhD (96-97)
Health Sciences, BS (96-97)
International Relations, BA (94-95)
Library Science, MLIS (95-96)
Linguistics, BA (93-94)
Mathematics, BS (95-96)
Minority Student Programs (95-96)-
Music Education, BFA (96-97)
Philosophy, BA (95-96)
Physics, BA/BS (96-97)
Sociology, BA (94-95)
Theater (94-95)
Urban Education, PhD (96-97)
Urban Planning, PhD (96-97)
Urban Studies, MUP (94-95)

University of Wisconsin - Oshkosh

Reviews scheduled to begin in 1997-98:

Chemistry (BS, BSE)
Philosophy (BA, BS)
Sociology (BA, BS)
Educational Leadership (MS)
Elementary Education (MSE)
Accounting (MS)
College of Nursing (BS, MS)

Reviews in progress or deferred (original due date):

Art, BA/BS/BFA (96-97)
Communicative Disorders, BA/BS/MS (96-97)
Computer Science, BA/BS (96-97)
Counselor Education, MSE (96-97)
English, BA/BS/BSE (96-97)
Management Information Systems, BBA (96-97)
Marketing, BBA (95-96)
MBA Program, MBA (96-97)
Military Science, Minor (95-96)
Music, BA/BS/BM/BME (93-94)
Phys. Ed. and Health Promotion, BS/BSE (96-97)
Political Science, BA/BS (96-97)
Professional Education Program (96-97)
Psychology, MS (91-92)
Reading, MSE (96-97)
Special Education, BSE/MSE (96-97)

University of Wisconsin - Parkside

Reviews scheduled to begin in 1997-98:

Chemistry
Communication
Economics
General Education
Interdisciplinary Studies
Women's Studies

Reviews in progress or deferred (original due date):

International Student Services (95-96)
Media and Duplicating Services (95-96)
School of Education (95-96)
General Science (96-97)

University of Wisconsin - Platteville

Reviews scheduled to begin in 1997-98:

Music
Criminal Justice
History
Reclamation
English
Teacher Education
Counselor Education

Reviews in progress or deferred (original due date):

University of Wisconsin - River Falls

Reviews scheduled to begin in 1997-98:

Agronomy
Broadfield Social Studies
Geology
Horticulture
Soil Science
Speech Communication

Reviews in progress or deferred (original due date):

Animal Science (96-98)
Communicative Disorders (BS/MS) (96-98)
Computer Systems (96-98)
English (96-98)
Music (96-98)
Sociology (96-98)

University of Wisconsin - Stevens Point

Reviews scheduled to begin in 1997-98:

Health Promotion and Human Development
Paper Science
Philosophy/Religious Studies
Physics/Astronomy
Political Science and Public Policy
Administration

Reviews in progress or deferred (original due date):

Biology & Museum Techniques (94-95)
English and Writing (95-96)
Foreign Language and
Comparative Literature (95-96)
Geography/Geology and Earth Science (95-96)
Honors (95-96)
History/Social Science (96-97)
International Studies (95-96)
Mathematics/Computing (96-97)
Natural Resources (96-97)

University of Wisconsin - Stout

Reviews scheduled to begin in 1997-98:

Dietetics, BS
Education, MS
Hospitality and Tourism Management, BS
School Psychology, MS
Vocational Education, MS
Vocational Rehabilitation, BS
Status Report: Industrial/Technology
Education, MS

Reviews in progress or deferred (original due date):

University of Wisconsin - Superior

Reviews scheduled to begin in 1997-98:

Communicating Arts
English

Reviews in progress or deferred (original due date):

Mathematics and Computer Science (96-97)
Special Education (93-94)

University of Wisconsin - Whitewater

Reviews scheduled to begin in 1997-98:

Accounting (undergraduate) Major, BBA
Accounting (graduate) Major, MPA
Coaching Minor
Elementary Education Major, BSE
Health Minor
Philosophy Minor
Physical Education Major/Minor, BSE
Physics Major/Minor, BA, BS, BSE
Production Operations Management Major,
BBA
Psychology Major/Minor, BA, BS, BSE
Public Administration Minor
Recreation/Leisure Studies Minor
School Psychology (graduate) Major, MSE

Reviews in progress or deferred (original due date):

Public Policy and Administration, BS (96-97)

University of Wisconsin Colleges

Reviews scheduled to begin in 1997-98:

Advising Programs and Services

Reviews in progress or deferred (original due date):

University of Wisconsin - Extension

Reviews scheduled to begin in 1997-98:

Nutritional Sciences

Reviews in progress or deferred (original due date):

Continuing Education:
Instructional Communications Systems (96-97)

NEW PROGRAMS

PROGRAM PLANNING AND IMPLEMENTATION

Board policy contained in ACIS-1 calls for joint planning of new programs, with formal board approval at stipulated decision points, to ensure that planning meets systemwide planning and review principles. Formal activity in the joint new program planning process begins when an institution requests an entitlement to plan a proposal for a new academic program leading to a degree. The request contains a brief statement identifying the program and explaining how the program relates to planning issues, including student need, relation to institutional mission, projected source of resources and relation to other programs in the UW System and in the region. The Senior Vice President for Academic Affairs circulates the request to vice chancellors of all institutions for comment. If necessary, the Senior Vice President will consult with institutions to ascertain how the program fits into the systemwide program array and whether revisions need to be made to the proposal. The Senior Vice President discusses the request to plan with the Vice Chancellor of the initiating institution. Following this consultation, the request for entitlement to plan is granted, deferred for further development, or denied. The list of all current entitlements to plan is contained in Table 4. As of November 1, 1997, there were 25 active entitlements to plan in the UW System.

The program planning process culminates in the submission of a request for authorization to implement a new program. During the planning process, the program proposal passes through several levels of review, including review by consultants external to the proposing institution, review by appropriate governance bodies and review by a three-person Program Review Committee, which consists of a representative of the unit proposing the program, a representative of the Vice Chancellor for Academic Affairs and a representative of the UW System Senior Vice President for Academic Affairs. The Program Review Committee submits its report and an Executive Summary to the campus Vice Chancellor for Academic Affairs and to the UW System Senior Vice President for Academic Affairs. If the Program Review Committee recommends against authorization to implement, the Vice Chancellor and the Senior Vice President consult on the next step to be taken. If the Program Review Committee recommends authorization to implement, the program proposal is prepared by the Senior Vice President for action by the Board of Regents. The list of all current authorizations to implement is contained in Table 5. As of November 1, 1997, 4 program proposals hold authorization to implement. Since November 1, 1996, 11 new programs have been implemented by UW System institutions.

**Table 4: Status of Entitlements to Plan
October, 1997**

<u>Institution</u>	<u>Requested Entitlement</u>	<u>Status</u>	<u>Date</u>	<u>Contact</u>
UW-Eau Claire	None			
UW-Green Bay	Liberal Studies MA	Entitled	9/87	
	Social Work MSW	Entitled	7/91	
	Applied Instructional Leadership MS	Entitled	1/90	Garb
UW-La Crosse	International Business	Entitled	10/89	
	German Studies BA/BS	Entitled	4/90	Norris
UW-Madison	Biomedical Engineering BS	Entitled	8/96	Alexander
	Biomedical Engineering PhD	Entitled	12/96	Alexander
	Computer Engineering BS	Entitled	12/96	Alexander
	Engineering M?	Pending	8/97	
UW-Milwaukee	History PhD	Deferred	5/96	
	Information Resource Management BS	Entitled	11/85	
	Physical Therapy MS	Entitled	11/94	
UW-Oshkosh	Information Systems MS	Entitled	6/87	Ross
	English MA	Entitled	8/97	Ross
	Management BBA	Entitled	5/96	
UW-Parkside	Education (Curriculum & Instruction) MS joint with UW-Whitewater	Withdrawn	8/97	
	Interdisciplinary Program in General Science BS	Withdrawn	8/97	
UW-Platteville	Design and Management ME	Withdrawn	8/97	
	Project Management MS	Entitled	8/96	Norris
	Public Policy BS	Entitled	3/96	
UW-River Falls	None			
UW-Stevens Point	Athletic Training BA/BS	Pending	6/97	
	General Studies BA/BS	Granted	8/97	Garb
	Health Promotion BA/BS	Granted	10/97	
UW-Stout	Applied Communication B?	Entitled	2/97	Norris
	Applied Science B?	Granted	10/97	
	Health and Case Service Management	Pending	9/97	
	Industrial Materials BS	Entitled	7/1/88	
UW-Superior	Transportation Management and Logistics B?	Entitled	8/96	Alexander
UW-Whitewater	Business and Science BBA/BS	Entitled	3/97	Garb
	Education (Curriculum & Instruction) MSE joint with UW-Parkside	Withdrawn	8/97	

**Table 5: Programs Holding Authorization to Implement
and
Programs Implementation Schedule
October, 1997**

<u>Institution</u>	<u>Program</u>	<u>Date of Authorization</u>	<u>Date of Implementation</u>
UW-Eau Claire	American Indian Studies BA/BS	11/95	Fall 1997
UW-Green Bay	Liberal Studies MA	10/91	
UW-La Crosse	Radiation Therapy BS	10/96	Fall 1997
	Social Work MSW (With UW-Milwaukee)	10/96	
UW-Madison	Population Health MS/PhD	10/96	Spring 1997
UW-Milwaukee	Social Work MSW (With UW-La Crosse)	10/96	
UW-Parkside	Criminal Justice BA	6/97	Fall 1997
UW-Platteville	Environmental Engineering BS	12/96	Spring 1997
UW-Stout	Applied Psychology MS	11/95	Fall 1996
	Design MS	10/91	
	Graphics Communications BS	11/95	Fall 1996
	Services Management BS	3/97	Fall 1998
	Telecommunications Systems BS	11/95	Fall 1996
UW-Superior	Legal Studies BS	7/97	Fall 1998
UW-Whitewater	Management Computer Systems MS	4/97	Summer 1997

JOINT PROGRAM REVIEWS

Since January 1976, each new academic program approved by the Board of Regents has been subject to a joint review by System Administration and the institution, initiated in the sixth year after the program was implemented. In November 1995, the Board of Regents revised ACIS-1 policy to authorize the Senior Vice President to complete the joint review process by making the final decision regarding the continuation of the program under review.

The joint review process is the principal means for UW System Administration to oversee the quality of new academic programs. The UW System Office of Academic Affairs initiates the review by preparing a set of specific evaluation guidelines for a joint review by the institution and System Administration. The guidelines emphasize the criteria used for new program review – how well the program has met its objectives, how well it has met its projected demand, and whether it has achieved these goals with the resources anticipated. The institution then begins an internal review process that reflects its particular governance structure and philosophy and works with System Administration to prepare a report that addresses the basic criteria. Review by external evaluators is required for all joint reviews.

When the joint review is completed, the report is submitted to the Senior Vice President for Academic Affairs for formal action on whether to continue the program. The Senior Vice President's approval of the joint review is the final step in new program implementation. Institutions then place the approved program into their normal review cycles.

SUMMARY OF 1996-97 ACTIVITY

Table 6 lists the current review status of all new academic programs approved by the board since its mandated joint reviews began in 1981-82. In a number of cases, changes and improvements recommended during the joint review process have been incorporated into the continuing programs. Of the 117 new academic programs scheduled for such review between 1981-82 and 1996-97, 86 were recommended for continuation upon completion of the review process, and 14 new programs were discontinued. Currently, 17 programs are in varying stages of the joint review process, require a followup report as a condition of their initial recommendation for continuation, or have had the review initiated for 1997-98.

Table 6: Joint Program Review

IMP. DATE	PROGRAM NAME	DEGREE	INST	GUIDE LINES SENT	CONTACT	CAMPUS DRAFT REC'D	TO BOARD OF REGENTS	STATUS
<u>JOINT REVIEW 1982-83</u>								
Su77	Professional Development MEPD discontinued, changed to	MEPD MSE	STO	10/82	2/84	11/83	6/85	In progress. Report due May 1997.
<u>JOINT REVIEW 1984-85</u>								
F78	Performing Arts	MFA	MIL	9/84	10/84 10/87 5/88	4/88 8/90		Follow-up report received September 1994.
<u>JOINT REVIEW 1985-86</u>								
S80	Environmental Planning	BA/BS	GBY	7/85 2/87	4/87 6/87 10/91 10/92	8/90	7/93	Completed December 1996
<u>JOINT REVIEW 1987-88</u>								
S82	Textiles and Design	PhD	MSN	12/86	9/87	8/90 4/92		The long term resolution of the status of this PhD program is still under consideration by the Graduate School and the School of Human Ecology.
F82	Human Kinetics	MS	MIL	6/87		6/88	10/88	Completed October 1996
<u>JOINT REVIEW 1989-90</u>								
S84	Medical Technology Name Changed to Clinical Laboratory Science (3/95)	MS	MIL	5/89 10/91	11/91 2/92	7/94	3/95	Follow-up report due to System Admin 6/97
S84	Industrial & Labor Relations	MILR	MIL	5/89		10/91	11/92	Final report due June 1997
<u>JOINT REVIEW 1989-90</u>								
S84	Dramatic Arts	BA	PKS	5/89	10/91	8/91		Extension granted to 1994-95 Self study & review completed November 1996.
F84	Pharmacology & Toxicology	BS	MSN		11/887/91			

IMP. DATE	PROGRAM NAME	DEGREE	INST	GUIDE LINES SENT	CONTACT	CAMPUS DRAFT REC'D	TO BOARD OF REGENTS	STATUS
F84	Nursing	PhD	MIL	7/90	5/89		9/91	Follow up review 1993-94. Full review in 1995-96.
<u>JOINT REVIEW 1992-93</u>								
S87	Geological Engineering	BS	MSN	2/93		11/93 7/95		Completed October 1996
F87	Personnel/Human Resources Management	BBA	WTW	2/93		10/93		Completed October 1996
<u>JOINT REVIEW 1993-1994</u>								
S88	Arts Management	BA	STP	2/94				
S88	Theater Arts	BFA	STP	2/94				
S88	Music	BA	STP	2/94				
S88	Art	BA	STP	2/94				
S88	Special Education	MSE	SUP	2/94		10/94		Final recommendations pending completion of strategic planning
<u>JOINT REVIEW 1994-95</u>								
F89	Therapeutic Recreation	BS	LAX	9/94		12/94		Completed October 1996
F89	Applied Molecular Biology	MS	PKS	9/94	7/95	2/95		Completed January 1996
F89	Biotechnology	BS	RVF	9/94	G. Alexander			Completed March 1997
F89	BSW Social Work	BSW	RVF	9/94				Report due June 1998
F89	Construction	BS	STO	9/94				Completed November 1996
<u>JOINT REVIEW 1995-96</u>								
F90	Community Health Education	MPH	LAX					Completed March 1997
F90	Pharmaceutical Science	BS	MSN					Program discontinued at request of institution
F90	Conservation Biology & Sustainable Development	MS	MSN		G.Alexander			Rescheduled for review in 1996-97.
F90	Women's Studies	BA/BS	WW		J.Ross			
S90	Japanese	PhD	MSN					In Progress

IMP. DATE	PROGRAM NAME	DEGREE	INST	GUIDE LINES SENT	CONTACT	CAMPUS DRAFT REC'D	TO BOARD OF REGENTS	STATUS
S90	Office Systems	MS	WW					Program discontinued at request of institution
<u>JOINT REVIEW 1996-97</u>								
F91	Mass Communications	MA	MIL		E.Norris			Deferred to 1997-98
F91	Materials Science and Engineering	BS	MSN		E.Norris			Deferred to 1997-98
F91	Southeast Asian Studies	MA	MSN		S.Kahn			Deferred to 1997-98
F91	Education	BS	GBY		D.Nelson			Deferred to 1997-98
S91	Business with major in Distribution Management	MS	MSN		J.Ross			Deferred to 1997-98
<u>JOINT REVIEW 1997-98</u>								
F92	Exceptional Education	BS	STP		D. Nelson			
S92	Developmental Biology	PhD	MSN		F. Garb			
<u>JOINT REVIEW 1998-99</u>								
S92	Archaeological Studies	BA/BS	LAX					
F90	Doctor of Pharmacy (PharmD)	PhD	MSN					Program restructured in Fall 1997
<u>JOINT REVIEW 1999-2000</u>								
F94	Physicians Assistant	BS	LAX					
F94	Kinesiology	BS	MIL					
F94	Occupational Therapy	BS	LAX					
<u>JOINT REVIEW 1999-2000</u>								
F94	Geological Engineering	MS/PhD	MSN					
F94	Manufacturing Engineering	BS	STO					
<u>JOINT REVIEW 2000-01</u>								
F95	Occupational Therapy	MS	MIL					
S95	Training & Development	MS	STO					
S95	Packaging	BS	STO					
<u>JOINT REVIEW 2001-02</u>								

IMP. DATE	PROGRAM NAME	DEGREE	INST	GUIDE LINES SENT	CONTACT	CAMPUS DRAFT REC'D	TO BOARD OF REGENTS	STATUS
F96	Applied Psychology	MS	STO					
F96	Engineering Physics	BS	PLT					
F96	Graphic Communications	BS	STO					
F96	Telecommunications Systems	BS	STO					
S96	Physical Therapy	MSPT	LAX					
<u>JOINT REVIEW 2002-03</u>								
F97	Radiation Therapy	BS	LAX					
S97	Population Health	MS/PhD	MSN					
S97	Environmental Engineering	BS	PLT					
S97	Management Computer Systems	MS	WTW					
F97	Criminal Justice	BA	PKS					
<u>JOINT REVIEW 2003-04</u>								
F98	Service Management	BS	STO					
F98	Legal Studies	BS	SUP					

ACCREDITATION

BACKGROUND

The Council on Postsecondary Accreditation defines postsecondary accreditation as:

[The] concept -- broadly developed in the United States -- whereby groups of educational institutions, professional practitioners, and educators form voluntary, non-governmental associations (1) to encourage and assist individual institutions or programs in the evaluation and improvement of their educational endeavors and (2) to identify publicly those institutions or specialized units which meet or exceed commonly accepted standards of educational quality.

Accreditation refers to both institutional accreditation and specialized accreditation. Institutional accreditation includes all areas and embraces the whole institution as it defines itself. Specialized accreditation addresses a special unit within an institution, a college, school, division, department, program, or curriculum.

Institutional postsecondary accreditation conducted by regional associations was first reported in 1913 when the North Central Association published its first list of accredited institutions of higher education. By 1949, the various regional associations had formed a voluntary organization, the Commission on Institutions of Higher Education.

Specialized accreditation has its roots in the efforts to develop standards for medical education. The American Medical Association published its first list of approved medical schools in 1907. Other fields, especially those in which issues of public welfare, health, safety, and the need for assurance of professional competence are matters of concern, began to develop accrediting organizations.

Regents resolution #3734 (3/6/87) adopted a statement of principles on accreditation as formal guidelines for institutional accreditation.

SUMMARY OF ACCREDITATION IN THE UW SYSTEM, 1996-97

Accreditation activity at the University of Wisconsin System institutions is consistent with national patterns. As the accreditation table reveals, all of the University of Wisconsin institutions are accredited by the North Central Association.

Currently, about 250 UW System units or programs are eligible for accreditation by COPA-recognized accrediting organizations. In the last year, about 50 accreditation reviews were initiated or completed in the UW System.

Specialized accreditation varies extensively throughout the UW System. Accreditation patterns range from one specialized accreditation at UW-Platteville to over seventy at UW-Madison. Twelve of the UW System institutions have three or more accrediting relationships.

The state of accreditation at each UW System institution is listed in Table 7.

Table 7: Accreditation Reviews

INST	ACCREDITING AGENCY	LIST OF PROGRAMS ELIGIBLE FOR ACCREDITATION	DATE LAST REVIEW	DATE NEXT REVIEW	DATE ACCRED DENIED	DATE ACCRED. W/DRAWN	ACCRED. NOT APPLIED FOR	COMMENTS
EAU								
	North Central Association ¹	University	1990	1999-00				
	Internat. Assoc. of Counseling Services ²	Counseling Center	1994	1998				
	National Academy of Early Childhood Programs	Children's Center	1997	2000				
	Accounting Examining Board	Accounting	1975	*				*Extended Recognition 1975
	Amer. Assembly of College. Schools of Business	Business: Undergraduate	1991	1997				
	Wisc Dept of Health/Social Services	Children's Center	1997	1999				
	American Chemical Society (certification) ³	Chemistry	1995	1997				
	American Speech-Language-Hearing Association	Communication Disorders: Masters	1994	2001				
		Speech-Lang Pathology: Masters	1994	2001				
	National Environmental Health Association	Environmental & Public Health	1990-91	1997				
	Accrediting Council on Educ for Journalism	Journalism	1996-97	2002-03				
	National Association of Schools of Music	Music	1996	2005				
	National Association for Music Therapy, Inc.	Music Therapy	1995	2005				
	National League for Nursing, Inc. ⁴	Nursing: Undergraduate	1993	2001				
		Nursing: Masters Program	1993	2001				
	Wisconsin State Board of Nursing	Nursing: B.S.N. degree	1993	2001				
	Wisconsin Nurses Association	Nursing	1997	1999				
	National Assoc. of School Psychologist	School Psychology Program	1992	1997				
	Council on Social Work Education	Social Work: Undergraduate	1991	1998-99				
	Department of Public Instruction.	Teacher Cert. Progrms	1992	1999				
	Committee on Allied Health Ed. & Accred.	Medical Technology B.S. degree					x	Affiliated hospitals hold accreditation
GBY								
	North Central Association ¹	University	1988	1997				

INST	ACCREDITING AGENCY	LIST OF PROGRAMS ELIGIBLE FOR ACCREDITATION	DATE LAST REVIEW	DATE NEXT REVIEW	DATE ACCRED DENIED	DATE ACCRED. W/DRAWN	ACCRED. NOT APPLIED FOR	COMMENTS
	American Chemical Society ³	Chemistry	1993	1998				
	National Association of Schools of Music	Music	1992-93	2002				
	National Collegiate Athletic Association							Will complete a comprehensive self- study and review in 1998-99.
	National League of Nursing	Nursing: B.S.N.	1993	2000*				*Progress report 1997.
	American Dietetic Association	Nutritional Sciences (Dietetics)	1988	1999				
	Council of Social Work Education	Social Work: B.S.W.	1990-91	Between Oct 1998 & March 1999				
LAX								
	North Central Association ¹	University	1995-96	2005-06				
	Accreditation Review Committee on Education for the Physician Assistant Program	Physician Assistant Program	1996-97	1999- 2000				
	Accreditation Council for Occupational Therapy Education (ACOTE)	Occupational Therapy						This program was granted "Developing Program Status" in 1997.
	AACSB-The International Association for Management Education	Business Admin: Undergraduate	1992-93	2002-03				
		Business Admin: Masters	1992-93	2002-03				
	American Chemical Society ³	Chemistry	1991-92	1997-98				Annually Updated
	Ntl .Accred. Commission for Clinical Lab Science	Medical Technology	*	*				*Continuing certification
	American Society of Microbiology	Microbiology	1989-90	*				*with next major curr. change
	Council on Education for Public Health	MPH in Community	1991-92	1996-97				
	National Association of Schools of Music	Music	1989-90	1999- 2000				
	Commission on Accred. of Allied Health Ed. Progr	Athletic Training Program	1995-96	1999- 2001				
	Commission on Accred. of Allied Health Ed. Progr	Nuclear Medicine Technology	*	*				*Continuing

INST	ACCREDITING AGENCY	LIST OF PROGRAMS ELIGIBLE FOR ACCREDITATION	DATE LAST REVIEW	DATE NEXT REVIEW	DATE ACCRED DENIED	DATE ACCRED. W/DRAWN	ACCRED. NOT APPLIED FOR	COMMENTS
	American Physical Therapy Association	Physical Therapy (BS)	1995-96	2002-03				
		Physical Therapy (MSPT)	1996-97	1998-99				
	Counc on Accred: Nat'l Rec & Park/Leisure & Rec	Recreation & Parks Programs	1992-93	1997-98				
	Council on Social Work Education	Social Work	1989-90	1996-97				
	Nat'l Council for Accred. of Teacher Ed.	Teacher Education	1992-93	1997-98				
	Nat'l Assoc for School Psychology	School Psychology	1993-94	1998-99				
MSN								
	North Central Association ¹	University	1988-89	1998-99				
	Accred. Board for Engineering & Technology	Ag Engineering: Undergrad	1994-95	2000-01				
	Accred. Coun. on Ed. in Journalism/Mass Comm.	Agricultural Journalism Dept.	1993-94	1997-98				
	American Society of Agricultural Engineers	Agricultural Mechanization and Management: Undergraduate	1992-93	1998-99				
	American Dietetic Association	Coordinated Undergrad. Program: Options in Gen. Dietetics, Foodservice Admin., Depts. of Nutritional Sciences & Food Science.	1991-92	2001-02				
	American Dietetic Association	Dietetics: Undergraduate	1993-94	1998-99				
	Society of American Foresters	Forest Science: 1st Professional	1991-92	Pending				
	American Society of Landscape Architects	Landscape Architecture: Business & Industry option (B.S.-L.A.)	1996-97	2001-02				
	Nat'l Accred Agency for Clinical Lab Sciences	Medical Technology: Undergrad.	1993-94	2000-01				
	American Occupational Therapy Association ⁵	Occupational Therapy: Undergrad.	1992-93	1999-00				
	American Physical Therapy Association	Physical Therapy: Graduate	1990-91	to be determined				
	AMA Comm. on Allied Health Ed. & Accred. ⁸	Physician Assist.: Undergrad.	1991-92	1997-98				
	Amer. Assembly of College. Schools of Business	Business: School and Undergraduate and Masters Programs	1989-90	2002-03				
	National Assoc. of Schools of Art & Design	Art: BS, BFA, MS, MFA	1991-92	20001-02				
	American Psychological Association	Counseling Psychology: Doctoral	1993-94	1998-99				

INST	ACCREDITING AGENCY	LIST OF PROGRAMS ELIGIBLE FOR ACCREDITATION	DATE LAST REVIEW	DATE NEXT REVIEW	DATE ACCRED DENIED	DATE ACCRED. W/DRAWN	ACCRED. NOT APPLIED FOR	COMMENTS
	Council on Rehabilitation Education	Rehab. Counseling: Masters	1992-93	1999- 2000				
	American Psychological Association	School Psychology: Doctoral Prg.	1991-92	pending				
	Accred. Board for Engineering & Technology	Chemical Engineer.: Undergrad.	1994-95	2001-02				
	Accred. Board for Engineering & Technology	Civil Engineering: Undergrad.	1994-95	2001-02				
	Accred. Board for Engineering & Technology	Construction Eng. & Mgt Option In Civil Eng: Undergrad	1994-95	2001-02				
	Accred. Board for Engineering & Technology	Elect. Engineering: Undergrad.	1994-95	2001-02				
	Accred. Board for Engineering & Technology	Engineer. Mechanics: Undergrad.	1994-95	2001-02				
	Accred. Board for Engineering & Technology	Indust. Engineer.: Undergrad.	1994-95	2001-02				
	Accred. Board for Engineering & Technology	Mechan. Engineer.: Undergrad.	1994-95	2001-02				
	Accred. Board for Engineering & Technology	Metallurgical Engineering: Undergraduate	1994-95	2001-02				
	Accred. Board for Engineering & Technology	Nuclear Engineering: Undergrad.	1994-95	2001-02				
	Accred. Board for Engineering & Technology	Surveying Engineering Option in Civil Engineer.: Undergrad.	1994-95	2001-02				
	Accred. Board for Engineering & Technology	Materials Sci & Eng: Undergrad	1994-95	2001-02				
	Accred. Board for Engineering & Technology	Geological Engineering	1994-95	2001-02				
	Accred. Coun. on Ed. In Journalism/Mass Comm.	Family & Consumer Communications Program Area	1986-87	1997-98				
	Foundation for Interior Design Ed. Research	Interior Design: Undergraduate	1991	1997-98				
	AMA Comm. on Allied Health Ed. & Accred. ⁷	Cytology (1 yr. non-degree prm.)	1993-94	1998-99				
	American Dietetic Association	Dietetic Internship: Post BS	1984-85	1992-93				
	Accred. Assoc. for Ambulatory Health Care	Health Service, University	1994	1997				
	Accred. Council for Graduate Medical Educ.	Anesthesiology: Residency Prm. (including Critical Care)	1996	2002				
	Accred. Council for Graduate Medical Educ.	Human Oncology: Residency Prms.						
		Radiation Oncology	1995	2001				
		Medical Oncology	1997	2001				
	Accred. Council for Graduate Medical Educ.	Allergy: Residency Program	1996	2001				
	Accred. Council for Graduate Medical Educ.	Dermatology: Residency Program	1997	pending				

INST	ACCREDITING AGENCY	LIST OF PROGRAMS ELIGIBLE FOR ACCREDITATION	DATE LAST REVIEW	DATE NEXT REVIEW	DATE ACCRED DENIED	DATE ACCRED. W/DRAWN	ACCRED. NOT APPLIED FOR	COMMENTS
	Accred. Council for Graduate Medical Educ.	Family Medicine: Residency Prog	1995	2001				
	Accred. Council for Graduate Medical Educ.	Medicine: Residency Prog (Including Cardiology, Endocrinology, Gastroenterology, Hematology, Infectious Disease, Nephrology, Pulmonary Medicine, Rheumatology, Critical Care, Geriatrics)	1997	2001				
	Accred. Council for Graduate Medical Educ.	Neurology: Residency Program including Child Neurology	1996	1999				
	Accred. Council for Graduate Medical Educ.	Obstetrics/Gynecology: Res. Prm.	1993	1997				
	Accred. Council for Graduate Medical Educ.	Ophthalmology: Residency Program	1995	1998				
	Accred. Council for Graduate Medical Educ.	Pathology: Residency Program	1996	2000				
		Blood Banking	1995	1998				
		Cytopathology	1996	2001				
		Hematopathology	n.a.	1998				
	Accred. Council for Graduate Medical Educ.	Pediatrics: Residency Program	1996	pending				
		Critical Care	1996	pending				
		Endocrinology	1996	pending				
		Gastroenterology	1996	pending				
		Heme/Oncology	1996	pending				
		Medical Genetics	n.a.	1999				Provisional accred.
		Pulmonology	1990	1996				
	Accred. Council for Graduate Medical Educ.	Pediatric Nephrology: Res. Prm.	1991	1996				
	Accred. Council for Graduate Medical Educ.	Neonatology: Residency Prm. at Madison/Meriter Gen. Hospital	1996	pending				
	Accred. Council for Graduate Medical Educ.	Psychiatry: Residency Program	1993	1998				
	Accred. Council for Graduate Medical Educ.	Geriatric Psychiatry Fellowship	1995	1998				
	Accred. Council for Graduate Medical Educ.	Child Psychiatry: Residency Prm.	1993	1999				
	Accred. Council for Graduate Medical Educ.	Rehabilitation Medicine	1996	1997				
	Accred. Council for Graduate Medical Educ.	Radiology: Residency Programs						
		Diagnostic Radiology	1995	2001				

INST	ACCREDITING AGENCY	LIST OF PROGRAMS ELIGIBLE FOR ACCREDITATION	DATE LAST REVIEW	DATE NEXT REVIEW	DATE ACCRED DENIED	DATE ACCRED. W/DRAWN	ACCRED. NOT APPLIED FOR	COMMENTS
		Nuclear Medicine	1993	1998				
		Neuroradiology	1995	2001				
		Vascular Intv. Angio	1995	2001				
	Accred. Council for Graduate Medical Educ.	General Surgery: Residency Prm.	1994	1999				
	Accred. Council for Graduate Medical Educ.	Neurological Surgery: Res. Prm.	1997	pending				
	Accred. Council for Graduate Medical Educ.	Orthopedic Surg Residency Prm.	1995	2000				
	Accred. Council for Graduate Medical Educ.	Otolaryngology Surg Resid. Prm.	1992	1997				
	Accred. Council for Graduate Medical Educ.	Plastic Surgery: Residency Prm.	1996	2001				
	Accred. Council for Graduate Medical Educ.	Sports Medicine Fellowship	1997	pending				
	Accred. Council for Graduate Medical Educ.	Thoracic Surgery: Residency Prm.	1996	1999				
	Accred. Council for Graduate Medical Educ.	Urology Surgery: Residency Prm.	1991	1997				
	American Bar Association ⁹	Law School	1991-92	1998-99				
	American Library Association	Library & Info. Studies: Masters Program	1991-92	1999-00				
	National Association of Schools of Music	Music: School & Spec. Programs	1992-93	2002-03				
	Nat. Assoc of Schools of Pub. Affrs & Admin	Public Affairs and Public Admin:Masters	1991-92	1997-98				
	Council on Social Work Education	Social Work: Pro. Undergraduate and Masters Program	1989-90	pending				
	American Speech-Language-Hearing Assoc. ¹⁰	Speech Pathology & Audiology	1996-97	2004-05				
	American Association of Medical Colleges ¹¹	Medical School: M.D. Program	1995-96	2002-03				
	American Nurses Association	Nursing: Contin. Ed. Program	1994-95	2000-01				
	National League for Nursing, Inc.	Nursing, School of	1991-92	1999-00				
	American Council on Pharmaceutical Education	Pharmacy: Pharm.D.	1994-95	1998-99				*Implemented Fall 1990
	American Veterinary Medical Association	Veterinary Medicine, School of	1994-95	2001-02				
	American Chemical Society ³	Chemistry Course: Undergraduate	1994-95	1999-00				
	Planning Accreditation Board ¹²	Urban & Regional Planning: Masters Program	1991-92	pending				
	Nat'l Assoc of Schools of Theatre	Theatre & Drama	1991-92	1997-98				

INST	ACCREDITING AGENCY	LIST OF PROGRAMS ELIGIBLE FOR ACCREDITATION	DATE LAST REVIEW	DATE NEXT REVIEW	DATE ACCRED DENIED	DATE ACCRED. W/DRAWN	ACCRED. NOT APPLIED FOR	COMMENTS
MIL								
	North Central Association	University	1994-95	2004-05				
	National Architectural Accrediting Board	Architecture: M.Arch.	1993-94	1998-99				
	American Assembly of Collegiate Schools of Business (AACSB)	Business Administration, BBA, MBA, MS, Ph.D.	1991-92	2001-02				
	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	Clinical Laboratory Sciences: BS	1991-92	1998-99				
	Council on Academic Accreditations in Audiology & Speech-Language Pathology of the American Speech-Language/Hearing Association (ASHA)	Communication Sciences & Disorders: MS	1993-94	2001-02				
	CORE for Counseling and Rehabilitation Education	Educational Psychology: MS	1992-93	1997-98				
	Accreditation Board for Engineering & Technology, Inc. (ABET)	Engineering: BS, Civil Engineering, Electrical Engineering, Industrial & Manufacturing Engineering, Materials Engineering, Mechanical Engineering	1990-91 (1993-94- Materials)	1996-97				
	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Health Info. Administration: BS	1992-93	1998-99				
	American Library Association (ALA)	Library & Information Science: MLIS	1996-97	2003-04				
	National Association of Schools of Music (NASM)	Music: BFA, MM; Music Education: BFA	1988-89	1997-98				
	National League for Nursing	Nursing: BS, MS	1990-91	1998-99				
	Accreditation Council for Occupational Therapy Education (ACOTE)	Occupational Therapy: BS	1995-96	2002-03				
	American Psychological Association, Committee on Accreditation	Psychology (Clinical): Ph.D. Urban Education (School Psychology Specialization), Ph.D.	1992-93 pending approval	1997-98				
	National Association of Schools of Public Affairs and Administration (NASPAA)	Public Administration: MPA	1992-93	1999-00				
	Council on Social Work Education	Social Work: BSSW, MSW	1990-91	1997-98				
	Planning Accreditation Board (PAB)	Urban Planning: MUP	1995-96	2000-01				
	Foundry Education Foundation	Materials Engineering, BS	1996-97	2000-01				
OSH								
	North Central Association ¹	University	1997-98	2007-08				

INST	ACCREDITING AGENCY	LIST OF PROGRAMS ELIGIBLE FOR ACCREDITATION	DATE LAST REVIEW	DATE NEXT REVIEW	DATE ACCRED DENIED	DATE ACCRED. W/DRAWN	ACCRED. NOT APPLIED FOR	COMMENTS
	Amer. Assembly of College. Schools of Business	Business Administration	1988-89	1998-99				Approved 4/22/90
	American Chemical Society ³	Chemistry	1996-97	2001-02				Approved 3/30/80
	Accred. Coun. on Ed. In Journalism/Mass Comm.	Journalism	1992	1998				
	National Association of Schools of Music	Music	1994	2001				
	National Association for Music Therapy, Inc.	Music Therapy	1994	2001				
	National Council for Accreditation of Teacher Education (NCATE)	Teacher Education	1997	2002				
	National League for Nursing	Nursing	1993	2000				
	Council on Social Work Education	Social Work	1992	1999				
	American Speech-Language-Hearing Assoc ¹⁰	Communicative Disorders	1992	1997				
	CACREP	Counselor Education	1992	1999				
	Council for Standards in Human Svc Educ.	Human Services	1996-97	2001-02				
PKS								
	North Central Association ¹	University	1992	2002				Approved 1993
	American Chemical Society ³	Chemistry	1994	1999				
	Accred. Board for Engineering & Technology	Applied Science & Engin. Tech.					X	
	Amer. Assembly of College. Schools of Business	Business Administration (BA, MBA)	1995					Follow-up reports submitted in October 1996 and October 1997.
	American Psychological Association	Psychology					X	
	National Assoc. of Schools of Art & Design	Art					X	
	National Association of Schools of Music	Music					X	
	National Council for Accred. of Teacher Ed.	Teacher Certification					X	
PLT								
	North Central Association ¹	University	1996	2006				
	American Chemical Society ³	Chemistry	1994	2000				
	National Council for Accred. of Teacher Ed.	Education	1994	1998				
	Accred. Board for Engineering & Technology	Civil Engineering	1995	2001				
	Accred. Board for Engineering & Technology	Electrical Engineering	1995	2001				
	Accred. Board for Engineering & Technology	Industrial Engineering	1995	2001				

INST	ACCREDITING AGENCY	LIST OF PROGRAMS ELIGIBLE FOR ACCREDITATION	DATE LAST REVIEW	DATE NEXT REVIEW	DATE ACCRED DENIED	DATE ACCRED. W/DRAWN	ACCRED. NOT APPLIED FOR	COMMENTS
	Accred. Board for Engineering & Technology	Mechanical Engineering	1995	2001				
	National Association of Schools of Music	Music	1989	1997				Rescheduled for 1997.
	National Association of Industrial Technology	Industrial Technology	1996	2002				
	Amer. Assembly of College. Schools of Business	Business Administration Program						1997 (candidacy stage)
RVF								
	North Central Association ¹	University	1988	April 20-22, 1998				
	American Society of Agricultural Engineers	Agricultural Engineering Tech.	1991	1997				
	American Chemical Society ³	Chemistry	1989-90	1994-95				Awaiting ACS action - Polymer Program Approved
	Institute of Food Technologists	Food Science	1990-91	1996-97				Awaiting IFT action
	Accred. Coun. on Ed. in Journalism/Mass Comm.	Journalism	1994-95	2001-02				
	National Association of Schools of Music	Music: BA, BS, BME	1986	1997				October 1997 visit
	National Council for Accred. of Teacher Ed.	Teacher Education	1991	2001-02				Spring 1998 visit
	American Speech-Language-Hearing Assoc. ¹⁰	Communicative Disorders Program	1992	1997				Spring 1998 visit
	Council on Social Work Education	Social Work: BSW	1992	1997				Awaiting CSWE action, Spring 1998
STP								
	North Central Association ¹	University	1988	1997-98				
	National Assoc. of Schools of Art & Design	Art: BA and BFA Professional Art	1991	1996-97				
	American Chemical Society ³	Chemistry and Polymers	1993	1998				Accredited 1994-95.
	Society of American Foresters	Forestry: CNR	1996	2001				
	American Dietetic Association	Dietetics	1990	2002				ADA approves but does not accredit the didactic component of the program
		Nutritional Science MS AP4 (Pre-profes'l Practice Prog)	1990	2002				
	National Association of Schools of Music	Music	1994	2003				
	A.B.E.T.	Paper Science					X	
	American Speech-Language-Hearing Assoc. ¹⁰	Speech/Audiology: Masters	1993	2001				

INST	ACCREDITING AGENCY	LIST OF PROGRAMS ELIGIBLE FOR ACCREDITATION	DATE LAST REVIEW	DATE NEXT REVIEW	DATE ACCRED DENIED	DATE ACCRED. W/DRAWN	ACCRED. NOT APPLIED FOR	COMMENTS
	National Association of Schools of Dance	Theater Arts	1994-95	2001				
	National Association of Schools of Theater	Theater Arts	1995	2002				
	Amer. Assembly of College. Schools of Business	Business/Economics					X	
	Committee on Allied Health Ed. & Accred.	Medical Technology					X	Affiliated Hosps hold the accred.
	Foundation for Interior Design Ed. Research	Interior Design	1995	1998-99				
	National Council for Accred. of Teacher Ed.	Education				1982		
STO								
	North Central Association ¹	University	1996	2005-06				Follow up in 1997-98.
	National Assoc. of Schools of Art & Design	Art: BFA / Art Ed: BS	1989	1994				In process
	American Council for Construction Education	Construction BS	1994	1999				
	American Dietetics Association	Dietetics: BS	1989	1999				
	American Dietetic Association AP4 Approved	Food Sci & Nutrition: MS	1991	2001				
	American Dietetic Association	Food Service Admin: BS	1974			1989		
	Institute of Food Technologists	Food Systems and Technology BS					X	Will submit for approval in future
	National Assoc. of Industrial Technology	Industrial Technology: BS	1991	1997				
	American Assoc. of Marriage & Family Therapy	Marriage & Family Therapy: MS	1992	1997				
	Commission on Accred. of Rehab. Facility	Vocational Development Center	1994	1997				
	American Home Economics Association	Home Economics	1983			1985*		*Withdrawal due to narrow standards
	Council for Rehabilitation Education	Vocational Rehabilitation: MS	1994	1997				
	Accred. Board for Engineering/Technology	Manufacturing Engineering: BS					X*	*Will apply in 1998
SUP								
	North Central Association ¹	University	1993	2003				
	American Art Therapy Association	Art Therapy	1990	*				*Date not yet scheduled
	American Chemical Society ³	Chemistry	1996	2001				
	National Association of Schools of Music	Music	1994	2004				
	Council on Social Work Education	Social Work	1994	1999				

INST	ACCREDITING AGENCY	LIST OF PROGRAMS ELIGIBLE FOR ACCREDITATION	DATE LAST REVIEW	DATE NEXT REVIEW	DATE ACCRED DENIED	DATE ACCRED. W/DRAWN	ACCRED. NOT APPLIED FOR	COMMENTS
	Council for Accreditation of Counseling and Related Programs	Counselor Education Program		1998				
	Amer. Assembly of College. Schools of Business	Business Administration					X	
	National Assoc. of Schools of Art & Design	Art: B.A., B.F.A., M.A.					X	
	National Council for Accred. of Teacher Ed.	Teacher Education				1983		
WTW								
	North Central Association ¹	University	1985	1995-96				
	Amer. Assembly of College. Schools of Business	Business	1986	1998-99				
	American Speech-Language-Hearing Assoc. ¹⁰	Communicative Disorders	1994	2001				
		Speech-Language Pathology	1994	2001				
	National Association of Schools of Music	Music	1990	1999-00				
	Council on Social Work Education	Social Work	1994	2002				
	National Council for Accred. for Teacher Ed.	Teacher Education	1996	2001				
	National Assoc. of Schools of Art & Design						X	Under consideration
	National Assoc of Schools of Theatre						X	Under consideration
	National Association of School Psychologists	School Psychology	1995	2000				
COL								
	North Central Association ¹	Associate Degree	1992-93	2002				

ACCREDITATION REVIEWS - FOOTNOTES

¹ North Central Association of Colleges and Schools, Commission on Institutions of Higher Education.

² American Board of Counseling Services, Incorporated.

³ Committee on Professional Training of the American Chemical Society. The American Chemical Society does not accredit, but approves undergraduate curricula in Chemistry.

⁴ State Board recognizes the National League for Nursing Review Accreditation.

⁵ Accreditation Committee of the American Occupational Therapy Association, in conjunction with the American Medical Association's Committee on Allied Health Education and Accreditation.

⁶ On recommendation from the Joint Review on Educational Programs for Physician Assistants.

⁷ On recommendation of the Cytotechnology Programs Review Committee, sponsored by the American Society of Cytology.

⁸ The Accreditation Council for Graduate Medical Education of the American Medical Society.

⁹ Council of the Section on Legal Education and Admissions to the Bar of the American Bar Association, in conjunction with the Association of American Law Schools.

¹⁰ Educational Standards Board of the Boards of Examiners in Speech-Language Pathology and Audiology of the American Speech-Language-Hearing Association.

¹¹ Liaison Committee on Medical Education of the American Association of Medical Colleges and the American Medical Association.

¹² The planning degree accreditation program of the Planning Accreditation Board is sponsored jointly by the American Institute of Certified Planners and the Association of Collegiate Schools of Planning.

ACADEMIC CHANGES RECORDED BY SYSTEM ADMINISTRATION

The actions reported in Table 8, Academic Changes Approved by System Administration, were authorized under Academic Informational Series 1 (ACIS-1) which was approved by the Board of Regents in December 1974 and most recently revised by the board in November 1995. Most of these actions involve creation or discontinuation of submajors, renaming or restructuring of existing degree authorizations and/or academic departments and articulation agreements with Wisconsin Technical College System (WTCS) institutions.

These actions were traditionally reported to the Board of Regents in June of each year. However, in March 1992, when the board reviewed all recurring reports submitted to the Education Committee, it was recommended that this annual report be incorporated into the December report on Program Review and Planning. Table 8 includes all academic changes that were recorded by System Administration from November 1996 through October 1997.

**Table 8: Academic Changes Recorded by System Administration
November 1996 through October 1997**

University of Wisconsin Colleges

Name Change

Renaming UW Centers as UW Colleges

Modification

AA Degree: revision of requirements

University of Wisconsin-Eau Claire

Modification

Transfer agreement with Immanuel College

University of Wisconsin-Green Bay

Modification

Center for Public Affairs: reorganization
Policy change to allow transfer of more than 72 credits
Reduction in credits required for AA from 62 to 60
Reduction in resident credit requirement from 31 to 30 credits

University of Wisconsin-La Crosse

New Program

Applied Geography concentration within Geography major
Biomedical Science concentration within Biology major
Cellular and Molecular Biology concentration within Biology major
Computational Science minor
Environmental Science concentration within Geography, Biology and Chemistry majors
Environmental Studies minor
European emphasis within International Studies minor
Interpersonal Communication minor
Jazz Performance emphasis within Music major
Public Relations and Organizational Communication minor
Rhetoric and Public Communication minor
Strength and Conditioning concentration
Telecommunication minor

Discontinuations

Broadcasting minor
Speech Communications minor

WTCS Articulation Agreement

Radiography: Western Wisconsin Technical College

Name Change

College Student Personnel as College Student Development and Administration
Physician Assistant program as Physician Assistant Studies

Modification

Department of Speech Communication and Theatre Arts became Department of Theatre Arts and
Department of Speech Communications
Speech Communication major: curricular modification
Theatre Arts major: curricular modification
Theatre Arts minor: curricular modification

University of Wisconsin-Madison**New Program**

Air Resources Management certificate
Artist certificate in Music
Department of Liberal Studies and the Arts
Department of Professional Development and Applied Studies
TESOL certification
Environmental Engineering option in Civil Engineering major
Institute for Pest and Pathogen Management
Renk Business Institute

Discontinuations

Agriculture and Naval Science BS degree options
American Institutions certification
Biological Aspects of Conservation certification
Botany teaching certification
Business Education major
Center for Environmental Awareness
Center for Resource Policy
Communication Arts certification
Comparative Literature certification
Department of Communication programs
Department of Continuing and Vocational Education
Department of Continuing Education in the Arts
Department of Health and Human Issues
Department of Liberal Studies
Geology: MA degree option
Geophysics: MA degree option
Pharmaceutical Science: BS
Poultry Science: MS, PhD
Russian Area Studies certificate
Soviet and East European Studies certificate
Zoology certification

Name Change

Agricultural Economics program as Agricultural and Applied Economics
Department of Biostatistics as Biostatistics and Medical Informatics
Department of Forestry as Forest Ecology and Management
Department of Nuclear Engineering and Engineering Physics as Engineering Physics
Meat and Animal Science BS as Animal Sciences
Meat and Animal Science MS/PhD as Animal Sciences
Russian and East European Studies certificate as Russian, East European and Central Asian Studies

Modification

Physical Therapy MS transferred from Education School to Medical School
Physiology Department by merger of Physiology and Neurophysiology

University of Wisconsin-Milwaukee

New Program

- Biogeochemistry Specialization in PhD offerings
- Collaborative Teacher Education Program for Urban Communities: specialization
- Curricular Area 518: Languages, Literatures, and Linguistics
- Educational and Media Technology specialization
- Educational Studies second degree option
- French and Francophone Studies certificate
- Industrial Mathematics option to Mathematics MS
- Premedical Studies certificate
- Translation: Graduate Certificate Program

WTCS Articulation Agreement

- Health Information Technology: Northeast Wisconsin Technical College

Name Change

- Department of Languages, Literatures, and Linguistics as Foreign Languages and Linguistics
- Master of Industrial and Labor Relations (MILR) as Master of Human Resources and Labor Relations (MHRLR)

Modification

- Accounting BBA: change in curriculum
- Art Major: add BA degree option
- Biotechnology certificate requirements modified
- Chemistry major, Course in Chemistry requirements modified
- Clinical Laboratory Science BS: modification of curriculum
- Clinical Laboratory Sciences: curriculum modification
- Communication MA: modify requirements
- Elementary Education and Elementary/Middle Education specialization phase-out
- Engineering PhD: change in requirements
- English major and minor: change in requirements
- ESL: New curricular area number
- Foreign Language and Literature MA: add translation track
- Geography major: change in requirements
- Industrial and Labor Relations revision of requirements
- Jewish Studies program - Modify eligibility
- Latin American Studies certificate revisions
- Letters and Science degree requirements modified
- Mass Communication: change to major and minor requirements
- Mass Communications minor - modifications
- Master of Legal Institutions: new degree option
- MSW: revision to requirements, goals
- Music major: add BA degree option
- Occupational Therapy: degree requirements modified
- Political Science: modification of major requirements
- Psychology major: modification

University of Wisconsin-Oshkosh

New Program

- Accounting certificate
- Corporate Finance emphasis
- Financial Services emphasis
- Investments emphasis
- New Production/Operations emphasis

Discontinuations

- English Education minor for PK-majors

Modification

Accounting major requirements modified
Elementary Education licensure requirements modified
Ethnic Studies list revised
Foreign Language/Elementary Education: program modification
Psychology major: program modification
Speech Communications requirements modified
Women's Studies: modify cross listings

University of Wisconsin-Parkside**Discontinuations**

Withdrawal of entitlement to plan an MS in Education
Withdrawal of entitlement to plan a BS in Interdisciplinary Programs in General Science

University of Wisconsin-Platteville**Discontinuations**

Withdrawal of entitlement to plan an graduate major in Engineering Design and Management

University of Wisconsin-River Falls**New Program**

Communicative Disorders: MS degree option
Environmental Science minor
Environmental Science option
Landscape Design and Contracting option
Management Information Track option
Polymer Chemistry option
Professional Horticulture option
Resource Science Management option
Spanish option in Modern Languages major

Name Changes

Land Mangement major as Land Use Planning
Physical Education major as Health and Human Performance
Resource Management Program as Environmental Science and Management

University of Wisconsin-Stevens Point**New Program**

Accounting minor
Learning Technologies minor
School of Health Promotion and Human Development

Discontinuations

Anthropology major
Art Education major
Communication major/minor teacher certification
Dance Option in Theatre Arts BFA
Food System Management major and minor
Retail Studies major
Sociology and Anthropology minor

Name Change

Division of Fashion and Interior Design as Interior Architecture & Retail Studies
School of Health, Physical Education, Recreational Activities as Health Education, Science and Athletics

University of Wisconsin-Stout**New Program**

English Writing minor
Gerontology submajor

Discontinuations

School of Education and Human Services

WTCS Articulation Agreement

Alteration and Textile Services: MATC (Milwaukee)
Color Electronic Publishing/Prepress: Hennepin Technical College
Graphic Communications Management: Kennedy King College
Hospitality and Tourism Management: MATC (Milwaukee)
Hospitality and Tourism Management: Oakton Community College
Printing and Publishing Operations AAS: MATC Milwaukee
Retailing, Marketing, Pre-Business Administration, Hospitality: North Hennepin Community College

University of Wisconsin-Superior**Discontinuations**

College of Arts and Sciences
College of Professional Studies
Nursing Degree Completion BSN
Professional Development MEPD

WTCS Articulation Agreement

Human Services: Fond du Lac Community College

Modification

Criminal Justice: new submajor code

University of Wisconsin-Whitewater

New Program

- Criminal Justice emphasis
- Gerontology minor
- Health Care emphasis
- Latin American Studies minor
- Music Education General emphasis
- Music Education General emphasis
- Technology and Training emphasis: MBA

Discontinuations

- Arts Merchandising minor
- Law emphasis
- Music Education Combined emphasis
- Office Systems MS
- Safety

Name Change

- K-8 emphasis as K-9 emphasis in Physical Education major
- Music Education Vocal emphasis as Music Education Choral emphasis

University of Wisconsin-Extension

No academic program changes reported

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**NEW PROGRAM AUTHORIZATION
B.S., Ph.D., BIOMEDICAL ENGINEERING
UW-MADISON
(INITIAL REVIEW)**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.revised), the new program proposal for an interdisciplinary Biomedical Engineering Program (BME) at UW-Madison, offering the B.S. and Ph.D. degrees, is presented to the Board of Regents for initial review. As stipulated by ACIS-1.revised, this program proposal will be on the agenda of the February meeting for a second review, at which time System Administration will recommend that the board take action authorizing the chancellor to implement the program. If approved, the program will be subject to a regent-mandated review to begin five years after its implementation. That review will be conducted jointly by the institution and System Administration, and the results will be reported to the board.

A Master of Science degree in BME has existed at UW-Madison since 1974. While inactive for approximately the past six years, the program was previously rated among the top twenty BME programs in the United States, enrolling approximately 50 masters degree students at its peak. A total of 88 M.S. degrees were awarded between the 1974-75 and 1990-91 academic years. Although the M.S. degree has been unavailable in recent years, BME research has thrived through the efforts of individual faculty. By training graduate students in their own departments, many UW-Madison faculty have attained international reputations and recognition for their BME research, and students have enrolled at UW-Madison for M.S. and Ph.D. degrees in their respective engineering fields with concentrations in BME specializations. Despite these efforts, UW-Madison has not been able to meet the high demand for BME among its students. A faculty review committee determined that the M.S. degree program failed to attract adequately prepared students because UW-Madison lacks an undergraduate degree program in BME. The committee further determined that a formal Ph.D. program is needed to complement faculty research in BME.

REQUESTED ACTION

No action is requested at this time.

Program Goals and Description

The proposed program will grant the B.S. and Ph.D. degrees, and will be administered by the UW-Madison College of Engineering. It is a "virtual department" whose faculty have tenure homes in their original disciplinary departments. Faculty affiliated with the program will come from the following UW-Madison units: College of Engineering, College of Letters and Science, Medical School, School of Pharmacy, School of Nursing and School of Education. The program will seek Accreditation from the Accreditation Board for Engineering and Technology (ABET).

BME is an interdisciplinary profession whose practitioners often work in teams consisting of engineers, physicians, biologists, nurses and therapists.

UW-Madison BME students are trained primarily as engineers, since UW-Madison defines the discipline in terms of using engineering analysis tools for solutions to problems and principles of design for applications in biology and medicine. The teaching mission of the BME program is to educate professionals (practitioners and researchers) who are able to combine the fundamentals of the biomedical sciences with advanced engineering methods in order to contribute to the design of new medical instruments and devices, apply engineering principles for understanding and repairing the human body and other biological systems, and use engineering tools for decision-making and cost containment. The program's research mission is to synthesize new knowledge and train researchers in the field of biomedical engineering.

The proposed BME undergraduate program is designed to fully prepare students for graduate study, medical school and other health care professional degree options. The core Biomedical Engineering undergraduate curriculum is a 120-credit, four-year program satisfying ABET criteria including 15 credits of liberal studies. Because of the multidisciplinary breadth of the undergraduate degree, graduates will be encouraged to continue their studies rather than considering the B.S. in BME as a terminal professional degree. Students who complete this core have the opportunity to fulfill premed requirements.

Emphasis is on a five-year B.S./M.S. degree, but the program provides the option to receive a B.S. after four years for those students wishing to pursue an alternative advanced degree in medicine, veterinary medicine, physical therapy, law or business. A significant feature of the program is the ability for an undergraduate to prepare for medical school or other allied-health professions while studying engineering in a four-year B.S. program. There is currently no way for an undergraduate to enroll in engineering and prepare for medical school in four years.

A 24-credit professional M.S. degree option can be completed in one year of study beyond the B.S. degree if the student receives the B.S. degree in BME from UW-Madison or has equivalent training. Students who complete the B.S. degree with an overall GPA of 3.0, or a GPA of 3.25 for the last 60 credits of the B.S. program are eligible to apply for the professional M.S. option, which is intended primarily for students not planning to pursue a Ph.D. degree.

Students interested in pursuing the Ph.D. would take a 30-credit M.S. degree option.

Projected Enrollments

An annual enrollment of ten Ph.D. students is projected.

It is expected that the undergraduate program will attract an annual enrollment of 60-100 students. Projected enrollments for the next five years are as follows:

	1997	1998	1999	2000	2001
Program Enrollments	60-100	60-100	60-100	60-100	60-100
Graduates	0	0	0	60-100	60-100

Advising

Advising is a significant aspect of the proposed program. Students in the undergraduate program take a one-credit hour design project course every semester during the sophomore through senior years. Twelve students are assigned to an individual faculty member, who serves as their advisor/consultant/mentor to guide them through design projects culminating in a capstone design of a real-world project in the senior year. The faculty member assembles an advisory committee for each section, consisting of BME researchers, clinicians and biomedical industry representatives. The committee members serve as resources for students in their project, conduct discussion, and expose students to various aspects of the BME field.

Program Strengths

One of the program's greatest strengths is the fact that existing faculty in both the Engineering and Medical schools have outstanding reputations as leaders in the field of biomedical engineering. Another strength is the core of outstanding biologists, medical scientists and engineers at UW-Madison who should serve as a major collaborative resource for the proposed program. Finally, the program should benefit from a large pool of federal and private funding, e.g., both the National Science Foundation and the Whitaker Foundation have been generous in supporting programs like the one being proposed.

Evaluation

Success in achieving program goals and objectives will be evaluated regularly on several levels, including reviews by an external advisory committee, internal review by university academic governing bodies, and evaluation by students in the BME program. The external review panel, consisting of leaders in BME education and industry, will visit and provide annual assessment and guidance. All BME courses and instructors will be evaluated by students at each offering, and these evaluations will be considered in faculty merit reviews.

Relation to Institutional Mission and Plans

The program is fully compatible with and supportive of the mission of UW-Madison to provide an environment in which faculty and students can "preserve and transmit knowledge, wisdom and values that will help ensure the survival of future generations with improvement in the quality of life." Specifically, the program supports the mission of developing "broad and balanced academic programs which emphasize high quality and creative instruction," of generating new knowledge "which will provide a basis for solutions to immediate and long-range problems of society," and of "stimulating the development of interdisciplinary opportunities."

Evaluation from External Consultants

All three external consultants support the program's implementation. One reviewer encourages the program to include more course work in cellular and molecular biology, a development that should occur as part of the program's development. This same reviewer, in stating his support of the program, emphasizes that "its strengths and uniqueness might be its emphasis on engineering and design, possibly a huge . . . interest among your students, [and UW-Madison's] your excellent faculty" Another reviewer

expresses "confidence that this program will be viable, and then some, while observing that "you should anticipate a program that is competitive with others in the country."

Need

There is a growing need for engineers trained in the biomedical sciences. According to the American Society for Engineering Education (ASEE), "biomedical engineers are employed in industry, in hospitals, in research facilities of educational and medical institutions, in teaching, and in government regulatory agencies," often serving "a coordinating or interfacing function, using their background in both the engineering and medical fields." According to *U.S. News and World Report*, the number of M.S. and Ph.D. degrees granted by BME programs rose from 260 to 600 between 1987 and 1997.

The creation of this proposed program should attract a diverse student population. National statistics indicate that, of all the engineering disciplines, biomedical engineering attracts the greatest number of women receiving the Ph.D. This also indicates the existence of a substantial pool of potential women faculty.

Comparable Programs Elsewhere in Wisconsin

Marquette University and the Milwaukee School of Engineering offer undergraduate and graduate degrees in biomedical engineering. Undergraduate enrollment in biomedical engineering is approximately 250 students annually at Marquette, and 137 annually at the Milwaukee School of Engineering. No public institution in the State of Wisconsin offers a degree program in biomedical engineering.

Comparable Programs Outside Wisconsin

Forty-nine undergraduate biomedical engineering programs are in existence outside Wisconsin. In the Big Ten, Illinois, Iowa, Northwestern, Penn State, Ohio State and Michigan offer programs.

Resource Needs

Costs for the proposed program will be reallocated by UW-Madison. Estimated annual costs for the first biennium of the undergraduate program are as follows:

CATEGORY	FIRST YEAR	SECOND YEAR	TOTAL
Faculty	\$56,640	\$129,920	\$186,560
Non-instructional Academic Staff	\$ 6,000	\$ 12,000	\$ 18,000
Supplies and Expenses	\$ 5,000	\$ 10,000	\$ 15,000
Other Educational Support		\$ 4,000	\$ 4,000
TOTAL	\$67,640	\$155,920	\$223,560

Estimated annual costs for the first biennium of the Ph.D. program are as follows:

CATEGORY	FIRST YEAR	SECOND YEAR	TOTAL
Faculty	\$70,000	\$ 70,000	\$140,000
Non-instructional Academic Staff	\$ 6,000	\$ 6,000	\$ 12,000
Supplies and Expenses	\$ 5,000	\$ 5,000	\$ 10,000
TOTAL	\$81,000	\$81,000	\$162,000

Library and classroom facilities are adequate.

RECOMMENDATION

No action is requested at this time.

RELATED REGENT POLICIES

University of Wisconsin System Academic Planning and Program Review
(November 10, 1995), Academic Informational Series #1 (ACIS-1.revised).

Revision to UW System
Freshman Admissions Policy

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the President of the
University of Wisconsin System, the revised UW System
Freshman Admissions Policy be adopted.

12/05/97

I.l.h.

December 5, 1997

Agenda item I.1.h.

REVISION TO UW SYSTEM FRESHMAN ADMISSIONS POLICY

EXECUTIVE SUMMARY

BACKGROUND

At its November 1997 meeting, the Board approved "implementation of the Competency-Based Admission process on a statewide basis, to be used as a supplement to the traditional admission process," with the assumption that specific language amending the policy would be brought to the committee at its December meeting.

REQUESTED ACTION

Approval of resolution I.1.h., revising the UW System Freshman Admissions Policy.

DISCUSSION AND RECOMMENDATION

Regent Policy 72-11 (Freshman Admissions Policy) and Regent Policy 87-8 (Traditional and Nontraditional Freshman Admissions Policy) have been revised to include use of the Competency-Based Admissions process.

Regent Policy 72-11 has been revised by adding section II.C, which is identified by bold, underlined text.

Regent Policy 87-8 has been revised by adding a section (d) to paragraph 1.(a). This added section is in bold, underlined text.

UW System Administration recommends approval of these revisions.

72-11 FRESHMAN ADMISSIONS POLICY

History: Res. 239 adopted 7/14/72; amended by 87-7 and Res. 6152, 7/92; supplemented by Res. 6441, 6/93; amended by Res. 7317, 10/96. (See also 87-8.)

Wisconsin has long held a strong commitment to maximize educational opportunity for her citizens. In recognizing the necessity of making educational opportunity equally accessible to all its citizens through the University of Wisconsin System, it is important that the diverse needs of the state's population be accommodated through a flexible admissions policy. The state must meet the dual goals of fulfilling the special missions of each campus and providing accommodation for students at some institutions within the University System's range of programs. The following parameters provide a framework for a Systemwide admissions policy, from which more specific requirements may be implemented by the various institutions of the university system.

Freshman applicants must satisfy the following minimum requirements to be considered for admission:

I. Graduation from a recognized high school or equivalent.

- A. A recognized high school is one which either, (1) is accredited by a regional accrediting association or state university or, (2) is recognized or accredited by a state department of public instruction or its equivalent.
- B. An applicant who has not graduated from a recognized high school must provide evidence of satisfactory completion of the requirements for a high school equivalency certificate or a diploma from a recognized high school, school system or state department of public instruction based on the GED examination, the Wisconsin High School equivalency Examination or other established criteria.

II. Distribution Requirements

- A. Effective fall 1991, a minimum of 16 high school credits is required. Eleven of the 16 units will be the DPI requirements (P.I. 18.03):

English	4 credits
Social Science	3 credits
Mathematics	2 credits
Natural Science	2 credits

The remaining 5 units will be:

From the above areas or foreign language	3 credits
From the above and/or fine arts, computer science and other academic areas	<u>2 credits</u>

TOTAL 16 credits

Each institution may specify additional unit requirements for the remaining 5 units and may specify required content for all 16 units.

- B. Effective fall 1995, for students graduating from high school in spring 1995 and thereafter, a minimum of 17 high school credits is required. Thirteen of the 17 credits will be distributed as follows:

English	4 credits
Social Science	3 credits
Mathematics	3 credits
Natural Science	3 credits

The remaining 4 units will be:

From the above areas, foreign language, fine arts, computer science and other academic areas	<u>4 credits</u>
---	------------------

TOTAL 17 credits

Each institution may specify additional unit requirements for the remaining 4 units and may specify required content for all 17 units.

- C. In recognition of curricular initiatives occurring in many high schools that depart from a traditional Carnegie unit structure, the UW System has initiated an alternative admission process referred to as Competency-Based Admission. Effective fall 1998, high school officials may elect to prepare a UW System Competency-Based Admission profile in addition to, or in lieu of, the traditional high school transcript for those students whose high school curriculum is not well described by the traditional Carnegie unit structure. The combination of the student's credentials must indicate evidence of preparation in English, social science, mathematics and natural science at a level comparable to that assumed by the traditional distribution requirements. The admission requirements at each institution for students who apply using Competency-Based Admission will be equivalent to the admission requirements for students who apply under the Carnegie unit system.

- III. Evidence that the applicant is prepared to do satisfactory work at the campus to which he or she is applying.
- A. Normally this evidence will consist of the student's rank in class. Any Institution, based on its mission and supportive services, may set specific requirements on rank in class.
 - B. Any institution may require test scores of all or some of the applicants as additional evidence but they may not deny admission to any student based on test scores alone.
 - C. Students lacking rank-in-class or test score qualifications may be considered if, on the basis of other factors, they appear to have a reasonable probability of success. Particular consideration in admission will be given to applicants who have been out of school for two or more years, service veterans, as defined by state and federal policies, and to students who have been disadvantaged as a result of substandard education, family income level, or ethnic background.
- IV. Requirements for out-of-state students will be the same as those for resident students except that an institution may adopt special requirements for foreign applicants. If the number of qualified out-of-state students exceeds the ability of the institution to accommodate them, the institution shall determine the criteria for selection from among qualified applicants.
- V. Applicants who do not qualify according to the above requirements may appeal for special consideration through the appropriate Director of Admissions. Any institution may conditionally or fully admit applicants who lack the stated requirements but are deemed to merit special consideration.

87-8 TRADITIONAL AND NONTRADITIONAL FRESHMAN ADMISSIONS POLICY

History: Res. 3810 adopted 6/5/87. (See also 72-11.)

Whereas, the purpose of enrollment management is to preserve and enhance educational quality throughout the University of Wisconsin System, and whereas, to assure quality, it is important to use the limited resources in the most effective manner, and whereas institutions, schools, and programs should not admit more students than can be served in an orderly fashion, the Board establishes two categories of freshman admissions: (1) Traditional and (2) Nontraditional. All students admitted in the fall, 1988 will be admitted on the basis of the criteria established within these categories.

1. Traditional Admissions includes:

- (a) Standard Admissions: Those students (a) who are from a recognized Wisconsin high school, meet the high school academic unit distribution requirements, and effective fall, 1989 have taken the ACT and meet the predetermined high school rank for the institution, (b) who did not meet the predetermined high school rank but meet a predetermined ACT/SAT or combined ACT/high school rank score, or (c) for whom high school rank is not available or who did not meet the standard criteria but who meet other quantifiable criteria such as standardized or institutional achievement test scores, alternate high school units, specified courses, g.p.a., or have demonstrated exceptional talents in particular areas, or (d) effective fall 1998, who are from a recognized high school and meet predetermined admission criteria based on a UW System Competency-Based profile.
- (b) Discretionary Admissions: Those students in the traditional admissions category who meet the predetermined admissions criteria but who have less probability of success. The student's chance of success will be based on a comparison with the past degree recipients admitted on the same criteria. Should there be a need to limit admissions, students in the discretionary admission category would be admitted on a limited basis to achieve the enrollment management goal.

2. Nontraditional Admissions:

- (a) Older Nontraditional Admissions Over Age 20: Students who do not meet the above criteria but are members of specific groups; for example, students in programs because of physical status or learning disability, minority status or because of substandard income level; veterans; incarcerated; or foreign students. Students who are over the age of 20 will be evaluated on criteria appropriate to their special circumstances.
- (b) Nontraditional Admissions Under Age 20 (Exceptions): Students who do not meet the above criteria but are members of specific groups; for example, students in programs because of physical status or learning disability, minority status or because of substandard income level; veterans; incarcerated; or foreign students. These students may be admitted but considered exceptions.

Further, the Board of Regents requires institutions to evaluate the retention and graduation success of students admitted under its various admissions criteria to establish baselines for determining the probability of student success. These evaluations shall be shared with the Board of Regents annually, with the initial report due in December 1987.

Revision to Faculty Personnel Rules:
University of Wisconsin-Extension

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the University of Wisconsin-Extension and the President of the University of Wisconsin System, the Revision to Faculty Personnel Rules, UW-Extension, be approved.

December 5, 1997

Agenda item I.1.i.

FACULTY PERSONNEL POLICIES AND PROCEDURES UNIVERSITY OF WISCONSIN-EXTENSION

EXECUTIVE SUMMARY

BACKGROUND

Section UWS 2.02, Wisconsin Administrative Code ("Faculty Rules: Coverage and Delegation") requires that rules, policies, and procedures developed by each institution in the System pursuant to chapters UWS 3-6 and 8 must be approved by the Board of Regents before they take effect.

The proposed revisions to the UW-Extension Faculty Policies and Procedures have been approved by the appropriate faculty governance bodies and are recommended by Interim Chancellor Beaver. The proposed revisions have also been reviewed by UW System legal counsel, who has determined that the changes meet the requirements of Wisconsin Administrative Code and 1991 ACT 118.

REQUESTED ACTION

Approval of resolution I.1.i., revisions to UW-Extension Faculty Personnel Policies and Procedures.

DISCUSSION AND RECOMMENDATIONS

The UW-Extension Faculty Senate has approved the following revisions to the process for granting tenure in UW-Extension:

1. Replacing the vita format application for tenure with a portfolio format application;
2. Replacing two institution-level divisional committees with a single Faculty Tenure Advisory Committee; and
3. Revising the statement on *Criteria for Faculty Appointment and Promotion* to utilize the term "scholarship" to refer to the professional activity of faculty.

The attached materials include only those sections affected by the revisions. Deletions are lined-out and additions underlined.

UW System Administration recommends approval of these revisions.



Chancellor

432 North Lake Street Madison, Wisconsin 53706-1498

October 30, 1997

TO: David J. Ward, Senior Vice President for Academic Affairs
FROM: Albert J. Beaver, Interim Chancellor *Al Beaver*
RE: Revisions to UW-Extension Faculty Policies and Procedures

The UW-Extension Faculty Senate recently recommended a change in the process for granting tenure in UW-Extension. This change involves:

1. Replacing the vita format application for tenure with a portfolio format application;
2. Replacing two institution-level divisional committees with a single Faculty Tenure Advisory Committee; and
3. Revising the statement on Criteria for Faculty Appointment and Promotion to utilize the term "scholarship" to refer to the professional activity of faculty.

This change required some revisions to our Faculty Policies and Procedures which were also recommended by the Faculty Senate. I have approved the change to the tenure granting process and the related revisions to UW-Extension policies and procedures.

The revisions occur in UWEX Chapters 1, 2, 3, and 5, which are UW-Extension's implementation of UWS Chapters of the same numbers. I am submitting these revisions for Regent review.

The attached portions of UWEX Chapters include only those sections which are affected by the revisions. Line-outs indicate those portions that are being deleted and underlining indicates additions.

Attachments

c: Kevin Reilly, Vice Chancellor
Jan Kohls, University Committee Chair

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UWEX FACULTY POLICIES AND PROCEDURES

Chapter UWEX 1 DEFINITIONS

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~~1.06 Faculty division. A faculty division is a grouping of departments, established on the basis of related disciplines.~~

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Chapter UWEX 2 DELEGATION

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2.03 Faculty Tenure Advisory Committee. A Faculty Tenure Advisory Committee shall be created to make recommendations to the dean in accordance with UWEX 3.05(1), 3.05(1)(b), and 3.06. The committee shall consist of eleven members of the tenured faculty in Extension elected to staggered three-year terms. The function, procedures, and method for election and nomination of candidates for committee membership shall be as prescribed in Article 5 of the UWEX Articles of Faculty Governance.

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Chapter UWEX 5 FACULTY LAYOFFS

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5.05 Rights of faculty members on layoff.

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- (2) In accordance with UWS 5.20(3), faculty members on layoff status are entitled to participate fully in institution-wide faculty governance activities. Each department and administrative unit ~~and faculty division~~ shall designate those "departmental" activities in which faculty members on layoff status may participate as specified in UWS 5.20(3).

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Chapter UWEX 3

FACULTY APPOINTMENTS

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3.05 Tenure appointments.

- (1) A tenure appointment is an appointment for an unlimited period granted to a ranked faculty member by the board of regents, or the president on behalf of the board, upon the affirmative recommendation of the appropriate academic department or its functional equivalent, the dean, with the advice of the ~~appropriate faculty divisional executive committee~~ Faculty Tenure Advisory Committee, and the chancellor.

Tenure may be granted without the affirmative recommendation of the appropriate academic department or its functional equivalent if the following apply:

- (a) the UWEX Faculty Hearing Committee has found that the negative decision of the academic department or its functional equivalent was based upon impermissible factors as defined in UWEX 3.13(2).
 - (b) An affirmative recommendation has been made by an ad hoc tenure review committee which was appointed by the University Committee which shall review the individual's record with reference to the criteria for tenure as published in institutional and departmental guidelines. This must be followed by an affirmative recommendation by the dean, with the advice of the ~~appropriate faculty divisional executive committee~~ Faculty Tenure Advisory Committee, the chancellor, and the board of regents, or the president on behalf of the board.
 - (c) The ad hoc committee must consist of persons who are knowledgeable or experienced in the individual's academic field or a substantially similar academic field. No member of this committee may be a member of the department or its functional equivalent that made the negative recommendation. Members of this committee need not be employees of UWEX.
 - (d) This ad hoc committee may not use impermissible factors as a basis for its decision. If the UWEX Faculty Hearing Committee found that a negative decision by the ad hoc committee was based upon impermissible factors, the ad hoc committee will be asked to reconsider its decision.
- (2) Tenure consideration is initiated by the probationary faculty member who makes application to the department. The department's recommendation passes through the dean and chancellor to the president.

- (3) The granting of tenure is based on a consistent and high level of ~~professional performance scholarship~~ (see Criteria for Faculty Appointment and Promotion in UW-Extension which is Appendix I to the Articles of Faculty Governance), not on years of experience. Standards of performance and scholarship shall be the same for part-time as for full-time ~~instructors faculty~~. Tenure may be granted at time of hire, based on performance and scholarship prior to UWEX employment, or after a minimum of four years of probationary faculty employment in UWEX, based on performance and scholarship in UWEX.

3.06 ~~Divisional~~ Advice on tenure appointments by the Faculty Tenure Advisory Committee. Before a person is recommended for appointment to a position of tenure, or to associate professor where tenure had been granted previously at a lower rank, the dean shall seek the advice of the ~~executive committee of the appropriate Extension faculty division~~ Faculty Tenure Advisory Committee.

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3.08 The probationary period.

- (1) ~~If tenure is not~~ Tenure must be achieved (approved by the Board of Regents or by the president on behalf of the Board ~~of Regents~~) by the end of the sixth year of UWEX probationary faculty employment. ~~then at the expiration of the sixth year appointment, the faculty member will receive a twelve month terminal appointment.~~ No faculty member will be allowed to apply for or be considered at the institutional level for tenure during ~~the~~ a seventh and terminal year of UWEX probationary faculty employment.

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