BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I. Items for consideration in Regent Committees

1. Education Committee - Thursday, June 4, 1998
   1820 Van Hise Hall
   Madison, Wisconsin
   1:30 p.m.

Administrative items:

a. Approval of the minutes of the May 7, 1998, meeting of the Education Committee.

b. Report of the Senior Vice President for Academic Affairs.

   (1) Presentation: *Urban Initiatives at UW-Milwaukee*;

   (2) Other.

c. Report on promotions, tenure designations and related academic approval items.
[Resolution I.1.c.]

d. Authorizations to recruit:

   (1) Associate Professor or Professor, Medical School, UW-Madison (at a salary that may exceed the Executive Salary Group Six maximum).
[Resolution I.1.d.(1)]

   (2) Associate Research Animal Veterinarian/Research Animal Veterinarian, Medical School (at a salary that may exceed the Executive Salary Group Six maximum).
[Resolution I.1.d.(2)]

Policy discussion items:

e. Update reports:

   (1) Advising;

   (2) Technology: Desktop PC replacement.

f. Transfer issues:

   (1) Occasional Research Brief;

(Over)

       (2)   TIS demo;

       (3)   Undergraduate Transfer Policy Revision.
[Resolution I.1.f.(3)]

g.   New program authorizations:

       (1)   M.S., Information Systems, UW-Oshkosh
           (implementation);
[Resolution I.1.g.(1)]

       (2)   M.A., English, UW-Oshkosh (implementation).
[Resolution I.1.g.(2)]

h.   General Education report: UW-Stevens Point.

i.   Teaching Academic Staff Study.
[Resolution I.1.i.]

j.   Revisions to Faculty Personnel Rules:

       (1)   UW-La Crosse;
[Resolution I.1.j.(1)]

       (2)   UW-Milwaukee;
[Resolution I.1.j.(2)]

       (3)   UW-Superior.
[Resolution I.1.j.(3)]

k.   North Central Accreditation Report: UW-Green Bay.

l.   UW Colleges Presentation

Additional items:

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

Closed session items:

n.   Closed session to consider personnel matters, as
       permitted by s. 19.85(1)(c), Wis. Stats. (Possible
       agenda items: authorizations to appoint at salaries
       that exceed the Executive Salary Group Six maximum,
       UW-Madison; approval of base salary adjustment above
       the Executive Salary Group Six maximum for an existing
       faculty member, UW-Madison; extension of leave beyond
       the initial two years, UW-La Crosse; authorizations to
       appoint at salaries that exceed the Executive Salary
       Group Six maximum, UW-Milwaukee; distinguished
       professor appointment, UW-Milwaukee; named professor
       appointment, UW-Milwaukee.)

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the respective Chancellors and
the President of the University of Wisconsin System, the
1998-99 tenure designations and new tenured appointments,
reported in the attached materials by institutions, be
approved.

NEW TENURED APPOINTMENTS
1998-99 BUDGET

UW-EAU CLAIRE

Name	Department	Status		Start Date	Pay Basis
College of Arts & Science					
Martin, Lawrence T.	English	Professor	T	8/24/98	C

UW-LA CROSSE

School of Education					
Rochon, Ronald S.	Curriculum & Instruction	Assoc. Prof.	T	8/25/97	C
College of Science and Allied Health					
Nelson, Michael S.	Earth Science	Professor	T	7/1/98	A

UW-MADISON

School of Business					
Brown, David P.	Business	Professor	T	8/25/97	C
School of Education					
Gee, James Paul	Curriculum & Instruction	Professor	T	1/9/98	C
School of Engineering					
Lakes, Roderic S.	Engineering Physics	Professor	T	8/24/98	C
Yin, John	Chemical Engineering	Associate Professor	T	1/1/98	C
Institute For Environmental Studies					
Zedler, Paul H.	Academic Programs	Professor	T	1/9/98	C
College of Letters & Science					
Lipman, Barton	Economics	Professor	T	8/24/98	C
Bernard-Donals, Micha	English	Associate Professor	T	8/24/98	C
Berry, Paul E.	Botany	Associate Professor	T	8/25/97	C
Han, Tao	Physics	Associate Professor	T	8/25/97	C
Neal, Derek Allen	Economics	Associate Professor	T	8/24/98	C

UW-MADISON (Cont.)

Name	Department	Status		Start Date	Pay Basis
Medical School					
Ford, Charles N.	Surgery	Professor	T	11/1/97	A
Glassroth, Jeffrey L.	Medicine	Professor	T	7/1/98	A
Kay, Helen H.	Obstetrics & Gynecology	Professor	T	7/1/97	A
Kim, Kyungmann	Biostatistics & Medical Informatics	Professor	T	9/1/97	A
Terasawa-Grilley, Ei	Pediatrics	Professor	T	7/1/97	A
Hecox, Kurt E.	Neurology	Associate Professor	T	11/1/97	A
Kay, Brian K.	Pharmacology	Associate Professor	T	7/1/97	A

UW-MILWAUKEE

Name	Department	Status		Start Date	Pay Basis
School of Fine Arts					
Adaire, Christine	Theatre and Dance	Assoc. Prof.	T	8/18/97	C
College of Letters & Science					
Jeske, Robert	Anthropology	Assoc. Prof.	T	8/18/97	C
Rayburn, William	Biological Sciences	Professor	T	9/16/97	A
School of Nursing					
Farrell, Marie	Health Maintenance	Professor	T	7/15/97	A
School of Social Welfare					
Battle, Stanley F.	Social Work	Professor	T	8/24/98	C

UW-PARKSIDE

Name	Department	Status		Start Date	Pay Basis
College of Arts & Sciences					
Keating, John P.	Psychology	Chancellor & Professor	T	7/1/98	A
Cress, Donald A.	Philosophy	Dean & Professor	T	7/1/98	A

NEW TENURED APPOINTMENTS
1998-99 BUDGET

UW-PLATTEVILLE

Name	Department	Status		Start Date	Pay Basis
College of Liberal Arts & Education					
Standiford, Sally N.	Education	Professor	T	7/14/97	A

UW-STOUT

College of Arts & Science					
Murphy, John	Social Science	Dean & Professor	T	8/25/98	A

UW-SUPERIOR

General Educational Administration					
Vice Chancellor-Academic Affairs					
Schelin, Charles W.	Math & Computer Sciences	Professor	T	8/1/97	A

UW-WHITEWATER

College of Letters & Science					
Prior, David J.	Biological Science	Provost & Vice Chanc. & Professor	T	7/1/98	A
Cress, Donald A.	Philosophy	Dean & Professor	T	7/1/98	A

UW-COLLEGES

UW-Colleges Governance					
Messner, William F.	History	Chancellor & Assoc. Prof.	T	8/18/97	A

A = Annual basis salary
C = Academic year basis salary

FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
1998-99 BUDGET

UW - EAU CLAIRE

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
College of Arts & Sciences					
Muller, Cheryl L.	Chemistry	Asst. Prof.	P	Assoc. Prof.	T
Pierson, Kim W.	Physics & Astronomy	Asst. Prof.	P	Assoc. Prof.	T
Syverson, Kent M.	Geology	Asst. Prof.	P	Assoc. Prof.	T
Tan, Jack S. E.	Computer Science	Asst. Prof.	P	Assoc. Prof.	T
Leutwiler, Timothy J.	Communication & Journalism	Instructor	P	Asst. Prof.	T
DaCosta, Maria N.	Economics	Assoc. Prof.	T	Professor	T
Eierman, Robert J.	Chemistry	Assoc. Prof.	T	Professor	T
Murphy, Vanissa B.	Music & Theatre Arts	Asst. Prof.	T	Assoc. Prof.	T
Newman, Daniel R.	Music & Theatre Arts	Asst. Prof.	T	Assoc. Prof.	T
College of Business					
Decker, Ronald L.	Management & Marketing	Assoc. Prof.	T	Professor	T
School of Education					
Hollon, Robert E.	Curriculum & Instruction	Assoc. Prof.	P	Assoc. Prof.	T
Tlusty, Roger H.	Foundations of Education	Assoc. Prof.	T	Professor	T
School of Human Sciences and Services					
Tallant, Steven H.	Social Work	Asst. Prof.	P	Assoc. Prof.	T
School of Nursing					
Smith, Sheila K.	Adult Health Nursing	Asst. Prof.	P	Assoc. Prof.	T
Oleson, Marjorie A.	Nursing Systems	Assoc. Prof.	T	Professor	T
Information & Technology Management					
Brenner, Charles J.	Library Services	Sr. Info. Prog. Conslt	P	Assoc. Prof. Effective 7/1/97	T
Roraff, Catharine E.	Library Services	Admin. Prog. Mgr. III	P	Assist. Prof. Effective 7/1/97	T

FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
1998-99 BUDGET

UW-GREEN BAY

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
Liberal Arts & Sciences					
Furlong, Scott R.	Public & Environmental Affairs	Asst. Prof.	P	Assoc. Prof.	T
Lyon, John M.	Natural & Applied Sciences	Asst. Prof.	P	Assoc. Prof.	T
Sutton, Brian W.	Humanistic Studies	Asst. Prof.	P	Assoc. Prof.	T
Sweet, Denise H.	Humanistic Studies	Asst. Prof.	P	Assoc. Prof.	T
Entwistle, Jeffrey P.	Communication & The Arts	Assoc. Prof.	T	Professor	T
Fleurant, Kenneth J.	Humanistic Studies	Assoc. Prof.	T	Professor	T
Professional Studies					
Law, Barbara G.	Education	Asst. Prof.	P	Assoc. Prof.	T
Thron, Joan E.	Education	Asst. Prof.	P	Assoc. Prof.	T

FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
1998-99 BUDGET

UW - LA CROSSE

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
Information Technology					
Schmidt, Kathy W.	Library	Asst. Prof.	P	Asst. Prof.	T
College of Business Administration					
Pena, Leticia E.	Management	Assoc. Prof.	P	Assoc. Prof.	T
Haupert, Michael J.	Economics	Assoc Prof.	T	Professor	T
Graham, Lise N.	Finance	Asst. Prof.	T	Assoc. Prof.	T
College of Liberal Studies					
Dorado, Dorian Jesus	Foreign Language	Asst. Prof.	P	Asst. Prof.	T
Hollenback, Jess B.	History	Assoc. Prof.	P	Assoc. Prof.	T
Morgan, Betsy L.	Psychology	Assoc. Prof.	P	Assoc. Prof.	T
Chavalas, Mark W.	History	Assoc. Prof.	T	Professor	T
Pandit, Lalita	English	Assoc. Prof.	T	Professor	T
Anderson, Joseph K.	Theatre Arts	Asst. Prof.	T	Assoc. Prof.	T
Voiku, Daniel J.	English	Asst. Prof.	T	Assoc. Prof.	T
Young, Joseph A.	English	Asst. Prof.	T	Assoc. Prof.	T
Bradley, Frank G.	Theatre Arts	Asst. Prof.	P	Assoc. Prof.	P
Vogt, Kimberly A.	Sociology/Archaeology	Asst. Prof.	P	Assoc. Prof.	P

FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
1998-99 BUDGET

UW - LA CROSSE (Cont.)

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
College of Science & Allied Health					
Kelly, Susan E.	Mathematics	Assoc. Professor	(P)	Assoc. Professor	(T)
Rott, Marc A.	Biology/Microbiology	Assoc. Professor	(P)	Assoc. Professor	(T)
Sutherland, Daniel R.	Biology/Microbiology	Assoc. Professor	(P)	Assoc. Professor	(T)
Cravins, Georges G.	Earth Science	Assoc. Professor	(T)	Professor	(T)
Pillai, T.A.K.	Physics	Assoc. Professor	(T)	Professor	(T)
Chu, Gregory H.	Earth Science	Asst. Professor	(T)	Assoc. Professor	(T)
Cooper, Scott T.	Biology/Microbiology	Asst. Professor	(P)	Assoc. Professor	(P)
Maher, Margaret A.	Biology/Microbiology	Asst. Professor	(P)	Assoc. Professor	(P)
Monte, Aaron P.	Chemistry	Asst. Professor	(P)	Assoc. Professor	(P)

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UW - MADISON

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
College of Agricultural & Life Sciences					
Barak, Phillip W.	Soil Science	Asst. Prof.	P	Assoc. Prof.	T
Barton, Mary K.	Genetics	Asst. Prof.	P	Assoc. Prof.	T
Downs, Diana M.	Bacteriology	Asst. Prof.	P	Assoc. Prof.	T
Eisenstein, Richard S.	Nutritional Science	Asst. Prof.	P	Assoc. Prof.	T
Fox, Brian G.	Biochemistry	Asst. Prof.	P	Assoc. Prof.	T
Goldman, Irwin L.	Horticulture	Asst. Prof.	P	Assoc. Prof.	T
Ingham, Steven C.	Food Science	Asst. Prof.	P	Assoc. Prof.	T
Kaspar, Charles W.	Food Micro & Toxic	Asst. Prof.	P	Assoc. Prof.	T
Kruger, Eric L.	Forest Ecology & Mgmt	Asst. Prof.	P	Assoc. Prof.	T
Mladenoff, David J.	Forest Ecology & Mgmt	Asst. Prof.	P	Assoc. Prof.	T
Ribic, Christine A.	N R-Wildlife Ecology	Asst. Prof.	P	Assoc. Prof.	T
Stanosz, Glen R.	Plant Pathology	Asst. Prof.	P	Assoc. Prof.	T
Bleam, William F.	Soil Science	Assoc. Prof.	T	Professor	T
Escalante, Jorge C.	Bacteriology	Assoc. Prof.	T	Professor	T
Friesen, Paul D.	Biochemistry	Assoc. Prof.	T	Professor	T
Jeffries, Thomas W.	Bacteriology	Assoc. Prof.	T	Professor	T
Jones, Bruce L.	Ag & Applied Economics	Assoc. Prof.	T	Professor	T
Kung, King-Jau S.	Soil Science	Assoc. Prof.	T	Professor	T
MacGuidwin, Ann E.	Plant Pathology	Assoc. Prof.	T	Professor	T
Muck, Richard E.	Biological Systems Engr	Assoc. Prof.	T	Professor	T
Ney, Denise M.	Nutritional Science	Assoc. Prof.	T	Professor	T
Raines, Ronald T.	Biochemistry	Assoc. Prof.	T	Professor	T
Schoeller, Dale A.	Nutritional Science	Assoc. Prof.	T	Professor	T
Sheffield, Lewis G.	Dairy Science	Assoc. Prof.	T	Professor	T
Shinners, Kevin J.	Biological Systems Engr	Assoc. Prof.	T	Professor	T

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UW - MADISON (Cont.)

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
School of Business					
Inman, J. Jeffrey	Marketing	Asst. Prof.	P	Assoc. Prof.	T
Mello, Antonio S.	Finance	Asst. Prof.	P	Assoc. Prof.	T
School of Education					
Braden, Jeffery P.	Educational Psychology	Assoc. Prof.	T	Professor	T
Ladson-Billings, Gloria J.	Curriculum & Instruction	Assoc. Prof.	T	Professor	T
College of Engineering					
Gadh, Rajit	Mechanical Engineering	Asst. Prof.	P	Assoc. Prof.	T
Veeramani, Dharmaraj	Industrial Engineering	Asst. Prof.	P	Assoc. Prof.	T
Booske, John H.	Electrical & Computer Engr	Assoc. Prof.	T	Professor	T
Bosscher, Peter J.	Civil & Environmental Engr	Assoc. Prof.	T	Professor	T
Matyi, Richard J.	Materials Science & Engr	Assoc. Prof.	T	Professor	T
School of Human Ecology					
Dong, Wei	School of Human Ecology	Asst. Prof.	P	Assoc. Prof.	T
Black, Sarah B.	School of Human Ecology	Assoc. Prof.	T	Professor	T
Rossing, Boyd E.	School of Human Ecology	Assoc. Prof.	T	Professor	T
Law School					
Hendley, Kathryn	Law School	Asst. Prof.	P	Assoc. Prof.	T
	Also L&S/Political Science				
Charo, Robin Alta	Law School	Assoc. Prof.	T	Professor	T
College of Letters and Science					
Bilbija, Ksenija	Spanish & Portuguese	Asst. Prof.	P	Assoc. Prof.	T
Brighouse, Michael H	Philosophy	Asst. Prof.	P	Assoc. Prof.	T
Burgett, David Bruce	English	Asst. Prof.	P	Assoc. Prof.	T
Chavez, Monika Maria T.	German	Asst. Prof.	P	Assoc. Prof.	T

FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
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UW - MADISON (Cont.)

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
College of Letters and Science (Cont.)					
Coleman, John J.	Political Science	Asst. Prof.	P	Assoc. Prof.	T
Courtney, Mark E.	Social Work	Asst. Prof.	P	Assoc. Prof.	T
Duneier, Mitchell	Sociology	Asst. Prof.	P	Assoc. Prof.	T
Hendley, Kathryn	Political Science	Asst. Prof.	P	Assoc. Prof.	T
	Also Law School				
Jenison, Rick L.	Psychology	Asst. Prof.	P	Assoc. Prof.	T
Jensen, Janet L.	School of Music	Asst. Prof.	P	Assoc. Prof.	T
Jutt, Stephanie A.	School of Music	Asst. Prof.	P	Assoc. Prof.	T
Kosorok, Michael R.	Statistics	Asst. Prof.	P	Assoc. Prof.	T
	Also Med Sch/Biostat & Med Info				
Liu, Zheng-Yu	Atmospheric & Oceanic Science	Asst. Prof.	P	Assoc. Prof.	T
Payne, Leigh A.	Political Science	Asst. Prof.	P	Assoc. Prof.	T
Phillips, Quitman E.	Art History	Asst. Prof.	P	Assoc. Prof.	T
Rzchowski, Mark S.	Physics	Asst. Prof.	P	Assoc. Prof.	T
Solomon, Denise H.	Communication Arts	Asst. Prof.	P	Assoc. Prof.	T
Suchman, Mark C.	Sociology	Asst. Prof.	P	Assoc. Prof.	T
Zimmerman, Sarah M.	English	Asst. Prof.	P	Assoc. Prof.	T
Bahr, Jean M.	Geology & Geophysics	Assoc. Prof.	T	Professor	T
Barnett, Michael	Political Science	Assoc. Prof.	T	Professor	T
Bousquet, Gilles	French & Italian	Assoc. Prof.	T	Professor	T
Boydston, Jeanne	History	Assoc. Prof.	T	Professor	T
Brower, Aaron M.	Social Work	Assoc. Prof.	T	Professor	T
Corfis, Ivy A.	Spanish & Portuguese	Assoc. Prof.	T	Professor	T
Desan, Suzanne M.	History	Assoc. Prof.	T	Professor	T
Ferris, Michael C.	Computer Science	Assoc. Prof.	T	Professor	T
Fulmer, Mimmi K.	School of Music	Assoc. Prof.	T	Professor	T
Hauner, Magdalena	African Languages & Literature	Assoc. Prof.	T	Professor	T
Hill, Mark D.	Computer Science	Assoc. Prof.	T	Professor	T
Ioannidis, Yannis E.	Computer Science	Assoc. Prof.	T	Professor	T
Kercheval, Jesse L.	English	Assoc. Prof.	T	Professor	T
Kluender, Keith R.	Psychology	Assoc. Prof.	T	Professor	T
Kornblatt, Judith	Slavic Languages	Assoc. Prof.	T	Professor	T
Layoun, Mary N.	Comparative Literature	Assoc. Prof.	T	Professor	T
Lepowsky, Maria	Anthropology	Assoc. Prof.	T	Professor	T

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
College of Letters and Science (Cont.)					
Lutfi, Robert A.	Communicative Disorders	Assoc. Prof.	T	Professor	T
Murray, Julia K.	Art History	Assoc. Prof.	T	Professor	T
Nadler, Steven M.	Philosophy	Assoc. Prof.	T	Professor	T
Newmann, Joy P.	Social Work	Assoc. Prof.	T	Professor	T
Nollendorfs, Cora Lee	German	Assoc. Prof.	T	Professor	T
Pemantle, Robin A.	Mathematics	Assoc. Prof.	T	Professor	T
Ron, Amos	Computer Science	Assoc. Prof.	T	Professor	T
Scholz, John Karl	Economics	Assoc. Prof.	T	Professor	T
Shank, Michael H	History of Science	Assoc. Prof.	T	Professor	T
Shavlik, Jude W.	Computer Science	Assoc. Prof.	T	Professor	T
Smiley, Marion	Political Science	Assoc. Prof.	T	Professor	T
Winokur, Michael J	Physics	Assoc. Prof.	T	Professor	T
Wofford, Susanne	English	Assoc. Prof.	T	Professor	T
Medical School					
Compton, Teresa	Medical Microbiology	Asst. Prof.	P	Assoc. Prof.	T
Gern, James E.	Pediatrics	Asst. Prof.	P	Assoc. Prof.	T
Jarjour, Nizar N.	Medicine	Asst. Prof.	P	Assoc. Prof.	T
Kosorok, Michael R.	Biostatistics & Med Info Also L&S/Statistics	Asst. Prof.	P	Assoc. Prof.	T
Lee, Fred T. Jr.	Radiology	Asst. Prof.	P	Assoc. Prof.	T
Loeb, Daniel D.	Oncology	Asst. Prof.	P	Assoc. Prof.	T
Mares-Perlman, Julie	Ophthalmology & Visual Science	Asst. Prof.	P	Assoc. Prof.	T
Swan, John S.	Radiology	Asst. Prof.	P	Assoc. Prof.	T
Wolff, Matthew R.	Medicine	Asst. Prof.	P	Assoc. Prof.	T
Abbott, David H.	Obstetrics & Gynecology	Assoc. Prof.	T	Professor	T

FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
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UW - MADISON (Cont.)

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
Medical School (Cont.)					
Allen-Hoffmann, B. L.	Pathology & Lab Medicine	Assoc. Prof.	T	Professor	T
Benca, Ruth M.	Psychiatry	Assoc. Prof.	T	Professor	T
Bersu, Edward T.	Anatomy	Assoc. Prof.	T	Professor	T
Fiore, Michael C.	Medicine	Assoc. Prof.	T	Professor	T
Fleming, Michael F.	Family Medicine	Assoc. Prof.	T	Professor	T
Kessel, Raymond	Genetics	Assoc. Prof.	T	Professor	T
	Also Con St/Pro Dev & App				
Linzer, Mark	Medicine	Assoc. Prof.	T	Professor	T
Mackie, Thomas R.	Human Oncology	Assoc. Prof.	T	Professor	T
	Also Medical Physics				
Schiller, Joan H.	Medicine	Assoc. Prof.	T.	Professor	T
Watkins, David I.	Pathology & Lab Medicine	Assoc. Prof.	T	Professor	T
Niederhuber, John E.	Surgery & Oncology	Academic Prog. Dir.		Professor	T
				Effective 7/1/98	
School of Nursing					
Oakley, Linda D.	Academic Affairs	Asst. Prof.	P	Assoc. Prof.	T
Bowers, Barbara J.	Academic Affairs	Assoc. Prof.	T	Professor	T
School of Pharmacy					
Mellon, William S.	Pharmacy	Assoc. Prof.	T	Professor	T
				Effective 01/01/98	
School of Veterinary Medicine					
Darien, Benjamin J.	Medical Sciences	Asst. Prof.	P	Assoc. Prof.	T
Lunn, David Paul	Medical Sciences	Asst. Prof.	P	Assoc. Prof.	T
Markel, Mark D.	Medical Sciences	Assoc. Prof.	T	Professor	T
Oaks, John A.	Comparative Biosciences	Assoc. Prof.	T	Professor	T
Division of Continuing Studies					
Kessel, Raymond	Prof. Devel. & Applied Studies	Assoc. Prof.	T	Professor	T
	Also Med Sch/Genetics				

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UW - MILWAUKEE

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
School of Allied Health Profession					
King, Phyllis M.	Occupation Therapy	Asst. Professor	P	Assoc. Professor	T
Hasbrook, Cynthia A.	Human Kinetics	Assoc. Professor	T	Professor	T
School of Business Administration					
Saemann, Georgia R.	Business Administration	Asst. Professor	P	Assoc. Professor	T
Ghose, Sanjoy	Business Administration	Assoc. Professor	T	Professor	T
Peracchio, Laura A.	Business Administration	Assoc. Professor	T	Professor	T
Yasai-Ardekani, Masoud	Business Administration	Assoc. Professor	T	Professor	T
School of Education					
Solberg, Vernon Scott	Educational Psychology	Asst. Professor	P	Assoc. Professor	T
Hains, Ann H.	Exceptional Education	Assoc. Professor	T	Professor	T
College of Eng & Applied Science					
Bravo, Hector R.	Civil Engineering & Mechanics	Asst. Professor	P	Assoc. Professor	T
School of Fine Arts					
Cobb, Portia E.	Film	Asst. Professor	P	Assoc. Professor	T
Emmons, Scott E.	Music	Asst. Professor	P	Assoc. Professor	T
Grafentin, Vicki Lee	Art	Asst. Professor	P	Assoc. Professor	T
Hall, John L.	Art	Asst. Professor	P	Assoc. Professor	T
Knight, Kay	Art	Asst. Professor	P	Assoc. Professor	T
Caulker-Bronson, Ferne	Theatre and Dance	Assoc. Professor	T	Professor	T

FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
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UW - MILWAUKEE (Cont.)

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
College of Letters and Science					
Brodwin, Paul E.	Anthropology	Asst. Professor	P	Assoc. Professor	T
				Effective 8/24/98	
Isbell, John L.	Geosciences	Asst. Professor	P	Assoc. Professor	T
McBride, Mark J.	Biological Science	Asst. Professor	P	Assoc. Professor	T
				Effective 8/24/98	
Renda, Lex	History	Asst. Professor	P	Assoc. Professor	T
Roebber, Paul J.	Geosciences	Asst. Professor	P	Assoc. Professor	T
Steinpreis, Rhea E.	Psychology	Asst. Professor	P	Assoc. Professor	T
Allen, Mike R.	Communication	Assoc. Professor	T	Professor	T
Holahan, William L.	Economics	Assoc. Professor	T	Professor	T
				Effective 8/19/97	
Hutz, Reinhold J.	Biological Science	Assoc. Professor	T	Professor	T
Merrick, Jeffrey W.	History	Assoc. Professor	T	Professor	T
Norbury, John	Physics	Assoc. Professor	T	Professor	T
				Effective 8/19/97	
Sensat, Julius O.	Philosophy	Assoc. Professor	T	Professor	T
Turner, Trudy R.	Anthropology	Assoc. Professor	T	Professor	T
School of Library & Info Science					
Walker. Thomas D.	Library and Information Science	Asst. Professor	P	Assoc. Professor	T
School of Nursing					
Hewitt, Jeanne	Health Maintenance	Asst. Professor	P	Assoc. Professor	T
Millon-Underwood, Sandra	Health Maintenance	Assoc. Professor	T	Professor	T
Dean-Barr, Susan L.	Health Maintenance	Assoc. Dean	P	Associate Professor	T
School of Social Welfare					
Kadushin, Goldie	Social Work	Asst. Professor	P	Assoc. Professor	T
Rose, Susan J.	Social Work	Asst. Professor	P	Assoc. Professor	T
Stojkovic. Stan	Criminal Justice	Assoc. Professor	T	Professor	T
Zweben, Allen	Social Work	Assoc. Professor	T	Professor	T

FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
1998-99 BUDGET

UW-OSHKOSH

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
College of Letters & Science					
Corley, Kathleen E.	Religious Studies	Asst. Prof.	P	Assoc. Prof.	T
Helmers, Marguerite H.	English	Asst. Prof.	P	Assoc. Prof.	T
Knechtel, Nancy Burnett	Economics	Asst. Prof.	P	Assoc. Prof.	T
Benzaid, Zoubir	Mathematics	Assoc. Prof.	P	Assoc. Prof.	T
Horner, David T.	Psychology	Assoc. Prof.	P	Assoc. Prof.	T
Rainboth, Walter J.	Biology/Microbiology	Asst. Prof.	P	Asst. Prof.	T
Tsao, James C.	Journalism	Asst. Prof.	P	Asst. Prof.	T
Gemin, Joseph V.	Communication	Asst. Prof.	T	Assoc. Prof.	T
Guillemin-Young, Yvette A.	Foreign Languages	Asst. Prof.	T	Assoc. Prof.	T
McDermott, Colleen M.	Biology/Microbiology	Asst. Prof.	T	Assoc. Prof.	T
Palmeri, Anthony J.	Communication	Asst. Prof.	T	Assoc. Prof.	T
Zaniewski, Kazimierz J.	Geography	Asst. Prof.	T	Assoc. Prof.	T
Davidson, Margaret G.	Journalism	Assoc. Prof.	T	Professor	T
Klemp, Paul J.	English	Assoc. Prof.	T	Professor	T
Taylor, Bron R.	Religious Studies	Assoc. Prof.	T	Professor	T
Gullickson, Andrea J.	Music	Asst. Prof.	P	Assoc. Prof.	P
Lareau, Alan H.	Foreign Languages	Asst. Prof.	P	Assoc. Prof.	P
Education & Human Services					
Frisch, Ann Stirling	Human Service & Professional Ldshp	Assoc. Prof.	P	Assoc. Prof.	T
Ford, Michael P.	Reading Education	Assoc. Prof.	T	Professor	T
College of Nursing					
Wurzbach, Mary E.	Nursing	Assoc. Prof.	T	Professor	T

FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
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UW-PARKSIDE

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
School of Business & Technology					
Baldwin, Dirk S.	Business	Assoc. Prof.	P	Assoc. Prof.	T
Chan, Kam C.	Business	Assoc. Prof.	P	Assoc. Prof.	T
Spotts, Harlan E.	Business	Assoc. Prof.	P	Assoc. Prof.	T
Rajan, Roby	Business	Assoc. Prof.	T	Professor	T

FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
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UW-PLATTEVILLE

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
College of Business, Industry, Life Science and Agriculture					
Borke, John C.	Business/Accounting	Assoc. Prof.	T	Professor	T
Klawiter, Richard A.	Business/Accounting	Assoc. Prof.	T	Professor	T
Tabrizi, Majid T.	Industrial Studies	Assoc. Prof.	T	Professor	T
College of Liberal Arts and Education					
Demaree, Robert Kyso	Fine Arts	Assoc. Prof.	P	Assoc. Prof.	T
Dehghan, Farhad	Economics	Assoc. Prof.	T	Professor	T
Liska, Terrance L.	Economics	Assoc. Prof.	T	Professor	T
Nelson, Paula Marie	Social Sciences	Assoc. Prof.	T	Professor	T
Vacca, John	Humanities	Assoc. Prof.	T	Professor	T
Allen, Karen O.	Fine Arts	Asst. Prof.	T	Assoc. Prof.	T
Ifediora, John	Economics	Asst. Prof.	T	Assoc. Prof. Effective 9/19/97	T
Coe, Gwendolyn Delores	Education	Asst. Prof.	P	Assoc. Prof.	P
Lange, Carol Mae	Education	Asst. Prof.	P	Assoc. Prof.	P
Vance, Steve Robert	Fine Arts	Asst. Prof.	P	Assoc. Prof.	P
College of Engineering, Mathematics and Science					
Benjamin, Diane Mullan	Mathematics	Asst. Prof.	P	Assoc. Prof.	T
Nelson, Thomas Binn	Civil Engineering	Assoc. Prof.	P	Assoc. Prof.	T
Masoom, Abulkhair Muhammad	General Engineering	Assoc. Prof.	T	Professor	T
Young, Philip W.	Chemistry/Physics	Assoc. Prof.	T	Professor	T
Ma, Hede	Electrical Engineering	Asst. Prof.	P	Assoc. Prof.	P

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
College of Agriculture, Food and Environmental Sciences					
Walters, Bonnie S.	Animal & Food Science	Asst. Prof.	P	Assoc. Prof.	T
Sanden, Eric M.	Plant & Earth Science	Asst. Prof.	P	Asst. Prof.	T
Baumann, Laurence E.	Animal & Food Science	Assoc. Prof.	T	Professor	T
Schils, Sheila A.	Animal & Food Science	Assoc. Prof.	T	Professor	T
Nechville, Jerome A.	Agr. Engineering Technology	Asst. Prof.	T	Assoc. Prof.	T
College of Arts and Sciences					
Katzman, Pamela A.	Mathematics & Computer Science	Asst. Prof.	P	Assoc. Prof.	T
Pala, Magdalene E.	Chemistry	Asst. Prof.	P	Assoc. Prof.	T
Werner, Barbara L.	Speech Comm. & Theatre Arts	Asst. Prof.	P	Assoc. Prof.	T
Ficek-Swenson, Bernice	Art	Assoc. Prof.	P	Assoc. Prof.	T
McLaughlin, Kevin W.	Chemistry	Assoc. Prof.	P	Assoc. Prof.	T
Mogen, Bradley D.	Biology	Assoc. Prof.	P	Assoc. Prof.	T
Rebhuhn, Barbara L.	Psychology	Assoc. Prof.	P	Assoc. Prof.	T
Milne, David A. L.	Music	Asst. Prof.	P	Asst. Prof.	T
Brown, Teresa M.	English	Assoc. Prof.	T	Professor	T
Caskey, Bradlye J.	Psychology	Assoc. Prof.	T	Professor	T
Clifford, Morgan E.	Art	Assoc. Prof.	T	Professor	T
Gerster, Carole J.	English	Assoc. Prof.	T	Professor	T
Petzold, Donald E.	Geography	Assoc. Prof.	T	Professor	T
Kahlow, Michael A.	Chemistry	Asst. Prof.	T	Assoc. Prof.	T
Luebke, Steven R.	English	Asst. Prof.	T	Assoc. Prof.	T
Nielson, Barbara S.	Chemistry	Asst. Prof.	T	Assoc. Prof.	T
Johnston, Randy J.	Art	Asst. Prof.	P	Assoc. Prof.	P

FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
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UW-RIVER FALLS (Cont.)

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
College of Education and Graduate Studies					
Cottrell, Gary T.	Communicative Disorders	Asst. Prof.	P	Assoc. Prof.	T
Shearer, Brenda A.	Teacher Education	Assoc. Prof.	P	Assoc. Prof.	T
Barrett, Betsy S.	Health & Human Performance	Asst. Prof.	P	Asst. Prof.	T
LeCapitaine, John E.	Counseling & School Psychology	Assoc. Prof.	T	Professor	T
Pepi, David A.	Teacher Education	Assoc. Prof.	T	Professor	T
Vega, Jose E.	Teacher Education	Assoc. Prof.	T	Professor	T
School of Business & Economics					
Corcoran, Charles P.	Business Administration	Assoc. Prof.	T	Professor	T

FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
1998-99 BUDGET

UW-STEVENS POINT

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
College of Letters and Science					
Balhorn, Mark G.	English	Asst. Prof.	P	Assoc. Prof.	T
Kaminski, Theresa A.	History	Asst. Prof.	P	Assoc. Prof.	T
Schmitz, Robert J.	Biology	Asst. Prof.	P	Assoc. Prof.	T
Treuden, Mark R.	Mathematics	Asst. Prof.	T	Assoc. Prof. Effective 8/24/97	T
Bell, Robert A.	Biology	Assoc. Prof.	P	Assoc. Prof.	T
Rosenfield, Robert N.	Biology	Assoc. Prof.	P	Assoc. Prof.	T
Wang, Jin	Business & Economics	Assoc. Prof.	P	Assoc. Prof.	T
Hutchinson, Elaine J.	Mathematics & Comp.	Assoc. Prof.	T	Professor	T
Jansky, Shelley H.	Biology	Assoc. Prof.	T	Professor	T
Johnson, Thomas H.	Philosophy & Anthropology	Assoc. Prof.	T	Professor	T
Olson, Randy W.	Physics & Astronomy	Assoc. Prof.	T	Professor	T
Peguero, Valentina C.	History	Assoc. Prof.	T	Professor	T
Rowe, Thomas C.	Psychology	Assoc. Prof.	T	Professor	T
Sudevan, Padmanabhan	Psychology	Assoc. Prof.	T	Professor	T
Parker, Marcia G.	Foreign Languages	Asst. Prof.	P	Assoc. Prof.	P
Wang, Jianwei	Political Science	Asst. Prof.	P	Assoc. Prof.	P
College of Professional Studies					
Henry, David F.	Communication	Asst. Prof.	P	Assoc. Prof.	T
Soumi, Rory E.	Health, Ex	Asst. Prof.	P	Assoc. Prof.	T
Jones, Jane P.	Health Pro	Assoc. Prof.	T	Professor	T

FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
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UW-STEVENS POINT (Cont.)

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
College of Fine Arts					
Deering, William A.	Communication	Assoc. Prof.	P	Assoc. Prof.	T
Leviton, Lawrence D.	Music	Assoc. Prof.	P	Assoc. Prof.	T
Davidson, Wiliam C.	Communication	Assoc. Prof.	T	Professor	T
DeBauche, Leslie Midkiff	Communication	Assoc. Prof.	T	Professor	T
Dubiel, Richard M.	Communication	Assoc. Prof.	T	Professor	T
Young, Charles R.	Music	Asst. Prof.	P	Assoc. Prof.	P
College of Natural Resource					
McReynolds, Charles E.	Natural Resures	Assoc. Prof.	P	Assoc. Prof.	T
Yockers, Dennis H.	Natural Resures	Assoc. Prof.	P	Assoc. Prof.	T
Hensler, Ronald F.	Natural Resources	Assoc. Prof.	T	Professor	T
Ring, Gerard J. F.	Paper Science	Assoc. Prof.	T	Professor	T
Hansen, Michael Jay	Natural Resources	Asst. Prof.	P	Assoc. Prof.	P

FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
1998-99 BUDGET

UW-STOUT

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
College of Arts & Sciences					
DeHoff, William A.	Art & Design	Assoc. Prof.	P	Assoc. Prof.	T
Shiell, Timothy C.	English & Philosophy	Assoc. Prof.	P	Assoc. Prof.	T
Jalilvand, Mahshid	Social Science	Assoc. Prof.	T	Professor	T
Wu, Mingshen	Math., Stats. & Computer Science	Assoc. Prof.	T	Professor	T
Zito, Eileen M.	Math., Stats. & Computer Science	Assoc. Prof.	T	Professor	T
Antonippillai, Anne	Math., Stats. & Computer Science	Asst. Prof.	P	Assoc. Prof.	P
Bomar, Charles R.	Biology	Asst. Prof.	P	Assoc. Prof.	P
VandeLinde, Ana	Chemistry	Asst. Prof.	P	Assoc. Prof. Effective 1/8/98	P
College of Human Development					
Cruz, Hector T.	Educ. School Couns. & School Psy.	Assoc. Prof.	P	Assoc. Prof.	T
Knous, Barbara A.	Food & Nutrition	Assoc. Prof.	P	Assoc. Prof.	T
Peters, Robert H.	Rehabilitation & Counseling	Assoc. Prof.	P	Assoc. Prof.	T
Seaborn, Carol Dean	Food & Nutrition	Assoc. Prof.	P	Assoc. Prof.	T
Schulz, Teresa M.	Hospitality & Tourism	Asst. Prof.	P	Asst. Prof.	T
Stanton, Jill A.	Educ. School Couns. & School Psy.	Asst. Prof.	P	Asst. Prof.	T
Flynn, Mary T.	Psychology	Assoc. Prof.	T	Professor	T
College of Engr. Technology & Management					
Welty, Kenneth D.	Comm. Education & Training	Assoc. Prof.	P	Professor	T
Martinson, Karen A.	Business	Asst. Prof.	P	Asst. Prof.	T
McDonald, Kevin P.	Business	Asst. Prof.	P	Asst. Prof.	T
Spencer, E. Mitchell	Technology	Asst. Prof.	P	Asst. Prof.	T
Johnson, Jerome E.	Technology	Assoc. Prof.	T	Professor	T
Stewart, Donna H.	Technology	Assoc. Prof.	T	Professor	T
Ferree, Karen S.	Business	Asst. Prof.	T	Assoc. Prof.	T
Rueth, William R., Jr.	Technology	Asst. Prof.	P	Assoc. Prof.	P

FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS.
1998-99 BUDGET

UW-SUPERIOR

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
Academic Departments					
Reiff, Raychel Ann	Languages & Literature	Asst. Prof.	P	Assoc. Prof.	T
Dwyer, Judy A.	Human Behavior & Diversity	Assoc. Prof.	P	Assoc. Prof.	T
Davis, John B.	Math & Computing Science	Asst. Prof.	T	Assoc. Prof. Effective 7/1/97	T
Johnson, Barbara L.	Business Administration	Assoc. Prof.	T	Professor	T
Redding, Kenneth L.	Educational Administration	Assoc. Prof.	T	Professor	T
Scott, Laurel J.	Visual Arts	Assoc. Prof.	T	Professor Effective 7/1/97	T
Piotrowski, Wiktor P.	Math & Computer Sciences	Asst. Prof.	P	Assoc. Prof.	P
Scott, Chad H.	Math & Computer Sciences	Asst. Prof.	P	Assoc. Prof.	P

FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
1998-99 BUDGET

UW-WHITEWATER

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
College of Business & Economics					
Mausehund, Jean A.	Business Educ. & Office Admin.	Asst. Prof.	P	Assoc. Prof.	T
Remmele, David A.	Accounting	Asst. Prof.	T	Assoc. Prof.	T
College of Education					
Schroeder, Eileen E.	Educational Foundations	Asst. Prof.	P	Assoc. Prof.	T
Valde. Gregory A.	Educational Foundations	Asst. Prof.	P	Assoc. Prof.	T
Wham, Mary Ann	Curriculum & Instruction	Asst. Prof.	P	Assoc. Prof.	T
Rogers, Harriet D.	Curriculum & Instruction	Asst. Prof.	P	Asst. Prof.	T
Friedman, Stephen J.	Educational Foundations	Assoc. Prof.	T	Professor	T
Truog, Anthony L.	Educational Foundations	Asst. Prof.	T	Assoc. Prof.	T
College of Arts & Communication					
Messer, Susan C.	Art	Assoc. Prof.	T	Professor	T
College of Letters & Sciences					
Guo, Jian	Languages & Literatures	Asst. Prof.	P	Assoc. Prof.	T
Olderman, Star S.	Women's Studies & Anthropology	Asst. Prof.	P	Assoc. Prof.	T
Waraczynski, Meg A.	Psychology	Asst. Prof.	P	Assoc. Prof.	T
Wright, Janet M.	Social Work	Asst. Prof.	P	Assoc. Prof.	T

FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
1998-99 BUDGET

UW-WHITEWATER (Cont.)

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
College of Letters & Sciences (Cont.)					
Cook, Gregory L.	Psychology	Assoc. Prof.	T	Professor	T
Jaffe, James A.	History	Assoc. Prof.	T	Professor	T
Diamond, Betty A.	Languages & Literatures	Asst. Prof.	T	Assoc. Prof.	T
Durham, Marilyn L.	Languages & Literatures	Asst. Prof.	T	Assoc. Prof.	T
Technology & Information Resources					
Topp, Victoria A	Information Resources	Asst. Prof.	P	Asst. Prof.	T

FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
1998-99 BUDGET

UW-COLLEGES

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
UW-Baraboo/Sauk County					
Phelps, Laurence M.	Biological Sciences	Assoc. Prof.	T	Professor	T
UW-Fox Valley					
White, Larry D.	Political Science	Assoc. Prof.	T	Professor	T
Collins, Michael S.	Sociology	Asst. Prof.	T	Assoc. Prof.	T
UW-Marathon County					
Brown, Mark T.	Philosophy	Assoc. Prof.	T	Professor	T
Fleming, Thomas M.	Art	Assoc. Prof.	T	Professor	T
Gonzalez, Frank	Engineering	Assoc. Prof.	T	Professor	T
UW-Marshfield/Wood County					
Tharp, Julie Ann	English	Asst. Prof.	P	Assoc. Prof.	T
UW-Richland					
Dresser, Marnie	English	Asst. Prof.	P	Assoc. Prof.	T
UW-Rock County					
Jones, George H.	Economics	Asst. Prof.	P	Assoc Prof.	T
Kostka, Kimberly L.	Chemistry	Asst. Prof.	P	Assoc Prof.	T
Weinberg, Mark S.	Communications Arts	Assoc. Prof.	T	Professor	T
UW-Washington County					
Frey, John T.	Chemistry	Asst. Prof.	P	Assoc. Prof.	T
Gibeau, Peter W.	Music	Asst. Prof.	P	Assoc. Prof.	T
Roby, Patricia C.	English	Asst. Prof.	P	Assoc. Prof.	T
Thorn, J. Michael	History	Asst. Prof.	P	Assoc. Prof.	T
Schaefer, Wayne F.	Biological Sciences	Assoc. Prof.	T	Professor	T

UW-COLLEGES (Cont.)

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
UW-Waukesha					
Hurst, Craig W.	Music	Asst. Prof.	P	Assoc. Prof.	T
Cooley, Kenneth W.	Philosophy	Assoc. Prof.	T	Professor	T
Dolphin, Carol Z.	Communication Arts	Assoc. Prof.	T	Professor	T
Ewens, Jane	Psychology	Assoc. Prof.	T	Professor	T
Fischer, Carol A.	Business/Economics	Assoc. Prof.	T	Professor	T
Wickliffe, Morris E.	Physics/Astronomy	Assoc. Prof.	T	Professor	T

FACULY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS
1998-99 BUDGET

UW-EXTENSION

Name	Department	Present Status	(P) or (T)	Proposed Status	(P) or (T)
Cooperative Extension					
Anderson, Lana P.	Family Development	Asst. Prof.	P	Assoc. Prof.	T
Barnett, Kenneth H.	Ag./Agribusiness	Asst. Prof.	P	Assoc. Prof. Effective 2/28/98	T
Blewett, Thomas J.	Comm. Res. Development	Asst. Prof.	P	Assoc. Prof.	T
Carmody, Gayle L.	Family Development	Asst. Prof.	P	Assoc. Prof. Effective 6/30/98	T
Ginther, Francis G.	Youth Development	Asst. Prof.	P	Assoc. Prof. Effective 1/1/98	T
Grabow, Steven H.	Comm. Res. Development	Asst. Prof.	P	Assoc. Prof.	T
Hanson, Hans E.	Comm. Res. Development	Asst. Prof.	P	Assoc. Prof.	T
Morrisey, Sharon L.	Ag./Agribusiness	Asst. Prof.	P	Assoc. Prof. Effective 4/1/98	T
Renzoni, Dante	Youth Development	Asst. Prof.	P	Assoc. Prof. Effective 1/1/98	T
Williams, David B.	Ag./Agribusiness	Asst. Prof.	P	Assoc. Prof. Effective 5/31/98	T
Faust, Wayne H.	Comm. Res. Develop.	Assoc. Prof.	T	Professor	T
Havlovic, Martin	Comm. Res. Develop.	Assoc. Prof.	T	Professor	T
Kiecker, Russell S.	Ag./Agribusiness	Assoc. Prof.	T	Professor	T
Koop, Tamara T.	Youth Development	Assoc. Prof.	T	Professor	T
Kroenke, Michael I.	Comm. Res. Develop.	Assoc. Prof.	T	Professor	T
Manley, Peter D.	Comm. Res. Develop.	Assoc. Prof.	T	Professor	T
Peterson, Mahlon J.	Ag./Agribusiness	Assoc. Prof.	T	Professor	T
Reinemann, Thomas M.	Youth Development	Assoc. Prof.	T	Professor	T
Schroeder, Kay Ann B.	Youth Development	Assoc. Prof.	T	Professor	T

NEW TENURED APPOINTMENTS
1998-99 BUDGET

UW-EAU CLAIRE

Name	Department	Status		Start Date	Pay Basis
College of Arts & Science					
Martin, Lawrence T.	English	Professor	T	8/24/98	C

UW-LA CROSSE

School of Education					
Rochon, Ronald S.	Curriculum & Instruction	Assoc. Prof.	T	8/25/97	C
College of Science and Allied Health					
Nelson, Michael S.	Earth Science	Professor	T	7/1/98	A

UW-MADISON

School of Business					
Brown, David P.	Business	Professor	T	8/25/97	C
School of Education					
Gee, James Paul	Curriculum & Instruction	Professor	T	1/9/98	C
School of Engineering					
Lakes, Roderic S.	Engineering Physics	Professor	T	8/24/98	C
Yin, John	Chemical Engineering	Associate Professor	T	1/1/98	C
Institute For Environmental Studies					
Zedler, Paul H.	Academic Programs	Professor	T	1/9/98	C
College of Letters & Science					
Lipman, Barton	Economics	Professor	T	8/24/98	C
Bernard-Donals, Micha	English	Associate Professor	T	8/24/98	C
Berry, Paul E.	Botany	Associate Professor	T	8/25/97	C
Han, Tao	Physics	Associate Professor	T	8/25/97	C
Neal, Derek Allen	Economics	Associate Professor	T	8/24/98	C

UW-MADISON (Cont.)

Name	Department	Status		Start Date	Pay Basis
Medical School					
Ford, Charles N.	Surgery	Professor	T	11/1/97	A
Glassroth, Jeffrey L.	Medicine	Professor	T	7/1/98	A
Kay, Helen H.	Obstetrics & Gynecology	Professor	T	7/1/97	A
Kim, Kyungmann	Biostatistics & Medical Informatics	Professor	T	9/1/97	A
Terasawa-Grilley, Ei	Pediatrics	Professor	T	7/1/97	A
Hecox, Kurt E.	Neurology	Associate Professor	T	11/1/97	A
Kay, Brian K.	Pharmacology	Associate Professor	T	7/1/97	A

UW-MILWAUKEE

Name	Department	Status		Start Date	Pay Basis
School of Fine Arts					
Adaire, Christine	Theatre and Dance	Assoc. Prof.	T	8/18/97	C
College of Letters & Science					
Jeske, Robert	Anthropology	Assoc. Prof.	T	8/18/97	C
Rayburn, William	Biological Sciences	Professor	T	9/16/97	A
School of Nursing					
Farrell, Marie	Health Maintenance	Professor	T	7/15/97	A
School of Social Welfare					
Battle, Stanley F.	Social Work	Professor	T	8/24/98	C

UW-PARKSIDE

Name	Department	Status		Start Date	Pay Basis
College of Arts & Sciences					
Keating, John P.	Psychology	Chancellor & Professor	T	7/1/98	A
Cress, Donald A.	Philosophy	Dean & Professor	T	7/1/98	A

NEW TENURED APPOINTMENTS
1998-99 BUDGET

UW-PLATTEVILLE

Name	Department	Status		Start Date	Pay Basis
College of Liberal Arts & Education					
Standiford, Sally N.	Education	Professor	T	7/14/97	A

UW-STOUT

Name	Department	Status		Start Date	Pay Basis
College of Arts & Science					
Murphy, John	Social Science	Dean & Professor	T	8/25/98	A

UW-SUPERIOR

Name	Department	Status		Start Date	Pay Basis
General Educational Administration **Vice Chancellor-Academic Affairs**					
Schelin, Charles W.	Math & Computer Sciences	Professor	T	8/1/97	A

UW-WHITEWATER

Name	Department	Status		Start Date	Pay Basis
College of Letters & Science					
Prior, David J.	Biological Science	Provost & Vice Chanc. & Professor	T	7/1/98	A
Cress, Donald A.	Philosophy	Dean & Professor	T	7/1/98	A

UW-COLLEGES

Name	Department	Status		Start Date	Pay Basis
UW-Colleges Governance					
Messner, William F.	History	Chancellor & Assoc. Prof.	T	8/18/97	A

A = Annual basis salary
C = Academic year basis salary

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the
University of Wisconsin-Madison and the President of the
University of Wisconsin System, the Chancellor be authorized
to recruit for an Associate Professor or Professor, Medical
School, at a salary that may exceed the Executive Salary
Group Six maximum.

Request for Authorization to Recruit

Institution: UNIVERSITY OF WISCONSIN-MADISON

(APO use only) For Board of Regents Consideration on: ___June 5, 1998___

Submit this request to the Academic Personnel Office. When proposed salary is above Group 6 maximum* or initiating recruitment for a Provost/Vice Chancellor/Dean, Regents' approval is required. For a new modified Chancellor title, System approval is required. This form must be received by the Academic Personnel Office three weeks before the date of the next Regents' meeting.

Type of Request: *Check ✓ appropriate box(es).*

☒ 1. Proposed salary above Group 6 maximum*

☐ 2. Provost/Vice Chancellor/Dean recruitment

☐ 3. New modified Chancellor title

1. Official University Title of Position: ___Professor or Associate Professor___

2. Division/College/School - Department/Project: ___Medical School___

3. Description of Duties: The University of Wisconsin Comprehensive Cancer Center is recruiti[ng] a senior physician/scientist to lead the nationally recognized program in breast cance[r] (or a related area). Responsibilities will include conducting research, participation in outpatient multidisciplinary clinics, attending and consultation for the inpatient oncology service, participation in the teaching of medical students, residents and fellows, and fostering community outreach activities. Appropriate tenure home in a Medical School department will be determined based on medical subspecialty and research interests.

4. Recommended Salary Range & Basis: ___$80,000-$150,000 / A + UWMF___

5. Source of Funds: ___101, 133___

6. New Position __X__ Replacement _____. If replacement, indicate name and salary of former incumbent:

_____   _____
(name)   (salary)

7. Brief justification of Salary Range:
    The salary level is required to attract appropriately qualified candidates. AAMC salary data are attached.

8. Approved by:

_____   5/13/98   _____   5/19/98
(Dean/Director)   (date)   (Chancellor/Vice Chancellor)   (date)

9. Authorization to Recruit *(Approved / Denied)* by the Regents/Vice President's Office on _____

_____   _____
(signature)   (title)

*For 1996-97, the Executive Salary Group 6 Maximum is $99,491.   RAR.frm 4/96

Medical School - Medicine

PROFESSOR/ASSOCIATE PROFESSOR (Department Chair)

Necessary to attract candidates at this level. Peer group salaries are based on September 1997
data from the Association of American Medical Colleges (AAMC) for Professors and
Associate Professors with a M.D. degree in the clinical area at Public and Private U.S.
Medical Schools. The 20th to 80th percentile is $118,000 - $257,000 with means of $206,000
for Professor and $176,600 for Associate Professor. Using an inflation rate of 4% for 1998-
99, means for Professor would be $214,240 and Associate Professor $183,664.

4848/56

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the
University of Wisconsin-Madison and the President of the
University of Wisconsin System, the Chancellor be authorized
to recruit for an Associate Research Animal
Veterinarian/Research Animal Veterinarian, at a salary that
may exceed the Executive Salary Group Six maximum.

Request for Authorization to Recruit

Institution: _____ **UNIVERSITY OF WISCONSIN-MADISON** _____

(APO use only) For Board of Regents Consideration on: _____ June 5, 1998 _____

Submit this request to the Academic Personnel Office. If proposed salary is above Group 6 maximum*, Regents' approval is required and this form must be received by the Academic Personnel Office <u>three weeks before</u> the date of the next Regents' meeting.

Type of Request: *Check ✓ appropriate box(es).*

☐ 1. Tenure involved

☐ 2. Proposed salary between $72,000 and Group 6 maximum*

☒ 3. Proposed salary above Group 6 maximum*

1. Official University Title of Position: ___ Assoc. Research Animal Veterinarian/Research Animal Veterinarian

2. Division/College/School - Department/Project: __ Medical School-Animal Care 50% __
   Graduate School-Research Animal Res. Center 50%

3. Description of Duties:

   See attached

4. Recommended Salary Range & Basis: __ $80,000-$115,000 / A __

5. Source of Funds: __ 101-4 Graduate School, 101-4 Medical School

6. New Position _____ Replacement __X__. If replacement, indicate name and salary of former incumbent:

   __ Joseph Thulin _____   __ $101,164 _____
   (name)   (salary)

7. Brief justification of Salary Range:
   The salary level is required to attract appropriately qualified candidates.
   The American College of Laboratory Animal Medicine (ACLAM) salary data are attached.

8. Approved by:

   _____   5/21/98   _____   _____
   (Dean/Director)   (date)   (Chancellor/Vice Chancellor)   (date)

9. Authorization to Recruit *(Approved / Denied)* by the Regents/Vice President's Office on _____

   _____   _____
   (signature)   (title)

*For 1994-95, the Executive Salary Group 6 Maximum is $96,572.

Medical School and Graduate School – Research Animal Resources Center

RESEARCH ANIMAL VETERINARIAN
Working title: Director, Animal Care Unit

Required to attract a person with the experience and qualifications to serve as director of the Animal Care Unit. The data from a salary survey conducted by the American Veterinary Medical Association Center for Information for the year ending 1996 indicated a mean salary of $98,577 for directors. To reflect a 4% increase for 1997-98, the adjusted mean would be $102,520. In addition, the former incumbent is leaving for a position at the University of Illinois-Urbana/Champaign at a salary of $125,000.

Description of Duties:

This position has the working title of Director, Animal Care Unit. The main focuses of this position are to provide direct management of the Medical School's ACU and leadership for the UW-Madison Health Sciences animal care and use program.

The ACU Director serves as attending veterinarian for the Medical School and affiliated health science organizations (School of Nursing, School of Pharmacy and State Laboratory of Hygiene). This includes oversight of animal care and use in 10 facilities occupying approximately 85,000 sq. ft. with a total average daily census of more that 40,000 animals and supervision of a total staff of approximately 45 individuals. Major duties include oversight of programs for animal husbandry and adequate veterinary care, fiscal and general administrative management of the ACU, interaction with the investigative staff, serving on and providing professional advice to the Institutional Animal Care and Use Committee (IACUC), oversight of training programs for ACU employees and researchers, and working with the IACUC to maintain compliance with all pertinent regulatory agencies and accreditation by the Association for Assessment and Accreditation of Laboratory Animal Care-International (AAALAC). There also is a joint appointment in the campus Research Animal Resources Center (RARC), which has responsibility for campus-wide oversight of research animal care and use.

I.1.F.   TRANSFER ISSUES

(1) Occasional Research Brief

(2) TIS Demonstration

(3) Undergraduate Transfer Policy Revision

The University of Wisconsin System
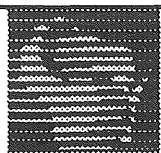
TRANSFER STUDENTS

Executive Summary

Transfer students constitute a significant and important segment of the overall UW student population. Over the last ten years, the UW System (UWS) has revised many of its policies and procedures in an effort to improve the transfer process and better accommodate transfer students. This report focuses on access, enrollment, and outcomes of transfer students.

The number of transfer students who enrolled in the UW System reached a ten year high of 9,684 in Fall 1996, followed by a slight decline to 9,486 in Fall 1997, a decrease of 2 percent. The number of transfer applicants also decreased in Fall 1997, a 3.7 percent decrease to 15,922 from Fall 1996, as did transfer admits, down 1.9 percent to 12,798.

The transfer student enrollment increases between Fall 1992 and 1996 primarily consisted of non-UWS transfers - transfers from institutions outside the UW System (Wisconsin Technical College System (WTCS), Wisconsin private, out-of-state, and international). The proportion of non-UWS transfers increased from 44 percent in Fall 1987 to 59 percent in Fall 1996 while the proportion of transfers between UWS institutions decreased from 56 to 41 percent. Between 1987 and 1996, WTCS transfers more than doubled.

Transfer students comprise a significant portion of the UW System undergraduate population. One in four of the entering degree-seeking undergraduates each year are transfer students; new freshmen comprise the remaining three quarters of the entering class. The transfer student proportion increases as students reach graduation. Each year, one third of the students who receive their first bachelors degree from UW System institutions began at the degree-granting institution as a transfer student.

The largest portion of Fall 1996 UW System transfer students had a Transfer GPA (at the sending institution) in the 2.5 - 2.99 range (26%) and in the 3.0 - 3.49 range (23%). Transfer students, who continue to enroll, perform well. One year after transfer, the Fall 1996 cohort had GPA's (at the receiving institution) in the 2.5 - 2.99 range (26%) and in the 3.0 - 3.49 range (28%). Twenty-two percent of the transfer cohort had GPA's in the 3.5 - 4.0 range one year after transfer.

Of the transfer students who entered the UW System in Fall 1991, 58 percent graduated within five years or were retained into the sixth year. Students who transferred at the junior level had the highest combined five year graduation/six year retention rate, 73 percent for the Fall 1991 cohort. Students who transferred from the UW Colleges had the highest combined graduation/retention rate, 72 percent for the Fall 1991 cohort.

TABLE OF CONTENTS

INTRODUCTION

The UW System (UWS) recognizes that transfer students constitute an important segment of the student population[1]. The mission of one of the System institutions, the UW Colleges, is to serve as a "transfer institution". Over the last ten years, the UW System has revised its transfer policy to better accommodate transfer students. Also, the Transfer Information System (TIS) was developed to provide transfer students and their advisors with current and accurate transfer information. This report focuses on transfer student access, enrollment, and outcomes.[2]

SECTION I: TRANSFER STUDENT ACCESS

Transfer Applications

The number of transfer students applying to the UW System fluctuated in the 16,000 to 17,000 range between Fall 1989 and 1997 (Table 1). In Fall 1997, the number of transfer applicants reached a ten year low at 15,922, a 3.7 percent decrease from Fall 1996. This was the second consecutive year in which the number of transfer student applicants declined. See Appendix A-Table 1 for Transfer Applications by Residency Status and Institution.

Table 1
UW System Transfer Applicants[3]
Fall 1989 to Fall 1997

| | EM II[4] | | | | | EM III | | | |
	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	% Change 1996 to 1997
WI Res	11,274	11,754	12,172	11,217	11,764	11,196	12,211	12,044	11,633	-3.4%
Non-Res	3,251	3,137	3,384	3,413	3,562	3,539	3,313	2,941	2,756	-6.3%
Minn. Comp.	1,498	1,654	1,1661	1,433	1,383	1,423	1,591	1,552	1,533	-1.2%
Total	16,023	16,545	17,217	16,063	16,709	16,158	17,115	16,537	15,922	-3.7%

Transfer Admissions

Table 2 shows the number of transfer students admitted to the UW System between Fall 1989 and Fall 1997. Transfer admits reached a low of 10,352 in 1992, a period of enrollment caps enacted during Enrollment Management II. After increases since 1992, there was a slight decrease in transfer admits in 1997, down 1.9 percent to 12,798. This decrease may have resulted from the decline in transfer applicants. See Appendix A-Table 2 for Transfer Admissions by Residency Status and Institution.

Table 2
UW System Transfer Admits[5]
Fall 1989 to Fall 1997

| | EM II | | | | | EM III | | | |
	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	% Change 1996 to 1997
WI Res	7,843	8,319	8,465	7,636	8,341	8,419	9,679	9,828	9,594	-2.4%
Non-Res	1,882	1,794	1,876	1,800	2,011	1,994	2,095	1,941	1,910	-1.6%
Minn. Comp.	918	1,061	1,084	916	848	1,050	1,200	1,279	1,294	1.2%
Total	10,643	11,174	11,425	10,352	11,200	11,463	12,974	13,048	12,798	-1.9%

SECTION II: TRANSFER STUDENT ENROLLMENT

Transfer Enrollment and Yield Rates

The number of transfer students who enrolled in the UW System fluctuated between Fall 1987 and Fall 1997 (Table 3). After four years of increases, transfer student enrollment reached a ten year high of 9,684 in Fall 1996, followed by a slight decline to 9,486 in Fall 1997, a decrease of 2 percent. Transfer student enrollments are affected by enrollment management policies, the number of transfer applicants, and factors such as the economy, marketing, and population demographics.

The overall yield rate (ratio of enrollees to admits) for transfer students was 74 percent in Fall 1997, about the same yield rate as in previous years. The yield rate for transfer students who are Wisconsin residents was 78 percent. Nearly 80 percent of transfer students are Wisconsin residents, 7,506 in Fall 1997. See Appendix B for Transfer Enrollment and Yield Rates by Institution.

Table 3
UW System Transfer Student Enrollment
Fall 1987 to Fall 1997

	Fall 1987	Fall 1988	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1997 Yield Rate
			EM II						EM III			
WI Res	6,449	6,341	6,174	6,524	6,923	6,101	6,599	6,767	7,389	7,678	7,506	78%
Non-Res	872	939	981	933	943	912	991	997	1,100	1,130	1,087	57%
Minn. Comp.	582	569	622	731	778	626	560	701	739	876	893	69%
Total	7,903	7,849	7,777	8,188	8,644	7,639	8,150	8,465	9,228	9,684	9,486	74%

Transfers by Type of Sending Institution

The transfer student enrollment increases between Fall 1992 and 1996 primarily consisted of transfers from institutions outside the UW System - Wisconsin Technical College System (WTCS), Wisconsin private, out-of-state, and international (Table 4). The proportion of non-UWS transfers increased from 44 percent in Fall 1987 to 59 percent in Fall 1996 while the proportion of intra-UWS transfers decreased from 56 to 41 percent. Between 1987 and 1996, WTCS transfers more than doubled. Much of the WTCS increase can be attributed to changes in transfer policy which allow students to transfer selected coursework from WTCS associate degree programs.[6]

The decline in the transfer student enrollment in Fall 1997 was spread across nearly all types of sending institutions. Transfers among UW Four-year institutions decreased (-88, -3.8%) as did transfers from the UW Colleges (UWC) to UW Four-year institutions (-28, -2.0%) and transfers from the WTCS (-34, -2.2%). The largest decline was in students transferring from Wisconsin private colleges (-120, -16.6%). The only significant increase was in transfers from UW Four-year institutions to UW Colleges (106, 46.7%).

Table 4
Table 4
UW System Transfers by Type of Sending Institution[7]
Fall 1987 to Fall 1997

	Fall 1987	Fall 1988	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	% Change 1996 to 1997
Intra-UWS												
Among 4-year	2,437	2,236	2,083	1,952	2,115	1,765	1,908	1,970	2,243	2,316	2,228	(-3.8%)
UWC to 4-year	1,512	1,517	1,508	1,561	1,634	1,395	1,444	1,531	1,585	1,432	1,404	(-2.0%)
4-year to UWC	468	431	373	479	384	321	319	260	299	227	333	(46.7%)
UW-Extension	9	15	11	9	15	15	19	22	27	17	12	-
Total Intra-UWS Transfers	4,426	4,199	3,975	4,001	4,148	3,498	3,690	3,783	4,154	3,992	3,977	(-0.4%)
Percent Intra-UWS Transfers	56%	53%	51%	49%	48%	46%	45%	45%	45%	41%	42%	
Non-UWS												
WTCS	682	741	752	895	932	958	1,046	1,079	1,200	1,565	1,531	(-2.2%)
WI Private	411	435	443	525	564	500	524	564	656	722	602	(-16.6%)
Out-of-State	2,232	2,328	2,458	2,615	2,844	2,503	2,700	2,884	3,017	3,145	3,134	(-0.3%)
International	148	138	142	145	152	172	184	152	192	260	240	(-7.7%)
Other	4	8	7	7	4	8	6	3	9	0	2	-
Total Non-UWS Transfers	3,477	3,650	3,802	4,187	4,496	4,141	4,460	4,682	5,074	5,692	5,509	(-3.2%)
Percent Non-UWS Transfers	44%	47%	49%	51%	52%	54%	55%	55%	55%	59%	58%	
All TRANSFERS	7,903	7,849	7,777	8,188	8,644	7,639	8,150	8,465	9,228	9,684	9,486	(-2.0%)

Note: Other includes transfers from U.S. territories and Wisconsin County Teachers Colleges.

Figure 1 illustrates the percentage of transfers to the UW System for Fall 1997 by type of sending institution. While transfer among UWS institutions totaled over 40 percent, a large share of transfers comes from out-of-state institutions (33%). WTCS transfers have grown to 16 percent of the transfer total. See Appendix C for Transfers to UWS Institutions by Type of Sending Institution.

Figure 1
Transfers to the UW System by Type of Sending Institution
Fall 1997

WI Private 6%

UW Four-Year to UWC 3.5%

UWC to UW Four-Year 15%

WTCS 16%

Among UW Four-Year 23.5%

International 3%
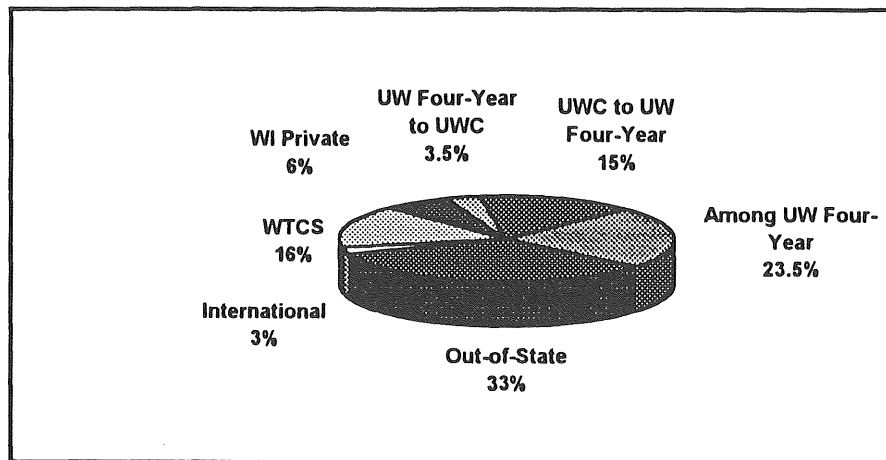
Out-of-State 33%

Out-of State Transfers by Residency Status

While one-third of transfer students come from out-of-state institutions (Figure 1), over half of this group were returning Wisconsin residents - 50.6 percent in Fall 1997 (Table 5). Minnesota and Michigan compact students accounted for 25.6 percent of the Fall 1997 out-of-state transfers.

Table 5
UW System Transfers From Out-of-State Institutions by Residency Status
Fall 1993, 1995, and 1997

	Fall 1993		Fall 1995		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent
WI Resident	1,454	53.9%	1,533	50.8%	1,585	50.6%
Compact	502	18.6%	650	21.6%	801	25.5%
Non-Resident	744	27.5%	834	27.6%	748	23.9%
Total	2,700		3,017		3,134	

Transfer Students in the Entering Class

Transfers comprise one in four of the new degree-seeking undergraduates in the UW System each year; new freshmen comprise the remaining three quarters of the entering class. From Fall 1987 to 1988, the transfer share dropped to 21.8 percent; it increased steadily to reach 28.1 percent in Fall 1996, but decreased to 26.8 percent in Fall 1997 (Table 6). See Appendix D for Transfer Students in the Entering Class by Institution.

Table 6
UW System Transfer Students in the Entering Class
Fall 1987 to Fall 1997

	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
From UWC	4.3%	4.2%	4.6%	4.8%	5.0%	4.6%	4.6%	4.9%	4.8%	4.2%	4.0%
Other UWS	8.4%	7.4%	7.5%	7.6%	7.8%	6.9%	7.2%	7.2%	7.8%	7.4%	7.2%
Non-UWS	10.0%	10.2%	11.6%	13.0%	13.9%	13.7%	14.2%	15.1%	15.4%	16.5%	15.6%
Total Transfers	22.7%	21.8%	23.7%	25.4%	26.7%	25.2%	26.0%	27.2%	28.0%	28.1%	26.8%
Total New Freshmen	77.3%	78.2%	76.3%	74.6%	73.3%	74.8%	74.0%	72.8%	72.0%	71.9%	73.2%

Transfer Students in the Graduating Class

Each year, one third of the students who receive their first bachelors degree began at the degree-granting UWS institution as a transfer student. Of the 1996-97 academic year graduates, 18.1 percent transferred from other UWS institutions, 16.3 percent transferred from institutions outside the UWS, and 63 percent began at the degree-granting institution as a new freshman (Table 7). The remaining group ("Other") includes students who began as special (non-degree) students. See Appendix E for Transfer Students in the Graduating Class by Institution.

Table 7
UW System Transfer Students in the Graduating Class

	1993-94	1994-95	1995-96	1996-97
Intra-UWS	18.5%	18.4%	17.4%	18.1%
Non-UWS	15.5%	15.5%	15.5%	16.3%
Total Transfers	34.0%	34.0%	32.9%	34.4%
Total New Freshmen	63.4%	63.4%	64.7%	63.0%
Total Other	2.5%	2.7%	2.4%	2.5%

Classification of Transfer Students

The largest number of transfer students enter at the sophomore level (38% in Fall 1997). About one-fourth of UW System transfer students are classified as freshmen at the point of transfer, another quarter are classified as juniors, and 11 percent are seniors (Figure 2). These proportions have remained relatively constant for the last ten years. See Appendix F for Transfer Students by Classification and Institution.

Figure 2
UW System Transfers by Student Classification[8]
Fall 1987, 1991, 1995, and 1997
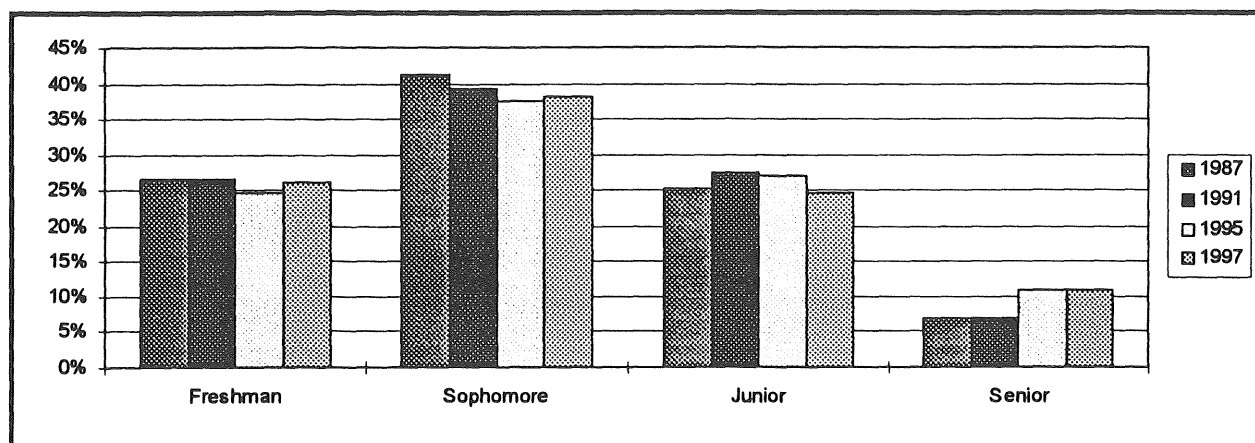
The classification of transfer students varies by the type of sending institution. The largest proportion of students transferred at the sophomore level from all types of institutions, except for WTCS transfers. In Fall 1997, 47 percent of WTCS transfer students were classified as freshmen while 31 percent were classified as sophomores (Figure 3).

Figure 3
UW System Transfers by Type of Sending Institution and Student Classification
Fall 1997
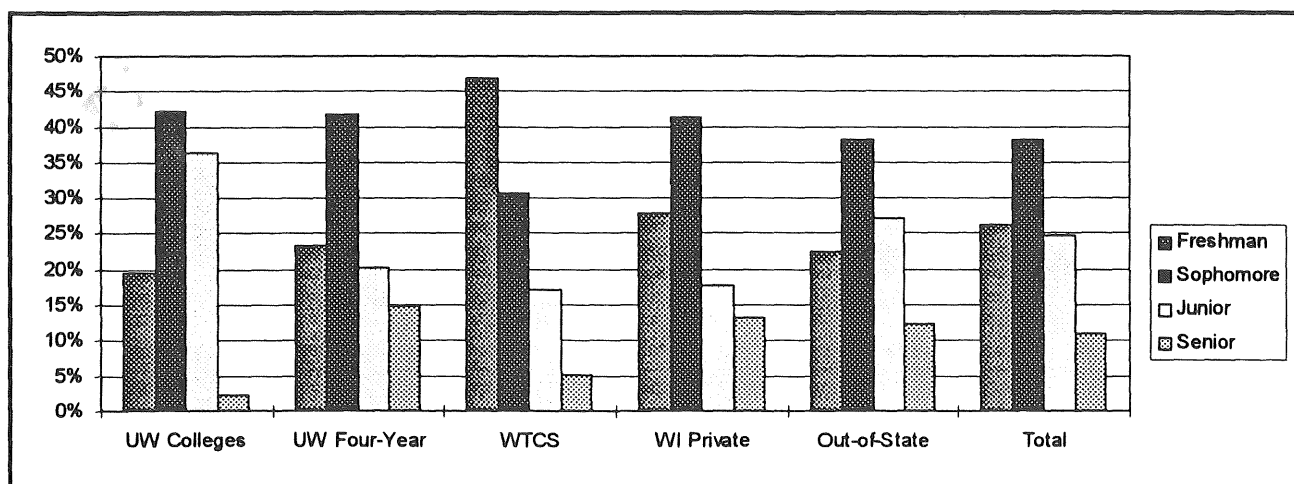
SECTION III: TRANSFER STUDENT OUTCOMES

GPA's of Transfer Students

Figure 4 shows the Transfer GPA of students who transferred in Fall 1994, 1995, and 1996. The Transfer GPA is the student's GPA at the sending institution. In Fall 1996, the largest group of students had a Transfer GPA in the 2.5 - 2.99 range (26%) and in the 3.0 - 3.49 range (23%).

Figure 4
Transfer GPA (at Sending Institution)[9]
Fall 1994, 1995, and 1996 Cohorts
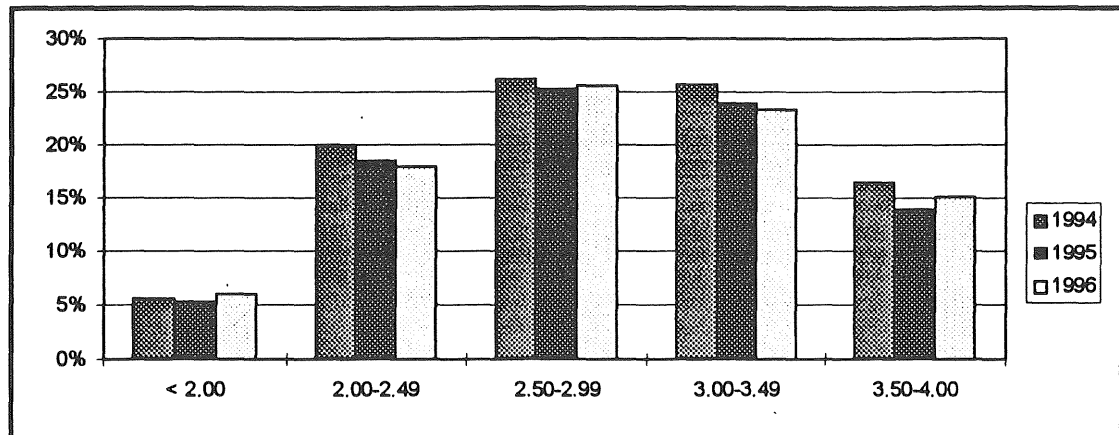
Note: Figure 4 excludes all students transferring to UW-Platteville and UW Colleges.

Transfer students, who continue to enroll, perform well after transferring. Figure 5 shows the GPA earned at the receiving institution, after one year of enrollment, for the Fall 1994, 1995, and 1996 transfer cohorts. In Fall 1996, the largest group of transfer students had a GPA in the 2.5 - 2.99 range (26%) and in the 3.0 - 3.49 range (28%). Twenty-two percent of the students had GPA's in the 3.5 - 4.0 range.

Figure 5
GPA - One Year After Transfer (at Receiving Institution)
Fall 1994, 1995, and 1996 Cohorts
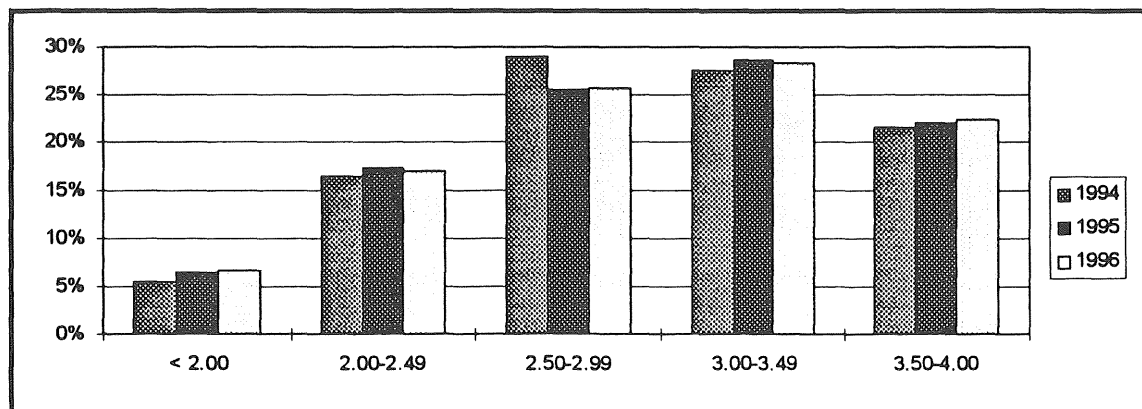
Note: Figure 5 excludes all students transferring to UW-Platteville and UW Colleges.

**Graduation and
Retention Rates of
Transfer Students**

Figure 6 shows the percentage of UW System transfer students who graduated within five years of transfer and the percentage of transfer students who were retained in the sixth year, for the Fall 1987, 1989, and 1991 transfer cohorts. A combination of the five year graduation rate and six year retention rate is used to predict the eventual graduation rate for transfer students. For the Fall 1991 cohort, the combined rate for all transfer students was 58 percent.

Graduation and retention rates differ for students who transfer at different points in their academic careers. Students who transferred at the junior level had the highest combined graduation/retention rate, 73 percent for the Fall 1991 cohort. See Appendix G for Graduation and Retention Rates of Transfer Students by Institution.

**Figure 6
Graduation and Retention Rates of UW System Transfer Students by Classification[10]
Fall 1987, 1989, and 1991 Cohorts**
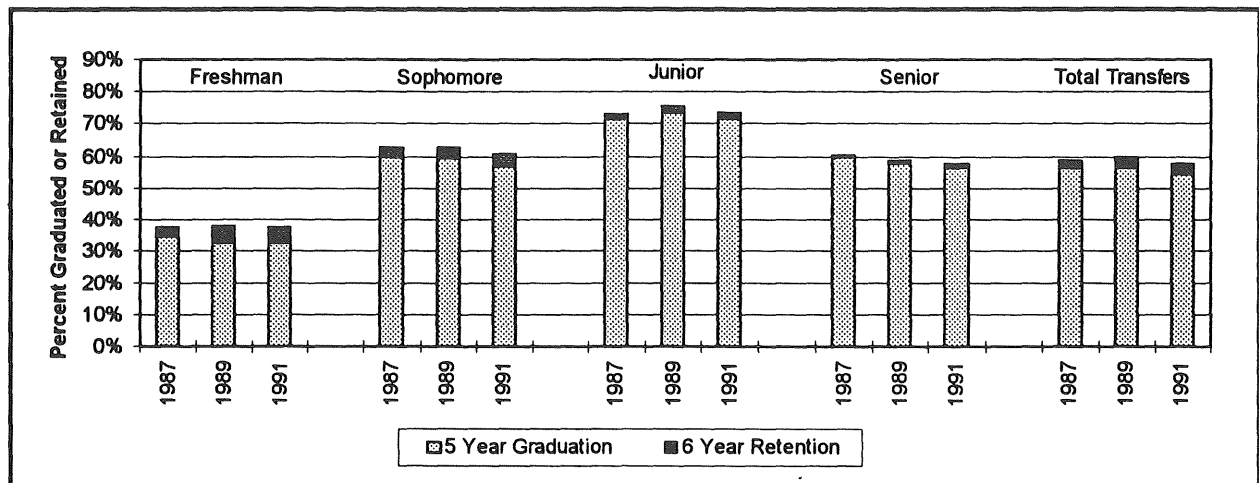
Graduation and retention rates differ based on the type of institution from which the students transferred (Figure 7). Students who transferred from the UW Colleges had the highest combined graduation/retention rate, 72 percent for the Fall 1991 cohort.

Figure 7
Graduation and Retention Rates of UW System Transfer Students
by Type of Sending Institution
Fall 1987, 1989, and 1991 Cohorts
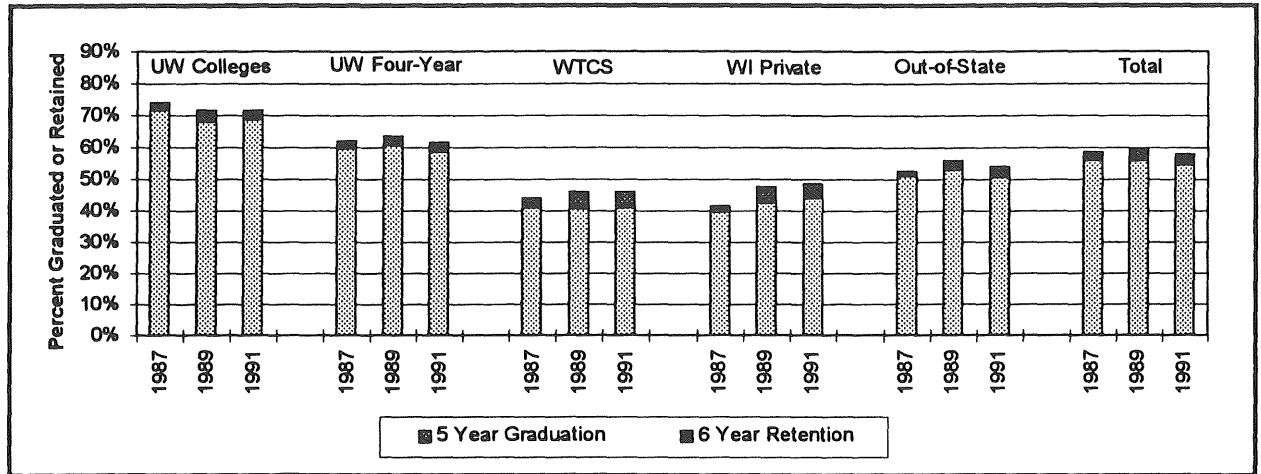
Appendix A - Table 1
Transfer Applications by Residency Status and Institution
Fall 1997

| | Wisconsin Resident | | Non-Resident | | Minn. Comp. | | All | % Change |
	Number	Percent	Number	Percent	Number	Percent	Transfers	1996 to 1997
UW-Madison	2,072	56%	1,347	36%	276	7%	3,695	-7.4%
UW-Milwaukee	2,459	86%	368	13%	43	1%	2,870	-1.5%
UW-Eau Claire	814	70%	144	12%	213	18%	1,171	-13.2%
UW-Green Bay	851	85%	133	13%	15	2%	999	3.5%
UW-La Crosse	748	78%	71	7%	145	15%	964	-2.3%
UW-Oshkosh	1,228	92%	97	7%	10	1%	1,335	1.0%
UW-Parkside	473	75%	158	25%	3	0%	634	21.2%
UW-Platteville	376	72%	132	25%	14	3%	522	-5.3%
UW-River Falls	316	46%	27	4%	343	50%	686	-0.3%
UW-Stevens Point	1,031	86%	102	8%	72	6%	1,205	-10.9%
UW-Stout	628	69%	48	5%	240	26%	916	-15.1%
UW-Superior	222	45%	40	8%	227	46%	489	0.4%
UW-Whitewater	914	84%	158	15%	13	1%	1,085	-19.5%
UW Colleges	874	94%	58	6%	1	0%	933	19.2%
Total*	13,006	74%	2,883	16%	1,615	9%	17,504	-4.6%

* Total includes multiple applications.

Appendix A - Table 2
Transfer Admissions by Residency Status and Institution
Fall 1997

| | Wisconsin Resident | | Non-Resident | | Minn. Comp. | | All | % Change |
	Number	Percent	Number	Percent	Number	Percent	Transfers	1996 to 1997
UW-Madison	1,408	58%	824	34%	179	7%	2,411	1.6%
UW-Milwaukee	1,895	88%	228	11%	26	1%	2,149	0.7%
UW-Eau Claire	688	68%	134	13%	187	19%	1,009	-17.4%
UW-Green Bay	712	87%	95	12%	11	1%	818	0.7%
UW-La Crosse	638	77%	58	7%	130	16%	826	2.0%
UW-Oshkosh	1,023	93%	70	6%	10	1%	1,103	-0.6%
UW-Parkside	385	75%	129	25%	2	0%	516	19.7%
UW-Platteville	320	72%	110	25%	12	3%	442	1.6%
UW-River Falls	260	47%	25	5%	269	49%	554	1.5%
UW-Stevens Point	859	85%	89	9%	68	7%	1,016	-8.8%
UW-Stout	570	69%	38	5%	215	26%	823	-13.5%
UW-Superior	220	45%	38	8%	226	47%	484	0.0%
UW-Whitewater	669	87%	90	12%	12	2%	771	-23.0%
UW Colleges	761	94%	49	6%	1	0%	811	21.8%
Total*	10,408	76%	1,977	14%	1,348	10%	13,733	-2.5%

* Total includes multiple admissions.

Appendix B
Transfer Enrollment and Yield Rates by Institution
Fall 1997

	Wisconsin Resident		Non-Resident		Minn. Comp.		All Transfers	Yield Rate
	Number	Percent	Number	Percent	Number	Percent		
UW-Madison	974	64%	420	28%	121	8%	1,515	63%
UW-Milwaukee	1,506	93%	104	6%	12	1%	1,622	75%
UW-Eau Claire	393	65%	96	16%	120	20%	609	60%
UW-Green Bay	473	91%	41	8%	7	1%	521	64%
UW-La Crosse	425	79%	44	8%	72	13%	541	65%
UW-Oshkosh	681	95%	29	4%	5	1%	715	65%
UW-Parkside	317	77%	92	22%	2	0%	411	80%
UW-Platteville	270	80%	64	19%	4	1%	338	76%
UW-River Falls	158	45%	11	3%	184	52%	353	64%
UW-Stevens Point	594	86%	53	8%	41	6%	688	68%
UW-Stout	406	69%	23	4%	158	27%	587	71%
UW-Superior	131	41%	27	9%	158	50%	316	65%
UW-Whitewater	493	90%	45	8%	7	1%	545	71%
UW Colleges	685	94%	38	5%	2	0%	725	89%
Total*	7,506	79%	1,087	11%	893	9%	9,486	69%

* Total yield rate includes multiple admissions.

Appendix C
Transfers to UWS Institutions by Type of Sending Institution
Fall 1997

	Intra-System Transfers				Non-UWS Transfers					All Transfers
	Among 4-year	UWC to 4-year	Other UWS*	Total	WTCS	WI Private	Out-of-State	Internat/ Other	Total	
UW-Madison	408	154	6	568 (37%)	180	59	635	73	947 (63%)	1,515
UW-Milwaukee	488	252	2	742 (46%)	351	166	333	30	880 (54%)	1,622
UW-Eau Claire	162	95	1	258 (42%)	39	26	210	76	351 (58%)	609
UW-Green Bay	146	115		261 (50%)	77	48	121	14	260 (50%)	521
UW-La Crosse	122	107		229 (42%)	101	34	174	3	312 (58%)	541
UW-Oshkosh	181	237	1	419 (59%)	122	42	123	9	296 (41%)	715
UW-Parkside	87	11		98 (24%)	96	33	182	2	313 (76%)	411
UW-Platteville	82	54	1	137 (41%)	61	20	119	1	201 (59%)	338
UW-River Falls	66	26		92 (26%)	14	6	238	3	261 (74%)	353
UW-Stevens Point	155	169	1	325 (47%)	99	43	206	15	363 (53%)	688
UW-Stout	155	65		220 (37%)	114	13	231	9	367 (63%)	587
UW-Superior	30	16		46 (15%)	23	10	237		270 (85%)	316
UW-Whitewater	146	103		249 (46%)	116	42	132	6	296 (54%)	545
UW Colleges			333	333 (46%)	138	60	193	1	392 (54%)	725
Total	2,228	1,404	345	3,977 (42%)	1,531	602	3,134	242	5,509 (58%)	9,486

* Includes transfers from UW 4-year institutions to UW Colleges and from UW-Extension to other UWS institutions.

Appendix D
Transfer Students in the Entering Class by Institution
Fall 1997

	UWC Transfers	Other UWS Transfers	Non-UWS Transfers	Total Transfers	Total New Freshmen	Total Entering Class
UW-Madison	2.1%	5.6%	12.8%	20.5%	79.5%	7,395
UW-Milwaukee	6.1%	11.9%	21.5%	39.5%	60.5%	4,103
UW-Eau Claire	3.4%	5.9%	12.6%	21.9%	78.1%	2,780
UW-Green Bay	7.8%	9.9%	17.6%	35.3%	64.7%	1,474
UW-La Crosse	4.8%	5.4%	13.9%	24.1%	75.9%	2,247
UW-Oshkosh	9.6%	7.3%	12.0%	28.9%	71.1%	2,473
UW-Parkside	0.9%	7.1%	25.4%	33.4%	66.6%	1,230
UW-Platteville	4.1%	6.2%	15.0%	25.3%	74.7%	1,336
UW-River Falls	1.7%	4.4%	17.3%	23.4%	76.6%	1,505
UW-Stevens Point	7.5%	7.0%	16.2%	30.7%	69.3%	2,239
UW-Stout	3.6%	8.4%	20.0%	32.0%	68.0%	1,837
UW-Superior	2.4%	4.5%	40.4%	47.3%	52.7%	668
UW-Whitewater	4.2%	5.9%	12.0%	22.1%	77.9%	2,459
UW Colleges		9.1%	10.8%	19.9%	80.1%	3,641
Total	4.0%	7.2%	15.6%	26.8%	73.2%	35,387

Appendix E
Transfer Students in the Graduating Class by Institution
1996-97

	Intra-System Transfers	Non-UWS Transfers	Total Transfers	Total New Freshmen	Total Other	Total Graduating Class*
UW-Madison	11.1%	16.6%	27.7%	70.4%	2.0%	5,339
UW-Milwaukee	29.3%	22.8%	52.2%	43.9%	3.9%	2,341
UW-Eau Claire	14.9%	10.8%	25.7%	72.9%	1.5%	1,515
UW-Green Bay	25.1%	13.9%	39.0%	57.3%	3.6%	797
UW-La Crosse	13.0%	12.7%	25.7%	73.1%	1.2%	1,295
UW-Oshkosh	30.4%	10.3%	40.7%	56.4%	2.9%	1,444
UW-Parkside	15.9%	25.8%	41.7%	52.4%	5.9%	473
UW-Platteville	15.6%	9.8%	25.4%	72.3%	2.3%	787
UW-River Falls	8.2%	21.2%	29.4%	67.5%	3.1%	904
UW-Stevens Point	23.8%	11.2%	35.0%	62.7%	2.3%	1,392
UW-Stout	21.3%	26.2%	47.5%	49.9%	2.7%	1,161
UW-Superior	11.2%	38.1%	49.3%	48.7%	2.1%	339
UW-Whitewater	19.9%	10.5%	30.4%	67.1%	2.4%	1,534
Total	18.1%	16.3%	34.4%	63.0%	2.5%	19,321

* Graduating class includes only first bachelors degree recipients.

Appendix F
Transfer Students by Classification and Institution
Fall 1997

	Freshman	Sophomore	Junior	Senior	All Transfers
UW-Madison	3%	42%	37%	17%	1,515
UW-Milwaukee	20%	43%	25%	13%	1,622
UW-Eau Claire	30%	37%	20%	13%	609
UW-Green Bay	18%	35%	29%	18%	521
UW-La Crosse	38%	37%	23%	2%	541
UW-Oshkosh	30%	38%	25%	7%	715
UW-Parkside	34%	34%	23%	10%	411
UW-Platteville	32%	33%	22%	13%	338
UW-River Falls	23%	41%	29%	7%	353
UW-Stevens Point	28%	34%	27%	10%	688
UW-Stout	33%	33%	22%	12%	587
UW-Superior	27%	30%	27%	16%	316
UW-Whitewater	19%	50%	26%	5%	545
UW Colleges	71%	29%	n/a	n/a	725
Total	26%	38%	25%	11%	9,486

Appendix G
Graduation and Retention Rates of Transfer Students By Institution
Fall 1991 Cohort

	# of Students in Cohort	Five Year Graduation Rate	Six Year Retention Rate	Combined Graduation/ Retention Rate
UW-Madison	1,371	73.8%	3.0%	76.8%
UW-Milwaukee	1,744	43.1%	5.0%	48.1%
UW-Eau Claire	464	60.5%	2.0%	62.5%
UW-Green Bay	431	53.5%	1.2%	54.7%
UW-La Crosse	355	56.9%	5.3%	62.2%
UW-Oshkosh	702	64.5%	4.0%	68.5%
UW-Parkside	279	38.3%	2.5%	40.8%
UW-Platteville	359	51.2%	2.5%	53.7%
UW-River Falls	399	57.6%	1.5%	59.1%
UW-Stevens Point	479	68.6%	2.3%	70.9%
UW-Stout	617	63.0%	3.4%	66.4%
UW-Superior	291	39.1%	4.5%	43.6%
UW-Whitewater	409	65.2%	1.7%	66.9%
UW Four-Year Institution Total*	7,900	57.6%	3.4%	61.0%

* Total excludes students who transferred to UW Colleges in Fall 1991.

ENDNOTES

[1] For UW System reporting purposes, a transfer student is defined as an undergraduate student who transfers credit from another institution of higher education (other than credits earned during a summer session or while enrolled in high school) to the receiving UWS institution. In Fall 1995, this definition was clarified to include all combination-reentry students; students who initially enrolled at a UWS institution, transferred to another institution, earned credits, and returned to the initial institution.

[2] The source of the application and admission data is the Multiple Applications and Admissions Data (MAAD) Base, which has comparable data beginning in 1989. The source of enrollment and outcomes data is the Central Data Request (CDR) Data Base.

[3] An applicant is an individual who submitted an application to one or more UWS institutions. Applicant data represent an unduplicated count of individuals who submitted applications. Applications data show a duplicated count (multiple) of applications.

[4] UW System has implemented three periods of Enrollment Management (EM): EM I from 1987-1990, EM II from 1991-1994, and EM III from 1995-2000.

[5] An admit is an individual who was admitted to one or more UWS institutions. Admit data represent an unduplicated count of individuals who were admitted. Admissions data show a duplicated count (multiple) of admissions. Both admit and admissions data exclude applicants who did not complete an application or who withdrew their application before the institution made an admission decision.

[6] Current UWS transfer policy allows acceptance of the following three types of WTCS coursework. Students transferring from the three college parallel programs at Madison, Milwaukee, and Nicolet Area Technical Colleges may transfer up to 72 credits of coursework. UWS institutions may accept up to 15 credits of WTCS non-college parallel general education credits. In cases where program articulation agreements have been developed between WTCS and UWS institutions, students may transfer related occupational and technical credits.

[7] The type of sending institution is based on the last institution attended by the student prior to transfer. For example, a student who earned credit at a UW College and later at a WTCS institution, and then transferred to a different UWS institution, would be classified as a WTCS transfer student.

[8] Student classification is based on the total number of degree credits earned. While credit ranges differ among UW institutions, the following approximate ranges are used: Freshman 0-29 credits, Sophomore 30-59 credits, Junior 60-89 credits, and Senior 90 or more credits.

[9] UWS institutions differ in the reporting of Transfer GPA. About half of the institutions report a Transfer GPA based on coursework at the institution last attended by the student; the other half report a Transfer GPA based on coursework at all institutions previously attended. Transfer GPA is not currently reported for students transferring to UW-Platteville or UW Colleges. In addition, Transfer GPA was unavailable for about 10% of the students transferring to other UW institutions.

[10] Graduation/retention studies of new freshman cohorts often use six year graduation and seven year retention rates to predict eventual graduation. Because the largest proportion of UW System transfer students enter at the sophomore level, five year graduation and six year retention rates are used in UW System reporting.

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the President of the
University of Wisconsin System, the Board of Regents adopts
Academic Information Series 6.0 revised, *Undergraduate
Transfer Policy*, and directs the President and institutions
of the UW System to proceed with implementation of the
revised policy.

UNDERGRADUATE TRANSFER POLICY
UNIVERSITY OF WISCONSIN SYSTEM ADMINISTRATION

EXECUTIVE SUMMARY

BACKGROUND

The Undergraduate Transfer Policy was last revised in December of 1995. The changes implemented at that time were recommended by a systemwide Working Group on Transfer which had been appointed by Senior Vice President Ward. The Transfer Working Group, in it's June 1995 final report, recommended several actions. Some were implemented with the December, 1995 policy changes. Others required further study.

One of the areas recommended for further study was the issue of transferring general education courses between UW institutions where there were differences in their general education programs and requirements. Because this issue significantly impacted institutional academic policy, the group recommended that a committee of faculty from across the UW System be formed to recommend a plan to resolve this transfer issue.

REQUESTED ACTION

Approval of resolution I.1.f.(3), adopting the revised Undergraduate Transfer Policy.

DISCUSSION AND RECOMMENDATIONS

In Fall, 1996, Senior Vice President Ward appointed the General Education Transfer Working Group. The group established a principle that although UW institutions should determine their individual general education requirements consistent with their unique missions and programs, for purposes of transfer, they should recognize the requirements of other UW institutions as alternative, equally valid approaches to general education. As such, the group recommended that general education breadth courses at one UW institution transfer as general education breadth at the receiving institution whether or not the receiving institution has a direct course equivalent that satisfies its requirements.

This recommendation was circulated to the institutions for comment and received widespread support. The amended version of the UW Transfer Policy which incorporates this recommendation is attached.

UW System Administration recommends approval of this revised policy.

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UNIVERSITY OF WISCONSIN SYSTEM
UNDERGRADUATE TRANSFER POLICY

6-5-98

This document is a revision of the UW System Undergraduate Transfer Policy replacing the document last revised on December 8, 1995 and all other prior versions. It incorporates numerous provisions called for by the Board of Regents in "Planning the Future" and the "Statement of Principles on UWS/VTAE Credit Transfer." It further incorporates the recommendations of the 1995 UW System Transfer Working Group and the 1997 UW System General Education Transfer Working Group. These provisions establish procedures and guidelines for UW institutions to improve the overall transfer process.

Other Relevant Documents:
Planning the Future (12-86)
Statement of Principles on
UWS/VTAE Credit Transfer (5-89)
Undergraduate Transfer Policy Memorandum (12-82)
ACIS 6.1 (6-98)
ACIS 6.2 (6-98
UWS Transfer Working Group Final Report (6-95)
UWS General Education Transfer Working Group Final Report (9-97)

GLOSSARY OF TERMS*

Breadth Requirements
    A category of general education requirements within a degree program
    that seeks to instill in students a "breadth" or range of knowledge in
    several disciplines (e.g. humanities, natural sciences, social
    sciences).

College/School Requirements
    A set of requirements that is determined by a college/school for
    completion of a degree by students enrolled in that college/school.

Competency Requirements
    A category of requirements within a degree program that seeks to
    establish a minimum level of student proficiency in certain disciplines
    (e.g., English, math).

Continuing Student
    A student who enrolls as a new freshman and continues to attend the same
    institution (i.e., a student who does not transfer).

General Education Requirements
    A category of requirements within a degree program that normally
    consists of basic competencies and breadth of knowledge.

Nonresident Student
    A student who does not meet the requirements for paying in-state tuition
    rates as defined by state statute.

Resident Student
    A student who meets the requirements for paying in-state tuition rates
    as defined by state statute.

Transfer Credit
    Credit earned at one institution accepted in transfer at another
    institution.

Transfer Student
    A designation given to students who transfer credit from another
    institution of higher education, other than credits earned during Summer
    Session or while enrolled in high school, and have not previously
    enrolled at the receiving institution.

University-wide Requirements
    A set of requirements that must be completed by all undergraduate degree
    students enrolled at the institution.

UW Institution Associate Degree
    A degree awarded by UW institutions which meets the minimum requirements
    approved by the UW Board of Regents.

* =   Terms included in this glossary are defined for purposes of this policy
    and may not be consistent with definitions used in other settings.

UW SYSTEM UNDERGRADUATE TRANSFER POLICY

June 1998

INTRODUCTION

Mobility is a common human phenomenon. This is particularly true for students in higher education. For several reasons -- a change in major, a family move, the economic or familial necessity of attending college close to home -- students are frequently faced with the need to obtain their collegiate education from two or more institutions.

In response to such needs, the University of Wisconsin System (UW System) welcomes transfer students from other accredited colleges and universities and from other UW institutions. A conscientious effort has been made to create a student-oriented transfer process. The foremost goal is a policy that provides a strong focus toward serving students and strives to treat transfer and continuing students in the same way on program issues (e.g., degree requirements, program changes and registration).

The challenge in this UW System Undergraduate Transfer Policy is to reach an appropriate balance among varied and sometimes competing goals. These goals include: (a) facilitating student mobility; (b) recognizing the distinct mission of each UW institution and the faculty role in the development of the missions; (c) providing information to students on course equivalencies and program requirements throughout the System; and (d) balancing the System concerns with institutional autonomy and program integrity.

I. PRINCIPLES OF ACCOMMODATION FOR TRANSFER STUDENTS

The UW System endorses the "Joint Statement on Transfer and Award of Academic Credit" developed in 1978 by the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education/Commission on Educational Credit, and the Council on Postsecondary Accreditation which states in part that "transfer of credit is a concept that now involves transfer between dissimilar institutions and curricula and recognition of extra-institutional learning, as well as transfer between institutions and curricula of similar characteristics."

Further, the "Joint Statement" addresses distinctions in the purpose of credit acceptance as follows: "At some institutions there may be differences between the acceptance of credit for admission purposes and the applicability of credit for degree purposes. A receiving institution may accept previous work, place a credit value on it, and enter it on the transcript. However, that previous work, because of its nature and not its inherent quality, may be determined to have no applicability to a specific degree to be pursued by the student. Institutions have a responsibility to make this distinction and its implications clear to students before they decide to enroll. This should be a matter of full disclosure, with the best interests of the student in mind. Institutions also should make every reasonable effort to reduce the gap between credits accepted and credits applied toward an educational credential."

A. UW institutions should accept in transfer as much credit as is pertinent to the student's new curriculum and the institution's graduation requirements. In accepting credits from accredited colleges and universities, maximum recognition of courses satisfactorily completed shall be given to transfer students in satisfying requirements at the receiving institution. The "Principles of Accommodation" shall be implemented by recognizing general education/liberal arts requirements in terms of broad academic areas (social sciences, humanities, natural sciences, etc.) as well as specific courses.

UW institutions may award transfer credit for courses for which they do not have a comparable department or curricular area or for which they may not have a direct course equivalent. Where appropriate, these credits should apply toward satisfying general education and other degree requirements.

When applying a course toward general education breadth requirements, the receiving institution would generally apply it in the same category as similar courses at that institution. However, if the course fulfills a different category at the sending institution and the student requests that the original designation be applied, the request should be approved where appropriate under these principles of accommodation.

B.   The following additional principles of accommodation apply to students transferring within the UW System:

    1.   A course designated as fulfilling a general education breadth requirement at one UW institution should transfer as general education at the receiving UW institution. This principle should apply whether or not the receiving institution has a direct course equivalent that satisfies general education.

    2.   A course designated ethnic studies at one UW institution should be applied toward the ethnic studies requirement at the receiving UW institution.

C.   UW institutions should apply academic policies and procedures to continuing and UW System transfer students in a similar manner. In applying this principle, the following examples may be helpful:

    1.   UW institutions should permit courses completed by UW System transfer students to transfer in accordance with the course equivalency in effect when the courses were taken and when doing so is beneficial to the students.

    2.   In determining whether to award upper level credit for courses completed by UW System transfer students, institutions should apply the same practice used for their own freshmen and sophomores.

    3.   UW institutions that permit continuing students to graduate using the catalog requirements in effect at the time of their matriculation, should employ the same policy for UW System transfers using their date of matriculation at a UW institution.

    4.   UW institutions should apply to both UW System transfer students admitted to the institution (see Section II.E.) and continuing students the same criteria for admission to a major or program or for applying a course toward a degree.

    5.   UW institutions should permit UW System transfer students admitted to the institution to register with similar priority as continuing students.

    6.   ~~UW institutions should accept ethnic studies courses satisfactorily completed at another UW institution toward satisfaction of their ethnic studies requirement.~~

D.   If all other conditions for admission are met, credits shall be transferred to the new institution subject to the guidelines elsewhere in this policy and provided that the grades earned in courses at the previous institution are recognized as passing

grades at the new institution. However, each institution will determine if, and how, credits will be applied toward a degree.

If a student should subsequently transfer to another academic program or another UW institution, all credits will again be evaluated to determine if, and how, they will be applied toward a degree.

Student course grades may be used as a factor to determine if, and how, transfer credit is applied, but the same principles should be applied to both transfer and continuing students.

E.   When a student transfers within the UW System, the record of all successfully completed undergraduate credit courses taken by the student at UW institutions previously attended should be placed on the transcript.

The credits should be evaluated to determine which will apply to major requirements, general education breadth requirements, competency requirements, or the graduation requirements of the specific program in which the student is enrolled. Credits which are not applicable to the requirements of the specific program should be noted on an official institution document.

F.   Students seeking transfer of credit after attending one or more accredited institutions of higher education, who are found to be admissible, and who completed the admission process, shall be given an evaluation of credits prior to enrollment. Degree requirements for full-time and part-time transfer students from UW institutions shall be determined by the same institutional policy used to determine degree requirements for continuing students. Students should be informed in writing of the opportunity and procedures for appealing any course transfer determination.

G.   The Transfer Information System (TIS) is a UW System source for official institutional undergraduate course and program information. Institutions will provide information and data necessary to establish TIS and keep it current and accurate.

H.   Schools, colleges, and departments should provide timely information to other UW institutions about all new programs and curricular changes. The institution initiating curricular action should consider the effects of program development or modification on potential transfer students.

I.   Transfer policies of specific colleges or schools shall be explicitly stated in catalogs and bulletins. Students applying for transfer should be made aware of the UW System transfer policy at the outset through appropriate brochures, pamphlets or bulletins. Changes in admission and/or program requirements should be announced and well publicized prior to implementation via brochures, pamphlets, bulletins, catalogs and TIS.

J.   The UW System Office of Academic Affairs will coordinate transfer policy and procedures within the UW System. Questions about interpretation of transfer policy and procedures should be referred to that office.

II. MINIMUM GENERAL ADMISSION REQUIREMENTS FOR TRANSFER STUDENTS

A.   Normally students with an overall 'C' (2.00 grade point average on a 4.00 scale) average at their previous institution(s) shall be admissible. In fulfilling the institutional mission, it may be necessary for a school, college or department to set standards for entry to their programs which exceed the institution's minimum transfer GPA requirements. Such standards for entry shall apply equally to transfer and continuing students.

B. Institutions may admit students with less than an overall 'C' average at their previous institution(s) if they would originally have been admissible as a freshman and/or if they would be eligible to continue had they achieved their existing academic record at the new institution.

C. Admission requirements for non-resident transfer students will be the same as those for other transfer students except that an institution may adopt special requirements for international student applicants. If the number of qualified non-resident transfer students exceeds the ability of the institution to accommodate them, or if the institution needs to ensure that priority is granted to students transferring from UW institutions as specified in II. E. below, the institution shall determine the criteria for selection from among qualified applicants. (Note: For purposes of this policy, Minnesota students eligible for reciprocity are considered as residents.)

D. Transfer students who do not qualify under the provisions above may appeal through the appropriate institutional appeal procedures. Institutions should publish appeal procedures in the catalog or another official institution publication.

E. During periods of enrollment management, the number of transfer students admitted may be controlled. In such cases, institutional policy will determine the criteria by which limitations of access shall be applied, but preference for admission of transfer students shall be given to students transferring from the UW Colleges and other UW institutions where the student's desired major or program is not offered, subject to the limits of an institution's enrollment target.

III. TRANSFER OF A UW INSTITUTION ASSOCIATE DEGREE

For purposes of facilitating transfer between UW institutions, Associate Degrees awarded by UW institutions should include the minimum general education breadth requirements defined by the UW System Board of Regents.

The UW baccalaureate-granting institutions shall consider transfer students holding such an Associate Degree to have satisfied the university-wide general education breadth requirements of the receiving institution.

The UW baccalaureate-granting institutions also shall consider transfer students holding such an Associate Degree to have satisfied the college or school general education breadth requirements of the receiving institution. Colleges and schools may require transfer students to complete additional general education credits beyond the university-wide total if required of continuing students.

The following may not necessarily be satisfied by the Associate Degree:

A. competency requirements or levels of proficiency in English composition, speech, foreign language and math established by the receiving institution for continuing students

B. upper division general education courses normally required of continuing junior and senior students

C. general education courses that are prerequisites integral to a particular program or major and are required of continuing students (e.g., micro and macro economics for business majors)

D. requirements mandated by external professional accrediting associations or program approving agencies (e.g., Department of Public Instruction, American Assembly of Collegiate Schools of Business, National League for Nursing)

Students who transfer with an Associate Degree awarded by a UW institution which includes an ethnic studies (cultural diversity) component will be considered to have satisfied the ethnic studies requirement at any other UW institution.

Transfer credits will be evaluated by the receiving institution on a course-by-course basis for purposes other than determining satisfaction of general education breadth requirements.

IV. RECOGNITION OF INSTITUTIONS AND PROGRAMS

The UW System bases its general policy on the acceptance of credit from another institution on that institution's mission, quality of programs, its accreditation status and its recognition by the American Council on Education (ACE).

A. Institutional Accreditation

Credit earned in institutions of higher education that are accredited is transferable if applicable to the student's degree program at the new institution. If the institution offers both college parallel and non-college parallel courses, the full transfer applies only to the college parallel courses.

B. Programmatic Accreditation

For schools accredited by a programmatic accrediting association, credit may be granted in the specialty of accreditation (art, music, etc.) if recommended by the appropriate academic department or equivalent.

C. Not Accredited

Credit earned in institutions of higher education that are not accredited is not acceptable for transfer except as outlined below. Students who have taken courses at non-accredited schools may seek credit by examination in courses where continuing students have the right to earn credit by examination. Credit earned in an institution which is a "Recognized Candidate" for accreditation is transferable if applicable to the student's degree program at the new institution.

D. International Students

Credit may be granted for postsecondary work if the institution is listed in the "International Handbook of Universities" or in the "Commonwealth Universities Yearbook". Credit may be granted for postsecondary work from institutions not listed in these publications upon departmental evaluation of program syllabi.

E. Credit by Examination

Each UW institution should provide transfer students the same opportunities as continuing students to demonstrate their competence through the use of internally and/or externally developed tests, portfolio assessment procedures and/or other competency based alternatives. These options will allow any student the opportunity to gain credit by demonstrating competency.

Each institution will retain the prerogative to establish proficiency score levels, courses for which credit by examination is deemed appropriate except as noted in V.C.2., limitations of

credit allowed, policies regarding testing fees, and other related policies that are consistent with the characteristics, ability and achievement of the particular student body at the institution.

Credit earned by examination should be clearly indicated on the student transcript. Students who are given credit on the basis of institutional examinations or assessments should be informed that in the event of transfer, they can expect the receiving institution to reevaluate if, and how, such credit will be applied to the degree.

F. Non-collegiate Educational Experiences/Credit for Prior Learning

UW institutions may grant credit on the basis of recommendations made by the guides to non-collegiate educational experiences published by the American Council on Education's (ACE) Office on Educational Credit and Credentials, (e.g., the "Guide to the Evaluation of Educational Experiences in the Armed Services" and "A Guide to Educational Credits for Training Programs").

All non-collegiate education courses/credits accepted by the institution must be so designated on the student's transcript. Upon transfer, credits granted for non-collegiate educational experiences at one institution should be evaluated for possible transfer at the receiving UW institution.

V. TRANSFER OF CREDIT FROM NON-BACCALAUREATE INSTITUTIONS

A. Freshman/Sophomore Colleges and Universities

Students transferring from the UW Colleges and other similar freshman/sophomore institutions to UW baccalaureate granting institutions may generally transfer up to 72 semester credits earned at non-baccalaureate institutions. UW institutions may accept additional credits toward the degree where appropriate. This does not alter the regulations concerning credits to be earned in residence at an institution.

B. UW-Extension

University level courses completed through the Independent Study program of UW-Extension will transfer on the same basis as equivalent courses taken at UW institutions.

C. Wisconsin Technical College System

Credit transfer between the Wisconsin Technical College System (WTCS) and the UW System is based upon the following principles:

1. Students transferring from the three WTCS accredited college parallel programs at Madison, Milwaukee and Nicolet Area Technical Colleges to UW baccalaureate granting institutions may generally transfer up to 72 semester credits earned at non-baccalaureate institutions. UW institutions may accept additional credits toward the degree where appropriate. This does not alter the regulations concerning credits to be earned in residence at an institution.

2. UW institutions may accept in transfer up to fifteen (15) WTCS non-college parallel general education credits. In cases where UW institutions find such coursework not acceptable for transfer, WTCS students should have an opportunity to earn credit by examination if the UW institution offers a course which is generally comparable in content and/or title.

3. UW institutions should work with WTCS districts to identify areas where Associate Degree programs have direct program relationships are found to exist, transfer articulation agreements are encouraged. All such credit transfer and articulation agreements should conform to the "Guidelines for Developing Program-to-Program Articulation Agreements" (ACIS 6.2). Copies of original and updated agreements should be sent to the UW System Office of Academic Affairs.

    Under these articulations, students in certain WTCS Associate Degree programs who subsequently enroll in a related UW Baccalaureate Degree program may be able to transfer related occupational and technical credits. These credits may transfer to other UW institutions only if a similar credit transfer or articulation agreement exists.

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the
University of Wisconsin-Oshkosh and the President of the
University of Wisconsin System, the Chancellor be authorized
to implement the M.S. in Information Systems.

NEW PROGRAM AUTHORIZATION
MASTER OF SCIENCE IN INFORMATION SYSTEMS (MSIS)
UW-OSHKOSH
(IMPLEMENTATION)

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS-1.revised), the new program proposal for a Master of Science in Information Systems (MSIS) at UW-Oshkosh is presented to the Board of Regents for implementation. If approved, the program will undergo a regent-mandated review to begin five years after its implementation. That review will be conducted jointly by the institution and System Administration, with results reported to the Board of Regents.

UW-Oshkosh does not have a graduate program designed to provide course work in a unique combination of information technology and managerial knowledge and skills. Although UW-Oshkosh received entitlement to plan the program in 1987, it was held in abeyance because of increasing undergraduate enrollments, labor market conditions and the need to further develop the MIS team. This development has progressed to the point that one external reviewer stated "that the history of academic computing programs at UW-Oshkosh provides a natural progression from undergraduate to graduate degree offerings."

REQUESTED ACTION

Approval of Resolution I.1.g.(1), authorizing implementation of the M.S. in Information Systems, UW-Oshkosh.

DISCUSSION AND RECOMMENDATION

Program Description

The proposed program will lead to a Master of Science degree in Information Systems (MSIS). It is a three-year, part-time, evening program that will be offered on-site or via distance education, and is designed to satisfy the needs of: (1) students wishing to pursue such a degree; (2) area businesses requiring employees with such training; and (3) professionals in the geographic area who wish to further their education.

The program requires 21 credits of IS courses and nine credits from the MBA program. Admission to the program requires students to meet the college's criteria for acceptance into the MBA, and to have completed at least one programming course and one IS course. This program will initially be delivered at UW-Oshkosh and, if demand warrants, may be offered at UW-Green Bay and UW-Stevens Point. As one external reviewer noted, "the size of the MBA program with its external mission to the Fox Valley area and Stevens Point affords a robust pool for a specialization in MIS."

Annual enrollment targets will be 30. Projected enrollments for the next five years are as follows:

	1999-00	2000-01	2001-02	2002-03	2003-04
Program Enrollments	30	60	90	90	90
Graduates			30	30	30

Collaboration

UW-Oshkosh has discussed an articulation agreement with UW-Whitewater that would allow students in the proposed program and the UW-Whitewater masters in Management Computer to take relevant courses from either program and apply them towards the master's degree. If such an agreement is approved, UW-Oshkosh would advertise the courses offered by UW-Whitewater and try to arrange a course schedule that would maximize the use of costly resources for both campuses.

Relation to Institutional Mission and Plans

The proposed Master of Science in Information Systems is directly related to the UW-Oshkosh Select Mission Statement "to challenge students to develop their talents, intellectual interests, and creative abilities; to promote an appreciation for both continuity and change; to provide the impetus for a lifelong commitment to, and enthusiasm for, learning; to prepare persons for critical evaluation and decision-making": and "to offer an array of master's program and specialist level graduate programs which grow clearly from areas of undergraduate strength and meet the emerging needs of the regions which we serve."

The proposed master's program also meets goals one and five of the Strategic Planning/Lateral Review in Business Action Plan, which encourage institutions to meet the management education needs of students and businesses, and to develop new strategies for meeting the plan's goals. It also is consistent with the Board of Regent's study of the UW System in the 21st Century in that it meets the lifelong learning needs of citizens and employers in the state.

Program Goals and Objectives

The Master of Science in Information Systems will teach students to appreciate the importance of sound theoretical information system principles for managing the implementation of information systems and for the gathering, storing, manipulating and retrieving of data. The graduate with a M.S. in Information Systems will be able to:

1. communicate effectively, orally and in writing, to both technical and nontechnical peers and superiors;
2. apply sound project management techniques to the implementation of information systems;
3. develop "real world" information systems;
4. find, select, and use appropriate technology to solve business problems or to capitalize on business opportunities;
5. help end-users apply and develop information systems as an aid, enabling them to do their jobs; and
6. continue to acquire new knowledge about information technologies and development methods.

Accreditation

The College of Business Administration is accredited by the American Assembly of Collegiate Schools of Business (AACSB) and the International Association for Management Education, for the BBA and MBA programs. This accrediting body will evaluate the MSIS program in relationship to its service to and contributions to the MBA program and as a specialized master's program. The proposed program meets the following two AACSB criteria for specialized master's programs: (1) "prepare students who seek specialized roles in business, management and related professions" and (2) "normally, . . . require a minimum of 30 semester hours, of which at least 12 should be in the area of specialization."

Evaluation from External Consultants

Two external reviewers evaluated the program, based on the curriculum quality, resource support and the need for the program. Both reviewers felt the program was important and would meet the needs in the geographic area. One stated, "I found the MIS team committed and excited about being able to offer this new program and I feel the companies in the Fox Valley area will become strong supporters of the program and will hire the graduates." The second reviewer had "no hesitation in supporting the program" and commented that "the number of undergraduates in MIS affords the proposed program a base for graduate students. At the same time, graduate experiences by faculty will enrich the undergraduate program."

Curriculum revisions suggested by reviewers included adding a programming course to the program and separating the "Networking and Communications" course into two courses. In response to the first suggestion, program designers are evaluating the topical coverage of the course on *Information Systems Design for Decision Support* to determine whether it is appropriate to include a programming component. Alternatives are also being evaluated in response to the second suggestion, e.g., eliminating three credits of management electives or the project/internship course.

Strengths or Unique Features

This program helps fill a critical need for IS professionals in the Fox Valley, along with providing adults seeking to change their careers an opportunity to enter the exciting field of IS.

Assessment

The Master of Science in Information Systems is a 30-credit program designed primarily for working adults. Assessment of each objective will include at least two of five methods used in the College of Business Administration's official assessment program: (1) college portfolio evaluation, (2) performance in the capstone course-IS Master's project, (3) an exit survey of students in their last semester of course work, (4) an alumni survey (2, 5, 10 years after graduation), and (5) an employer's survey.

Need

Our world is changing from an industrial-based to an information-based society. Technology is enabling appropriate information to be available to all employees, and this information makes possible decision-making at all levels. The current standard for organizational information systems consists of moving computing needs out to the user with a computer on everyone's desk, faster application development, and an integrated approach to computing with

information integrated across all applications. Wisconsin companies require information system professionals trained at both the undergraduate and graduate levels to compete in this environment.

This program will meet student and employer needs in the Fox Valley by providing graduate education in the specialized IS field. The projected rate of increase in the demand in Wisconsin for technically-trained system analysts positions exceeds 900 per year. Wisconsin public institutions currently graduate about 1,000 technically-trained students (computer science, management information systems, and computer operations) per year. However, not all of these technically trained graduates possess the requisite management skills to assume system analyst positions. The growth for non-systems analyst positions is not as dramatic. This leaves a gap in the state's ability to meet the demand. Currently, many of our regional employers are recruiting information technology trained employees from outside the state of Wisconsin and some are recruiting from outside the USA to meet their increasing needs.

Comparable Programs

UW-Madison offers an MS and MBA in Information Systems Analysis and Design. Both are full-time day programs targeted at students who lack IS degrees or experience, but wish to enter the IS field. UW-Milwaukee offers an MS in Management Information Systems as a full- or part-time evening program, targeted primarily at students who have neither IS degrees nor experience. The proposed MSIS program is similar to the MIS masters program at UW-Milwaukee, but, in the words of one external reviewer, "it is clear a program closer to home would be more desirable [than one located in Milwaukee]."

Resource Needs

A 1.0 FTE increase in faculty members to teach the additional MSIS courses will be required. In addition, it will be necessary to increase from .3 to .5 FTE in non-MSIS faculty members to teach the increased number of MBA courses needed to serve the 60-90 new MIS graduate students. Additional salaries would be $100,000. An additional .25 FTE for administrative support will be required in 1998-99, at a cost of approximately $6,000.

No new facilities will be needed immediately because of the existing IS lab. This lab, however, needs to be expanded to meet the needs of the undergraduate program as well. One external reviewer noted that "other resources, such as computing and classroom space appear to be able to support the additional program."

UW-Oshkosh will internally reallocate funds to support the program.

RECOMMENDATION

The University of Wisconsin System Administration recommends that UW-Oshkosh be authorized to implement the M.S. in Information Systems.

RELATED REGENT POLICIES

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

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the
University of Wisconsin-Oshkosh and the President of the
University of Wisconsin System, the Chancellor be authorized
to implement the M.A. in English.

NEW PROGRAM AUTHORIZATION
M.A., ENGLISH
UW-OSHKOSH
(IMPLEMENTATION)

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedure outlined in Academic Planning Program Review (ACIS-1 revised), the new program for a Master of Arts (M.A.) in English is presented to the board for implementation. If approved, the program will be subject to Regent-mandated review to begin five years after its implementation. The review will be conducted jointly by the institution and System Administration, and the results will be reported to the Board of Regents.

This proposal is the result of work done in the fall of 1996 and the spring and summer of 1997 by a planning committee of Department of English faculty and staff. The planning committee consulted with a broad range of stakeholders, including the Assistant Vice Chancellor of the Graduate School; representatives of the College of Education and Human Services, including the program chair; current English majors and Liberal Studies Degree Program students; creative writers in the geographic area; and representatives of local high schools.

REQUESTED ACTION

Approval of Resolution I.1.g.(2), authorizing implementation of the M.A. in English, UW-Oshkosh.

DISCUSSION AND RECOMMENDATIONS

Program Goals

The M.A. in English will enable individuals in the K-12 educational community to remain current in their discipline as they pursue continuing education to maintain their teacher licenses. Teachers represent the primary constituency for this degree. Beyond that, the degree will provide opportunities for active professional, technical, and creative writers in northeast Wisconsin to enhance their skills while expanding their professional network among peers. It also will offer people in various careers a coherent program to enhance their skills in interpretation, critical thinking, and written communication for purposes of advancement.

The program's central academic objectives are as follows:

* to extend the breadth and depth of knowledge about literature, rhetoric, linguistics, and critical theory;
* to engage in spirited analysis of literary texts;
* to participate in active intellectual exchange;
* to enhance skills in both creative and expository writing;
* to foster critical thinking and creative engagement with texts of all kinds; and
* to provide an environment of enthusiastic learning focused on language and literature.

Annual enrollment targets will be 10. Projected enrollments for the next five years are as follows:

Academic Year	1999-00	2000-01	2001-02	2003-03	2003-04
Admissions	10	10	10	10	10
Total students	10	20	30˙	30-35	45-50
Graduates	0	0	0	10*	10-20

*first graduating class, May 2003

Relation to Institutional Mission and Goals

The proposed program adheres closely to the Select Mission Statement of the University of Wisconsin-Oshkosh, which includes emphasizing strong programs in the arts and sciences and the following goals:

- to expect scholarly activity, including research, scholarship, and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its special mission;
- to offer an array of master's- and specialist-level programs which grow clearly from areas of undergraduate strength and meet emerging needs of the region which we serve;
- to develop and offer programs and services responding to the needs of the people, institutions, and communities which we serve.

Program Description

The Master of Arts in English degree will require 36 credits. The program will build on existing courses in linguistics, creative writing, and literature. It will require 30 credits in English, including the thesis, and six graduate credits outside the department, with the goal of providing opportunities for interdisciplinary study. For example, individuals enhancing their skills in pedagogy could elect their six graduate credits from offerings in the College of Education and Human Services. Graduate-only course work in English will consist of seminars in the areas of Literature, Criticism, Linguistics, Research Methods, New Literatures, Rhetoric, Creative Writing, and Technical Writing. Core requirements will include work in the following: bibliography and research method, critical approaches to literature, and the thesis.

Graduate faculty advisors will work with students to plan balanced and meaningful programs that meet students' needs and interests. Students will be able to study in areas of emphasis as literary study, creative writing, rhetoric and linguistics. Within a literature emphasis, it will be possible to concentrate on the new literatures (post-colonial, African-American, etc.), on Renaissance studies, or on another area in which the department has strength. The seminar in research methods and the thesis will offer ample opportunity for honing skills and knowledge to fulfill the intent of this degree.

External Review

Two external consultants reviewed the proposed program. Both endorsed the program as excellent. One reviewer praised the "planned flexibility in scheduling," which includes a "wide availability of late afternoon, evening,

and interim courses" as well as offerings during the summer, as "key to its success." She also praised the quality of the department's research-active faculty, noting that 16 new faculty have been hired since 1988, all of them, "trained at many of the top-ranked research institutions in the United States." These faculty bring new specialties such as "African American Culture and Post-Colonial Literature to the offerings, as well as . . . new perspectives to traditional areas of study." The second reviewer also praised the quality of the faculty and its immersion in contemporary developments in the field of English Studies. She likewise cited the need for the program in the region, particularly among teachers: "The growth of the local population, the distance from other UW graduate programs, the 1997 survey, and the increasing requirement by boards of public instruction for discipline-based course work for public school teachers . . . all point to real needs that the program will satisfy."

Assessment

A Director of Graduate Studies and a Department Master's Degree Committee will work with the Graduate School to administer all phases of the program, including assessment of student and program performance. The committee will assess readiness for candidates to receive degrees, using a portfolio format similar to the one approved for the undergraduate program. Students will assemble a collection of writings that demonstrates progress in critical thinking and in writing. In relation to the portfolio, the thesis will show intellectual development and expanding scholarly insight.

Program assessment procedures will include examination of student portfolios to provide an overview of strengths and weaknesses in the program. An exit interview with each student will help identify ways that the program has or has not worked to serve students' purposes. This information will provide immediate feedback, which will allow for continuous improvement of the program. In the future, graduates of the program will be surveyed to determine whether the program has met its goals.

Need

In April 1997, the Office of the Graduate School and Research surveyed 1,580 alumni, professional and creative writers, and K-12 teachers within a 50-mile radius of the university. The results of this survey confirmed that strong demand exists for offering a discipline-based Master of Arts in English degree at the University of Wisconsin-Oshkosh. Of 369 respondents, 103 indicated definite interest in enrolling within three years in a master's degree program at the University of Wisconsin-Oshkosh. An additional 63 indicated some level of interest. Since the English Department could not admit even 60 students in the next three years, there is certainly a more than adequate base of interest to begin the program.

Relevance to Area Teachers

Of the people who responded positively to the survey, 74 (45.7 percent) were teachers. The historical tradition of the University of Wisconsin-Oshkosh emphasizes service to the educational community.

Because of retirements, a significant percentage of the teaching staff in the geographic area has just entered service. These individuals will need to engage in continuing education in order to maintain their licenses; many may want discipline-based graduate study. In addition, many school districts require teachers to pursue master's degrees. In responding to the survey

mentioned above, one local principal noted that half of the English staff at his school were new. From his point of view, it would be preferable if their continuing education credits were "in <u>English</u> so that the new teachers could solidify their <u>disciplinary competence</u>."

Uniqueness of Program

The most influential issue in the department's decision to propose a Master of Arts degree is that people in this mid-state region cannot, while working full-time, easily commute to other Wisconsin universities offering a M.A. in English. These individuals are searching for a graduate degree they can pursue entirely on a part-time basis. Flexible scheduling and the program's accommodation to part-time graduate students may be its most important and unique features, since it will allow students scheduling opportunities to enable the timely completion of their degrees.

Four other Wisconsin institutions, the University of Wisconsin-Madison, the University of Wisconsin-Milwaukee, the University of Wisconsin-Eau Claire, and Marquette University, offer master's degrees in English. None of these programs is conceptually designed for the more than 100 individuals who, in the April 1997 survey, expressed interest in enrolling in this proposed program within the next three years.

None of the master's degree programs cited above is within easy driving distance of adult learners who are employed full-time in the UW-Oshkosh geographic area. Moreover, two of them (UW-Madison and UW-Milwaukee) are primarily designed as a foundation for the doctorate.

Other unique features of the proposed program include:

- flexible scheduling for non-traditional, part-time students;
- a fresh, highly qualified graduate faculty, 16 of whom have been hired since 1988 (and at least four more to be hired in the next three years);
- an excellent teaching computer lab with the latest equipment and software for fully-accessible web-based learning;
- a commitment to diversity in the curriculum, the faculty, and the student body;
- a six-credit interdisciplinary requirement.

Revenue Generated and Projected Direct Cost

No new funds are required since this program is supported through base-budget reallocation.

Library and classroom facilities are adequate.

RECOMMENDATION

The University of Wisconsin System Administration recommends that UW-Oshkosh be authorized to implement the M.A. in English.

RELATED REGENT POLICIES

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

REPORT TO THE UNIVERSITY OF WISCONSIN SYSTEM
BOARD OF REGENTS ON THE GENERAL EDUCATION PROGRAM
UNIVERSITY OF WISCONSIN-STEVENS POINT

EXECUTIVE SUMMARY

BACKGROUND

In Spring 1991, the Board of Regents engaged in a series of public hearings on the state of undergraduate education in the UW System. They identified General Education as a key area for policy consideration. The following summer, they formed a Working Group on Academic Programs, which further explored the topic. The group studied state and national trends in General Education, interviewed faculty members and administrators from UW System institutions, and considered current policies and practices regarding General Education.

In September 1991, the Working Group reported to the full board, which charged System Administration with developing an appropriate means for presentations on General Education philosophy and curriculum from each UW institution to the board. In its summary findings and recommendations, adopted by the board at the September 1991 meeting, the Working Group stated that it wished to: (1) improve the focus upon and the level of specificity of reporting on General Education; (2) understand institutional philosophies of General Education, including explanations for institutional and/or college-level requirements; gain insight into the reasons for the relative emphasis on skills and content; and focus on integration and coherence among General Education requirements and the total undergraduate educational experience; (3) acquire information concerning students' completion of basic proficiency courses in General Education requirements prior to study in the major, especially as affecting time-to-degree; and (4) provide an appropriate formal method of focusing substantial public attention on General Education, by scheduling specific occasions for detailed reports, including institutional presentations, to the board.

In its report, "The Undergraduate Imperative" (December 1991), System Administration recommended, and the Board of Regents adopted, a policy requiring that institutions report to the board, on a seven-year cycle (or less), on major reviews of their General Education programs. That reporting cycle was revised in April 1997, placing it on a ten-year schedule that coincides with each institution's North Central Accreditation Review.

REQUESTED ACTION

This item is for information only.

DISCUSSION

Program Description

UW-Stevens Point views General Education as a common educational experience for all undergraduates, providing a broad education in preparation for a purposeful and productive life as a responsible member of society.

UW-Stevens Point publicizes a set of general degree requirements that varies (in minor ways) according to the specific degree pursued. These courses are designed to develop competency and knowledge in a wide range of disciplines, while developing critical thinking skills, analytical abilities and other proficiencies.

UW-Stevens Point liberally accommodates students wishing to transfer to the university. Together with receiving credit for prior coursework, transfer students can see, in advance, the university-wide requirements they must complete to satisfy the General Education component of their study.

In February 1993, the UW-Stevens Point Faculty Senate adopted the recommendations of a special Curriculum Task Force that included fourteen "skills and knowledges" that every UW-Stevens Point graduate is expected to know. The Task Force study was launched in response to the institution's long-range plan, an *Action Agenda for the 90's*. The 14 "skills and knowledges," which have been integrated into the GENERAL DEGREE REQUIREMENTS program, are as follows:

1. Think critically.
2. Be information literate.
3. Listen, read, speak and write with precision and clarity.
4. Understand the fundamentals of mathematics and quantitative reasoning and possess general problem-solving strategies.
5. Be scientifically literate.
6. Have knowledge of the arts and humanities.
7. Acquire decision-making skills based on ethics and value judgments.
8. Have a global perspective.
9. Understand the impact of actions on the environment.
10. Understand the concept of wellness and apply it to personal lifestyles.
11. Respect and understand the pluralistic nature of American society.
12. Understand the foundations of American democracy.
13. Understand human behavior and the nature, development and structure of human societies.
14. Appreciate the histories of societies and cultures and their interrelationships.

In addition to its regular program array, UW-Stevens Point's General Education Program includes a number of special courses, providing special opportunities for students. Two of these are:

- Environmental Literacy (reflecting the university's natural resources mission and concern for environmental issues);
- Writing Emphasis (including a writing-across-the-curriculum program).

In addition to requiring special General Degree Requirements, the campus offers students the opportunity to volunteer for participation in:

- Freshman Interest Group (convening a community of scholars in a residence hall setting to study core general degree courses); and
- Cyber coaching (assisting students with use of campus computing resources).

Program requirements and courses undergo continual review, evaluation and modification, with periodic reviews being undertaken by the General

Education Requirements Committee. In addition, each department is charged with the responsibility of reviewing its courses and recommending changes where appropriate. All changes must be approved by the university's faculty governance system (General Degree Requirement Committee, Academic Affairs Committee, Faculty Senate). Finally, the Assessment Subcommittee is using a combination of nationally-normed and local tests to compile a record of achievement (and recommend improvements) in meeting the program's goals.

RELATED REGENT POLICIES

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

General Education Report, 1998
University of Wisconsin-Stevens Point

Committee Members: Nancy LoPatin, Chair
Larry Ball
Randy Champeau
Diane Gillo
Kathe Stumpf

Chancellor: Thomas George
Provost and Vice Chancellor of Academic Affairs: William H. Meyer

I. The Philosophy and History of General Education at the University of Wisconsin-Stevens Point

A. The Goals and Objectives of General Education: General Degree Requirements (GDRs) at UWSP

The University of Wisconsin-Stevens Point views General Education as a common educational experience for all undergraduates, providing a broad education in preparation for a purposeful and productive life as a responsible member of society. General Education courses develop competencies and knowledges in a wide range of disciplines while developing critical thinking skills, analytical abilities and other proficiencies. The primary purposes of such courses are to enable the student to make rational and sound assessments of the world and his or her relationship to it and propel the student to a lifetime of further learning.

All students are required to take courses or meet proficiency levels through placement exams in the following areas: freshman English composition (six credits), freshman level oral communication (two credits), and, depending on the degree pursued, foreign language (up to eight credits) or mathematics (up to seven credits).

UWSP, however, is distinct from the rest of the UW System in that it integrates the distribution of proficiency, skill and knowledge requirements for General Education into each Bachelor's degree. We therefore call them General Degree Requirements (GDRs) and students pursue a course of study according to the degree they are seeking. (For example, completion of eight credits of a foreign language is a GDR requirement for the Bachelor of Arts, whereas a student seeking a Bachelor of Science would have to take more credits in math and the natural sciences.) It is important to note that other UW institutions also have degree requirements in addition to distribution and proficiency requirements. However, they are not usually integrated into a single listing of all requirements for a particular degree (apart from major/minor requirements).

B. *Curricular Development and Institutional History Relating to GDRs*

The General Degree Requirements Subcommittee, a permanent subcommittee of the Academic Affairs Committee since 1983, gives original approval to all courses that become part of the GDR curriculum and is empowered to oversee that curriculum and to recommend policy pertaining to it. "A major function of the subcommittee will be screening courses for inclusion among those which may be used to fulfill GDRs. No existing or new course will be accepted automatically as fulfilling a GDR." (UWSP University Handbook, IX-5)

C. *The Curriculum Task Force and GDR Revisions, 1994-5*

In April 1991, the UWSP Faculty Senate adopted an Action Agenda for the 90s which was a plan for extensive review of all aspects of the university initiated by then Chancellor Keith Sanders. A Curriculum Task Force (CTF) was appointed by the Academic Affairs Committee to study and report on what it viewed as the skills and knowledges necessary for the students of UWSP in the 1990s and beyond. The CTF's Report was adopted by the Faculty Senate in February 1993 (see Appendix A). It determined that "liberal studies are an important component in the education of students at UWSP" and that "undergraduate education should acquaint students with a broad base of intellectual inquiry...[which] extends beyond traditional classical studies and includes the societal expectations and the institutional responsibility to address the various aspects of the contemporary social, cultural, aesthetic and technological dimension of living." (Curriculum Task Force, "Skills and Knowledges for UWSP Students of the 90s and Beyond", 1992, 6.) To this end, the CTF offered fourteen skills and knowledges deemed desirable for all UWSP graduates which were adopted through faculty governance and appear in the UWSP catalog as the following:

1. **Think critically.** Thinking is at the very heart of what it means to be human. Students will be able to think independently, examine evidence and draw conclusions.
2. **Be information literate.** Students will be able to access, evaluate and use information they seek from local or remote libraries and databases.
3. **Listen, read, speak and write with precision and clarity.** Students will see that all the communication arts overlap and interact.
4. **Understand the fundamentals of mathematics and quantitative reasoning and possess general problem-solving strategies.**
5. **Be scientifically literate.** Students will have an understanding of scientific methods and see how science affects their lives.
6. **Have knowledge of the arts and humanities.** Students will develop their full mental and spiritual resources and be able to communicate human emotion/expression through ways other than words: with music, dance, or the visual arts.
7. **Acquire decision-making skills based on ethics and value judgments.** A goal of the university is to help students engage in moral reflection by exploring various sources of values and ethical systems.
8. **Have a global perspective.** Students will have intercultural knowledges and language skills to function as citizens of the world.
9. **Understand the impact of actions on the environment.** With knowledge of natural systems, students will have the ability to make wise decisions regarding the use of our natural resources.

10. **Understand the concept of wellness and apply it to personal lifestyles.** Students will be well versed in approaches to personal health so they can enjoy life long after graduation.

11. **Respect and understand the pluralistic nature of American society.** Students will see the reality of cultural diversity and understand the implications of harassment, discrimination, bigotry and prejudice.

12. **Understand the foundations of American democracy.** Students will have a clear awareness of governmental and legal systems and a firm grounding in US socio-economic, political and cultural traditions.

13. **Understand human behavior and the nature, development and structure of human societies.** The social sciences acquaint students with the basic institutions of life and show how we are influence by them.

14. **Appreciate the histories of societies and cultures and their interrelationships.** When viewed from a historical perspective, contemporary ideas, issues and institutions take on new meaning and significance. Knowledge of history fosters civic literacy and activism and helps students make choices that will shape their future.

In Section 2.3 of the CTF report, the General Degree Requirement Subcommittee is charged with "conducting a study on how well the core curriculum serves to advance the matrix of priorities." The GDR Subcommittees of 1993-94 and 1994-95 examined the current GDR listings in order to determine how many of the CTF's fourteen competencies were already met by the existing GDRs. The Subcommittee also discussed General Education at UWSP in the context of university assessment, time to degree, and the possibility of trimming the current GDRs.

D. General Degree Requirements Subcommittee Report on the CTF and Existing GDRs

For two academic years, the GDR Subcommittee developed, distributed, and analyzed the results of self-studies done by all academic departments and programs at UWSP. This took the form of a matrix designed to determine how much time and content in courses corresponded to a particular skill or knowledge among the CTF's fourteen (see Appendix B). Departments completed a matrix for every GDR course they offered and the GDR Subcommittee evaluated the whole. Gaps were noted and the Subcommittee debated what changes in the existing GDRs were necessary to eliminate them. The Subcommittee also invited input from the university community, chairs and deans in particular, in order to determine how GDR changes might affect the use of resources at a critical time in monetary allocations throughout the UW System.

The GDR Subcommittee Report in January 1995 made the following recommendations concerning existing GDRs at UWSP and the CTF's fourteen skills and knowledges:

1. The abolition of the Technology in Contemporary Society requirement.

2. The creation of a new 3 credit Environmental Literacy requirement (CTF Report, goal 2).

3. The redefinition and clarification of the existing requirement in Non-western culture and society in order to better implement the CTF's goal of Global Literacy (goal 4). The Non-Western GDR will now be defined as a course which treats a culture or tradition whose origins are outside the dominant intellectual and philosophical traditions of Western and Central Europe.

4. The review recommended that all 100-level courses requiring a research experience include instruction and guidance in the use of computer and library research methods in addition to their 'methods of inquiry' focus so as to better meet the Information Literacy competency (goal 6).

5. The review also recommended a restructuring of the Physical Education GDR. The new Wellness GDR will consist of 3 credits (reduced from 4), to be divided in the areas of aerobics/activity courses and health enhancement, according to the students' interests.

6. In response to student concerns about time to degree and requirements in majors, the review also recommended the creation of new courses, particularly interdisciplinary ones, which would fulfill more than one GDR. Plans are currently underway for a new multi-disciplinary Environmental Literacy course, bringing together faculty from Natural Resources, Economics, History and other social sciences.

II Description of Current GDRs at UWSP

A. Proficiency Requirements and Placement Procedures

1. English:

All entering freshmen take the freshman English entrance assessment which measures writing competence based on an essay composed at the university during orientation. If a student's writing assessment indicates superior writing ability, the student would be exempt from English 101 and placed in English 150. Successful completion of English 150 would satisfy the freshman English requirement. Otherwise, the student would complete English 101 and 102 to satisfy the freshman English requirement. If a foreign student does not successfully place in English 101, the student is required to take English for Foreign Students until he or she is ready for English 101.

Approximately 350 students place out of English 101 each year and are registered for English 150. Over the past five years, there have been, on average, eight sections of advanced freshman English offered each semester.

2. Oral communication:

All students are required to take a freshman level course in oral communication. This course, Communication 101 (two credits), consists of a large lecture meeting and smaller 'presentation' sections. In the approximately thirty sections of Communication 101 meeting each week, students deliver speeches that are videotaped to facilitate feedback and reaction. Special sections have been tailored to meet the needs of non-native English speakers.

Entering freshmen may schedule a written exam on the basic concepts in public speaking with the head of the Division of Communication. If a student receives a passing grade, he or she may then arrange to deliver a six to seven minute original persuasive speech extemporaneously to a three-judge panel. If a grade of B or better is received on the speech, the student is exempt from Communication 101 or placed in an advanced public speaking course. Upon the successful completion of the advanced course, the student will receive two additional credits for Communication 101.

3. Foreign Language:

A student may test out of all or part of the foreign language requirements (up to 8 credits for the BA and up to 8 credits for the BFA unless the mathematics option is selected) by taking the UW System foreign language placement exam, either at one of the regional testing centers or from the Foreign Language Department at UWSP.

4

4. Mathematics:

All students are expected to take 3-7 credits in mathematics (depending upon the degree pursued) and reach a certain level of proficiency in the subject. Students take placement exams in math as entering freshman and are directed to one of nine different levels of mathematics courses. Some may place out of the mathematics requirements altogether. For example, of the 1447 freshman entering UWSP in the fall of 1997 who took the math placement exam, 281 were exempt from the mathematics GDR for the BS while another 149 received a partial exemption.

B. *Writing Emphasis:*

The 1984 GDR revisions created a six credit writing emphasis requirement. Courses specifically designated as writing intensive, are offered across the curriculum. These courses are taught by trained faculty and designed to facilitate writing across the entire curriculum and to help students maintain and improve writing skills throughout their college careers. Students are advised to take one writing emphasis class in their first sixty credits following the successful completion of English 101 and 102 and the second in their last sixty credits.

In 1995, an Ad Hoc Subcommittee of the Academic Affairs Committee reported on the program. It concluded that the Writing Emphasis requirement appeared successful in its aims. Feedback from students indicated that most felt that their writing had improved with WE credits required within the GDRs. In addition, the Subcommittee's report indicated that attention to writing was an important issue in higher education universally.

C. *Critical Thinking GDRs:*

1. Natural Science:

GDR coursework in the natural sciences is offered in Astronomy, Biology, Chemistry, Geology, Geography and Physics. Students are required to take between 6-15 credits in two different disciplines of natural science with at least one laboratory experience (6-10 cr. for the BA, 12-15 cr. for the BS and 6 cr. for BM/BFA). Individual departments handle their own test out and credit-by-exam procedures.

2. History:

For the BA or BM/BFA degrees students are required to complete a two-semester, six-credit sequence of history courses. For the BS degree they are required to take one three-credit course. Options in U.S., European, and non-Western history are available. These GDRs are intended to contribute to several needs specified in the University's latest (1990-94) curriculum study/revision: to foster understanding of "the histories of societies and cultures and their interactions," to increase knowledge of the foundations of American democracy and the pluralism of American society, and to promote a "global perspective." In addition, required history courses often meet University requirements for knowledge of non-Western cultures and American minorities, as well as for writing competence.

3. Cultural Awareness:

All students are required to take 3 credits each in courses concentrating in traditions, philosophies and different cultures apart from those of Western Civilization as well as the historical and/or contemporary interrelationship between Anglo-Americans and racial, ethnic, cultural and religious minorities within the United States.

a. Non-western courses: Courses which treat a culture or tradition whose origins are outside the dominant intellectual and philosophical traditions of Western and Central Europe. In spring 1997, approximately 75% of course offerings and 68% of the students enrolled were at the freshman and sophomore levels.

b. Minority studies: Courses that deal substantively with a) the culture and history of one or more of the following groups, and b) with the relations between that group and the white, male majority culture in the United States: African Americans, Hispanics, Asians and Native Americans; and women. Courses with this designation have demonstrated to the GDR Subcommittee that they help students examine the relations between the minority group(s) and white majority culture as well as their own biases, discriminatory attitudes, stereotypes and values. In spring 1997, approximately 75% of both the course offerings and the students enrolled were at the freshman and sophomore levels.

4. Environmental literacy:

All students are required to take 3 credits in environmental literacy. The EL requirement objectives apply to all designated courses. They are:

a. Describe the relationship of human society to natural systems and how they have affected each other.

b. Analyze a wide variety of historic and current environmental issues ranging from local to global importance.

c. Describe the ecological, political, social, and economic implications of selected environmental issues and assess alternative solutions to those issues.

d. Identify, describe, and evaluate their own individual impacts on the environment.

D. Breadth GDRs in Humanities and Social Science

1. Humanities GDRs are those more traditionally defined as 'liberal arts' courses They are divided into four categories in order to give students breadth in a number of areas of liberal studies. Students are required to take 6-12 credits (9-12 for the BA and BM/BFA and 6-12 for the BS) distributed over 2-3 categories. These are:

a) History and appreciation of art, communication, dance, theater and music
b) Literature
c) Philosophy, religious studies and political theory
d) Civilization, area studies and interdisciplinary courses

2. Social science GDRs are those that deal primarily with general social science methods, theories and concepts. Understanding rather than advocacy of social positions is stressed. Social science GDRs are organized into two areas:

a) courses with a broad orientation in the disciplines of Anthropology, Economics, Geography, Political Science, Psychology, Sociology.

b) courses emphasizing the application of social science principles, research methods, and theories.

      Students are required to take 6-12 credits in Social Science (6-9 for both the BA and BM/BFA and 6-12 for the BS).

III. Transfer and Test Out Policies and GDRs at UWSP

A. Transferring and GDRs

      UWSP has an outstanding record of awarding transfer credit earned from other UW institutions towards completion of the GDRs. As the following table from the UW General Education Transfer Working Group report dated 6 February 1997 indicates, 82-100% of courses satisfying general education requirements at the UW Colleges satisfy GDR requirements at UWSP.

Table 1
Transfer of General Education Courses
From UW Centers to UW Baccalaureate Institutions

Percent of UW Centers' Courses Satisfying General Education/Breadth at UW Receiving Institution (as reflected in TIS)													
General Education Category	EAU	GBY	LAC	MSN	MIL	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	TOTAL
Humanities/Fine Arts	88%	44%	46%	77%	63%	59%	72%	26%	38%	96%	93%	16%	73%	61%
Natural Science	54%	27%	27%	99%	71%	49%	95%	24%	25%	82%	80%	35%	32%	54%
Social Sciences	87%	32%	23%	97%	54%	31%	96%	21%	21%	97%	81%	19%	44%	54%
Total	78%	35%	32%	90%	62%	46%	87%	23%	28%	93%	85%	22%	51%	56%
Total UW-Centers' Gen Ed Courses and TIS Equivalencies	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Data for the analysis was extracted from the Transfer Information System (TIS) course and course equivalency data base in December 1996. The population for the UW Centers' analysis (Table 1) consisted of UW Baccalaureate institution transfer equivalencies of UW Centers' courses designated as satisfying General Education requirements in Humanities/Fine Arts, Natural Science and Social Sciences. From this population, equivalencies that satisfied General Education or Breadth requirements at the Receiving institution, both direct course equivalents and electives, were used to determine the percentages shown in Table 1.

B. Test Out and Credit-by-Exam

　　Test out and credit-by-exam are encouraged by advisers. Each department has procedures published in the university catalog informing students as to the process to either test out of GDRs or receive credit for GDRs through specified examination procedures.

IV General Degree Requirements and University Resources at UWSP

A. Instruction

　　The following tables indicate the number of sections of the total number of GDRs offered by departments during two recent semesters. UWSP offers a large number of sections in a wide range of courses and disciplines each semester to meet our students' general education requirements for graduation.

Total number of "courses-sections" offered by departments in fall 1996 for general degree requirement by GDR category.

FALL 1996	Com	Engl	F Lg	Math	Nsci	Hist	Hum	Ssci	EL	MNS	NW	Wlns
FINE ARTS												
Art							6-10					
Communication	1-28						5-9	2-4				
Music							8-8				1-1	
Theatre Arts							6-10			2-2	1-2	
Dance												14-14
LETTERS & SCI												
Biology					6-46							
Business												
Accounting												
Economics								3-10	1-1			
Chemistry					6-33							
English		3-74					14-24		1-1		1-1	
Foreign Language							1-2					
French			4-6				1-1					
German			4-8				2-4					
Russian			2-3				1-1				3-4	
Spanish			4-11				3-5			1-2		
Geography					2-10			8-11	1-3		4-7	
Geology					2-7							
History						13-38	10-11			1-1	5-5	
International Studies							1-1				1-1	
Mathematics				11-47								
Philosophy							8-14		1-2	1-1	1-1	
Anthropology								5-11			5-11	
Religious Studies							8-13			2-2	3-8	
Physics					5-12							
Astronomy					3-8							
Political Science							1-1	10-20		2-2	2-4	
Psychology								6-18		1-1		1-1
Sociology								9-25		4-20		
Women's Studies								1-1		1-1		
NATURAL RES												
Natural Resources								2-3	2-7			
PROFSNL STUDIES												
Education												
Interior Architecture							3-4				2-3	
Retail Studies												
Medical Technology												
Health Education												2-3
Physical Education												2-3
Wellness												38-117
Food and Nutrition												1-2
Family & Consr Ed												
Health Pro/Wellnss												
Human Develpmnt								3-4				1-2
Safety&Hlth Protctn									1-1			

Total number of "courses-sections" offered by departments spring 1997 for general degree requirement by GDR category.

SPRING 1997	Com	Engl	F Lg	Math	Nsci	Hist	Hum	Ssci	EL	MNS	NW	Wins
FINE ARTS												
Art							4-8					
Communication	1-26						6-6	2-4			1-1	
Music							7-9			2-2		
Theatre Arts		·	·				5-6					
Dance							1-2					12-14
LETTERS & SCI												
Biology					6-40							
Business												
Accounting				·								
Economics								6-14	1-2			
Chemistry					7-33							
English		3-67			·		14-27					
Comparative Lit			·				1-1					
French			3-4				3-4					
German			3-4				1-1					
Russian			1-2								2-3	
Spanish			2-4				2-2					
Geography					2-8			7-9	1-2		4-6	
Geology					3-7							
·story						14-40	11-13		2-2	1-2	6-7	
.iternational Studies												
Mathematics	·		·	10-39								
Philosophy							11-21		1-2	1-1	1-1	
Anthropology								5-11		·	5-11	
Religious Studies							7-12			2-2	2-6	
Physics					4-10							
Astronomy					3-11							
Political Science			·					7-13	1-2	1-1	2-3	
Psychology								5-19				1-1
Sociology								10-21	1-1	4-14	2-2	
Women's Studies												
NATURAL RES												
Natural Resources								2-3	3-5			
PROFSNL STUDIES												
Education												
Interior Architecture							2-3		1-1	1-2	1-1	
Retail Studies												
Medical Technology												
Health Education												2-3
Physical Education												2-4
Wellness												43-97
Food and Nutrition						·						1-2
Family & Consr Ed												
Health Pro/Wellnss												
Human Develpmnt								4-9	1-1			1-6
Safety&Hlth Protctn									1-1			

B. Academic Advising

The University requires that all incoming students attend one of several two-day orientation sessions. The sessions are designed to introduce the student to the University. A significant amount of the time is devoted to GDR information, the liberal arts, and career decision making. Academic advisers utilize the ACT profile, placement exam results, high school transcripts and student self evaluations in advising students on the GDRs, as well as major/minor courses.

The University requires that faculty/staff advisers sign academic program cards. Several departments utilize peer advisers to provide information in preparation for advising by a faculty or staff adviser. Each department has designed an advising program to meet the specific needs of its student population and the faculty. The approaches vary from a single faculty member designated to advise students, to a staff of peer advisers and faculty selected to advise in particular areas of a discipline, or to a group of professional advisers working with undeclared majors. All major programs advise students how to meet UWSP's GDR requirements.

C. Library Resources

Library resources and staff are used in improving and updating resources available for the general education curriculum, as indicated by the Mission Statement of the University Library:

The mission of the University Library is to provide users with information and access to information in support of scholarly activity and research, teaching excellence, and curricular development. In response to this mission, the Library searches for and identifies, acquires, prepares bibliographic records, processes, and makes accessible information in all available formats. The staff of the University Library also provides consultation and advisory services to groups and individuals, participates in classroom instruction, teaches formal classes in the nature and use of information materials, and participates in professional activities that will enhance the mission of the University at the regional, national, and international levels.

The University Library acquires information resources in all available formats, including Worldwide Web/Internet resources, for all curricular areas. The level of the materials ranges from the basic and introductory to the advanced and scholarly. The faculty of the University Library are constantly and actively engaged in the identification, acquisition, and interpretation of these resources with faculty colleagues in all departments of the University.

The University Library's Reference and Instruction programs provide a variety of services that both directly and indirectly support the General Degree Requirements:
Tours are provided on request for specialized groups such as foreign students, residence hall wings, etc.
A variety of brochures, in print and on-line, are available explaining library services, policies, and research strategies.

The library faculty offers Library Resources 101, a one-credit introduction to library information resources and research. Learning Resources 101 provides students with research skills that they can use in their GDR courses. The objective of the course is for students to "become proficient and discerning in using print, electronic, and other library resources to obtain relevant, authoritative information." Library faculty also teach CIS 102: "The Internet: Accessing & Evaluating Information," a one-credit introduction to the acquisition and evaluation of Internet resources.

The library faculty offer course-related library instruction in a variety of GDR courses, in all disciplines.

Library faculty are available to answer individual questions and provide appropriate orientation to research strategies and the library's services, by appointment and at the Reference Desk.

D. Academic Computing

To serve the GDRs and other courses, the campus has established public computing labs in seven of the academic buildings (Learning Resource Center, Science Building, Collins Classroom Center, College of Professional Studies, Communication Arts Center, Fine Arts Center and the College of Natural Resources) and in all of the residence halls. There are approximately 300 computers in the public labs and 135 computers in the residence hall labs. The labs are connected via a campus network, providing academic campus computing resources to every computer in each lab. In addition, a comprehensive software environment (a campus-wide word processor, spreadsheet and data base package) has been chosen to support all instruction. Faculty can expect students to have access to this software. All classes have an electronic mailing list that can be used for class communications. Many faculty make use of electronic mail public folders or the World Wide Web to provide class information to their students. Therefore, most students can be expected to use either a campus computer or their personal home computer to complete their course assignments.

Cyber-coaching was available for the first time in Fall 1997 to train students how to successfully use our campus computing resources. It included large group training sessions as well as small group or one-on-one coaching in the public computer labs and the Tutoring and Learning Center. There is a two-credit class that presents an overview of our campus computing resources as well as one-credit classes providing instruction in components of the comprehensive software environment. Over one thousand students enroll in these classes each semester. In addition, there are on-line tutorials allowing students to learn these software packages on their own time and at their own pace.

E. The Tutoring and Learning Center

The Tutoring-Learning Center (TLC) offers programs to help UWSP students in all disciplines in their college careers, although the majority of services offered involve writing, reading and GDR tutoring. Students participate voluntarily in the programs most of which are of 'enrichment' rather than 'remedial' nature. The TLC's specific programs include:
1. Content-Area Tutoring: Students work in small groups or one-on-one with peer tutors in GDR courses. Referrals from professors are required.
2. Reading and Writing Tutoring: Students work with peer tutors on reading and writing assignments for their university classes, including Writing Emphasis classes.

3. Reading Adjunct Program (RAP): In weekly meetings, peer tutors lead small study groups in talking and writing about assigned readings for individual courses.
4. '57 Series: Students work independently and in one-on-one sessions with a peer tutor to develop a variety of writing skills.
5. Technology Tutoring: Students receive one-on-one "cyber-coaching" in the basics of campus computer technology (i.e. Electronic mail, word-processing, accessing the Internet, etc.).

F. The Honors Program

There are two types of honors at UWSP; semester honors and graduation honors, both based on G.P.A.   Graduation Honors are awarded by the University (1997-9 UWSP Catalogue, p.158). There are three levels of honors, "Summa cum laude" for a career G.P.A. of 3.90 or better, "Magna cum laude" for a G.P.A. of 3.75 to 3.89, and "Cum laude" for a G.P.A. of 3.50 to 3.74. The G.P.A. for these honors is calculated based on all courses taken to support the degree, whether or not they were taken at UWSP. Graduation honors are listed on the student's transcript.

Semester honors are awarded either by departments or on a Dean's list. The different grades of honors (Summa cum laude, etc.) are awarded to students on the Deans' lists according to semester G.P.A. levels similar to those for graduation honors, while departmental honors are awarded by different colleges according to their own G.P.A. requirements. The Colleges of Fine Arts & Communications, Letters & Sciences, and Professional Studies require a G.P.A. of 3.75 or higher, while the College of Natural Resources requires a G.P.A. of 3.50 or higher. The Vice Chancellor for Academic Affairs also sends an honors certificate to all students who earn a semester G.P.A. of 3.90 or better.

All of the above honors programs are currently operating as intended.

The University Honors Program was discussed in our previous report. This was a separate entity from G.P.A.-based honors, intended to provide a special educational opportunity for advanced students. Due to insufficient budget and especially staffing, this program has been deleted. Two recent initiatives at UWSP can provide several of the key benefits of the University Honors Program, however. First, there is a program administered by Academic Advising to help retain freshmen from their first to their second semesters. This represents a variety of initiatives, the details of which do not fall under the current rubric, but which do result in students having a more successful and more satisfying career at UWSP. Not the least of the benefits of this initiative is more effective and more easily available advising, so students take better advantage of current programs.

Second there is a new program called Freshman Interest Groups (FIGs), which is also being tailored to provide some of the benefits of University Honors. A description of the FIGs program follows below, but it is worth noting here that FIGs may ultimately be even more attractive than the old University Honors Program, achieving many of its goals better than would the Honors Program itself.

G. Freshman Interest Groups

Freshman Interest Groups (FIGs) are for first-year students who live near one another in the same residence hall and enroll in the same block of core courses, generally speaking, GDR courses. They are designed to be a living-learning community. This program began in the Fall semester of 1996 and is administered by University Housing under the Divisions of Student Affairs and Academic Affairs. The experiment is proving successful and popular with students and FIG faculty. Course offerings are continually being revised to offer a wider variety of GDR courses. Only in its second year, the FIG program is receiving financial and administrative support from the university to further develop.

H. Academic Community Enhancement Committee

In support of the academic mission of UWSP, University Housing seeks to provide living/learning communities that encourage residential students to integrate their classroom and out of classroom education. The Academic Community Enhancement Committee (ACE) seeks to establish ways to stimulate, enhance, and extend the total learning experience by means of new and innovative partnerships among faculty, academic staff and students. Currently, ACE offers a program for freshman at the beginning of the fall semester on study skills.

I. International Programs

The International Programs Office which sends UWSP students abroad for a semester or summer of study also contributes to the GDR offerings at UWSP. During the academic year, eight different programs to Great Britain, Germany, France, Spain, Central Europe and Australia and the South Pacific offer students the option of twenty-four different GDR courses in three areas of humanities, one area of social science, history, foreign language, wellness and writing emphasis GDR categories. Enrollment in GDR courses in the larger programs has averaged thirty-five per semester and 15 per semester in the smaller, language-based programs. International Programs has been highly successful in offering both an international experience and a wide range of GDR courses at UWSP.

V Assessment of the GDRs at UWSP

A. GDRs and North Central Accreditation

1. Methodology and Process

A comprehensive and multi-method approach is taken at UWSP toward the assessment of the General Degree Requirements (GDRs). Periodic reviews of the GDRs are done by the General Education Requirements Committee. All proposed courses by departments for GDR credit must be approved by the GDR committee to ensure that the courses meet the specific goal set for that GDR segment. Departments adhere to guidelines specifying the goal of each general degree requirement.

The present UWSP Assessment Plan was designed by the Assessment Subcommittee of the Academic Affairs committee and was approved by the Faculty Senate April 7, 1995. UWSP received notification from the North Central Association of colleges and Schools on June 2, 1995, that this assessment plan established a framework for a viable institutional program for assessing student academic achievement. Multiple measures are used for the assessments, such as standardized examinations, performance reviews, and portfolios. Surveys have also been issued to assess student satisfaction with programs and the university as a whole.

2. Departmental Assessment

As a part of the university's continuing effort to improve curriculum and delivery of instruction, general degree requirements are assessed annually along with major academic programs. Each department is charged with the responsibility of reviewing its courses and recommending changes where appropriate. All changes must be approved by the university's faculty governance system (GDR Committee, Academic Affairs, and Faculty Senate). To assist departments the university has funded outside consultants for several departments in reviewing their programs. As noted in the Undergraduate and Graduate Catalog, students are expected to participate in this assessment process.

3. Assessment and Student Placement

All entering freshmen take the regional math exam and the freshman English entrance assessment for placement in math and English courses. Placement exams are also available for other GDR courses, such as communication and foreign language. Advisers use the results of test-out and credit-by-examination to recommend appropriate courses for individual students.

4. Recent Assessment

During 1995 and 1997, the ACT-Comp Exam was administered for assessing general education. A sampling of students was used each time. The ACT-Comp Exam evaluates six areas of competencies: functioning within social institutions, using science and technology, using the arts, communicating, solving problems, and clarifying values. Our student scores have been more than satisfactory on these measures indicating that students are acquiring target skills and knowledge through the GDRs.

The Assessment Subcommittee has concentrated on developing assessment instruments for information literacy (1995) and for global awareness (1996). The fourteen skills and knowledges are periodically reviewed by departments and the GDR Committee for relevance and integration into GDR courses and campus life. Multiple methods for assessment continue to be a priority of the Assessment Subcommittee and are reviewed and revised as a part of the Annual Assessment Report to the Academic Affairs Committee and the Faculty Senate.

B. GDRs and Student Retention

In response to System wide and local campus concerns about declining retention rates and calls for improvements in advising, a Student Success/Retention Task Force was formed in Fall 1996. The Task Force recommended the appointment of a person for the 1997-98 academic year to study and make recommendations about retention programs and faculty adviser development programs. That person is now addressing the following concerns:

1. Is the freshman year at UWSP viewed as something special?

2. Do we offer a well-planned, faculty supported and continuously reviewed orientation program?

3. Do we have a program of academic advising structured to serve all of our undergraduate students?

4. Are the faculty available to describe their disciplines to freshmen and to give career guidance to students interested in their majors?

This study was not completed at the writing of this report, but its assessment will be closely examined by the GDR Subcommittee for guidance in affecting future changes in UWSP's General Education plan.

VI The Future of GDRs and General Education at UWSP

UWSP is proud of its commitment to general education and, in particular, its program of GDRs. Students have flexibility in creating their academic program which suits their interest and anticipated professional needs while securing high standards in basic proficiencies, critical thinking and a liberal range of academic disciplines. Still, UWSP is continually reassessing GDRs and the needs of our students. This academic year, the GDR Subcommittee has begun discussions as to the merits of a 'global awareness' GDR to replace the existing 'non-western' requirement so as to more accurately reflect the CTF's objectives listed in its report (see page 2-3 of this report) and to allow for better assessment of this particular requirement. It is anticipated that similar reviews will also begin concerning other existing GDRs in the wake of this report and continuing assessment at UWSP.

UWSP is proud of this achievement and its uniqueness in General Education among the UW campuses. The faculty and administration of the university are committed to the highest standards for the general education for all our students.

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the President of the University
of Wisconsin System, the Regents accept the Report on
Teaching Academic Staff in the University of Wisconsin
System.

Executive Summary

TEACHING ACADEMIC STAFF IN THE UW SYSTEM
A UW System Board of Regents 21st Century Study

Background

The University of Wisconsin System differs from most other universities and colleges in that its non-tenure-track instructors and researchers are not faculty. By state statute in Wisconsin, the "legal faculty" consists only of those hired with tenure or in tenure-track positions. In order to be tenured, a faculty member must have an appointment of at least half-time. The non-tenure-track instructors are categorized as academic staff, a group of employees separate from the faculty with its own set of personnel policies and procedures. There has been an increase in the use of such instructional staff across the nation. The proportion of instructional academic staff (IAS) at most institutions in the UW System has increased from an average of 15% of the FTE instructional staff in 1987, to about 23% in 1997.

Changes in proportions of faculty and instructional academic staff*(IAS) from 1987 to 1997 by full-time equivalent (FTE) and headcount (HC)
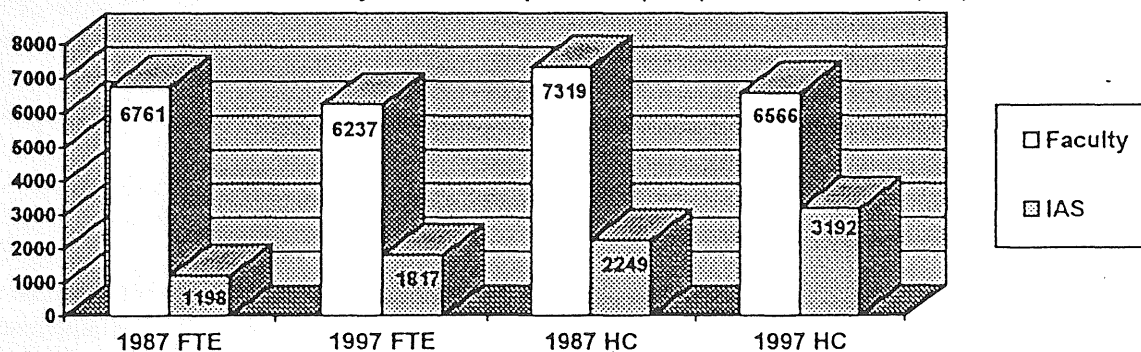
*Excludes Zero dollar appointments, UW Hospitals, CHS titles, visiting, emeritus and L/I faculty, and instrument innovators

Colleges and universities hire such non-tenure-track instructors for several reasons. One is to balance budgets, as this class of instructors typically is paid a lower rate. They also can be hired quickly if the need arises or non-renewed with relative ease, as their contracts usually run for a limited period of time. Instructional academic staff often have specific teaching expertise and professional skills that may not be found among the faculty.

This report focuses on the instructional academic staff and those research academic staff whose responsibilities include teaching students in the UW System.

Rationale for the Study

This study was prompted by the recognition that the UW System must plan well for the university of the future. The UW System Board of Regents' Study of the University of Wisconsin System in the 21st Century recommended an examination of "the role of teaching academic staff within the UW System with the intention of improving their status, roles, rights and responsibilities."

This study is intended to begin a dialogue within our institutions to raise our collective awareness of employment practices for instructional academic staff. As we identify those practices that could be improved and implement needed changes, the quality of education across the System can in turn be enhanced for all UW System students.

Scope of the Study

The study reviews instructional academic staff personnel policies and procedures, to ascertain whether they reflect current institutional needs and are appropriately interpreted and applied. Particular attention is paid to changes which have been made since a 1983-84 review of the roles and working conditions of all UW System academic staff.

The study has been guided by a steering committee made up of system academic staff and faculty. The committee met several times to discuss issues and process, and reviewed drafts of this document. A survey of UW System institutions and a review of personnel policies and relevant literature formed the basis for the report.

Instructional Staff Responsibilities

The primary responsibility of instructional academic staff is to teach. However, there are differences in background, experience and function among the IAS and the departments in which they teach that affect the actual range of responsibilities in such areas as student advising, scholarship, and service. The formal expectations are reflected in seven major title groupings: Clinical Health Science (CHS) professors; Clinical Professors; Adjunct Professors; Lecturers; Faculty Associates; Faculty Assistants; Instrument Innovators-instruction. Each of the titles may carry a prefix, such as "assistant" or "associate". In addition, there are a few IAS who serve in program-related titles, such as military science. The basic expectations of individuals in these titles are described in the report at pages 6 and 7.

Systemwide Guidelines for Appointing IAS

While the assignment of research academic staff titles may be obvious when an individual has no classroom responsibilities, the decision to assign classroom responsibilities to non-faculty is not a simple one. UW System guidelines describe when it is appropriate to assign resources to an instructional academic staff rather than a faculty position. The underlying presumption in the guidelines is that full-time, permanent instructional needs should be filled through faculty appointments. UW System Unclassified Personnel Guideline (UPG) #2 provides that "one can determine that the staffing of a teaching position by appointment of an instructional academic staff member, rather than a probationary faculty member, may be appropriate but not mandatory if any of the following conditions apply:

1. When the position is to be filled by someone who lacks the minimal academic credentials for a faculty appointment.

2. The position being filled does not include the full range of responsibilities of a faculty appointment which includes teaching, research, and institutional and public service.

3. The need for the instructional services is expected to be short-term.

4. The funds supporting the position are not expected to be available beyond a given time period.

5. The long-range tenure management requirements in the department preclude the possibility of additional probationary faculty appointments."

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IAS APPOINTMENT TRENDS AND TYPES

Concern about the increasing use of IAS is not new. The 1983 academic staff review examined the history of the increase in IAS appointments. The rise at some UW System institutions appeared to be related to the circumstances that produced declarations of fiscal emergency at five institutions in 1974.

Small budget increases throughout the 1980's and decreases in the 1990's have resulted in staffing decisions that maximize flexibility and thus, a gradual increase in the use of instructional academic staff at most institutions in the UW System.

Systemwide, the proportion of instructional academic staff in the total instructional workforce (IAS and faculty) has changed from 15% in 1987 to 22.6% (FTE) in 1997 (see figure, p. 1). This represents an increase of 619 FTE instructional academic staff systemwide. Over the same time period, the number of faculty decreased by 523 FTE.

- IAS teach in all disciplines, with the largest concentration in health sciences and education. (p. 12)

- IAS teach at all levels, reflecting the various reasons cited for appointing them. (p.12)

- Less than half (43.8%) of the FTE instructional academic staff with academic year appointments are full time; some are temporary full-time appointments and some have been renewed for many years. In contrast, the vast majority of UW System faculty are full time. (p.13)

- There are proportionately more women in the instructional academic staff than in the faculty. This is consistent with national trends. (p. 14)

- The ethnic makeup of the instructional and research academic staff is roughly the same as the faculty. (p.14)

- Most academic staff (58%) have fixed-term-terminal appointments, i.e., they are hired for a discrete period of time with no expectation of renewal. Fixed-term renewable appointments also may be for a semester, or may be longer, but carry a requirement for notice of nonrenewal and some expectation of re-employment. Rolling horizon and indefinite appointments provide more security, but less than tenure for faculty. Issues related to titles and appointment type are discussed in Section IV. (p. 14)
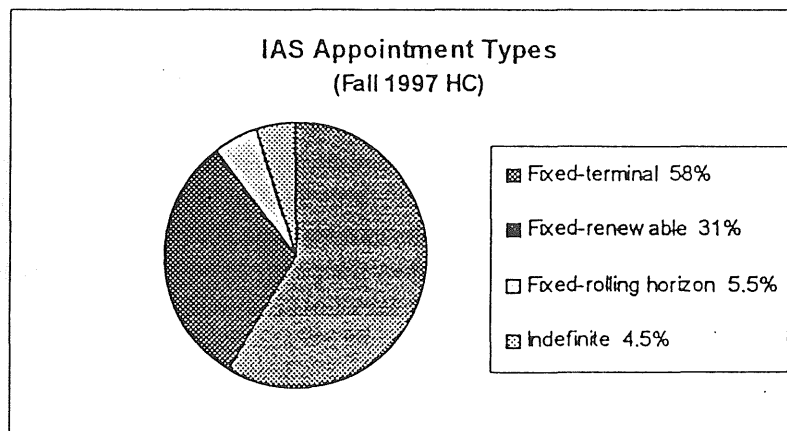
IAS Appointment Types
(Fall 1997 HC)

- Fixed-terminal 58%
- Fixed-renewable 31%
- Fixed-rolling horizon 5.5%
- Indefinite 4.5%

Source October 1997 payroll
Includes CHS faculty. Excludes research, visiting, emeritus, professor L/I, and
224 HC (6% of total) for which no appointment type was coded. See note 36.

Subsequent to the 1983 academic staff review, UW System institutions reviewed the job security provisions for all academic staff. Job security generally has improved for non-instructional academic staff. IAS appointments are more resistant to change due to their role as instructional "shock absorbers" and the fact that a larger proportion of the IAS is part-time. Five significant changes in institutional policies and practices affecting IAS resulted from the 1983 review:

1. the timing of notice provided for non-renewal of all academic staff has been increased;
2. the proportion of full-time IAS appointments has increased at several institutions;
3. the number of multiple year and rolling horizon contracts for IAS has increased at most institutions;
4. two institutions now provide indefinite appointments for IAS;
5. the five institutions that limited the number of consecutive years IAS could serve have deleted the limit. One institution has a de facto limit of 6 years.

INTEGRATING IAS INTO INSTITUTIONAL LIFE

Several recent articles in the Chronicle of Higher Education indicate a concern that IAS are not in the mainstream of campus life. Instructional academic staff and part-time faculty have been referred to as "invisible faculty", a "new class of migrant workers" in "faceless departments." News reports focused on these instructors nationally portray them as tending to be poorly socialized in the institution, rarely well supported, and often ignored by their departmental colleagues and the university at large. They are not viewed as being accorded full respect and attention as collaborators in the educational process.

The UW System institutions were surveyed in spring 1997 and IAS were surveyed in spring 1998 to discover what is being done or might be done to avert such a situation in Wisconsin by better integrating instructional staff into the learning environment. It is important to our students that they are instructed and advised by staff who are knowledgeable about how the university works, and how their courses fit into the curriculum. Instructors need to be well-prepared and well-supported in their instructional responsibilities so students experience excellence in the classroom and lab.

The report section, "Integration of IAS into Institutional Life" (beginning on p. 28), examines three important parameters relevant to the quality of our educational environment -- the extent to which:

- IAS and research staff are invited to participate with faculty formally and informally in making academic policy and curricular decisions;

- adequate support is provided to promote good teaching, research, and service;

- professional assessment and development opportunities are available.

CONCLUSIONS AND RECOMMENDATIONS

The instructional academic staff is comprised of professional, well-qualified instructors who contribute to the currency of instructional material, and enable institutions to have needed programmatic and budgetary flexibility. A focus on the quality of the student experience in each class, irrespective of who teaches it, should be maintained as the report and its recommendations are considered by the Regents and the institutions. (Recommendations begin on page 39 of the report.)

Several conclusions can be drawn from this study.

1. For the most part, [1] the current level of use of academic staff is the result of budgetary pressures resulting from the decreases in state funding over the last decade, forcing institutions to rely on non-faculty instructors to meet pressing instructional needs and to keep course sections available to serve students. Generally, these instructional academic staff command lower salaries than ranked faculty.

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[1] Several institutions have deliberately decreased the proportion of instructional academic staff, funded through base reallocation. (See Table on p. 11)

2. Institutions vary widely in the extent of their use of instructional academic staff, the ways in which instructional academic staff are deployed in the institution, and the types of appointments and attendant job security they are afforded.

3. Departments within the institutions appear to vary in their approaches to including instructional academic staff in governance and other activities of the academic community, and to evaluating their work.

4. Many of the desired changes in personnel policies and working conditions apply as well to all instructional staff, indeed, to all employees. This report deals with the needs of the instructional and research academic staff.

5. While the UW System can provide a legal framework, guidance, and examples of best practices, most issues identified in this study will be addressed most effectively at the institutional level.

Given both the likely continued use of IAS and long-range concerns, including preserving quality of instruction and academic freedom, we should review our employment practices to determine how we can better support instructional and research academic staff to produce the most effective instruction within our resource constraints. This report recognizes the complexity of staffing decisions dependent on programmatic needs, fluctuating demands, availability of qualified faculty and budgets. In this context, institutions should establish plans to utilize fully the talents of the teaching academic staff, enhancing the learning environment for students across the UW System.

A. Integration Of IAS Into Institutional Life

The need to integrate instructional and research staff into the educational process is increasing with the rising number of part-time and temporary academic staff in our classrooms and labs. Our institutions and departments must clearly articulate expectations for academic staff performance and must attend to instructional and other needs of these staff, including appropriate levels of job security and opportunities for professional development. Instructional and research academic staff have the responsibility to be involved in formulating institutional policies and responses to identified needs and should be involved in governance at department, college, and institutional levels.

Efforts designed to improve the UW System's instructional environment for students are at the base of the following recommendations.

UW System Administration should:

1. Develop a forum sponsored by the Office of Academic Affairs for regular discussion of instructional academic staff issues.

2. Review language used in describing accountability measures relating to the proportion of instructional academic staff teaching in the UW System institutions and reconsider the requirement to label academic staff as distinct from faculty in course schedules.

3. Continue to model the integration of IAS into discussion of teaching and research issues through System Administration-sponsored programs, such as those sponsored by the Undergraduate Teaching Improvement Council which serves all UW System teachers regardless of title.

Institutions should:

4. Undertake a concerted, institution-wide effort to enhance support for the needs of instructional academic staff. The process should begin with focus groups or a survey of full and part-time IAS that assesses their instructional support needs and examines their working conditions.

5. Incorporate part-time and full-time instructional and research academic staff into orientation programs that provide an opportunity to learn about the institution's mission, institutional and departmental cultures, colleagues and students.

6. Facilitate the participation of Category B academic staff in departmental and college-level governance, placing a high priority on formal and informal communication among academic staff and faculty to fully involve IAS in the social and intellectual life of the institution.

7. Ensure the availability of and support for educational technologies for IAS.

8. Develop a plan that addresses staff development, performance expectations and evaluation, and other conditions of employment for IAS.

9. Professional development support (support for coursework, seminars, conferences, study and research, and the like) should be based on merit and need rather than on classification. Professional development opportunities should be equally available to entry level and experienced instructors.

10. Instructional and research academic staff should be involved in governance at department, college, and institutional levels. They should be encouraged to participate in developing and implementing institutional responses to policies, and particularly in, but not limited to, personnel policies including title assignments, prefix changes, and evaluation policies.

11. Implement a structure and procedure for collaboration between faculty and academic staff governance groups when issues affecting the welfare and well-being of both groups are involved, such as: the development of evaluation criteria, morale issues, and voting rights. If decisions made by academic staff have an impact on faculty, then faculty should be involved, and vice versa.

B.   Personnel Policies

The following recommendations are designed to improve the personnel system to further our primary concern – the delivery of quality instruction, while recognizing very real resource constraints.

UW System should:

1. Review, and if appropriate, add elements to the unclassified personnel data system to help examine IAS issues (e.g., highest academic degree and first appointment date.)

2. Review the application of the UW System Job Security Guideline (UPG 3.05) to instructional academic staff, in accord with the recommended institutional reviews recommended below.

3. Consider revising Category B titles to reflect national titling trends so that UW System instructional and research titles might be better understood for grant applications, in the national job market, and for other academic purposes.

Institutions should:

4. Ensure that policies and staffing plans for use of IAS reflect and project academic needs and budget capacity, job security appropriate to projected need, and provisions for assessment of performance.

5. Review the longevity of the instructional academic staff as a basis for planning and to ascertain the extent to which IAS may be given extended appointments. (Longevity data would then be entered into the UW System personnel database.)

6. Consider, after the first year or two of appointment, making renewable appointments for positions that can be supported by budget and programmatic need. Fixed-term-terminal and one-semester appointments should not be used repeatedly in the absence of a plan that demonstrates such need.

7. As supported by budget and academic program needs, make multiple-year, rolling horizon and indefinite appointments available for IAS who have provided substantial continuous service.

8. If not currently in place, establish systems for making compensation adjustments and setting promotion criteria for IAS that reflect merit and experience.

9. Identify personnel policies and practices that apply to instructional academic staff in a way that makes them easily accessible to department chairs, faculty, and instructional academic staff.

10. Review the recruiting and hiring process to ensure that those delegated the responsibility for hiring understand the role of IAS in the institution and convey appropriate expectations to successful candidates.

11. Orient department chairs to their role as supervisors of instructional and research academic staff o they can implement academic staff employment policies in a consistent manner.

12. Develop policies and practices specifically for part-time and ad hoc IAS, including: timely notice of appointment and reappointment; definition of workload (percent of appointment) that does not artificially deprive IAS of fringe benefits; expectations for performance, merit reviews, and professional development.

The University of Wisconsin System

Teaching Academic Staff in the UW System

A UW System Board of Regents 21st Century Study

June 1998

TEACHING ACADEMIC STAFF IN THE UW SYSTEM
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TEACHING ACADEMIC STAFF IN THE UW SYSTEM

A UW System Board of Regents 21st Century Study

June 1998

I. WHY STUDY ACADEMIC STAFF WHO TEACH?

A. Background

Nationwide, it is estimated that non-tenure-track instructors make up 29% of the individuals teaching in American universities and colleges.[1] These instructors are sometimes referred to as part-time faculty or adjunct faculty, ad hoc instructors, or lecturers, and they may be hired for a short or long term, on a part-time or full-time basis. Although usually counted as faculty members, they nonetheless are distinct from those faculty hired on the tenure-track.

Colleges and universities hire such non-tenure-track instructors for several reasons. One is to balance budgets, as this class of instructors typically is paid a lower rate. They also can be hired quickly if the need arises or non-renewed with relative ease, as their contracts usually run for a limited period of time. Instructional academic staff often have specific teaching expertise and professional skills that may not be found among the faculty. Thus, non-tenure-track instructors give their institutions needed flexibility: they can be utilized to respond to changes in enrollment, to rapid growth in new fields of knowledge or shifts in student interest, and to specialized instructional needs.

The University of Wisconsin System differs from most other institutions in that its "non-tenure-track" instructors and researchers are not faculty. By state statute in Wisconsin, the "legal faculty" consists only of those hired with tenure or in tenure-track positions. In order to be tenured, a faculty member must have an appointment of at least half-time. The non-tenure-track instructors and researchers are categorized as academic staff, a group of employees separate from the faculty with its own set of personnel policies and procedures.

The academic staff is not limited to those who teach. The many different roles of the academic staff, both instructional and professional, are described in the section "Who are the instructional academic staff?" that begins on page 3.

There are other unclassified employees including: academic administrators; academic program directors; graduate student teaching, research, and project assistants; other student employees; temporary, limited term employees; employees-in-training; and other academic staff with limited appointments.

Another category of non-faculty employees in the UW System is the classified staff, who fall under state civil service policies and carry out such functions as budgeting and accounting, technology support, clerical support, and maintenance. This is the largest single group of employees. The employment conditions are distinct for each of the categories of employees within the classified and unclassified service.

Given the shifting missions and roles of those employed in our universities (and in spite of our best and persistent efforts to categorize all employees appropriately), the functions of the groups overlap to some

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[1] The percent of part-time and non-tenure-track faculty was reported by the AAUP in 1993 as 43% including community colleges, and 29% without. American Association of University Professors, Report on the Status of Part-Time and Non-Tenure-Track Faculty, Washington D.C. 1995. Citing: U.S. Department of Education (USDE)/National Center for Education Statistics (NCES), Fall Staff in Postsecondary Institutions, 1993 (Washington, D.C., 1996), 24-25.

extent. The amount of overlap has been and probably will always be a subject for discussion and debate, as individuals tend not to fall neatly into prescribed categories. This report focuses on the instructional academic staff and those research academic staff whose responsibilities overlap with those of the faculty as they participate in the instruction of students in the UW System.

B.   Rationale for the Study

This study was prompted by the recognition that the UW System must plan well for the university of the future. The UW System Board of Regents' Study of the University of Wisconsin System in the 21st Century recommended that, "Since teaching academic staff are an essential part of those instructing students across the UW System, it is time to examine the role of teaching academic staff within the UW System with the intention of improving their status, roles, rights and responsibilities."

Hiring trends support the need for this study. In 1987, 85% of the full-time equivalent (FTE) instructors in the UW System were faculty and 15% were instructional academic staff (IAS), individuals holding titles such as lecturer, faculty associate, and clinical professor. Over the decade that followed, the number of IAS steadily increased, so that in 1997 the percentages became 77% and 23% respectively (see Figure 1). The proportion of *individuals* (headcount, or HC) in the IAS is larger than the proportion of FTE staff, as academic staff are more likely to be hired on a part-time basis. In 1987 23.5% of the individuals (HC) instructing students were IAS; in 1997, 32.7%

Changes in proportions of faculty and instructional academic staff*(IAS) from 1987 to 1997 by full-time equivalent (FTE) and headcount (HC)
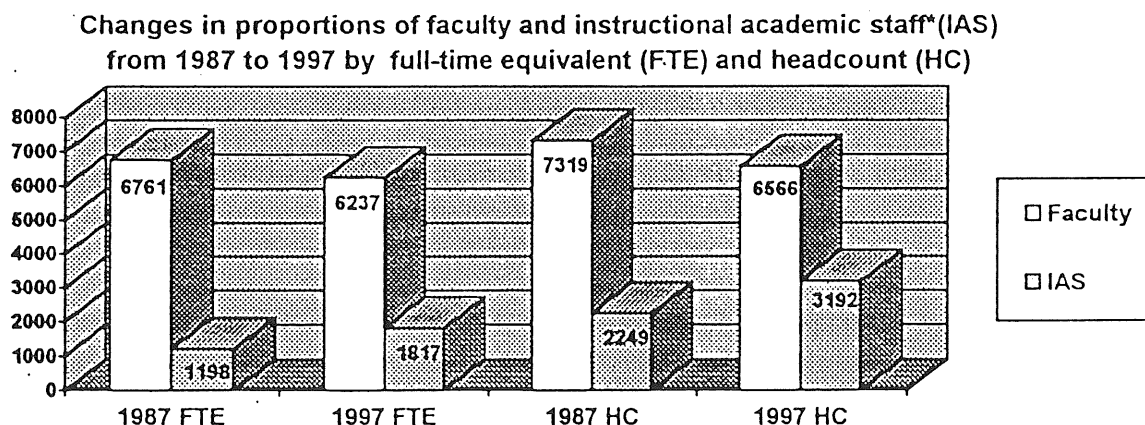
Figure 1

Excludes Zero dollar appointments, UW Hospitals, CHS titles, visiting, emeritus and L/I faculty, and instrument innovators

National dialogue on the subject of non-tenure-track faculty also supports the need for this study. In 1993, the American Association of University Professors (AAUP) published a report titled "The Status of Non-Tenure-Track Faculty" and more recently, issued "Guidelines for Good Practice for Part-time and Non-Tenure-Track Faculty."[2] The Guidelines recommend that such appointments be limited to no more than 15 percent of the total instruction in an institution and no more than 25 percent within a department in order to protect the quality of education. Associations representing the disciplines have included this as a topic for conference sessions and articles have appeared in the **Chronicle of Higher Education** and other news publications. (See Bibliography, attached.)

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[2] These AAUP documents are available on the world-wide web at http://www.igc.apc.org/aaup.

Institutions of higher education are beginning to address the extent to which the quality and quantity of higher education have become dependent on instructors who are not counted in the faculty ranks entitled to the protection of tenure. Have universities compromised the quality of instruction by increasing the number of IAS? Or, has the use of part-time and temporary instructors contributed to the strength and vitality of our institutions? Neither or both? The answers to questions like these are not transparent.

Authors of a nation-wide study of part-time instructors conclude that it would "fly in the face of all evidence" to create policies calling for fewer IAS.[3] Indeed, fiscal trends and the speed of educational change suggest that universities may not be able to reverse reliance on IAS for some time. Thus, the need for attention to the best use of IAS is compelling and a review of the roles of instructional academic staff is timely. Our universities must utilize to the fullest extent the talents of the teaching academic staff, thereby enhancing the learning environment for students across the UW System. We must review our employment practices to determine how we can support and produce the most effective instruction within our resource constraints.

This study is intended to begin a dialogue within our institutions to raise our collective awareness of employment practices for instructional academic staff. To the extent that it can highlight those practices that could be improved and implement needed changes, the quality of education across the System can in turn be enhanced for all UW System students.

C.   Scope of the Study

The study reviews instructional academic staff personnel policies and procedures, to ascertain whether they reflect current institutional needs and are appropriately interpreted and applied. Particular attention is paid to changes which have been made since a 1983-84 review of the roles and working conditions of all UW System academic staff.[4] This report examines the role of teaching academic staff in curricular decision-making, opportunities for professional development, and whether there are clear expectations for performance and equitable processes for performance evaluation. Also explored are related issues pertinent to research and clinical staff whose work and professional interests overlap in significant ways with those of faculty.

The study has been guided by a steering committee made up of system academic staff and faculty. The committee met several times to discuss issues and process, and reviewed drafts of this document. A survey of UW System institutions and a review of personnel policies and relevant literature formed the basis for the report. The study was discussed with academic staff and faculty leadership and a focus group was held with members of the Undergraduate Teaching Improvement Council. Institutions were given an opportunity to respond and contribute to a draft of the report, which was distributed widely and posted on the UW System web page. A survey of instructional and research academic staff was conducted in spring 1998 to provide their voice and perspective in the discussion of their status, roles, rights and responsibilities.

II.   WHO ARE THE INSTRUCTIONAL ACADEMIC STAFF?

It is difficult to generalize about the instructional academic staff. There are professionals fully employed in the community who teach one course a year, and educators who have been on staff full-time for 20 years. There are IAS who love to teach or conduct research but don't want to take on the full expectations for teaching, extensive scholarly work, and service that accompany a tenured faculty appointment. There are

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[3] Gappa, Judith M. and Leslie, David W. (1993). *The Invisible Faculty: Improving the status of part-timers in higher education.* San Francisco: Jossey-Bass.

[4] The Academic Staff Review was conducted by the UW System Office of Academic Affairs. Five reports were made to the Board of Regents beginning in September 1983, concluding with recommendations approved by the Board in April 1984.

academic staff whose research and teaching rivals that of their faculty colleagues and IAS who aspire to a faculty position when the opportunity arises. The instructional and research academic staff include well qualified individuals who are place-bound and might prefer a full-time faculty position if it were available. It includes parents of young children and children of older parents who need or enjoy the relative freedom of a part-time position.

This report will be specific when possible about issues and concerns related to particular groups of staff. For example, the concerns of full-time instructional academic staff are not precisely the same as those for "adjunct" or "ad hoc" instructional academic staff who are fully employed outside the institution. It is important to note, however, that the UW System's focus on the quality of instruction for all students is uniform, regardless of the type of appointment – faculty or academic staff, part-time or full-time, single semester or. Thus, many of the principles and recommendations that emerge from this study apply to all faculty and staff who teach.

A. History

The UW System term "instructional academic staff" is relatively new, though the use of part-time and temporary instructional personnel is not. The term was developed at the time of the creation of the UW System in 1971 from two university systems with different personnel structures.

In the former University of Wisconsin System,[5] "academic staff" was an umbrella term that was used to cover a broad range of non-faculty personnel titles. IAS were included in a group of "Professional, Scientific and Specialists" not entitled to academic tenure, and with little assurance of continuing employment and no required notice before a decision of non-retention. Only ranked faculty had voting rights in institutional governance.

In the former Wisconsin State University System,[6] there had been 2 types of employees – classified and unclassified. Classified employees included clerical, blue collar, technical, security, professional and administrative staff. The unclassified staff was divided into ranked and unranked faculty who were in the tenure-track. At most campuses, all unclassified employees participated in the faculty governance process. Prior to 1969, faculty assistants were a part of the ranked faculty. This group provided "support" to faculty and functioned in a manner similar to present lecturer and faculty associate or assistant titles. Librarians with a masters degree were ranked faculty. Many administrative and professional positions were filled by ranked, tenured faculty, a practice that continues today.

Upon merger of the two systems in 1971, the new University of Wisconsin System faculty and academic staff were recognized as separate entities. Chapter 36 of the statutes defined the two groups and their respective roles in the institution. The language is included in Appendix 1.

The new statutes and personnel rules of the UW System accommodated some differences in the former personnel systems. Key among them were the grandfathering in as faculty of some academic staff who had been ranked faculty, in §36.13(4), Wis. Stats, and creation of "faculty status" for purposes of governance, in UWS 1.05, Adm. Code (discussed below at page 29).

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[5] The former UW System consisted of the institutions at Madison, Milwaukee, Green Bay and Parkside, Extension, and the two-year campuses in Wausau (Marathon County), Marinette, Marshfield, Menasha (Fox Valley), Manitowoc, and Sheboygan.

[6] The former WSU System consisted of the institutions at Eau Claire, LaCrosse, Oshkosh, Platteville, River Falls, Stevens Point, Stout, Superior and Whitewater, and the two-year campuses in Rice Lake (Barron County), Richland Center, Fond du Lac, and Medford.

The Board of Regents adopted personnel policies in the UWS Administrative Code, and the UW System issued related policies and guidelines. The institutions each have developed implementing policies and procedures, which are summarized in relevant sections of this report. Because the UW System has two well differentiated personnel policy structures for faculty and academic staff, the distinctions between their respective appointment terms, provisions for non-renewal, compensation, and influence, are stark. Most IAS have different responsibilities than faculty. They also have less security, lower compensation, and less participation in decisions concerning academic programs and policies. These differences are discussed in the sections that follow.

B. Current Academic Staff Title and Compensation Structure

The Academic Staff includes a wide range of instructional, research, service and support functions in the UW System. In 1983, the UW System conducted a study of all academic staff, with some attention to instructional academic staff issues. At the time of the 1983 study, the UW System did not have a uniform title and salary structure for academic staff. As a condition for the release of the first "catch-up" compensation appropriation for academic staff, in 1987, a uniform title and salary structure was created for academic staff. The titles were distributed into two categories related to compensation.

The Category A academic staff salary grade structure is composed of 13 salary ranges, each with a dollar value minimum and a dollar value maximum. Administrative directors, administrative officers, program managers and professional academic staff title groups are assigned to Category A.

The Category B academic staff includes instructional and research titles that are the focus of the current study. The salary minima are linked to a percentage of the minimum salaries of ranked faculty, and are related to the academic job market which varies by discipline. There are no maxima for these titles. Appendix 2 provides the Category B titles and salary minima.

Full-time appointments generally range from 12-15 credits per semester for typical non-lab courses.[7] Full-time rates of pay are determined by market, availability, academic preparation and experience, and performance. Part-time IAS are typically compensated per-credit, based on compensation for a full-time load or per-credit based on a salary schedule. Thus, a lecturer teaching two three-credit courses might be paid half of a full-time (12 credit) salary, or, for example, $900 a credit.

Several institutions expressed concern that the low level of compensation for instructional academic staff makes it difficult to hire and retain the strongest available instructors. Compensation issues evince the struggle between the need to attract the highest quality IAS, particularly to full-time positions, and yet to balance budgets when temporary and transitional needs arise. Compensation issues may be different for individuals with "adjunct" IAS titles who are primarily employed outside of the university, than for individuals for whom the appointment is their primary source of income.

Longevity and performance affect one's salary in most positions. For IAS, particularly for part-time lecturers there is not always a clear correlation. Some, but not all institutions adjust compensation to reflect years of experience, performance, and market factors. Because longevity data for academic staff in the UW System are not readily accessible, analysis of this issue is slight.

The Category B academic staff, while actively engaged in teaching, do not conduct all instruction in the classroom. In addition to classroom instructors (lecturers, adjunct faculty, faculty associates and assistants), are those whose instructional duties are carried out in a clinic (CHS and clinical faculty) or laboratory (researchers, scientists, instrument innovators). This study does not include visiting faculty and emeritus faculty titles, or L/I faculty, whose relationships with the university tend not to raise the same concerns. Appendix 3 provides the number of Category B academic staff for each title by institution.

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[7] UW Extension IAS do not teach credit courses. Full time is 5 working days per week.

Although the current report focuses on instructional and research academic staff, we acknowledge that the much larger group of academic staff participate actively in the education of University of Wisconsin System students. "Category A" academic staff include librarians and lawyers, academic advisors, broadcasters, managers of academic programs, experts on essential university services, and providers of highly specialized skills that support quality instruction and student learning. Some of these academic staff members are involved in classroom instruction, such as a lab manager teaching in an undergraduate laboratory or a student affairs professional teaching a freshman seminar, or a librarian teaching a class on how to do a literature search. The broad range of academic staff functions is essential to the success of our students and the operation of our institutions.

C. Instructional Staff Responsibilities

The primary responsibility of instructional academic staff is to teach. However, there are differences in background, experience and function among the IAS and the departments in which they teach. These are reflected in seven major title groupings: Clinical Health Science (CHS) professors; Clinical Professors; Adjunct Professors; Lecturers; Faculty Associates; Faculty Assistants; Instrument Innovators-instruction. Each of the titles may carry a prefix, such as "assistant" or "associate". In addition, there are a few IAS who serve in program-related titles, such as military science. The basic expectations of individuals in these titles are described in Unclassified Personnel Guideline (UPG) #1, as follows.

Clinical Health Science (CHS) Professors are involved at least half time in the direct provision of patient care in hospitals, clinics, pharmacies, and associated with teaching clinical practices. Although the individuals may be engaged in research, the time allocation is expected to be heavily weighted to teaching and clinical demands. Individuals in these titles normally hold an M.D. or Ph.D. or other terminal degree. CHS professors work primarily in university hospitals and are affiliated with the medical, nursing and pharmacy schools.

Clinical Professors are responsible for clinical training of students in the health sciences and other academic disciplines with clinical practices. Individuals in these titles may have qualifications and training comparable with the faculty.

Adjunct Professors are individuals whose professional career is primarily outside of university instruction. These titles are used for individuals primarily engaged in instruction, and may be used for full-time assignments that are practicum-oriented.

The Lecturer title series is the one most frequently used across the System. The lecturers' primary responsibility is to provide classroom or laboratory instruction in an academic discipline. They work independently or under the general supervision of the faculty. The expectation for involvement in course and curriculum development, course scheduling, advising and subject matter expertise differs depending on the prefix assigned to the title, and to some extent, on the needs and practices of the hiring department.

- Associate Lecturers are primarily responsible for delivery of educational material, testing, and grading. Their involvement in course development may vary depending on the experience of the individual and the hiring department.

- Lecturers (no prefix) are expected to develop and teach courses subject only to broad guidelines. A lecturer may be involved in various instruction-related activities, including advising, assisting in developing lab safety protocols, course scheduling, curriculum development, and may participate in departmental outreach programs or other instructional activities.

- A Senior Lecturer is expected to have extensive teaching experience and subject matter expertise. At this level, the independent selection, organization and development of course contents and instructional materials and approaches used are expected. Involvement with committees engaged in supporting this development is typical.

Faculty Associates provide instruction and training to students in an academic discipline or adult education. Responsibilities include formal lectures or labs, training of graduate assistants, programming to adult and continuing education clients. Individuals in these titles may be involved in development of disciplinary teaching techniques in addition to teaching. Individuals at the "no prefix" level may supervise others in designing curriculum and techniques for instruction, instruct students, and train faculty and other IAS in use of instructional techniques. They also may develop grant proposals and administer budget and personnel for instructional grants and programs.

Faculty Assistants perform the same work as graduate teaching assistants, but they are not graduate students. They teach the quiz, tutorial, discussion, or lab section(s) of a course under the supervision of a faculty or academic staff member.

Instrumentation Innovators have major responsibility for discipline-specific instruction and the conceptualization, design, construction, operation, testing and improvement of large scale instrumentation systems used in research and teaching. At the no-prefix and associate levels, the individuals advise researchers, scientists and faculty in developing systems and may provide training to other staff and outside experts.

D. Research Staff Responsibilities

Instruction, both at the undergraduate and graduate levels, extends from the classroom into research laboratories. As research and instructional activities may be seamless, it makes little sense to try to separate the two. For example, undergraduates regularly engage in research projects as part of course work in their major, conduct independent study projects or do research as part of an honors degree. Graduate students perform original research as a requirement for their masters thesis or doctoral dissertation. Both groups are taught research design, experimental methods, and skills such as how to keep a laboratory notebook and present their work in written or oral form.

Just as academic staff play a significant role in the classroom, they play a significant role with students in the laboratory, particularly at UW-Madison and UW-Milwaukee. They supervise and direct the research projects of undergraduates enrolled in independent study courses. They supervise student hourly employees or work-study students who are working to gain research experience. They may give departmental seminars or lectures on current research topics that students are required to attend. They may assist students as they prepare to give their own seminars or write their thesis or research papers. It would not be unusual for an academic staff member to do most or all of these activities each semester. In addition, they may serve on dissertation committees and serve as (usually unofficial) research advisors to masters and doctoral students.

Most academic staff involved in research are titled as scientists or researchers (Category B), although some lab managers (Category A) may be involved as well. There can be considerable overlap between the categories of scientist and researcher, as the duties performed vary both by department and the individual involved. In general, though, scientists are the more senior staff members, typically hold doctoral degrees and have a wider range of responsibilities.

Across the UW-System, scientists, researchers, and instrument innovators are employed predominantly at UW-Madison (93%), although the titles are in use at seven other institutions. (See Appendix 3) UW-Madison scientists and researchers make up about 43% of the FTE Category B academic staff at that institution. The majority are employed with full-time annual appointments funded with grant money, although some are hired on departmental funds; salaries average $45,800 for a twelve month appointment (October 1996 payroll data).

Research academic staff may serve as Principal Investigators (PI), bringing into the University research dollars that support both undergraduate and graduate research. Until 1992 at UW-Madison, all academic staff members applying for grants had to have an additional letter of support from their department stating that the staff member was suitable for the role of PI. Since 1992, at UW-Madison an academic staff member

may be granted permanent "PI Status" after review by a committee of the Graduate School and approval by the Graduate Dean. As of May 1997, about 30 academic staff at UW-Madison have received permanent PI status. Approximately 100 academic staff have either permanent PI status or project PI status on the Madison campus, and hundreds of other academic staff members are Co-Principal Investigator or Co-Investigators on grants with faculty or other academic staff members. Thus, both directly and indirectly, academic staff researchers are involved in millions of dollars of grant funding.

Research academic staff around the UW System are eligible for institutional professional development funds that may be used for research and study. Academic staff researchers at UW-Madison recently have received the right to apply for research funds within their institution, as through the Wisconsin Alumni Research Foundation (WARF) at UW-Madison. In 1996, Research Committee funds (primarily WARF funds) administered by the Dean of the Graduate School were made available to academic staff with permanent PI status.

E. Guidelines for Appointing Instructional Academic Staff

While the assignment of research academic staff titles may be obvious when an individual has no classroom responsibilities, the decision to assign classroom responsibilities to non-faculty is not a simple one. UW System guidelines describe when it is appropriate to assign resources to an instructional academic staff rather than a faculty position. The underlying presumption in the guidelines is that full-time, permanent instructional needs should be filled through faculty appointments. UW System Unclassified Personnel Guideline (UPG) #2 begins by stating:

> "It is not the intent of these guidelines to permit or encourage excessive dependence upon academic staff to perform teaching responsibilities, nor is it the intent that these guidelines be applied retroactively. Indeed, if the duties of a position are those customarily associated with a faculty position, then the appropriate first question is why the position should not be categorized as faculty. In conducting that analysis, one can determine that the staffing of a teaching position by appointment of an instructional academic staff member, rather than a probationary faculty member, may be appropriate but not mandatory if any of the following conditions [in *italics*] apply:"

1. When the position is to be filled by someone who lacks the minimal academic credentials for a faculty appointment;

This provision covers a wide range of situations. For example:
- instructional positions are filled by Ph.D. candidates who are given independent responsibility for teaching a course (vs. as a TA who assists a faculty member);
- individuals who do not have terminal degrees or credentials for a tenure-track appointment hired in specialized fields, or when a search has not turned up a qualified candidate;
- professional practitioners hired by virtue of their experience in the field to give students "real world" exposure to their disciplines;
- individuals hired to teach introductory and service courses.

A 1990 study by the UW System Office of Policy Analysis and Research detailed the level of education for lecturers and faculty associates. At that time, about 25% had a Ph.D. or terminal degree. More than 60% had a masters degree. The remaining 15% had a bachelors degree, or less (.8%). Updated data are not readily available in the computerized personnel data system.

2. The position being filled does not include the full range of responsibilities of a faculty appointment which includes teaching, research, and institutional and public service.

The responsibilities of instructional academic staff members distinguish them from faculty, at least as a matter of policy and theory, in that instructional academic staff positions do not carry full responsibility for

· teaching, research and public service. An example of an explicit expectation appears in the UW-Eau Claire Guidelines for Teaching Academic Staff:

> "Academic staff are hired for specific teaching duties to provide credit instruction and training to students in an academic discipline. . . . Teaching academic staff will not be assigned nor will they be compensated for other responsibilities beyond those specified in the employment contract. . . . However, for those teaching academic staff who have additional responsibilities beyond classroom instruction, such as mathematics laboratories, an appropriate non-teaching title will be selected and non-teaching academic staff personnel procedures will be followed for that portion of the assignment."

Despite such clear expectations, IAS at some institutions tend to assume more responsibility for curriculum, advising and governance over time, depending on the department's history and tradition of inclusion and the individual's interests and abilities. IAS also may be engaged in scholarship, research and service. So, although in theory, IAS are not "expected" to perform (and are not compensated for performing) the full range of responsibilities, many – particularly those who are full-time – do participate extensively in their departments, programs and professions.

3. *The need for the instructional services is expected to be short-term.*

IAS often are hired to fill short-term needs, such as:

- when a temporary replacement is hired for a faculty member on leave;
- to bridge the gap between a retirement and new faculty hire;
- to create extra sections of a course when the number of students is unexpectedly large;
- when curricular planning indicates the need to a phase out or consolidate particular programs, courses or sections.

4. *The funds supporting the position are not expected to be available beyond a given time period.*

Most IAS who teach in the classroom are funded from the base budget. Researchers and scientists who instruct in a lab setting are more likely to be funded directly by grants. The concern about downward trends in the operating budget are behind much of the concern about the upward trend for using IAS rather than faculty appointments. This criterion applies when:

- the position is supported with grant funds, or "soft money."
- institutional base budget money is available because a faculty member's salary is being paid (temporarily) from a research grant.
- funds are not expected to be available on a continuing basis in the institution's base budget.

5. *The long-range tenure management requirements in the department preclude the possibility of additional probationary faculty appointments.*

This is frequently referred to as a problem of "tenure density." Departments with a large percentage of tenured faculty may need to maintain a temporary group of instructors to provide flexibility to reshape the curriculum as tenured faculty retire or resign. Inasmuch as we anticipate a significant number of faculty retirements over the next decade and tenure density decreases, this may become less common as a reason for hiring IAS.

III. IAS APPOINTMENT TRENDS

A. Historic Basis For Increasing Number Of IAS Appointments

Concern about the increasing use of IAS is not new. The 1983 academic staff review examined the history of the increase in IAS appointments. The rise at some UW System institutions appeared to be related to the circumstances that produced declarations of fiscal emergency at five institutions in 1974. The Regents required all institutions to develop personnel policies that would permit them to retrench or redirect resources according to fiscal and/or instructional demands without the need to lay off tenured faculty. Some institutions developed tenure management plans, and the UW System, reflecting a national trend, appointed increasing numbers of personnel to non-tenure-track, instructional academic staff positions in order to retain a measure of institutional flexibility in personnel management while at the same time sustaining the quality of instructional programs.

Contributing to the trend, funding appropriated by the state legislature in 1976 to meet increased instructional workloads was provided in fixed-term dollars and fixed-term positions. This was based on projections that enrollment declines were imminent and that flexible dollars and positions would assist the UW System in adjusting its budget and personnel commitments as declines came. These dollars and positions remained identified as fixed-term until the 1981-82 academic year, when it was decided that intervening budget cuts had compensated for this earmarked support.

Small budget increases throughout the 1980's and decreases in the 1990's have resulted in staffing decisions that maximize flexibility and thus, a gradual increase in the use of instructional academic staff at most institutions in the UW System.

B. Current Instructional Academic Staff Appointments

Systemwide, the proportion of instructional academic staff in the total instructional workforce (IAS and faculty) has changed from 15% in 1987 to 22.6 (FTE) in 1997 (see figure 1 on page 2). This represents an increase of 619 FTE instructional academic staff systemwide. Over the same time period, the number of faculty decreased by 523 FTE. Institutional data reveal variations in the proportion and use of IAS, as shown in the table below. Appendix 4 includes changes in the number and proportion of faculty by institution for further comparison. All but UW-Superior and UW-Extension have fewer faculty in 1997 than in 1987.

UNIVERSITY OF WISCONSIN SYSTEM 1987-97 CHANGE IN INSTRUCTIONAL ACADEMIC STAFF* AS PERCENT OF TOTAL FTE INSTRUCTIONAL WORKFORCE**							
	1987-88 IAS		1997-98 IAS		Change from 1987-97		
	FTE	as % of instr.staff	FTE	as % of instr.staff	FTE	as % of instr.staff	% change in FTE IAS
UW-Madison	375.8	15%	601.0	23%	225.2	8%	60%
UW-Milwaukee	180.5	19%	297.0	30%	116.5	11%	65%
UW-Eau Claire	87.1	16%	83.2	17%	-3.9	1%	-4%
UW-Green Bay	40.1	21%	48.5	25%	8.4	4%	21%
UW-LaCrosse	59.9	14%	83.9	20%	24.0	6%	40%
UW-Oshkosh	67.0	14%	121.4	25%	54.4	11%	81%
UW-Parkside	46.8	24%	43.4	25%	-3.4	1%	-7%
UW-Platteville	25.7	10%	46.8	18%	21.1	8%	82%
UW-River Falls	24.2	9%	55.6	20%	31.4	11%	130%
UW-Stevens Point	43.4	10%	59.0	15%	15.6	4%	36%
UW-Stout	76.4	20%	77.3	21%	0.9	1%	1%
UW-Superior	15.2	13%	25.9	20%	10.7	7%	70%
UW-Whitewater	67.3	15%	114.1	25%	46.8	10%	70%
UW Colleges	55.6	13%	93.2	24%	37.6	10%	68%
UW Extension	33.3	14%	66.4	19%	33.1	6%	99%
System Total	1198.3	15%	1816.7	23%	618.4	7%	52%

* Excludes: UW Hospital & Clinics; CHS, L/I & instrument innovators, mostly at MSN; visiting & emeritus titles, zero dollar appointments.
** Total FTE Instructional workforce here includes faculty and instructional academic staff as noted above; does not include graduate student teaching assistants.
Source: October AA/EEO databases

The data in the table above show that:

- Three institutions (UW-Eau Claire, UW-Parkside, and UW-Stout) have reduced or held steady the number of IAS and proportion of IAS in the instructional staff. The number of faculty at these institutions has decreased as well: Eau Claire, -46.9 FTE faculty or -.8% as a proportion of instructional staff; Parkside, -20.1 FTE, with a proportionate faculty increase of 1.3%; and Stout, -15.7 FTE faculty, with a 1.1% decrease as a proportion of instructional staff.

- While eight campuses experienced increases in instructional academic staff of over 60%, the current proportions of IAS at UW-Platteville, UW-Extension, UW-Superior and UW-River Falls remain below the systemwide average.

- The largest numerical FTE increase was at UW-Madison, which added 225.2 FTE instructional academic staff to its 1987 base of 375.8 (excluding CHS faculty), for a percentage increase of 8%.[8] The number of faculty decreased by 145.1 FTE.[9]

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[8] This count excludes CHS faculty for better interinstitutional comparison. The proportion of CHS faculty to ranked faculty in the Medical School changed from 35.6% CHS in 1990 to 47.7% CHS in 1996. The number of CHS faculty has increased, from 214 in 1990 to 352 in 1996, while the number of tenure-track faculty has remained steady, going from 387 to 391. (Source: University of Wisconsin Medical School Faculty Equity and Diversity Committee Year End Report 1996-97.)

[9] UW-Madison reports that their loss of faculty numbers has been entirely among those under the age of 40, reflecting changing hiring patterns due to budget reductions.

C. Disciplinary Array

IAS are distributed throughout the academic disciplines. There are 33 discipline categories, grouped into six broad discipline categories: Social and Behavioral Sciences, Humanities, Engineering and Physical Sciences, Agriculture and Life Sciences, Health Sciences and Clinical Health Sciences. Law and Medical Schools are added for UW-Madison. In the six broad categories, more than 60% of UW System IAS are in Social/Behavioral Sciences and Humanities. Among the 33 discipline categories, Health Sciences and Education have almost 40% of the total FTE UW System instructional academic staff. The fifteen disciplinary categories using the most IAS are listed below. A full table of disciplines by institution is included as Appendix 5.

1996-97 UW System Instructional Academic Staff Top 15 Disciplines hiring IAS Systemwide				
	Headcount		FTE	
Discipline	number	percent*	number	percent*
Health Sciences**	736	22.4%	598.45	29.9%
Education	391	11.9%	173.49	8.8%
English	194	5.9%	143.00	7.1%
Business	181	5.5%	102.11	5.1%
Physical Ed/Rec. Res.	178	5.4%	82.93	4.1%
Math/Statistics	119	3.6%	81.71	4.1%
Foreign Languages	134	4.1%	83.02	4.1%
Communications	115	3.5%	64.52	3.2%
Art	95	2.9%	41.28	2.1%
Music	112	3.4%	48.82	2.4%
Engineering	96	2.9%	64.05	3.2%
Biology/Life Sciences	74	2.3%	53.08	2.7%
Interdisciplinary Studies	156	4.7%	70.59	3.5%
Sociology/Anthropology	71	2.2%	36.80	1.8%
Chemistry	76	2.3%	56.43	2.8%
Total in top 15 disciplines	2728	83.0%	1700.28	84.9%
Total in remaining 18	557	17.0%	301.29	15.1%

* Percent of all IAS systemwide excluding: visiting & emeritus faculty, zero dollar appointments, UW Hospital and Clinics, UWEX.
** 612 (HC) and 517.94 (FTE) of these positions are at UW-Madison
Source: OPAR, October 1996 AA/EEO Database

D. Levels of Instruction and Distribution of Undergraduate Course Enrollment

Instructional academic staff assignments are not limited to certain courses and levels, but occur throughout the curriculum. Appendix 6 shows that courses taught by instructional academic staff are distributed into all course levels. While on average systemwide more of the instructional academic staff assignments (53.2%) are at Level 1 (freshman/sophomore), a significant proportion (42.6 %) is at Level 2 (junior/senior). Instructional academic staff, many of whom are clinicians and practitioners, are also used to teach masters level students (3.5%), doctoral and professional students at UW-Madison, and doctoral students at UW-Milwaukee (0.8%).

Based on course enrollments, the percentages in the table in Appendix 7 illustrate the distribution of undergraduate instruction on state instructional funds among instructor types in Fall 1996-97. In the comprehensive institutions and the UW Colleges, on average, an undergraduate student receives 73% of

his/her instruction from faculty and 26.6% from instructional academic staff. The percent of IAS ranges from 15.6% at UW-Stevens Point to 37.2% at UW-Oshkosh.

Graduate Assistants are added into the mix of instructors at UW-Milwaukee and UW-Madison. The percent of undergraduate enrollment taught by faculty at UW-Madison is 56.5%, with 27.1% taught by IAS and 11.2% by graduate assistants. The percent of undergraduate course enrollment at UW-Milwaukee taught by faculty is 49.8%, with 38.2% taught by IAS and 9.4% by graduate assistants). The remaining percentage (1.6% systemwide) is from combinations of instructional staff types. The range of percentages of undergraduate students receiving instruction from the instructional academic staff among UW institutions is from 15.6% at UW-Stevens Point to 38.2% at UW-Milwaukee.

For undergraduates who enroll in lower division undergraduate sections (basic undergraduate sections), the range of percentages being taught by instructional academic staff is from 18.0% at UW-Stevens Point to 41.7% at UW-Oshkosh, with a UW System average of 29.5%.[10]

E. Full-time/Part-time Mix

Less than half (43.8%) of the FTE instructional academic staff with academic year appointments are full time; some are temporary full-time appointments and some have been renewed for many years. In contrast, the vast majority of UW System faculty are full time. (In order to be eligible for tenure, a faculty member must have at least a 50% appointment.) There were 5884 full-time faculty in the UW System in fall 1996, and just 260, or 4.2%, were part-time. These are important figures, because many of the concerns about job security, benefits, governance and integration of instructional academic staff into our institutions are related to their part-time status. All but a few research academic staff have 12-month appointments; 85% have full time appointments.
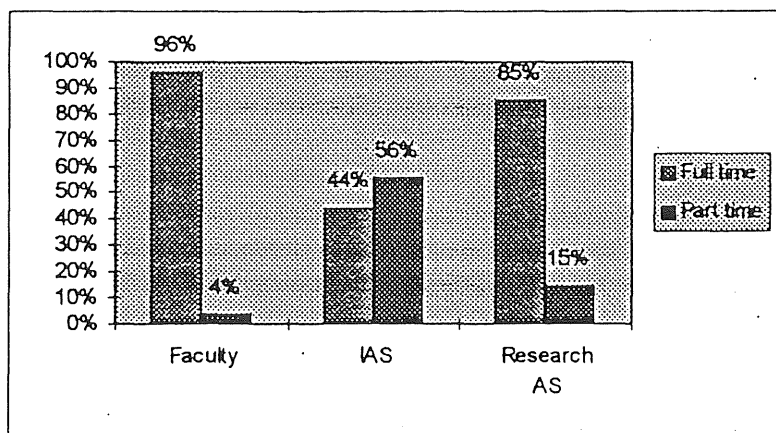
Figure 2

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[10] The table in Appendix 7 includes only instruction in primary group sections, either with supplemental sections or without supplemental sections. Group instruction in the UW System includes lectures, labs, discussions, and seminars. 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 were not attached to a lecture, it, by itself, would be a primary section.

F. Sex and Race

The ratio of males to females in the IAS differs from that in the faculty. In the UW System, 55.4% of instructional staff (HC, excluding CHS and clinical titles) are female, compared with 28.4% of the faculty. More women are found in the lower ranks of the faculty: assistant professors (44.8%), associate professors (32.7%) and professors (17%) (see Appendix 8). More women are found in the lower ranks within the instructional title series in the academic staff as well. The percentages of women within the research academic staff (31.2%), and CHS and Clinical faculty in the IAS (39.4%) more closely mirror those of the faculty.

There are proportionately more women in the instructional academic staff than in the faculty. This is consistent with national trends.[11] A variety of reasons are suggested for this difference. To draw conclusions for the balance in the UW System instructional academic staff would require further data, which might include, for example, reason for accepting the position, career goals, spousal employment, age, marital status, professional and personal obligations.

The ethnic makeup of the instructional and research academic staff is roughly the same as the faculty. Minorities comprised 8% of the instructional staff (HC) and 8.8% of the CHS and clinical staff in 1996. (See Appendix 9) This is comparable to the faculty, at 10.1% systemwide. A slightly larger proportion is found among the research academic staff who are predominantly at UW-Madison, with 13.4% minorities.

The UW System compensation structure has been examined to minimize the possibility of pay inequities resulting from sex or ethnicity. Shortly after the new academic staff title and compensation structure was approved, a gender and race equity project was conducted beginning in October 1989. The project team examined salaries by controlling for nine compensable factors, including highest degree held, discipline, experience, and merit. The study found women were paid 4.1% less than men in lecturer and faculty associate titles. Race was found not to have a significant effect on salary in these titles at any UW System institution. Women were paid 3.3% less in research and clinical instruction titles and some inequities were identified with race. The clinical instructional staff associated with the hospital and medical school at UW-Madison were analyzed separately and no significant difference was found in salary because of either gender or race.

In 1995, the Board approved individual equity adjustments for all institutions. Final annual implementation costs were approximately $950,000. Institution base funds were reallocated to pay individual salary equity adjustments. Salaries for category B staff will be examined on a periodic basis to insure continuing salary equity.

IV. APPOINTMENT RULES, POLICIES, AND PRACTICES

A. Background

Though there is a great deal of variation among UW System institutions in the use of instructional academic staff, respondents to institutional surveys were unanimous in one respect: academic administrators have difficult challenges that sometimes create conflicting goals regarding the use of instructional academic staff. Above all, they must ensure that high quality instruction and advising are provided to students. To accomplish this, they must meet institutional demands and budgets and maintain flexibility in the face of fluctuating circumstances. It is also important to address the desire of instructional academic staff to be recognized as professionals with appropriate job security so that they may participate confidently and more fully in the educational process.

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[11] Leslie and Gappa (1993); AAUP (1993, 1997B).

This challenge is exemplified most clearly in issues related to hiring, retention and non-renewal of IAS members. Job security is a concern of instructional academic staff members, whether full or part-time. Systemwide, 91% of IAS appointments are for a defined period of a year or less, 78% are renewed a semester at a time. Approximately 59% have fixed term-terminal appointments that do not carry any expectation of renewal beyond the stated term. A large proportion of these IAS are filling temporary or short-term needs, making an increase in job security inappropriate.

The basic concerns about job insecurity and the interest in longer term commitments to and from the university are not just personal concerns of affected IAS, but concerns for the entire university. Are we doing enough to support dedicated, well-prepared educators at all levels? Are short-term employees given a sense of academic freedom and job security that allow them to be critical participants in the educational process? Do we consider how employment practices related to job security impact other personnel issues, including participation in governance, and eligibility for research grants and professional development programs?

Many UW System institutions have made concerted efforts to address the issue of job security for fixed-term staff by extending longer term contracts where possible, and lengthening the notice required before non-renewal after several years of service. For example, UW-Madison's policy requires that after three consecutive years IAS fixed-term terminal appointments may no longer be terminal unless there has been a break in service. However, the fiscal realities and fluctuations in programmatic need that face the institutions are formidable obstacles. Several institutions report that the use of multiple year appointments has declined in recent years. Approximately 9% of the IAS have appointments of more than a year.

This section of the report highlights the differences in job security among faculty, professional academic staff and instructional and research academic staff, and explains the varying types of appointments IAS may be given, and how those appointments are distributed among the Category B academic staff.

1. Differences Between Faculty and Instructional Academic Staff Personnel Policies

The systemwide policies governing terms of instructional academic staff appointments are based on the proposition that such staff are needed for temporary or special purposes and the positions do not carry the full range of faculty responsibilities in teaching, research and public service. Yet, in cases when instructional academic staff are hired because faculty tenure density does not permit a faculty appointment, or when they are reappointed repeatedly for continuing needs, the distinction between faculty and academic staff can be blurred, giving rise to reasonable expectations for parity in working conditions. The blurring is greater when academic staff have qualifications similar or equal to the faculty members.

Each of Administrative Code chapters UWS 9 through UWS 13 is paralleled by a separate chapter for the faculty in UWS 2 through UWS 6. A review of the differences between the statutes and personnel policies for academic staff and for faculty provides a better understanding of the relative status and working conditions of the IAS. The most fundamental difference is that faculty may be tenured, after which they can only be dismissed for cause, or laid off for institution-wide fiscal emergency. Instructional academic staff with the highest level of security can be non-renewed for reasons of program or budget: most IAS are given no expectation of renewal when they are hired, and reasons for non-renewal are only required after a substantial length of service as defined by the institutions. These and other terms governing faculty and academic staff appointments are juxtaposed in the table that follows.

FACULTY	INSTRUCTIONAL AND RESEARCH ACADEMIC STAFF[12]
⇒ Faculty are formally appointed by the Board (UWS 3.01)	⇒ Academic staff are appointed by the Chancellor. (UWS 10)
⇒ Probationary faculty appointments preceding decision on tenure may be for a maximum of 7 years, made up of 1 year or multiple year contracts. Tenure is not acquired solely by years of service. (UWS 3.04) ⇒ Faculty with a 50% appointment or more may be granted tenure after a 7 year probationary period, after which they can only be dismissed for cause (UWS 4), or be laid off or terminated in event of institution-wide fiscal emergency declared by the Regents (UWS 5).	⇒ Fixed-term appointments provide no guarantee of continued employment beyond the stated term of a semester, year, or multiple years. (UWS 10.03) ⇒ Academic staff may be granted indefinite appointments, and then may only be dismissed for cause, but also may be laid off for reasons of program or budget as determined by the institution. (UWS 10.03(2b))
⇒ Probationary faculty may be non-renewed. They are entitled to written reasons and may request reconsideration of the decision and may appeal the decision (UWS 3.07)	⇒ Probationary academic staff may be non-renewed. They are entitled to written reasons and may request review of the decision and may appeal the decision (UWS 10.04) ⇒ Fixed-term academic staff may be non-renewed with their hiring letter or with notice before the end of the term. They may be entitled to a statement of reasons after substantial years of service. (UWS 10.03)
⇒ Faculty may not be dismissed for cause without action by the Board (UWS 4.01)	⇒ Dismissal or discipline of academic staff members is effective upon the Chancellor's action (UWS 11.07).

2. Differences Between Policies For Instructional And Non-Instructional Academic Staff.

The working conditions and relationships of instructional academic staff parallel those of faculty in some respects, but IAS appointments and participation are governed by the personnel policies and governance provisions related to other academic staff. The Board's basic rules concerning academic staff appointments differentiate instructional academic staff from non-instructional academic staff in two respects: notice of nonrenewal in UWS 10.05(3); and dismissal for cause in UWS 11.03(2) and 11.12. These rules allow the institutions to enhance the procedural protections for instructional academic staff and to broaden faculty involvement in dismissal decisions in recognition of the parallels to faculty employment. Some, though not all, institutions have taken advantage of these provisions to tailor processes for instructional academic staff.

a) Notice of Nonrenewal

UWS 10.05(3) provides that longer notice of nonrenewal may be provided for teaching members of the academic staff. Notice has been lengthened for all academic staff beyond the minimum in the Code. Thus, none of the institutions has extended longer notice periods specifically for IAS.

The most significant difference in practice in nonrenewal of instructional and non-instructional academic staff relates to the fact that most IAS (78% HC) are given semester-to-semester contracts, one semester at a

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[12] These are minimum expectations and legal requirements: institutions' practices may provide some assurance of continuing employment and due process without the need for "substantial years of service."

time. (See tables in Appendices 10-14.) Notice provisions, written reasons for nonrenewal and appeal are unavailable or irrelevant to these staff at most institutions, in accord with the administrative code.[13] Fewer Category A academic staff have terminal appointments (11%); Category A academic staff typically are hired for a year or more with fixed-term-renewable appointments (65%).

b) Dismissal for Cause

It is rare for instructional academic staff to be dismissed for cause. The rules governing dismissal of academic staff for cause provide (in UWS 11.03) that with the concurrence of the faculty and the academic staff advisory committee of each institution, dismissal for cause of a member of the instructional academic staff may be heard by the hearing body specified in UWS 4.03, which governs probationary faculty, following the procedures spelled out for academic staff. The institution also may provide additional due process for instructional academic staff members through the use of procedures for academic staff with indefinite appointments, as provided in UWS 11.12.

The option in UWS 11.03 of a hybrid process – using at least some faculty or an academic dean as the hearing body and following the processes specified for academic staff, has been chosen by about half of the institutions. The others use a committee of academic staff. Faculty decision-makers conduct more limited reviews than for probationary or tenured faculty.

About half of the institutions[14] have chosen to use the indefinite appointee dismissal procedure for IAS, which is more extensive than the process for fixed-term academic staff. This process would be used by these institutions for all IAS irrespective of appointment type.

c) Non-renewal Process

In addition to these rules, many institutions and departments have adopted different practices for evaluation and review for renewal and non-renewal decisions for IAS, recognizing that a department chair or faculty would be the supervisor in an initial personnel decision and in the review or reconsideration of a non-renewal decision. If further review is available, the process used is the same for all academic staff: a committee of academic staff would hear any appeal or grievance. Appeal of a non-renewal typically is allowed only when the decision is alleged to be arbitrary or for reasons prohibited by law. Academic staff may not appeal the substance of a decision not to renew an appointment that is based on budget or program. At UW-Madison, a nonrenewed staff member has the right to appeal if s/he believes "that the nonrenewal is not actually because of a budget or program decision or when he or she believes that another academic staff member should have been nonrenewed instead."

B. Instructional and Research Academic Staff Appointment Types

The vast majority of instructional academic staff members systemwide (95% HC) have fixed-term appointments. All but two institutions provide fixed-term appointments for all IAS; only a few IAS at the other two institutions have indefinite appointments. (These appointment types are described below.) Thus, the issue of job security for instructional academic staff is concerned with the policies and procedures related to fixed-term academic staff and with the reasons indefinite and long-term fixed appointments are not used more frequently.

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[13] Several institutions provide all academic staff with reasons for nonrenewal without need for "substantial years of service" or after just 2 or 3 years of service.

[14] LaCrosse, Stevens Point, Stout, Superior, Whitewater, Colleges.
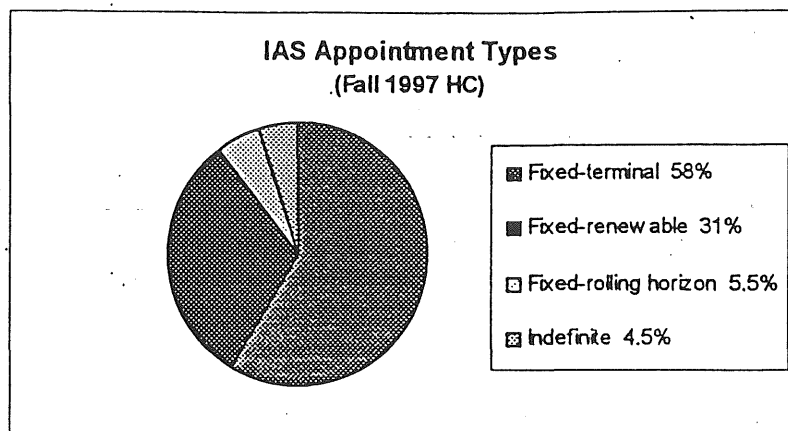
IAS Appointment Types
(Fall 1997 HC)

- ▦ Fixed-terminal 58%
- ▣ Fixed-renewable 31%
- ▢ Fixed-rolling horizon 5.5%
- ▨ Indefinite 4.5%

Source October 1997 payroll
Includes CHS faculty. Excludes research, visiting, emeritus, professor L/I, and
224 HC (6% of total) for which no appointment type was coded. See note 36.

Figure 3

More research academic staff have fixed-term renewable and rolling horizon appointments, than their colleagues in the instructional staff. As Figure 4 illustrates, just 8% have fixed-terminal appointments. About 78% have fixed-renewable, 10% have rolling horizon, and 4% have indefinite appointments. The majority (85%) of research academic staff are full-time, and 99% have annual appointments. Insecurity in their appointments tends to stem from the source of funds, which is often "soft" money – research funding. Approximately 94% of the UW System research academic staff are employed by UW-Madison.

Research Academic Staff Appointment Types
Fall 1997 HC

- ▦ Fixed-terminal 8%
- ▣ Fixed-renewable 78%
- ▢ Fixed-rolling horizon 10%
- ▨ Indefinite 4%
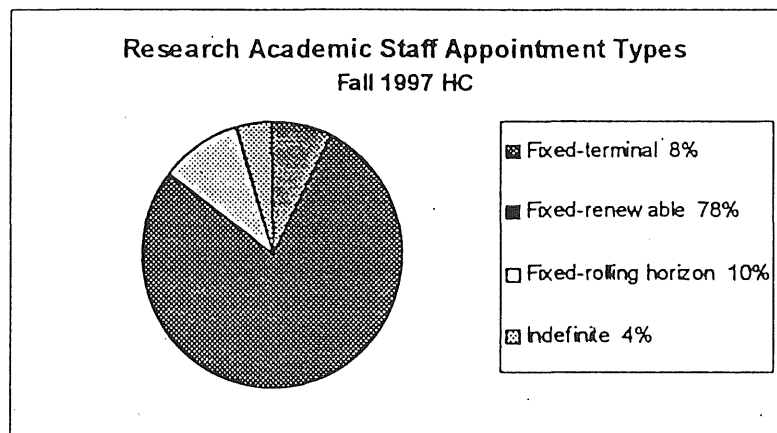
Source October 1997 payroll

Figure 4

1. Fixed-term Appointments

The Administrative Code specifies that fixed-term appointments "carry no expectation of reemployment beyond the stated term, regardless of how many times renewed." (UWS 10.03) Academic staff thus do not have the type of "property right" vested in the faculty, which requires significant due process protections before taking actions affecting an appointment. However, the Code also states:

> "The policies and procedures of each institution shall specifically treat the issue of job security including appropriate due process protections in the case of non-reappointment for those fixed-term academic staff members who have served the institution for a substantial period of time. Such policies and procedures shall be formulated so as to meet the continuing needs of the institution while at the same time recognizing the employment

commitment and contribution to the institution provided by such fixed-term academic staff members." *(Underlining added)*

The 1983 academic staff review drew attention to how many academic staff were hired year after year on one-year or, more commonly, on semester contracts. Following that review, an academic staff job security policy was issued by UW System President Shaw in 1985 (now Unclassified Personnel Guideline 3.05). Institutions revised their planning and increased job security provisions for academic staff, considering "distinctions based on: instructional vs. non-instructional staff, source of funding, and percent of appointment."

As a result, fixed-term IAS appointments have evolved into three types that were not specified in the Administrative Code: fixed-term-terminal, fixed-term-renewable, and rolling horizon.

a) Terminal Appointments

The majority of instructional academic staff appointments are specified as fixed-term-terminal (59% HC), as shown in figure 3 above. These staff receive notice in the letter of appointment that the appointment will not be renewed. This is often referred to as a "hire/fire" letter. Some IAS receive terminal appointments for a series of consecutive semesters, each for a discrete time period.

While valid academic and budgetary conditions are usually behind a semester-to-semester approach, some appointments are predictable and likely to recur. Institutions are encouraged by UPG #3.05 to review such recurring appointments to determine whether longer contracts can be given, while retaining needed institutional flexibility.

About two-thirds (66% HC) of the lecturers have a fixed-term-terminal contract of one year or less; lecturers are the most likely among IAS to have such a contract. Lecturers comprise 84% (HC) of the IAS with fixed-term-terminal contracts of one year or less, as shown in Appendix 10. Titles that are least likely to be granted fixed-term-terminal appointments are CHS professors (1.9 %) and clinical professors (7%), which explains a large part of the difference in the "all IAS" numbers for UW-Madison in Appendix 10.

Several institutions indicate a bias against using terminal appointments. Others make frequent use of them, as illustrated in Appendix 10.

- The percentage of fixed-term-terminal appointments for lecturers (HC) ranges from lows of about 3% at UW Extension and 7% at UW-Whitewater, to highs of 90-96% at UW-Milwaukee, UW-Oshkosh, and the UW Colleges.

- Five institutions use these appointments for 18% or fewer of their instructional academic staff.

- Five institutions use terminal appointments for 80-96% of their IAS appointments.

- UW-Madison requires that after three consecutive years an IAS appointment may no longer be terminal unless there has been a break in service.[15] This limit appears to be an exception.

Given the wide variation in experience, it is apparent that planning, policies, and situations leading to the use of IAS are vastly different around the System. Further study would be needed to ascertain the reasons for these differences.

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[15] The review may result in a renewable appointment, or termination if funds or programmatic needs do not support a longer term position.

b) Renewable Appointments

A fixed-term-renewable appointment is for a definite term that may be a semester, a year or multiple years. Although it does not promise continuation beyond the contract term, this type of contract conveys a sense of possible renewal. Approximately 29% of IAS appointments systemwide are fixed-term renewable. (See Appendix 11.) Again, the use varies widely from institution to institution.

- Two institutions use this type of appointment for 60% (HC) or more of IAS;
- Six institutions use them for 9% (HC) or less.
- While UW-Milwaukee and UW-LaCrosse do not appear to use this type of appointment, multiple year terminal contracts are used and UW-Milwaukee provides probationary and indefinite appointments for longer term commitments.

Length of Fixed-term Renewable Contracts: System Administration guidelines for academic staff job security, UPG 3.05, require institutions to

> "review annually the type of contract and terms of any academic staff member who has served more than seven years to determine the feasibility of moving such individuals to indefinite or multiple year appointments with increased job security. Academic staff with seven years or more of service whose appointments do not provide at least two-year terms shall be given the reasons upon request. Academic staff with ten years or more of service whose appointments do not provide at least three-year terms shall be given the reasons upon request."

This policy has resulted in lengthened appointments for non-instructional academic staff, but appears to have changed the types of appointments little for IAS. One reason more long term appointments are not made is that the policy has been applied only to "permanent" staff, which most consider to be IAS with repeated full-time appointments. Appendix 12 shows that:

- The largest percentage of fixed-term renewable IAS appointments (78% HC) are for a single semester at a time. Note that these individuals may teach in consecutive semester appointments or, for example, only in the fall semester each year.
- Five percent (49 of 920) of those with fixed-term renewable appointments have one year appointments.
- Fifteen percent (138 of 920) of IAS with renewable appointments are given appointments of two years or more. Such appointments are typically full-time (See Appendix 12).

The intent of the UW System Job Security Guidelines was to grant additional security when the need and budget for the position are stable, and the length and quality of service of the academic staff member justify a longer term appointment. Most institutions are cautious in extending lengthy appointments to IAS, including language in their policies that indicates the limited circumstances for doing so. Three institutions noted that IAS appointments are reviewed very carefully at the point at which greater security might be granted. This often results in non-renewal or a terminal appointment rather than a longer appointment due to uncertain budgets or academic plans that don't support a long term commitment.

While qualifications in the language allow the continued reliance on one-semester or one-year contracts, the difficulty in making longer term contracts mandatory after a certain number of years of service is illustrated by the UW-River Falls experience. The UW-River Falls policy, in effect, has imposed a limit of six years on consecutive IAS appointments, because their job security policy requires a three year rolling term contract after 7 years and, in a conflicting practice, IAS are not granted rolling term contracts. This situation is highlighted because it represents the dilemmas involved in applying uniform policies to dissimilar groups of employees.

The Job Security Guidelines were published to promote better planning and attention to job security concerns of all academic staff systemwide. The guideline's particular application to the working conditions of instructional academic staff should be reviewed.

Notice for Non-Renewal of Fixed-term-Renewable Appointments. In order to non-renew fixed-term-renewable appointments, a minimum amount of notice is required in the Administrative Code. Fixed-term-renewable academic staff are entitled to 3 months notice in the first two years of appointment and 6 months thereafter.[16] As a result of the 1983 academic staff review, institutions were asked to review the notice provided for all academic staff to determine the extent to which greater notice could be provided. Thereafter, Unclassified Personnel Guideline 3.05 provided new minimums for "permanent staff," defined as staff with at least half-time appointments (see table below). Several institutions exceed these minimums. This notice is applicable to all academic staff with renewable appointments, but for most IAS – those who are given terminal appointments – these provisions would not apply.

UPG 3.05: MINIMUM NOTICE OF NON-RENEWAL FOR ACADEMIC STAFF				
	Year 1-2	Year 3-6	Year 7-10	Year 11 +
Fixed-term-renewable	3 months	6 months	9 months	12 months

None of the institutions provides longer notice periods of non-renewal specifically for instructional academic staff as allowed in section 10.05(3) of the Code. All comply with the enhanced notice required in the UW System Guideline for renewable IAS with at least half-time appointments.

c) Rolling Horizon Appointments

Rolling horizon appointments create both longer term contracts and longer notice for non-renewal. A rolling horizon appointment is a form of multiple-year contract that is renewed annually for a like term.[17] These contracts are used when academic staff are performing satisfactorily in positions where there is an ongoing programmatic need and the necessary budget support. Ten institutions provide for rolling horizon contracts. They typically require from three to seven years of service prior to issuing such a contract; no requirement of prior service is stated in any system policy.[18]

About 170 or 5.4% of instructional academic staff (HC) have rolling horizon appointments. (See Appendix 13) Most of these have rolling term contracts of 2 or 3 years; a few have 5 year terms. The advantage of a rolling horizon appointment to IAS – more job security – is apparent. Institutions can increase job security for some IAS while retaining flexibility to non-renew or layoff staff if required for budgetary or program reasons.

A rolling horizon contract may be terminated by providing notice equal to the length of the contract at the time of the annual review. A rolling horizon contract also may be converted to a standard fixed-term contract by halting the rolling feature. A decision to stop the roll is not the same as non-renewal.

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[16] Probationary faculty are provided 3 months in the first year, 6 months in the second year, and 12 months thereafter, UWS 3.09 Adm. Code. Tenured faculty and academic staff with indefinite appointments are not subject to nonrenewal, but may be discharged for cause or laid off under specified circumstances.

[17] UW-Madison considers its rolling horizon contracts to be renewed daily. As a result, the notice period would be the full length of the rolling horizon.

[18] Institutions using rolling horizon appointments include Madison, LaCrosse, Oshkosh, Parkside, River Falls, Stevens Point, Stout, Superior, Whitewater, and Extension. See Appendix 13 for detail.

2. Indefinite Appointments

The final appointment type is an indefinite appointment, which may be preceded by a probationary appointment or successive fixed-term appointments. An indefinite appointment is the rough equivalent of tenure, in that the individual may not be dismissed except for cause, though unlike faculty with tenure, an indefinite academic staff member may be laid off for reasons of budget or program. A detailed process is provided to protect against arbitrary layoff decisions. The process includes written reasons for determining "that the budgetary or program needs should be met by curtailing or discontinuing the program in which the individual concerned works" and a hearing. UWS 12.05(1) Admin. Code.

Indefinite appointments are made very cautiously, particularly when the position is funded by "soft money". About 4.5% (144 HC) instructional academic staff have indefinite appointments. The number has increased since 1982, when 1.4% (30 HC) had indefinite status. Lecturers hold 93 of the 144 indefinite appointments. (See Appendix 14.)

Only two institutions (Madison, Milwaukee) currently are granting new indefinite appointments. The balance of institutional personnel policies and procedures provide fixed-term appointments, with multiple year or rolling horizon appointments as the vehicle for greater security. UW-Eau Claire, for example, takes the position that if an indefinite appointment seems warranted because the position is permanent, then the position should be placed in the faculty in accord with the preference stated in UPG#2. In this context, UW-Parkside, which does not provide indefinite appointments at present, reminds us that IAS appointments often may be the best way to staff an instructional need, whether temporary or permanent, given the singular focus on teaching.

C. Promotions

Academic appointment categories, whether fixed term, probationary or indefinite, carry with them the opportunity for promotion through title progression and prefix change. The most commonly used prefix progression is from associate, to a title with no prefix, to senior and, for exceptional performers, to distinguished.[19] Individuals may be hired at any of the levels. Criteria for Category A title progression are clearly defined in the Unclassified Personnel Guidelines and are applied in a similar manner to all Category A title series.

Progression for instructional and research academic staff (Category B) is less clear. Criteria are not applied uniformly among the title classifications and criteria may differ from department to department, much as they do for faculty. Ten institutions have appointed (or promoted) 8% or less of lecturers to the senior level. (See Appendix 15) As shown in the figure below, among lecturers systemwide, 8.2% are senior lecturers; 71.8% are lecturers (middle), and 20% are associate lecturers (entry). (Among lecturers with *full-time* appointments, 15% are senior, 72.7% are lecturers, and 12.3% are associate lecturers.) In the other titles shown in Figure 5, title assignments are more evenly divided among the ranks.

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[19] The UW System Board of Regents approved the use of the distinguished prefix for certain instructional and research academic staff titles on March 6, 1998. This distinction, which recognizes a few exceptional performers who are recognized by peers as superstars, had been available for other academic staff since 1991.

Percent at Rank in Selected Title Series (HC)
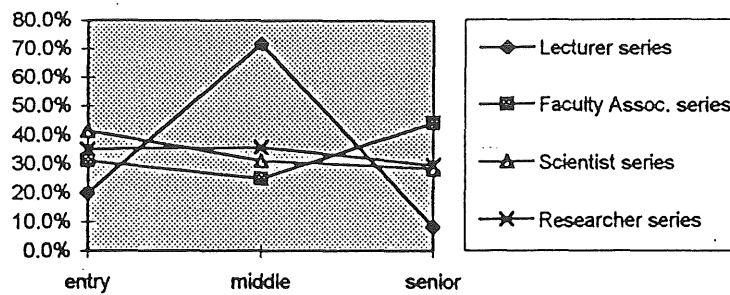
Source: October 1997 Payroll
Figure 5

Problems in determining appropriate prefix designations for instructional and research academic staff are complicated by questions of supervisory responsibility. While most Category A staff report to a designated supervisor, decisions of prefix designation or title progression may rest in the hands of the departmental faculty executive committee, therefore eliminating the opportunity for academic staff peer review and making opportunities for appeal limited.

D. Hearing of IAS Appeals, Complaints and Grievances

The determinations of who should hear appeals, complaints and grievances of IAS are made by the academic staff governance body at each institution. In recognition that there are instances where IAS interests are more aligned with faculty interests, faculty may be involved in the processes as the supervisor or as members of a hearing committee. While many of the academic staff policies and procedures distinguish between instructional and non-instructional academic staff for these processes, several do not make specific mention of the differences. Appeal, complaint and grievance processes typically involve an initial determination by a supervisor, generally the department chair or dean, followed by a hearing, where appropriate, by a committee of faculty or academic staff.

These processes are not used very often, thus there is not a large base of experience from which to judge whether one model works better than another.

E. Fringe Benefits

The provision of fringe benefits to academic staff in the UW System depends on whether they are eligible to participate in the Wisconsin Retirement System, the type of appointment (annual or academic year; permanent or temporary) and the percent of appointment. The five major types of benefits are discussed here: retirement; health insurance, life insurance and income continuation insurance; vacation; and sick leave.[20]

Wisconsin Retirement System (WRS) participation is required for employees who are appointed for 12 or more months, for at least 33% time. One-third time, for the purposes of WRS eligibility, is defined as 28% appointment for academic year employees, 21% for annual appointments. The university's cost is a fixed percentage of salary (approximately 12.3%) based on the number of hours paid. An employee who will work at least 440 hours in a 12 month period becomes eligible for WRS employment.

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[20] In addition, academic staff with 9 and 12 month appointments are entitled to 4 hours of personal holiday.

Eligibility for enrollment in health insurance, under the above employment examples, is immediate and, if desired, coverage is effective the first of the month following the appointment. The employee pays the full monthly premium cost. University contribution to the health insurance premium begins after the employee completes six full months of WRS participation. The amount of University contribution to the premium depends on percent of appointment. Employees are eligible for full university contribution with an appointment of 50% or more. For those with less than a 50% appointment, the university contributes approximately half the premium. Along with health insurance, WRS-eligible employees are eligible for a package including State Group Life and Income Continuation Insurance.

An employee not initially eligible for WRS participation would become eligible through a 'look-back process.' For example, a lecturer who has a 28% or greater appointment for single semesters each fall, would be subject to participation in the WRS at the beginning of the third semester of work, if the previous non-eligible appointments ended within a 12 month period of time since the previous appointment.

For academic staff with annual appointments, sick leave and vacation leave are prorated depending on the percent of appointment. Instructional and academic staff (and faculty) with academic year appointments are do not receive vacation. Classroom duties of instructional staff who are ill may be fulfilled through collegial coverage, as they are for faculty.

Instructional and academic staff, whose initial part-time or temporary appointments has a duration less than 2 semesters or a year and are not eligible for the WRS, are offered a Short Term Academic Staff Health Insurance Plan at the beginning of employment (i.e., no 6 month waiting period). During 1998, in Dane County, the university contributes approximately $97.00 per month toward the premium for a single contract and $252.00 for a family contract. They are also eligible to enroll in several non-WRS administered benefit plans but are excluded from the State of Wisconsin Group Life and Income Continuation Insurance plan.

F. Other Issues Related to Job Security

Solutions to the job security challenge inevitably raise difficult issues. Should indefinite and other long-term appointments be more widely utilized? Should the UW System place an upward limit on consecutive appointments to avoid overuse of IAS or de facto tenure? Should we create a two-track faculty system? Should the system institutions expand the use of part-time faculty appointments?

1. Limitations on Successive Fixed-term Appointments

UWS 10.03 states that a fixed-term appointment carries no expectation of reemployment, no matter how often it has been renewed. UWS 10.02 requires that letters of appointment make these terms and conditions clear. The purpose of these rules is to leave no doubt about the distinction between academic staff appointments and those of probationary faculty. Despite that careful effort, the use of instructional academic staff appointments requires careful monitoring.

None of the institutions imposes a formal limit on the number of times the fixed-term appointment of an academic staff member may be renewed.[21] When fixed-term instructional academic staff are reappointed repeatedly, conduct research, and give service to the community, even though the terms of their appointments may be clearly restricted, the distinction between faculty and academic staff is not as clear. The distinction is important for considering whether job security and due process protections considered essential for faculty should apply.

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[21] There are no UW System rules or regulations barring an individual from receiving successive appointments well beyond the sixth year.

In 1983, five UW System institutions limited instructional academic staff appointments to a maximum number of successive years (5-7) to leave no doubt as to their restricted nature.[22] In 1997, none of the UW System institutions had a formal rule limiting the number of years an IAS member may serve, though uncertain budgets and fluctuating staffing needs have led to informal limits in practice.[23]

A limit is a disservice to individuals who, for reasons of immobility or career preference, would like to continue their affiliation with the university but, for any of a variety of reasons, cannot expect a faculty or indefinite academic staff appointment. A limit also may deprive the university of an experienced individual who would be available and willing to teach on a continuing basis. Yet, repeated appointment of an instructional academic staff member to the same position year after year suggests that a position could be available for a faculty appointment; thus continued reliance on academic staff could prevent development of ranked faculty positions to cover ongoing needs. Concerns on both sides of the issue deserve serious attention.

2. Non-Tenure Track Faculty

The creation of a non-tenure faculty track is controversial, and is a significant departure from current practice. While a non-tenure track is attractive for some reasons, the implications of such a change are perceived by some to endanger the tenure system and therefore evoke a strong reaction, particularly in the wake of the University of Minnesota tenure debate in 1996.

In the 1983 Academic Staff Review, the Board reviewed, but did not act on an option to create a category of fixed-term, non-tenure-track faculty.[24] This group might include those instructional personnel defined by the institution as having the qualifications for faculty appointment but holding a position for which institutional long range plans cannot guarantee long term need or likelihood of tenure. Questions about what constitute "qualifications" and "no possibility of tenure consideration" would be addressed locally and in accordance with institutional plans. Creation of a fixed-term non-tenure-track faculty would not eliminate the need to consider a separate category of staff for: (1) those teaching academic staff who lack faculty credentials but are hired to fill a temporary need on a full- or part-time basis; and (2) those who have faculty credentials and are hired part-time to fill temporary needs.

Fixed-term non-tenure-track faculty appointments are widely used in institutions across the country. Such appointments provide the same flexibility to plan for declining enrollments and to respond to shifts in student interests as instructional academic staff appointments. Such appointments provide the holder with a faculty title but state clearly that the appointment cannot lead to tenure. The use of faculty titles—Assistant, Associate and full Professor—provides individuals in such positions with a title more easily recognized by other colleges and universities in a national market than the UW System's IAS designations. The certainty of a non-tenurable faculty position may be preferable to the insecurity of a probationary faculty appointment which may result in non-renewal rather than tenure.

There are other advantages and disadvantages of a non-tenure-track faculty designation. The use of a fixed-term non-tenure track faculty category permits many of the concerns of instructional academic staff to be addressed under existing or amended faculty rules and procedures. Fixed-term non-tenure track faculty could have the same compensation, governance rights and personnel policies (with the notable exception of the possibility of non-renewal) as tenure-track faculty. The institution benefits from having a body of experienced teachers who are relatively more secure but can be non-renewed in case of financial emergency or shifts in programmatic need.

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[22] UW-Milwaukee (6 year limit); UW-Parkside (5 years); UW-Eau Claire and UW-Platteville (7 years). UW-Oshkosh imposed a 5 year limit in departments defined as "tenure dense" (70% tenured).

[23] See discussion of example at UW-River Falls on page 20.

[24] Much of this section is excerpted from the 1983 Academic Staff Review.

On the other hand, fixed-term non-tenure-track faculty appointments can create problems that outweigh the benefits. There is concern that a new faculty category, in an era of budgetary constraints, may encourage institutions to appoint more fixed-term faculty and reduce the number of tenure-track faculty. The governance rights, and particularly the ability of non-tenure track faculty to vote on tenure decisions of tenure-track faculty, likely would be an issue. A second faculty track can create a "second class" category of faculty who might become bitter about their lack of tenure prospects; collegial relations among faculty could suffer in such a circumstance. A departure from the protections afforded by tenure may raise issues related to academic freedom. Non-tenure track faculty hired on a semester-to-semester basis likely feel the same frustrations of similarly situated instructional academic staff.

Benefits derived by the change in title and classification from "instructional academic staff" to "fixed-term faculty" might better be granted through personnel policies that reward continual service of instructional academic staff with longer appointments, additional notice and reasons in the case of non-reappointment,[25] through adjustments in the IAS titles that more clearly reflect their roles, by reconsidering the use of "faculty status" for governance purposes at all levels, and providing support for instruction regardless of title. The issues are complex and require thorough review and discussion. Any change in the current statutory structure of appointments would require further consideration and approval by the Board and changes in Chapter 36 of the Wisconsin Statutes.

3. Increased Use of Part-time Faculty Appointments

A third alternative that might be explored is expansion, as needed, of the number of part-time faculty positions. Statutes require faculty to have an appointment of 50% or greater in order to be tenured; nearly 96% of faculty are full-time. To the extent programs use IAS because programmatic need does not justify a full-time faculty position, the ability to hire qualified individuals willing to accept a part-time faculty position might be an advantage.

The 1980 AAUP statement, "The Status of Part-Time Faculty", recommended:

> that colleges and universities, depending upon the manner in which they utilize part-time faculty service, consider creating a class of regular part-time faculty members, consisting of individuals who, as their professional career, share the teaching, research, and administrative duties customary for faculty at their institution, but who, for whatever reason do so less than full time. They should have the opportunity to achieve tenure and the rights it confers. The Association stands ready to provide guidance to institutions wishing to develop such policies.[26]

However, the discussion above, captured in the literature on permanent part-time faculty, makes clear that this is a solution that creates its own problems. It would be difficult for part-time faculty to conduct research and establish a scholarly reputation, in addition to teaching and service. Institutions in smaller cities and towns might have difficulty attracting faculty to part-time positions. For these reasons and others, none of our institutions favors this option.

G. Summary and Conclusions

Subsequent to the 1983 academic staff review, UW System institutions reviewed the job security provisions for all academic staff. Job security generally has improved for non-instructional academic staff. IAS appointments are more resistant to change due to their role as instructional "shock absorbers" and the fact

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[25] The AAUP's 1980 report on part-time faculty recommends that part-time faculty who have been employed for six or more terms, or consecutively for three or more terms, should receive at least a full term's notice of non-reappointment.

[26] AAUP (1990) p. 56.

that a larger proportion of the IAS is part-time. Five significant changes in institutional policies and practices affecting IAS resulted from the 1983 review:

1. the timing of notice provided for non-renewal of all academic staff has been increased

2. the proportion of full-time IAS appointments has increased at several institutions

3. the number of multiple year and rolling horizon contracts for IAS has increased at most institutions

4. two institutions now provide indefinite appointments for IAS

5. the five institutions that limited the number of consecutive years IAS could serve have deleted the limit. One institution has a de facto limit of 6 years.

On the other hand, most UWS institutions do not have a strategic plan for the use of and working conditions for IAS. The use of IAS *is* a strategy of maximum flexibility for responding to budget and program needs. Several issues remain.

1. The proportion of fixed-term-terminal (hire/fire) appointments is significantly higher at several institutions than the norm. This suggests the existence of different planning strategies or perhaps a difference in institutional attitudes toward this part of the instructional workforce.

2. The number of multiple year, rolling and indefinite appointments is still small. The number of IAS with continuous appointments is greater than the small proportion with multiple year, rolling, and indefinite appointments would indicate.

3. IAS personnel actions in most cases appropriately involve the faculty, although formulation of academic staff personnel policies resides with the academic staff. This is particularly the case for hiring, promotion, evaluation and retention. This creates confusion about governance for IAS.

4. IAS personnel policies generally are not easily accessible, especially as regards the role of faculty and academic staff in various procedures, introducing considerable ambiguity for IAS and their supervisors.

These issues are addressed in section B of the recommendations, beginning on page 41.

V. INTEGRATING IAS INTO INSTITUTIONAL LIFE

Several recent articles in the Chronicle of Higher Education indicate a concern that IAS are not in the mainstream of campus life. Instructional academic staff and part-time faculty have been referred to as "invisible faculty", a "new class of migrant workers" in "faceless departments."[27] News reports focused on these instructors nationally portray them as tending to be poorly socialized in the institution, rarely well supported, and often ignored by their departmental colleagues and the university at large. They are not viewed as being accorded full respect and attention as collaborators in the educational process.

The UW System institutions were surveyed in spring 1997 to discover what is being done or might be done to avert such a situation in Wisconsin by better integrating instructional staff into the learning environment. It is important to our students that they are instructed and advised by staff who are knowledgeable about how the university works, and how their courses fit into the curriculum. Instructors need to be well-prepared and well-supported in their instructional responsibilities so students experience excellence in the classroom and lab.

The survey revealed varying approaches and priorities within and among institutions. Several institutions have spent considerable energy on this group of employees. Others have taken a more ad hoc approach, largely leaving management of these staff to departments. Moreover, the treatment of these issues varies depending on whether IAS are part-time or full-time, whether they have a short-term or long-term relationship with the university, and whether they are employed outside of the university. More attention is being paid to full-time IAS who fill recurring needs. Some, but admittedly insufficient attention is given to part-time, temporary, and adjunct teaching staff.

Research on part-time employment "demonstrates that the *intentions, expectations, and history* a person brings to a job have a significant impact on subsequent organizational integration. Results of this research indicate that it is not the nature of part-time work that is disillusioning; job dissatisfaction more often results from unrealized or unrealistic expectations."[28] The authors conclude that staff who work part-time by choice may be less dissatisfied than those who would rather be working full-time or elsewhere.

While the university can do little about the intentions and history of individual IAS, we can explore other issues affecting their satisfaction. We can examine the expectations of IAS to discover which, if any, of their expectations are unrealistic and why. We can examine what can be done to clarify or redefine the universities' expectations of IAS while satisfying the reasonable expectations IAS hold. The goal of the actions we take will be to improve the satisfaction of students in the classroom, clinic, and lab.

This section of the report examines three parameters relevant to integrating instructional and research academic staff into institutional life. The extent to which:

- IAS and research staff are invited to participate with faculty formally and informally in making academic policy and curricular decisions;

- adequate support is provided to promote good teaching, research, and service;

- professional assessment and development opportunities are available.

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[27] See, e.g.: "Academic's New Class of Migrant Workers," Elizabeth Kennedy Mejia, September 13, 1996, p.B5. "Heavy Reliance on Low-Paid Lecturers Said to Produce 'Faceless Departments'", March 28, 1997, p.A12.

[28] "Identifying the Strangers: Exploring Part-time Faculty Integration in American Community Colleges." John Roueche, Suanne Roueche, Mark Milliron, *Community College Review*, 23(4), pp 33-48, at p. 36.

A. Governance

Traditionally and by statute, UW System faculty have been the key players in discussions and decision concerning curriculum, admissions and academic standards as well as recruitment, evaluation and retention of instructional staff. Yet, participation in governance by a broad range of educators and professionals is fundamental to the quality of the UW System institutions. A broad range of viewpoints and expertise brought to bear on the many facets of university life help make our institutions dynamic and responsive.

Through participation in departmental and college-level planning and decision-making, academic staff and faculty alike gain expertise in program development and curriculum design, which translates into improvements in their own course planning and ability to advise students. IAS also can enrich departmental discussions of curriculum, based on their often-extensive classroom experience. Participation by IAS may be a pivotal means to address their perceived lack of status – limited visibility, recognition, and respect from colleagues. The lack of status affects morale and persists even when individuals have taught for many years. While there are legitimate concerns about maintaining the faculty's ultimate responsibility for academic and educational activities, the exclusion of academic staff from programmatic and policy discussion is not productive.

1. Formal Structure and Traditions of Institutional Governance

The UW System is unusual in having governance roles defined by statute. When the UW System was created in 1971, the statutes specified only the roles of faculty and students. In recognition of the fact that some individuals newly designated as academic staff had formerly enjoyed faculty governance privileges, an opportunity was created for selected academic staff to be granted "faculty status" to participate in governance.

> UWS 1.05 **Faculty status.** By action of the appropriate faculty body and chancellor of an institution, members of the academic staff may be designated as having "faculty status." Faculty status means a right to participate in faculty governance of an institution in accordance with the rules of the institution. Faculty status does not confer rank or tenure, or convert an academic staff appointment into a faculty appointment. [29]

In 1985, a statutory amendment was urged by the academic staff and adopted by the legislature, granting academic staff an independent role in governance and specific responsibility for policies and procedures concerning academic staff personnel matters. The current statutes defining the roles of faculty and academic staff read as follows:

> 36.09(4) **The faculty** of each institution, subject to the responsibilities and powers of the board, the president and the chancellor of such institution, *shall be vested with responsibility for the immediate governance of such institution and shall actively participate in institutional policy development.* As such, the faculty shall have the *primary responsibility for academic and educational activities and faculty personnel matters.* The faculty of each institution shall have the right to determine their own faculty organizational structure and to select representatives to participate in institutional governance. *(Italics added)*

> 36.09(4m) **The academic staff** members of each institution, subject to the responsibilities and powers of the board, the president and the chancellor and faculty of the institution, *shall be active participants in the immediate governance of and policy development* for the institution. The academic staff members have the *primary responsibility for the formulation and review, and shall be represented in the development, of all policies and procedures concerning academic staff members, including academic*

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[29] The employment rights and conditions of academic staff who are granted "faculty status" for governance purposes per UWS 1.05 continue to be governed by academic staff personnel policies and procedures.

staff personnel matters. The academic staff members of each institution shall have the right to organize themselves in a manner they determine and to select their representatives to participate in institutional governance.. *(Italics added)* .

The UW System institutions have 2 primary models for carrying out these roles at the institutional level:

- All-university senates including faculty and academic staff (and sometimes students), with bifurcated faculty/academic staff committees, and some joint committees, or

- Separate faculty, academic staff, and student senates, assemblies, or councils.

Generally, IAS have not been as concerned about participation at the institutional level since passage of 36.09(4m). The right to participate is available, at least for staff with appointments of 50% or more. *The primary issue for IAS at the institutional level is the extent to which they fall through the cracks between the non-instructional academic staff and faculty roles in governance.* The dilemma is that implementation of the personnel policies governing IAS involve the faculty, and yet, under the statutes and Administrative Code, academic staff councils are given the responsibility for formulating IAS personnel policies. When IAS personnel matters are closely related to faculty decision-making prerogatives, the primary responsibility of academic staff for formulation of personnel policies related to their own positions is diminished. Academic staff governance groups represent both instructional and non-instructional academic staff. Since most of the members active in governance are not instructional staff, representatives note that it is difficult to focus attention on IAS personnel issues.

Below the institutional level, the right of IAS to participate is less clear. Decision making at the college and departmental levels relates more to "academic and educational activities," which are the primary responsibility of the faculty, though many decisions have direct bearing on personnel matters and interests affecting both faculty and IAS. The decision whether or how much to involve academic staff largely has been the prerogative of the faculty. While many departments include IAS in planning and decision-making processes, participation is uneven. Change in the tradition of limiting departmental or college decision-making to the ranked faculty would require a change of culture and/or significant leadership by those seeking change.

Of particular concern to IAS is the extent to which they have the freedom to design and deliver their courses within appropriate departmental guidelines defined by curricular needs. It is difficult to summarize the role of the IAS in the development of curriculum and courses and selection of texts, because the role varies greatly among the departments of the UW System institutions. Full-time IAS tend to have more discretion over courses as their seniority increases. Individuals teaching part-time, responsible for introductory courses, may be given a syllabus and prescribed text, with little discretion to alter the course. There is a full range of practices in between.

2. Faculty Status

One way to keep IAS from falling through the cracks is through use of "faculty status" defined above. Faculty status offers designated members of the academic staff an opportunity to share in many of the governance responsibilities of faculty. The faculty and chancellor of each institution have authority to grant this right to participate in the faculty side of governance to academic staff members. The range of institutional practices includes:

- granting faculty status to all or nearly all academic staff;

- granting faculty status only to full-time instructional academic staff or those with at least a 50% appointment, who qualify under a set of specific criteria;

- granting faculty status or an equivalent designation only or first at the departmental level; ˉ

- extending participation in governance to all IAS, without granting faculty status to any.

As an example, at UW-LaCrosse, all IAS with at least 50% appointments are granted faculty status during the second year of appointment. IAS with faculty status may serve as member or chair of most faculty committees. They have extensive governance rights in most departments, including full participation in meetings, voting in department elections (including for the chair), involvement in curriculum and text selection, and committee work. Some departments at UW-LaCrosse do not extend governance beyond the outlines in the institutional policy, some do not extend governance to IAS without faculty status, and some afford participation to all full-time instructional staff. In general, ad hoc IAS do not have a role in departmental governance activities.

Practices at the departmental level vary greatly within and among institutions. One institution remarked that some departmental "cultures are inhospitable, denying use of faculty status as a real option." At most campuses, faculty status is granted at the institutional level. At UW-Milwaukee the department must approve faculty status before it can be approved at the college level. Thus, if the department does not grant faculty status, IAS can be denied a role at two levels.

The extent to which faculty status is used is one way to measure whether IAS are given a role in governance. However, the differences in use of faculty status among and within institutions make clear that it does not resolve the dilemma.

3. Barriers To Participation

Progress has been made since the 1983 study in the governance role of academic staff generally, including passage of the statute defining their role. But issues remain for incorporating instructional academic staff into governance at the institutional level, and even more so at the department and school levels.

Each institution was asked to identify any barriers that might exist to effective involvement of instructional academic staff in governance at any level. The barriers appear to be higher at the departmental and college levels, where the prerogatives of the faculty in personnel and curricular decisions are strongest. At the institutional level, several institutions noted that there were no structural barriers against IAS participation, though relatively short term and part time IAS normally don't get involved.[30] The primary impediments to more effective participation of IAS in governance are: (a) time and part-time status, (b) faculty policies and traditions, (c) academic freedom, and (d) limitations of status.

a) Time and Part-time Status

Generally, IAS are entitled to participate in governance at the institutional level through the Academic Staff Council or equivalent body. At several institutions, election to the academic staff governance council is restricted to academic staff with full time or at least 50% appointments. Thus, a large percentage of IAS are excluded from aspects of governance, even within the academic staff ranks.

The rationale behind such election rules derives from a sense that part-time IAS do not have time to devote to committees and broad institutional issues nor do they have a long-term commitment to the institution to anchor their judgment. Even in the absence of such a rule, institutions reported that relatively short-term and part-time IAS normally don't get involved in governance. One reason IAS do not participate may be that neither non-instructional academic staff nor departments have the time or inclination to cultivate a part-time participant. Or, meetings may be scheduled at times when part-time IAS are not on campus, and alternative

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[30] One exception to this is a practice begun by the UW Colleges in the mid-1980s, when 100% lecturer appointments (with governance and service responsibilities) were changed to 80% appointments without such expectations. An 80% appointment is considered to be full-time. Many UWC lecturers voluntarily contribute to campus life even though they are not rewarded for it. The institution has examined the cost and benefits of increasing appointments to 100% with governance rights, but as yet has not been able to afford what could be, at this point, an expensive change.

ways to involve them in discussions – for example, through advance notice, e-mail, or teleconference – are not explored.

Time is also cited as a barrier for full-time IAS with longer institutional service. Full-time IAS may have a teaching workload that precludes them from making a significant commitment to committee and other governance work. Nevertheless, many full and part-time IAS are interested in and want to contribute to their departments and institutions, and many do. When IAS participate, their contribution is viewed as voluntary.

The fact that many IAS are new each year also is a problem, in that the individuals have not had time to develop knowledge about the institution, college or department in order to make a full contribution. The UWEX report noted, "Employees (faculty and academic staff) need time to get productively settled into the roles and for their expertise to be applied and recognized, which leads to involvement in divisional and administrative unit activities." This applies to most new employees of the university, however the IAS tend to be affected more as the proportion of new and temporary hires rises.

One institution pointed out that academic year rather than annual appointments hinder participation of IAS in academic staff governance, since much work is done over the summer months.

b) Faculty Policies and Traditions

Since academic staff are entitled to participate in governance at the institutional level, it is primarily governance at the department level that draws our attention here. With a few exceptions, there is no institutional requirement per se for academic staff involvement at the department level. Yet, academic departments are where important personnel policies are implemented and decisions are made concerning, for example, assignment of courses, curricular development and text selection, evaluation of performance, and assessment. Because there is no requirement for IAS involvement, participation in college and departmental governance typically is not mentioned in existing policies and procedures. This does not mean that faculty in colleges and departments have voted to exclude IAS as above. They simply may not have addressed the issue. Often, faculty supervisors and department chairs are not familiar with academic staff governance processes and rights.

Departments typically have an executive committee, made up of tenured faculty members, that determines personnel matters. IAS often are excluded from participating and voting, even when the discussion is about an academic staff member. The IAS member is invited when his/her own review is at issue. This parallels faculty reviews, especially those for probationary faculty. The more general faculty decision-making at the department level also often excludes full or part-time IAS, by practice or written policy of the faculty.

The reluctance to include IAS in governance seems influenced in part by the increasing appointment of IAS when faculty lines are vacated. As one institution explained, "Faculty frequently articulate the fear and distrust that faculty appointment will be replaced by academic staff leading to the demise of a faculty presence and of the academic departments. Sometimes a fundamental lack of respect is voiced by faculty regarding academic staff colleagues—which may be a manifestation of distrust. . . .The perception (sometimes erroneous) that instructional academic staff are less qualified seems to contribute to a lack of recognition of academic staff professional competence and respect by faculty."

These are not static issues. At UW-Oshkosh, IAS are excluded from nominating elections for department chairs by a 1994 faculty policy. The Senate of Academic Staff has asked the Faculty Senate to establish a joint committee to study department voting rights, and the faculty have agreed to do so. The UW-Madison Faculty Senate recently passed a policy requiring at least one academic staff member on school and college Academic Planning Councils At most institutions, IAS may not serve as chair of an academic department, but several have served as academic program directors (e.g., Nuclear Medicine Technology and Minority Studies at UW-LaCrosse.)

At the *institutional* level, the existence of all-university senates, an appreciation for the role of academic staff specified in 36.09(4m), and increased use of "faculty status" have brought about significant progress for academic staff. Academic staff are more involved in key institutional issues than in 1983. However, on many campuses, faculty form the membership of their committees dealing with academic program and policy, and may limit membership to faculty.

c) Academic Freedom and Freedom of Expression

A few institutions reported a perception that the relative job insecurity of IAS has a chilling effect on their willingness to speak out on departmental and institutional issues. This is particularly so when the issues involve academic staff personnel matters. This is not unlike the situation of probationary faculty, although academic staff are never granted tenure and so the concern for academic staff is never resolved. A Vice Chancellor reported that occasionally IAS have been heard to express concern about non-renewal if they become too involved in campus or departmental debates. On the other hand, UW-Parkside noted that since the 5 year limit to consecutive appointments was eliminated, IAS are more willing to be involved at department and institutional levels. In the absence of specific complaints, this type of concern is difficult to measure. Tenured faculty and academic staff with multiple year appointments are perceived as having more freedom to express their opinions in and out of the classroom. This is a major focus of the AAUP recommendations concerning the status of part-time and temporary faculty.

d) Status and Respect

University culture nationwide has fostered a status differential among employees that is carried out through official policies, the governance system, and informal relationships. Higher education institutions of all types are beginning to recognize a need to move away from polarizing characterizations of function and status. UW-Extension, for example, reports that through concerted planning efforts, there is no distinction between IAS and faculty serving on committees and developing programs: Distinctions are based on disciplinary and methodological expertise. If the practical results of the status differential are a problem for meeting the goals of the university—then effective solutions must be based in new approaches. This may require a change of institutional culture.

Several institutional surveys suggested that IAS are viewed as a cheaper, temporary model of university faculty, needed to balance the budget. The lack of status—limited visibility, recognition, and respect from colleagues—persists even when individuals have taught for many years and has an effect on their morale.

One tangible result of the status differential is that IAS may not be principal investigators in research grant proposals to many governmental agencies and private funding agencies, even though they may be the driving force behind the research. This stems not from disrespect for their abilities, but from a lack of understanding of what IAS titles mean outside the UW-System and doubt about the security of the institution's commitment to the IAS member, given the absence of tenure.

The perceived status differential between IAS and faculty, and the reported sense of professional isolation and second class citizenship can occur all along the compensation ladder. Evidence of this is exhibited in the following excerpt from a spring 1997 report of the UW-Madison Medical School Task Force on Faculty Tracks, representing the concerns of a group of physicians who teach in the medical school and in the university hospital and clinics through their clinical work. The CHS faculty constitute 38% of the FTE instructional academic staff at UW-Madison.[31]

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[31] In fall 1997, CHS faculty were 27% of the instructional academic staff headcount (32% of FTE) at UW-Madison. The 329 CHS Faculty (HC) included: 79 Professors (CHS); 100 Associate Professors (CHS); 140 Assistant Professors (CHS); 9 Instructors (CHS).

The CHS faculty often feel that they are "second class citizens" in the University because they are officially identified as "academic staff." They cannot participate in University governance as faculty members. They cannot chair departments. They cannot vote on the promotion of tenure-track colleagues. They cannot serve as Principal Investigators on grants without special dispensation from the Chancellor. They are not considered "faculty" when annual salary recommendations are being considered or when salary equity is being reviewed. They do not have access to the faculty grievance process. They are "non-faculty" when seeking intramural support for their professional development or their research. Yet they feel that their role in the University is essentially the same as the role of the "legal" faculty. Why, they ask, should they be denied so many of the rights and privileges of faculty members?

The Medical School task force recommended creation of a non-tenured faculty to resolve the status differential. However, there is not a consensus within the Medical School on this as a solution. As discussed earlier, creation of a separate faculty track is not a panacea.

It is important to note that while some IAS may feel unappreciated, others are faring well. UW-Stevens Point indicated that the problem is not pervasive: "negative attitudes from *individual* faculty members may result in *isolated* instances where academic staff do not feel that their contributions are valued." Cooperative Extension reports that it has "come a long way from (1) ignoring academic staff to (2) being confused by them to (3) identifying them as separate and unique entities to remember to involve and now to (4) considering instructional academic staff for involvement based upon the expertise and perspective they bring to a task, irrespective of what employment category they happen to be." The institution's report notes progressively diminished barriers at the unit and divisional levels.

B. Assessing and Improving Teaching Performance

The development and use of effective methods for assessing and improving teaching performance is of concern for all instructional staff. The performance evaluation process is a critical source of feedback to the individual and the department for the improvement of performance and for making professional development plans. Evaluation also is important for ensuring informed decisions for retention and merit pay. This section discusses performance expectations and evaluation, and professional development and support.

1. How are expectations of performance expressed?

Contract length and compensation are easily written and understood. Other conditions of employment and expectations for performance may not be as clear. Expectations are communicated through policies, handbooks, conversations with faculty, other staff, and students. They should be expressed—though not for the first time—through the performance evaluation instrument. Some expectations are obvious, others are part of the institutional or departmental culture and are not as easily conveyed. All of the communications are most useful if made explicit and easily accessible, particularly for part-time and ad hoc IAS who have limited time and opportunities to glean them on their own.

Practices in this area have not been examined systematically. Institutional survey responses revealed variation in approach and content. Most institutions outline general principles for performance in a document such as the academic staff handbook or personnel policies. Most institutions cited the evaluation tool and policy as the source of explicit expectations. These policies are conveyed to IAS at the outset of an appointment though written documents and orientation programs. For the most part, however, expectations are expressed orally and usually are idiosyncratic to departments. The range of expectations varies, in one vice chancellor's words, "from 'conduct the class', to explicit outcomes."

Most institutions apparently do not have and most departments are not required to have written criteria for IAS performance expectations apart from the general institutional principles. Departments that use more

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IAS, and particularly those that use more full-time and continuing IAS, tend to have a more formal way of conveying their expectations. For example,

- UW-Stevens Point provides its evaluation procedures in an academic staff handbook. Each department is expected to specify in writing the relative importance of performance objectives for: teaching ability, professional disciplinary growth, and general educational service. The policy specifies that in establishing performance objectives, departments should consider the following provisos:

  ⇒ part-time teaching academic staff are not expected to fulfill obligations related to professional disciplinary growth or general educational service;

  ⇒ part-time teaching academic staff are not required to participate in institutional governance but have the right to such participation; and

  ⇒ teaching ability shall be the major criterion by which part-time classroom teaching academic staff are evaluated.

- Most UW-Platteville departments require goals to be set and performance evaluations are based on achievement of the goals.

- The UW-Milwaukee English Department has developed a document that articulates their expectations, as well as workload, prefix levels, reappointment criteria, and development and review expectations and procedures.

2. Related Issues for Review

Some issues raised about performance expectations are summarized in the following questions that might serve as the basis for institutional and departmental reviews of their practices.

a) How do expectations for performance differ as between part time and full time instructional academic staff?

b) Are appropriate expectations formally conveyed to part-time and ad hoc IAS as well as to full-time, continuing IAS?

c) In order to be rehired or renewed, or to advance or gain a merit pay adjustment, are IAS and research staff actually expected by the faculty to do more than teach or research in a professional manner? If so, how are the expectations communicated?

d) Do IAS have input into developing the goals by which their performance is measured?

e) Are IAS expected to introduce emerging technologies into the classroom? Are they supported in this expectation?

3. Evaluation tools

Full-time and continuing IAS tend to be evaluated for retention and improvement of performance using the same types of tools used for the faculty: student evaluation; peer review and classroom observation; activity reports. Those departments that have moved toward portfolios and other evaluation tools for faculty also use them for IAS. Most institutions require use of a student evaluation process, but do not specify the form to be used. Several institutions have specifically rejected the idea of using a universal form across all departments for evaluation of all instructional staff.

Part-time and ad hoc IAS, particularly those with single semester, fixed-terminal appointments, are not evaluated as uniformly as full-time instructional staff.

4. Who performs the evaluation?

The responsibility to evaluate IAS for retention and merit review varies across departments. Two structures are most common: (1) the chair is designated as the supervisor for the IAS, and is responsible for evaluation and merit determinations; or (2) the same process is used as for probationary faculty, which may involve a committee of faculty (typically tenured) or all faculty in the department. Other academic staff usually are not involved in the evaluation process, particularly when there are few IAS in a department. There are exceptions. For example, when there is more than one academic staff member teaching in a department, UW-Stevens Point encourages the active involvement of senior academic staff in the evaluation process. All individuals involved in the evaluation process must complete training provided through the vice chancellor's office.

Several institutions stress that appropriate training of individuals involved in the evaluation process helps to ensure that proper consideration is given to the formal expectations for performance.

5. Opportunities For Professional Development And Improving Performance

In their national study of part-time faculty, Gappa and Leslie (1993) concluded that comprehensive professional development programs for part-time faculty represent the best examples of long-term integration, because they "do more than simply orient part-timers to the physical and bureaucratic map of the institution. Such programs focus on teaching, and they involve part-timers with key faculty members and administrators over a period of time. . . . This outcome goes beyond the mere inclusion of part-timers and helps establish a stronger teaching culture among all faculty."[32]

Each of the UW System institutions invests in the professional development of faculty and staff. Opportunities for professional development for part-time IAS are more limited than for other categories of employees, largely due to the competing needs of the permanent faculty and staff: it is less common for part-time IAS to be offered or to take advantage of such opportunities. In a time of reduced resources, the attitude that IAS are a temporary fixture in the university can contribute to assigning a low priority to their professional development needs. Conversely, some institutions and departments appear to recognize the IAS as an integral part of the institution, and attention to their professional development is more pronounced.

There are five major sources of professional development programs available to the IAS: workshops and seminars designed by the institution for the faculty; programs for improving teaching performance provided to all instructional staff; departmental programs and grants; grants and conferences in the discipline; and academic staff professional development grants available to all academic staff. In addition, mentoring programs are cited as a means for gaining professional skills. For the most part, institutional programs designed to enhance teaching performance are open to IAS, for example, the UW-Milwaukee Center for Instructional and Professional Development provides support for all who seek it out. At the System level, Undergraduate Teaching Improvement Council (UTIC) programs are also available to all. Instructional academic staff are not eligible for sabbaticals, a statutorily created program for faculty renewal.

6. Orientation Programs

Several UW System institutions have developed comprehensive orientation programs that attend to the academic map as well as the physical and organizational map of the institution. For example, UW-LaCrosse has implemented an institution-wide orientation program for all new faculty and instructional academic staff. The program is presented over two days before the beginning of the academic year, and at the beginning of the second semester. The program includes social interaction, and presentations and discussions on a variety of topics related to academic and instructional activities, such as:

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[32] Gappa and Leslie, p 213.

- General education program
- Discussions of effective teaching techniques
- Writing emphasis program
- Student advising
- Balancing teaching/scholarship/service expectations
- Professional development opportunities

UW-Extension's Division of Cooperative Extension has implemented a broad orientation program that spans 18-24 months. The program involves faculty, academic staff and classified staff as members of common orientation classes. The purpose of the program is to broaden the understanding of all new employees of institutional and divisional missions and to build on the strength that comes from collaboration across employment categories and disciplines.

Such programs are useful in providing all staff involved in the instruction of students a common foundation in the institution's goals and objectives. Yet, even those with inclusive orientation programs note that it is often difficult to fully involve ad hoc and part-time instructional staff, given their conflicting professional demands and limited time available on campus.

C. Impact on Students and Faculty of IAS Assignments and Responsibilities

The primary responsibility of instructional academic staff is to teach; the primary responsibility of research academic staff is to conduct research. However, as citizens of the university these academic staff inevitably become involved in other activities and assignments, including governance, student advising, scholarly and professional activity, and university service. Student satisfaction surveys have not indicated dissatisfaction with the quality of the work of these staff. Indeed, though the instructor's status is listed in published course timetables, students may not be aware of any difference between faculty and instructional academic staff in the classroom or lab.

The presence of IAS in greater numbers in academic departments has had an effect on the role of faculty. The institutional survey asked how any change in the balance of assignments to IAS might have affected the faculty. Most institutions did not perceive any change in assignments nor any effect on the faculty: since such changes usually come gradually, it is not surprising that shifting assignments have largely gone unnoticed. Others recognize that when IAS take on responsibilities in addition to teaching, faculty workload is affected. For example, IAS involvement or non-involvement in curricular development has an impact on the faculty's collective responsibility. As IAS take on advising responsibilities, the faculty concomitantly have a lesser advising load. One institution reports that faculty advising load has decreased from 50 to 30 students due to the addition of advising to academic staff responsibilities: students have more access to advice and faculty have more time for other instructional activities.[33] Concomitantly, if the growing group of IAS is not expected to advise, design curriculum, or participate in governance, the responsibilities of the faculty are increased for the number of students being taught.

D. Summary and Conclusions

This section has discussed aspects of university culture, embodied in structures and programs dealing with governance, hiring and evaluation, and professional development that can play a central role in integrating or alienating instructional academic staff. Those institutions and departments that have been most successful in integrating IAS tend not to distinguish among the ranks of their staff in attending to their professional needs, actively including IAS – at least those that have some continuity with the institution – in the process of improving instruction at all levels. While the funds for individual professional development and support for

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[33] Non-instructional academic staff advisors also share the academic advising load.

scholarly work are directed primarily to faculty, increasingly, scarce professional development funds are used to sponsor group inservice programs in which IAS may participate.

A recent study of integration of part-time faculty in community colleges, made several recommendations for improving the involvement of part-time faculty in the educational process.[34] While the study was limited to the experiences of community colleges, which make greater use of non-tenure track faculty than other institutions of higher education nationwide, the recommendations appear to be applicable to the broader spectrum of institutions, and to issues related to full-time and part-time instructional academic staff. In summary, the authors recommend:

- a concerted, institution-wide effort to improve integration of part-time faculty, supported at the highest levels, that will assess the current situation and develop an improvement plan;

- a recruiting and hiring process that identifies excellent teachers who understand the role of IAS in the institution. They question the practice of "dangling" the possibility of a full-time faculty appointment to motivate people to accept a non-tenure-track position.

- focused efforts to socialize new part-time faculty. Socialization includes an opportunity to learn about institutional mission, institutional and departmental culture, students and their learning needs, and expectations for performance.

- placing a high priority on creating rich communication between full-time and part-time faculty. This may be done through mentoring relationships, common professional development opportunities, involvement in governance, in orientation, and in evaluation processes, and in the social and intellectual life of the department.

- weaving together individual orientation, staff development, evaluation, and other systems and processes to create "integrative synergy."

- assessing results of the various approaches so that effective programs can be institutionalized and new approaches can be developed to improve the effort.

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[34] "Identifying the Strangers: Exploring Part-time Faculty Integration in American Community Colleges." John Roueche, Suanne Roueche, Mark Milliron, *Community College Review*, 23(4), pp. 33-48, at p. 36.

VI. CONCLUSIONS AND RECOMMENDATIONS

The instructional academic staff is comprised of professional, well-qualified instructors who contribute to the currency of instructional material, and enable institutions to have needed programmatic and budgetary flexibility. A focus on the quality of the student experience in each class, irrespective of who teaches it, should be maintained as the report and its recommendations are considered by the Regents and the institutions.

Several conclusions can be drawn from this study.

1. For the most part,[35] the current level of use of academic staff is the result of budgetary pressures resulting from the decreases in state funding over the last decade, forcing institutions to rely on non-faculty instructors to meet pressing instructional needs and to keep course sections available to serve students. Generally, these instructional academic staff command lower salaries than ranked faculty.

2. Institutions vary widely in the extent of their use of instructional academic staff, the ways in which instructional academic staff are deployed in the institution, and the types of appointments and attendant job security they are afforded.

3. Departments within the institutions appear to vary in their approaches to including instructional academic staff in governance and other activities of the academic community, and to evaluating their work.

4. Many of the desired changes in personnel policies and working conditions apply as well to all instructional staff, indeed, to all employees. This report deals with the needs of the instructional and research academic staff.

5. While the UW System can provide a legal framework, guidance, and examples of best practices, most issues identified in this study will be addressed most effectively at the institutional level.

Given both the likely continued use of IAS and long-range concerns, including preserving quality of instruction and academic freedom, we should review our employment practices to determine how we can better support instructional and research academic staff to produce the most effective instruction within our resource constraints. This report recognizes the complexity of staffing decisions dependent on programmatic needs, fluctuating demands, availability of qualified faculty and budgets. In this context, institutions should establish plans to utilize fully the talents of the teaching academic staff, enhancing the learning environment for students across the UW System.

Several institutions recommended that the UW System should consider whether steps should or can be taken to reverse the trend of hiring instructional staff when faculty positions are vacant. The Board may wish to assess the costs and benefits of reducing reliance on instructional academic staff when a faculty appointment is most appropriate, and to consider whether to request funding over the next several biennia to accomplish such a goal.

A. Integration Of IAS Into Institutional Life

The need to integrate instructional and research staff into the educational process is increasing with the rising number of part-time and temporary academic staff in our classrooms and labs. Our institutions and departments must clearly articulate expectations for academic staff performance and must attend to instructional and other needs of these staff, including appropriate levels of job security and opportunities for

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[35] Several institutions have deliberately decreased the proportion of instructional academic staff, funded through base reallocation. (See Table on page 11)

professional development. Instructional and research academic staff have the responsibility to be involved in formulating institutional policies and responses to identified needs and should be involved in governance at department, college, and institutional levels.

Efforts designed to improve the UW System's instructional environment for students are at the base of the following recommendations.

UW System Administration should:

1. Develop a forum sponsored by the Office of Academic Affairs for regular discussion of instructional academic staff issues.

2. Review language used in describing accountability measures relating to the proportion of instructional academic staff teaching in the UW System institutions and reconsider the requirement to label academic staff as distinct from faculty in course schedules.

3. Continue to model the integration of IAS into discussion of teaching and research issues through System Administration-sponsored programs, such as those sponsored by the Undergraduate Teaching Improvement Council which serves all UW System teachers regardless of title.

Institutions should:

4. Undertake a concerted, institution-wide effort to enhance support for the needs of instructional academic staff. The process should begin with focus groups or a survey of full and part-time IAS that assesses their instructional support needs and examines their working conditions.

5. Incorporate part-time and full-time instructional and research academic staff into orientation programs that provide an opportunity to learn about the institution's mission, institutional and departmental cultures, colleagues and students.

6. Facilitate the participation of Category B academic staff in departmental and college-level governance, placing a high priority on formal and informal communication among academic staff and faculty to fully involve IAS in the social and intellectual life of the institution.

7. Ensure the availability of and support for educational technologies for IAS.

8. Develop a plan that addresses staff development, performance expectations and evaluation, and other conditions of employment for IAS.

9. Professional development support (support for coursework, seminars, conferences, study and research, and the like) should be based on merit and need rather than on classification. Professional development opportunities should be equally available to entry level and experienced instructors.

10. Instructional and research academic staff should be involved in governance at department, college, and institutional levels. They should be encouraged to participate in developing and implementing institutional responses to policies, and particularly in, but not limited to, personnel policies including title assignments, prefix changes, and evaluation policies.

11. Implement a structure and procedure for collaboration between faculty and academic staff governance groups when issues affecting the welfare and well-being of both groups are involved, such as the development of evaluation criteria, morale issues, and voting rights. If decisions made by academic staff have an impact on faculty, then faculty should be involved, and vice versa.

B.   Personnel Policies

Instructional academic staff provide flexible staffing to respond to fluctuations in student demand, disciplinary shifts, temporary staffing needs, and uncertain budgets. Academic administrators have difficult challenges that sometimes create conflicting goals regarding the use of instructional academic staff.

This conflict is exemplified most clearly in issues related to hiring, retention and non-renewal of IAS members. Concerns about job insecurity and the interest in longer term commitments to and from the university are not just personal concerns of affected IAS, but concerns for the entire university. Essential questions we must ask include the following: Are we doing enough to support loyal, committed, well-prepared educators at all levels? Are short-term employees given a sense of academic freedom and job security that allow them to be critical participants in the educational process? How do employment practices related to job security affect other issues, including participation in governance, and eligibility for research grants and professional development programs?

The following recommendations are designed to improve the personnel system to further our primary concern – the delivery of quality instruction, while recognizing very real resource constraints.

UW System should:

1. Review, and if appropriate, add elements to the unclassified personnel data system to help examine IAS issues (e.g., highest academic degree and first appointment date.)

2. Review the application of the UW System Job Security Guideline (UPG 3.05) to instructional academic staff, in accord with the recommended institutional reviews recommended below.

3. Consider revising Category B titles to reflect national titling trends so that UW System instructional and research titles might be better understood for grant applications, in the national job market, and for other academic purposes.

Institutions should:

4. Ensure that policies and staffing plans for use of IAS reflect and project academic needs and budget capacity, job security appropriate to projected need, and provisions for assessment of performance.

5. Review the longevity of the instructional academic staff as a basis for planning and to ascertain the extent to which IAS may be given extended appointments. (Longevity data would then be entered into the UW System personnel database.)

6. Consider, after the first year or two of appointment, making renewable appointments for positions that can be supported by budget and programmatic need. Fixed-term-terminal and one-semester appointments should not be used repeatedly in the absence of a plan that demonstrates such need.

7. As supported by budget and academic program needs, make multiple-year, rolling horizon and indefinite appointments available for IAS who have provided substantial continuous service.

8. If not currently in place, establish systems for making compensation adjustments and setting promotion criteria for IAS that reflect merit and experience.

9. Identify personnel policies and practices that apply to instructional academic staff in a way that makes them easily accessible to department chairs, faculty, and instructional academic staff.

10. Review the recruiting and hiring process to ensure that those delegated the responsibility for hiring understand the role of IAS in the institution and convey appropriate expectations to successful candidates.

11. Orient department chairs to their role as supervisors of instructional and research academic staff so they can implement academic staff employment policies in a consistent manner.

12. Develop policies and practices specifically for part-time and ad hoc IAS, including: timely notice of appointment and reappointment; definition of workload (percent of appointment) that does not artificially deprive IAS of fringe benefits; expectations for performance, merit reviews, and professional development.

Wisconsin Statutes Defining Faculty and Academic Staff

36.05(8) "Faculty" means persons who hold the rank of professor, associate professor, assistant professor or instructor in an academic department or its functional equivalent in an institution, persons described under s. 36.13 (4)(c) and such academic staff as may be designated by the chancellor and faculty of the institution.

36.13(4)(c)Any person who is not a ranked faculty member on August 15, 1991, and who is also described under subd. 1 or 2 shall be treated as a faculty member with the rank of associate professor for all purposes:

1. Any person who held an unranked faculty tenure appointment or unranked faculty concurrent tenure appointment under ch. 37, 1971 Stats., prior to July 10, 1974.

2. Any person who held an unranked probationary appointment under ch. 37, 1971 Stats., prior to July 10, 1974, and who subsequently received an unranked faculty tenure appointment or unranked faculty concurrent tenure appointment.

36.09(4) **The faculty** of each institution, subject to the responsibilities and powers of the board, the president and the chancellor of such institution, *shall be vested with responsibility for the immediate governance* of such institution *and shall actively participate in institutional policy development*. As such, the faculty shall have the *primary responsibility for academic and educational activities and faculty personnel matters*. The faculty of each institution shall have the right to determine their own faculty organizational structure and to select representatives to participate in institutional governance. *(Italics added)*

36.05(1) "**Academic staff**" means professional and administrative personnel other than faculty with duties, and subject to the type of appointments, that are primarily associated with higher education institutions or their administration.

36.15(1)(b) "Professional appointment" means an academic staff appointment for a fixed or indefinite term granted to a professional employee who is involved in the guidance or counseling of students, assisting the faculty in research, public service or in the instruction of students or who is involved in other professional duties which are primarily associated with institutions of higher education; including, but not limited to, such employment titles as visiting faculty, clinical staff, lecturer, scientist, specialist and such other equivalent titles as the board approves.

36.09(4m) **The academic staff** members of each institution, subject to the responsibilities and powers of the board, the president and the chancellor and faculty of the institution, *shall be active participants in the immediate governance of and policy development* for the institution. The academic staff members have the *primary responsibility for the formulation and review, and shall be represented in the development, of all policies and procedures concerning academic staff members, including academic staff personnel matters*. The academic staff members of each institution shall have the right to organize themselves in a manner they determine and to select their representatives to participate in institutional governance. *(Italics added)*

Category B Academic Staff Compensation Schedule	
Title*	**Salary minimum**
Instructional Academic Staff	
CHS Professors (4 ranks)	100% of faculty minimums at rank
Adjunct Professors (4 ranks)	100% of faculty minimums at rank
Clinical Professors (4 ranks)	100% of faculty minimums at rank
Distinguished CHS or Clinical Professor	100% of Professor minimum
Distinguished Lecturer	85% of Professor minimum
Sr. Lecturer	75% of Professor minimum
Lecturer	75% of Associate Professor minimum
Associate Lecturer	75% of Assistant Professor minimum
Distinguished Faculty Associate	85% of Professor minimum
Faculty Associate	75% of Professor minimum
Associate Faculty Associate	75% of Associate Professor minimum
Assistant Faculty Associate	75% of Assistant Professor minimum
Faculty Assistant	Graduate assistant stipend
Distinguished Instrument Innovator	85% of Professor minimum
Instrument Innovator (instructional)	75% of Professor minimum
Associate Instr. Innovator (instr)	75% of Associate Professor minimum
Associate Instr. Innovator (instr)	75% of Assistant Professor minimum
Research Academic Staff	
Distinguished Researcher	85% of Professor minimum
Researcher	75% of Professor minimum
Associate Researcher	75% of Associate Professor minimum
Assistant Researcher	75% of Assistant Professor minimum
Distinguished Scientist	95% of Professor minimum
Scientist	85% of Professor minimum
Associate Scientist	85% of Associate Professor minimum
Assistant Scientist	85% of Assistant Professor minimum
Distinguished Instrument Innov. (res)	85% of Professor minimum
Instrument Innovator (research)	75% of Professor minimum
Assoc. Instrument Innovator (res)	75% of Associate Professor minimum
Assist. Instrument Innovator (res)	75% of Assistant Professor minimum
Distinguished Research Veterinarian	85% of Professor minimum
Research Veterinarian (3 ranks)	75% of faculty minimums at rank

[1] In addition, there is 1 title with limited, specific use: Professor L/I (3.7 FTE)

APPENDIX 3
(pp. 5-7)

University of Wisconsin System
Category B Academic Staff
FTE as of November 1, 1997
By Institution and Title

Title	Total	MSN	MIL	EAU	GBY	LAC	OSH	PKS	PLT	RVF	STP	STO	SUP	WTW	COL	EXT
Professor (CHS)	79.2	79.2														
Assoc Professor (CHS)	103.4	103.4														
Asst Professor (CHS)	140.3	140.3														
Instructor (CHS)	9.0	9.0														
Visiting Professor	17.1	11.0	1.0	0.4		0.6	1.0	1.0		1.0		0.3			0.8	
Visiting Assoc Prof	8.6	5.4	0.6			0.4		0.6		1.5						
Visiting Asst Prof	44.4	23.7	16.0				1.0	2.7		1.0						
Visiting Instructor	1.0	1.0														
Professor Emer	61.4	50.9	1.0	5.7					3.2		0.2		0.3			0.2
Associate Prof Emer	2.4	0.6		1.3					0.5							
Assistant Prof Emer	1.0	0.6		0.4												
Adjunct Professor	9.3	3.1	3.7		2.3			0.2								
Adjunct Assoc Prof	2.0	0.3	1.2		0.4											
Adjunct Asst Prof	15.8	6.6	9.2													
Adjunct Instructor	37.0		4.7		14.5			17.3		0.5						
Clinical Professor	17.1	16.1										1.0				
Clinical Assoc Prof	48.6	41.1	6.5					1.0								
Clinical Asst Prof	102.6	78.1	17.8					1.9				4.8				
Clinical Instructor	64.7	47.2	9.1	7.3				0.6					0.4			
Professor L/I	1.7	1.7														
Assoc Prof L/I	2.0	2.0														
Senior Lecturer	183.5	43.1	38.4	10.8	7.2	1.0	6.7	13.0	2.5	1.0	11.3	22.6	9.4	3.8	10.6	2.1
Lecturer	920.7	176.0	141.1	45.4	25.3	60.2	110.6	9.5	32.2	52.2	24.6	48.6	16.1	108.7	45.5	24.9
Assoc Lecturer	217.7	19.5	53.3	20.2		20.1			12.7		15.8	4.6	0.3	0.7	37.2	33.3
Assoc Visit Lecturer	0.4	0.4														
Faculty Assistant	64.6	56.5					3.1									5.1
Faculty Associate	55.8	48.9	3.9							2.0	1.0					
Assoc Faculty Assoc	32.7	25.7	6.0			1.0										0.1
Asst Faculty Assoc	39.9	36.4	2.0			1.0										0.5
Instrmt Innovator,Ins	4.0	2.0	2.0													
Assoc Instrmt Inn,Ins	1.0	1.0														
Subtotal, Instruction	**2288.5**	**1030.7**	**317.3**	**91.5**	**49.7**	**84.4**	**122.4**	**47.7**	**51.0**	**59.1**	**58.7**	**76.5**	**26.2**	**113.1**	**94.0**	**66.1**
Researcher	105.5	95.5	4.0			3.0						1.0	1.3			0.8
Assoc Researcher	141.8	130.1	5.7			3.0						0.5				2.5
Asst Researcher	127.9	121.2	3.5			3.2										
Senior Scientist	107.2	96.2	6.0				1.0					1.6	0.5			2.0
Associate Scientist	117.8	111.3	2.8								3.0					0.8
Assistant Scientist	168.0	165.3	2.0										0.8			
Sr Visiting Scientist	0.7	0.7														
Assoc Visit Scientist	1.3	1.3														
Asst Visit Scientist	4.6	4.6														
Instrmt Innovator,Res	14.0	10.0	4.0													
Assoc Instrmt Inn,Res	17.8	17.8														
Asst Instrmt Inn,Res	13.0	13.0														
Research Animal Vet	4.6	4.6														
Assoc Res Animal Vet	4.0	3.0	1.0													
Asst Res Animal Vet	2.6	2.6														
Subtotal Research	**830.7**	**777.2**	**28.9**			**9.2**	**1.0**				**3.0**	**3.1**	**2.5**			**6.0**
Total	3119.2	1807.9	346.2	91.5	49.7	93.5	123.4	47.7	51.0	59.1	61.7	79.5	28.7	113.1	94.0	72.1

	1987-97 Change in UW System Faculty As Percent of Total FTE Instructional Workforce*						
	1987-88 Faculty		1997-98 Faculty		Change from 1987-97		
	FTE	as % of instruc. staff	FTE	as % of instruc. staff	FTE	as % of instruc. staff	% change in FTE faculty
Madison	2209.5	85.5%	2064.4	77.5%	-145.1	-8.0%	-6.6%
Milwaukee	782.3	81.3%	700.0	70.2%	-82.3	-11.0%	-10.5%
Eau Claire	465.1	84.2%	418.2	83.4%	-46.9	-0.8%	-10.1%
Green Bay	147.1	78.6%	145.4	75.0%	-1.7	-3.6%	-1.2%
LaCrosse	358.8	85.7%	327.3	79.6%	-31.5	-6.1%	-8.8%
Oshkosh	425	86.4%	364.8	75.0%	-60.2	-11.4%	-14.2%
Parkside	148.7	76.1%	128.6	74.7%	-20.1	-1.3%	-13.5%
Platteville	238.6	90.3%	217.0	82.3%	-21.6	-8.0%	-9.1%
River Falls	248.6	91.1%	218.6	79.7%	-30	-11.4%	-12.1%
Stevens Point	378.8	89.7%	345.5	85.4%	-33.3	-4.3%	-8.8%
Stout	303	79.9%	287.3	78.8%	-15.7	-1.1%	-5.2%
Superior	100.2	86.8%	102.4	79.8%	2.2	-7.0%	2.2%
Whitewater	383.5	85.1%	340.0	74.9%	-43.5	-10.2%	-11.3%
Colleges	360.8	86.6%	301.5	76.4%	-59.3	-10.3%	-16.4%
Extension	210.7	86.4%	276.5	80.6%	65.8	-5.7%	31.2%
System Total	6760.7	84.9%	6237.5	77.4%	-523.2	-7.5%	-7.7%

*"Total instructional workforce" includes faculty and all IAS *except:* CHS, L/I, visiting and emeritus titles; instrument innovator, UW Hospital & Clinics. Does not include graduate student teaching assistants
Source: October EEO databases.

1996-97 UW SYSTEM INSTRUCTIONAL ACADEMIC STAFF BY INSTITUTION AND DISCIPLINE

(Excludes University Hospital & Clinics at UW-Madison and UW-Extension*)

Data Source: October 1996 AA/EEO Database

FTE

Discipline	MSN FTE	MSN PCT	MIL FTE	MIL PCT	EAU FTE	EAU PCT	GBY FTE	GBY PCT	LAC FTE	LAC PCT	OSH FTE	OSH PCT	PKS FTE	PKS PCT
Agr & Nat Resources	11.45	1.3%												
Arch/Environ Design	1.72	.0.2%	2.50	0.9%										
Area/Ethnic Studies	5.27	0.6%	2.47	0.9%					0.66	0.8%				
Biology/Life Studies	21.18	2.4%	3.33	1.2%	3.70	4.4%	2.65	5.2%	4.48	5.2%	3.65	3.2%	1.34	5.5%
Business	33.25	3.7%	22.06	8.1%	5.27	6.3%	7.82	15.2%	7.75	9.0%	3.96	3.4%	1.00	4.1%
Communication	7.38	0.8%	3.67	1.3%	5.24	6.2%	5.98	11.6%	5.17	6.0%	8.59	7.4%	1.00	4.1%
Computer Science	5.50	0.6%			1.40	1.7%	0.87	1.7%	2.00	2.3%	0.56	0.5%		
Education	19.96	2.2%	31.38	11.5%	17.99	21.4%	3.80	7.4%	15.16	17.6%	17.33	15.0%	1.18	4.8%
Phy Ed/Rec Res	23.09	2.6%	4.15	1.5%	6.75	8.0%	1.59	3.1%	7.94	9.2%	6.03	5.2%	2.81	11.5%
Enginneering	40.50	4.5%	18.05	6.6%										
Indust Technology														
Art	7.49	0.8%	13.46	4.9%	0.85	1.0%			2.33	2.7%	3.27	2.8%	0.22	0.9%
Music	4.07	0.5%	6.42	2.4%	3.93	4.7%			4.70	5.5%	6.74	5.8%	0.19	0.8%
Theatre Arts	2.49	0.3%	8.06	3.0%										
Foreign Languages	30.37	3.4%	12.21	4.5%	7.34	8.7%			3.32	3.9%	8.83	7.6%	3.23	13.2%
Health Sciences	517.94	57.8%	48.59	17.8%	8.78	10.4%			1.69	2.0%	12.14	10.5%		
Home Economics	9.42	1.1%												
Law	30.38	3.4%												
English	24.81	2.8%	33.87	12.4%	6.53	7.8%	6.74	13.1%	6.00	7.0%	12.38	10.7%	5.00	20.4%
Philosophy	3.65	0.4%	0.20	0.1%	1.10	1.3%			0.49	0.6%	2.83	2.4%	1.00	4.1%
Library Science	1.03	0.1%	2.17	0.8%										
Math/Statistics	11.63	1.3%	7.92	2.9%	4.30	5.1%	7.66	14.9%	1.83	2.1%	7.13	6.2%	3.28	13.4%
Military Science							0.53	1.0%						
Physics	5.83	0.7%	0.93	0.3%	1.00	1.2%			1.00	1.2%	1.27	1.1%	1.00	4.1%
Chemistry	27.83	3.1%	3.57	1.3%	0.62	0.7%			4.70	5.5%	2.50	2.2%	2.00	8.2%
Geology	1.25	0.1%	1.15	0.4%	1.27	1.5%					3.00	2.6%		
Psychology	10.50	1.2%	2.20	0.8%	0.60	0.7%	1.77	3.4%	3.50	4.1%	1.40	1.2%	0.86	3.5%
Public Affairs	10.56	1.2%	10.78	4.0%	0.65	0.8%	1.03	2.0%	3.00	3.5%	4.62	4.0%		
Economics	4.80	0.5%	0.40	0.1%	1.00	1.2%			1.25	1.5%				
History	2.80	0.3%	2.95	1.1%	1.60	1.9%			2.00	2.3%	2.85	2.5%		
Geography	2.00	0.2%	0.75	0.3%							1.73	1.5%		
Poli Sci/Urban Studies	2.80	0.3%	2.63	1.0%	1.67	2.0%	0.77	1.5%	4.36	5.1%	0.23	0.2%		
Sociology/Anthro	8.29	0.9%	5.90	2.2%	1.99	2.4%	0.86	1.7%	1.75	2.0%	1.80	1.6%	0.38	1.6%
Interdisciplinary Studies	7.27	0.8%	20.72	7.6%	0.55		9.33	18.2%	1.00	1.2%	2.89	2.5%		
TOTAL	896.51	100.0%	272.49	100.0%	84.13	100.0%	51.40	100.0%	86.08	100.0%	115.73	100.0%	24.49	100.0%

IAS population excludes Visiting and Emeritus Faculty, Visiting Lecturer, L/I Faculty, and Instrumentation Innovator.

*UW-Extension IAS (FTE: 60.73) were excluded because there is no crosswalk table established for UDDS and discipline area codes at UW-Extension.

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1996-97 UW SYSTEM INSTRUCTIONAL ACADEMIC STAFF BY INSTITUTION AND DISCIPLINE

(Excludes University Hospital & Clinics at UW-Madison and UW-Extension*)
Data Source: October 1996 AA/EEO Database

FTE

Discipline	PLT FTE	PLT PCT	RVF FTE	RVF PCT	STP FTE	STP PCT	STO FTE	STO PCT	SUP FTE	SUP PCT	WTW FTE	WTW PCT	UW Colleges FTE	UW Colleges PCT
Agr & Nat Resources	1.75	3.6%	4.25	7.9%	5.17	8.2%								
Arch/Environ Design														
Area/Ethnic Studies														
Biology/Life Studies	1.00	2.1%	2.45	4.6%	0.33	0.5%	1.00	1.4%	1.34	4.7%	2.98	2.4%	3.65	4.7%
Business	1.00	2.1%	2.24	4.2%			4.75	6.6%	1.73	6.1%	9.75	7.7%	1.53	2.0%
Communication			6.12	11.4%	0.75	1.2%	2.00	2.8%	1.80	6.4%	10.43	8.3%	6.39	8.2%
Computer Science	5.24	10.8%							1.67	5.9%			2.47	3.2%
Education	6.22	12.8%	9.91	18.4%	3.59	5.7%	10.69	14.7%	2.68	9.5%	33.33	26.4%	0.27	0.3%
Phy Ed/Rec Res					11.69	18.6%	0.63	0.9%	2.99	10.6%	13.91	11.0%	1.35	1.7%
Engineering	4.40	9.1%	0.90	1.7%									0.20	0.3%
Indust Technology							9.83	13.6%						
Art			1.66	3.1%	1.92	3.1%	6.15	8.5%	0.88	3.1%	1.15	0.9%	1.90	2.4%
Music			3.55	6.6%	1.95	3.1%	0.75	1.0%	3.28	11.6%	7.38	5.8%	5.86	7.5%
Theatre Arts	4.25	8.7%			2.83	4.5%					1.79	1.4%		
Foreign Languages	8.25	17.0%	3.70	6.9%	1.66	2.6%	2.70	3.7%					1.41	1.8%
Health Sciences			1.56	2.9%	5.75	9.2%					2.00	1.6%		
Home Economics					3.17	5.0%	2.77	3.8%	.					
Law														
English			7.75	14.4%	5.25	8.4%	10.58	14.6%	1.96	6.9%	7.89	6.2%	14.24	18.2%
Philosophy					2.00	3.2%					0.50	0.4%	2.60	3.3%
Library Science														
Math/Statistics	2.50	5.1%	4.92	9.1%	5.82	9.3%	4.92	6.8%			6.10	4.8%	13.70	17.5%
Physics			0.25	0.5%			1.50	2.1%					3.73	4.8%
Chemistry	5.00	10.3%	1.58	2.9%	2.17	3.5%	0.70	1.0%	1.70	6.0%	2.00	1.6%	2.06	2.6%
Geology													0.39	0.5%
Psychology	2.50	5.1%			0.25	0.4%	4.28	5.9%	2.93	10.3%	2.50	2.0%	1.40	1.8%
Public Affairs	1.25	2.6%									2.20	1.7%		
Economics					0.54	0.9%					4.00	3.2%	3.88	5.0%
History					1.50	2.4%					1.00	0.8%	4.40	5.6%
Geography											2.50	2.0%	0.59	0.8%
Poli Sci/Urban Studies			0.50		0.25	0.4%					3.75	3.0%	1.40	1.8%
Sociology/Anthro			2.00	3.7%	0.25	0.4%	8.25	11.4%			1.00	0.8%	4.33	5.5%
Interdisciplinary Studies	5.25	10.8%	0.45	0.8%	6.00	9.5%	0.98	1.4%	5.37	19.0%	10.18	8.1%	0.60	0.8%
TOTAL	48.61	100.0%	53.79	100.0%	62.84	100.0%	72.48	100.0%	28.33	100.0%	126.34	100.0%	78.35	100.0%

IAS population excludes Visiting and Emeritus Faculty, Visiting Lecturer, L/I Faculty, and Instrumentation Innovator.

*UW-Extension IAS (FTE: 60.73) were excluded because there is no crosswalk table established for UDDS and discipline area codes at UW-Extension.

OPAR:TSL:2/17/98(g:\par\ts\ias9697.xls)

APPENDIX 6

(pp. 12-13)

UNIVERSITY OF WISCONSIN SYSTEM
Instructional Academic Staff Assignments
Distribution of Course Enrollment by Student Level

Fall 1996-97

| Institution | Student Level | | | | | |
	Level 1	Level 2	Level 3	Level 4	Level 5	Total
UW-Madison*	37.9%	54.2%	4.8%	2.5%	0.5%	100%
UW-Milwaukee	44.8%	48.3%	6.5%	0.5%		100%
UW-Eau Claire	59.2%	39.2%	1.5%			100%
UW-Green Bay	53.3%	45.7%	1.0%			100%
UW-La Crosse	57.5%	40.2%	2.3%			100%
UW-Oshkosh	57.5%	39.5%	3.1%			100%
UW-Parkside	58.3%	40.8%	0.9%			100%
UW-Platteville	59.7%	38.9%	1.4%			100%
UW-River Falls	58.4%	39.0%	2.6%			100%
UW-Stevens Point	55.2%	42.6%	2.2%			100%
UW-Stout	59.7%	36.6%	3.7%			100%
UW-Superior	51.2%	44.3%	4.6%			100%
UW-Whitewater	63.8%	34.7%	1.6%			100%
UW Colleges	100.0%					100%
UW System Average	53.2%	42.6%	3.5%	0.7%	0.1%	100%

Level 1 Student = freshman and sophomore
Level 2 Student = junior and senior
Level 3 Student = Masters and Education Specialist
Level 4 Student = PhD
Level 5 Student = Professional

Source: PMIS Curricular Analysis Report, Fall 1996-97. State Instructional Funds Only
*Excludes Law, Medical and Veterinary Medicine divisions.
OPAR:TSL:05/04/98

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| Institution | Faculty | | | Instructional Academic Staff | Graduate Assistants | Combination of Instructor Type | Total |
	Sole Section	w/Supplemental Section	Total				
UW-Madison							
Lower Division Undergrad Sections	10.8%	41.2%	52.0%	24.4%	17.1%	6.6%	100.0%
All Undergraduate Sections	24.3%	32.2%	56.5%	27.1%	11.2%	5.3%	100.0%
UW-Milwaukee							
Lower Division Undergrad Sections	27.0%	20.6%	47.6%	39.6%	10.6%	2.2%	100.0%
All Undergraduate Sections	31.0%	18.8%	49.8%	38.2%	9.4%	2.5%	100.0%
UW-Eau Claire							
Lower Division Undergrad Sections	64.1%	11.8%	75.9%	22.3%	0.0%	1.8%	100.0%
All Undergraduate Sections	68.4%	10.3%	78.7%	20.0%	0.0%	1.4%	100.0%
UW-Green Bay							
Lower Division Undergrad Sections	60.0%	11.6%	71.6%	27.2%	1.3%	0.0%	100.0%
All Undergraduate Sections	61.8%	10.2%	72.0%	27.1%	0.8%	0.0%	100.0%
UW-La Crosse							
Lower Division Undergrad Sections	49.4%	22.1%	71.5%	28.4%	0.0%	0.0%	100.0%
All Undergraduate Sections	55.3%	19.3%	74.6%	25.4%	0.0%	0.0%	100.0%
UW-Oshkosh							
Lower Division Undergrad Sections	47.2%	11.1%	58.3%	41.7%	0.0%	0.0%	100.0%
All Undergraduate Sections	53.1%	9.6%	62.7%	37.2%	0.0%	0.1%	100.0%
UW-Parkside							
Lower Division Undergrad Sections	56.7%	9.1%	65.8%	34.2%	0.0%	0.0%	100.0%
All Undergraduate Sections	60.2%	8.3%	68.5%	31.5%	0.0%	0.0%	100.0%

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APPENDIX 7
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| Institution | Percent of Enrollment Taught By | | | | | | Total |
| | Faculty | | | Instructional Academic Staff | Graduate Assistants | Combination of Instructor Type | |
	Sole Section	w/Supplemental Section	Total				
UW-Platteville							
Lower Division Undergrad Sections	45.0%	26.9%	71.9%	28.2%	0.0%	0.0%	100%
All Undergraduate Sections	48.3%	27.9%	76.2%	23.7%	0.0%	0.1%	100%
UW-River Falls							
Lower Division Undergrad Sections	57.3%	20.8%	78.1%	21.9%	0.0%	0.0%	100%
All Undergraduate Sections	59.1%	21.0%	80.1%	19.9%	0.0%	0.0%	100%
UW-Stevens Point							
Lower Division Undergrad Sections	58.9%	23.1%	82.0%	18.0%	0.0%	0.0%	100%
All Undergraduate Sections	62.2%	22.0%	84.2%	15.6%	0.0%	0.2%	100%
UW-Stout							
Lower Division Undergrad Sections	64.3%	1.6%	65.9%	32.8%	0.2%	1.1%	100%
All Undergraduate Sections	68.2%	1.5%	69.7%	29.0%	0.1%	1.1%	100%
UW-Superior							
Lower Division Undergrad Sections	39.3%	22.9%	62.2%	37.8%	0.0%	0.0%	100%
All Undergraduate Sections	42.6%	23.7%	66.3%	33.7%	0.0%	0.0%	100%
UW-Whitewater							
Lower Division Undergrad Sections	56.3%	7.4%	63.7%	36.3%	0.0%	0.0%	100%
All Undergraduate Sections	62.0%	7.3%	69.3%	30.5%	0.0%	0.3%	100%
UW Colleges							
Lower Division Undergrad Sections	63.9%	10.2%	74.1%	25.7%	0.0%	0.2%	100%
All Undergraduate Sections	63.9%	10.2%	74.1%	25.7%	0.0%	0.2%	100%
UW System Comprehensive and Colleges Averages							
Lower Division Undergrad Sections	55.2%	14.9%	70.1%	29.5%	0.1%	0.3%	100%
All Undergraduate Sections	58.8%	14.3%	73.0%	26.6%	0.1%	0.3%	100%

Source: PMAD0334 report in PMIS. State Instructional Funds Only. OPAR:TSL:04/28/98

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Comparison of Faculty and Category B Academic Staff (HC) by Sex 1997-98						
UW System Totals	Female		Male		Total	
	Number	Percent	Number	Percent	Number	Percent
FACULTY						
Professor	519	17.0%	2,530	83.0%	3,049	100%
Associate Professor	670	32.7%	1,380	67.3%	2,050	100%
Assistant Professor	621	44.8%	764	55.2%	1,385	100%
Instructor	45	54.9%	37	45.1%	82	100%
Subtotal of Faculty	1,855	28.3%	4,711	71.7%	6,566	100%
ACADEMIC STAFF (B)						
CHS/Clinical Faculty	285	41.5%	401	58.5%	686	100%
Other IAS*	1,553	53.9%	1,327	46.1%	2,880	100%
Researcher/Scientist	270	32.6%	558	67.4%	828	100%
Subtotal of Category B	2,108	48.0%	2,286	52.0%	4,394	100%
TOTAL	3,963	36.2%	6,997	63.8%	10,960	100%
*Source: October 1997 EEO Database. *Excludes zero-dollar appointments, University Hospital and Clinics, visiting and emeritus titles, Professor L/I, Instr. Innovator						

Comparison of Faculty and Category B Academic Staff (FTE) by Sex 1997-98						
UW System Totals	Female		Male		Total	
	Number	Percent	Number	Percent	Number	Percent
FACULTY						
Professor	486.3	17.0%	2367.4	83.0%	2853.6	100%
Associate Professor	642.4	32.7%	1324.4	67.3%	1966.8	100%
Assistant Professor	601.3	44.8%	739.9	55.2%	1341.2	100%
Instructor	41.8	55.2%	33.9	44.8%	75.8	100%
Subtotal of Faculty	1771.8	28.4%	4465.6	71.6%	6237.4	100%
ACADEMIC STAFF (B)						
CHS/Clinical Faculty	223.2	39.4%	343.0	60.6%	566.2	100%
Other IAS*	890.9	55.4%	717.9	44.6%	1608.8	100%
Researcher/Scientist	240.8	31.2%	529.9	68.8%	770.7	100%
Subtotal of Category B	1354.9	46.0%	1590.8	54.0%	2945.7	100%
Total	3126.7	34.0%	6056.4	66.0%	9183.1	100%
*Source: October 1997 EEO Database. *Excludes zero-dollar appointments, University Hospital and Clinics, visiting and emeritus titles, Professor L/I, Instr. Innovator						

Comparison of Faculty and Category B Academic Staff (HC) by Ethnicity 1997-98						
UW System Totals	Minority		Non-Minority		Total	
	Number	Percent	Number	Percent	Number	Percent
FACULTY						
Professor	229	7.5%	2,820	92.5%	3,049	100%
Associate Professor	210	10.2%	1,840	89.8%	2,050	100%
Assistant Professor	200	14.4%	1,185	85.6%	1,385	100%
Instructor	5	6.1%	77	93.9%	82	100%
Subtotal of Faculty	**644**	**9.8%**	**5,922**	**90.2%**	**6,566**	**100%**
ACADEMIC STAFF (B)						
CHS/Clinical Faculty	56	8.2%	630	91.8%	686	100%
Other IAS*	221	7.7%	2,659	92.3%	2,880	100%
Researcher/Scientist	110	13.3%	718	86.7%	828	100%
Subtotal of Category B	**387**	**8.8%**	**4,007**	**91.2%**	**4,394**	**100%**
TOTAL	**1,031**	**9.4%**	**9,929**	**90.6%**	**10,960**	**100%**

Source: October 1997 EEO Database.
*Excludes zero-dollar appointments and University Hospital and Clinics, visiting and emeritus titles, Professor L/I, Instr. Innovator visiting and emeritus titles, Professor L/I, Instr. Innovator

Comparison of Faculty and Category B Academic Staff (FTE) by Ethnicity 1997-98						
UW System Totals	Minority		Non-Minority		Total	
	Number	Percent	Number	Percent	Number	Percent
FACULTY						
Professor	222.3	7.8%	2631.3	92.2%	2853.6	100%
Associate Professor	207.1	10.5%	1759.7	89.5%	1966.8	100%
Assistant Professor	197.2	14.7%	1144.0	85.3%	1341.2	100%
Instructor	5.0	6.6%	70.8	93.4%	75.8	100%
Subtotal of Faculty	**631.6**	**10.1%**	**5605.8**	**89.9%**	**6237.4**	**100%**
ACADEMIC STAFF (B)						
CHS/Clinical Faculty	49.7	8.8%	516.5	91.2%	566.2	100%
Other IAS*	128.4	8.0%	1480.4	92.0%	1608.8	100%
Researcher/Scientist	103.5	13.4%	667.3	86.6%	770.7	100%
Subtotal of Category B	**281.6**	**9.6%**	**2664.1**	**90.4%**	**2945.7**	**100%**
TOTAL	**913.1**	**9.9%**	**8269.9**	**90.1%**	**9183.1**	**100%**

Source: October 1997 EEO Database.
*Excludes zero-dollar appointments and University Hospital and Clinics, visiting and emeritus titles, Professor L/I, Instr. Innovator visiting and emeritus titles, Professor L/I, Instr. Innovator

FIXED-TERM-TERMINAL APPOINTMENTS OF 0-1 YEAR**							
	Lecturers*				All Instructional Academic Staff***		
	FTE	% of lect.	HC	% of lect.	FTE	% of IAS	HC	% of IAS
Madison	110.46	47%	236.33	55%	165.54	19%	326	27%
Milwaukee	193.81	89%	498.6	96%	238.16	87%	571	94%
Eau Claire	39.53	56%	74.69	64%	42.93	56%	80	64%
Green Bay	13.33	43%	14.79	42%	32.31	63%	96	81%
LaCrosse	9.21	12%	13	12%	11.21	14%	15	13%
Oshkosh	98.11	87%	160.91	90%	101.11	88%	166	90%
Parkside	2	11%	2	11%	4.68	19%	13	38%
Platteville	39.19	80%	62	84%	39.19	80%	62	84%
River Falls	41.36	80%	62	81%	41.76	78%	63	79%
Stevens Point	30.86	63%	47.83	61%	34.86	62%	52	57%
Stout	45.51	63%	76.01	70%	46.73	63%	77	69%
Superior	7.39	25%	12.63	18%	7.39	25%	13	18%
Whitewater	9.5	9%	10	7%	9.5	9%	10	7%
Colleges	71.91	92%	150.54	95%	71.91	92%	151	96%
Extension	1.6	3%	2	3%	1.6	3%	2	3%
Total	713.77	57%	1423.33	66%	848.88	42%	1696	53%

*Lecturers are 84% of all IAS (FTE & HC) with fixed term-terminal appointments
** In addition, a small percent (< 2%) (25.1FTE; 27 HC) of IAS with fixed terminal appointments have appointment terms of 2-3 years, at Madison, Eau Claire, LaCrosse, Stevens Point, Stout, Whitewater
*** Excludes emeritus, visiting and L/I titles, and instrument innovators
Source: November 1997 payroll. Percents rounded.

[36] Appendices 10-14 exclude data (137 FTE; 224 HC) for which no appointment type (terminal, renewable, rolling, indefinite) was coded, at Eau Claire, LaCrosse Platteville, River Falls, Stevens Point, Stout, Whitewater. These appointments are likely fixed term-terminal or fixed term-renewable: 61% have semester appointments, 36% have appointments of 1 year, 3% have appointments of 2 years or more.

APPENDIX 11
(p. 20)

	Lecturers				All Instructional Academic Staff**			
INSTRUCTIONAL ACADEMIC STAFF FIXED-TERM RENEWABLE APPOINTMENTS								
	FTE	% lect.*	HC	% lect.*	FTE	%of IAS	HC	%of IAS
Madison	81.4	35%	144	34%	583.7	65%	724	60%
Milwaukee		0%		0%		0%		0%
Eau Claire	21.8	31%	25	22%	22.3	29%	26	21%
Green Bay	17.5	57%	20	57%	19.0	37%	22	19%
LaCrosse		0%		0%		0%		0%
Oshkosh	5.9	5%	6	3%	5.9	5%	6	3%
Parkside	1.0	6%	1	6%	2.0	8%	2	6%
Platteville	8.4	17%	8	11%	8.4	17%	8	11%
River Falls	3.3	6%	4	5%	3.3	6%	4	5%
Stevens Point	4.5	9%	5	6%	5.5	10%	6	6%
Stout	21.0	29%	22	20%	21.0	28%	22	19%
Superior	4.7	16%	6	9%	4.7	16%	6	9%
Whitewater	24.0	22%	27	19%	24.0	22%	27	20%
Colleges	6.4	8%	7	5%	6.4	8%	7	5%
Extension	47.6	85%	52	85%	51.9	86%	59	87%
Total***	247.4	20%	327	15%	759.0	38%	920	29%

Percents rounded

* Percent of all lecturers with fixed-renewable appointments

** Not included: research academic staff, visiting, emeritus titles; rolling horizon appointments.

*** excludes data for which no appointment type was coded. See footnote 36.

Source: UW System November 1997 payroll.

APPENDIX 12
(p. 20)

Fixed-Term Renewable Appointments by Contract Length								
	0/sem.	% of all renewable	1 yr	2 yr	3 yr	4-5 yr	Total #	% of total group with renewable***
Lecturers HC	225	69%	44	19	38	0	326	15%
Lecturers FTE*	154	63%	40	15	37	0	246	20%
All IAS** HC	733	80%	49	28	83	27	920	31%
All IAS FTE*	591	78%	43	23	77	24	758	37%

* FTE and percents are rounded.

** "All IAS" includes lecturers. Not incl: research academic staff, visiting & emeritus titles; rolling horizon appointments.

*** Renewable appointments as a percent of all lecturer or IAS appointments.

Not included: visiting & emeritus titles, rolling horizon appointments. Also see footnote 36.

Source: November 1997 Payroll

ROLLING HORIZON APPOINTMENTS BY TITLE & INSTITUTION (HC)										
Title series	MSN	LC	OSH	PKS	RF	STP	STO	SUP	WTW	EXT	TOTAL*
Lecturers	36	20	1	15	5	2	4	2	5	3	93
Fac. Assoc.	38										38
CHS faculty	4										4
Clinical Faculty	26			4							30
Adjunct Faculty	4										4
Instrum. Innov.	1										1
TOTAL	110	20	1	19	5	2	4	2	5	4	171
% of all with RH	9.1%	17.9%	0.5%	46.0%	5.6%	2.2%	3.6%	2.8%	3.7%	5.9%	5.5%

* See footnote 36

Excludes visiting, emeritus, L/I titles, and instrument innovators.

Source UW System November 1997 Payroll

INDEFINITE APPOINTMENTS (HC) BY TITLE & INSTITUTION						
	MSN	MILW	OSH	STP	SUP	EXT	TOTAL*
Lecturers	9	23	12	2	45	4	95
Fac. Associates	5	2			1		8
CHS faculty	8						8
Clinical Faculty	19	10					29
Adjunct Faculty	2						2
Instrum. Innov.	1	1					2
TOTAL	45	36	12	2	46	4	144
% of all w/ indefinite	3.7%	5.9%	6.5%	2.2%	64.8%	5.9%	4.5%

* See footnote 36.

Excludes visiting, emeritus, L/I titles, and instrument innovators.

Source: UW System October 1997 Payroll

Assignments Along the Career Ladder
for Selected Category B Academic Staff Titles

	Lecturer series			Faculty Associate series			Scientist series			Researcher series		
	senior	middle	entry	senior	middle	entry	senior	middle	entry	senior	middle	entry
Madison	12%	74%	14%	45%	26%	29%	26%	31%	43%	29%	35%	36%
Milwaukee	7%	68%	25%	56%	28%	17%	62%	19%	19%	40%	33%	27%
Eau Claire	12%	75%	13%									
Green Bay	17%	83%										
LaCrosse	5%	64%	31%		67%	33%				38%	38%	25%
Oshkosh	7%	93%					100%				100%	
Parkside	72%	28%										
Platteville	3%	66%	31%									
River Falls	3%	97%		100%								
Stevens Point	18%	40%	42%	13%		88%		100%				
Stout	3%	87%	10%				100%				67%	33%
Superior	8%	42%	50%				50%	25%	25%	60%	20%	20%
Whitewater	4%	95%	1%									
Colleges	6%	39%	54%									
Extension	8%	31%	61%	50%		50%	67%	33%		50%	50%	
Source: UW System November 1997 Payroll												

	Clinical Faculty series				Adjunct Faculty series				CHS Faculty series			
	instruct	asst	assoc	prof	instruct	asst	assoc	prof	instruct	asst	assoc	prof
Madison	24%	44%	21%	10%		54%	13%	33%	4%	45%	30%	21%
Milwaukee	31%	56%	14%		21%	34%	17%	28%				
Eau Claire	100%											
Green Bay					95%		1%	4%				
Parkside	19%	53%	28%		100%							
River Falls					100%							
Stevens Point		80%	20%									
Stout	100%				100%							
TOTAL	27%	45%	20%	8%	71%	12%	5%	11%	4%	45%	30%	21%

Assignments Along the Career Ladder for Selected Titles *					
	# FTE	%		# HC	%
Sr. Lecturer	152.8	12.2%		179	8.2%
Lecturer	912.8	72.8%		1559	71.8%
Assoc.Lecturer	188.5	15.0%		433	20.0%
All Lecturers	1254.2	100.0%		2172	100.0%
Faculty Associate	54.0	45.7%		62	44.2%
Assoc Fac Assoc	31.4	26.6%		35	24.8%
Asst Fac Assoc	32.7	27.7%		44	31.0%
All Faculty Associates	118.1	100.0%		140	100.0%
Senior Scientist	99.2	27.8%		108	28.1%
Associate Scientist	105.5	29.6%		117	31.0%
Assistant Scientist	152.1	42.6%		159	41.4%
All Scientists	356.8	100.0%		385	100.0%
Researcher	107.2	28.9%		121	29.4%
Associate Researcher	135.0	36.4%		146	35.6%
Assistant Researcher	128.8	34.7%		144	35.0%
All Researchers	371.0	100.0%		412	100.0%

* Individuals may be hired at any of these levels.

Source: UW System Nov. 1997 payroll.

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Instructional Academic Staff Study
Steering Committee Members

Victoria Boswell,
Sr. Administrative Program Specialist
UW-Milwaukee

Yvonne Bushland, Senior Lecturer, Food Science
UW-Madison

Ralph Curtis
provost and vice Chancellor
UW-Platteville

Martha Gaines
Clinical Associate Professor of Law
UW-Madison

Diane Highland
Director, Intensive English Program
UW-Milwaukee

Jeff Janz, Director of Residence Life
UW-Whitewater

Joyce Koskenmaki,
Gallery Director/Lecturer
UW-LaCrosse

Ellen Langill, Lecturer, History
UW Colleges

William Mellon, Chair of Pharmacy
UW-Madison

Cathy Middlecamp, Committee Co-chair
Senior lecturer, Chemistry
UW-Madison

Dave Olien, Co-chair
Interim Sr. Vice President for Administration
UW System Administration

Janet Polanski,
Chair, English Department
UW-Stout

Denise Wildup, Senior Lecturer, Math   Buff Schoenfeld, staff to committee
UW-Parkside   UW System Administration

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the
University of Wisconsin-La Crosse and the President
of the University of Wisconsin System, the revisions to
Section 3.06 of the UW-La Crosse Faculty Personnel Rules be
approved.

FACULTY PERSONNEL POLICIES AND PROCEDURES
UNIVERSITY OF WISCONSIN-LA CROSSE

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 revision to the UW-La Crosse Faculty Policies and Procedures has been approved by the appropriate faculty governance bodies and is recommended by Chancellor Judith L. Kuipers. The proposed revision has been reviewed by UW System legal counsel, who has determined that the change meets the requirements of Wisconsin Administrative Code and 1991 ACT 118.

REQUESTED ACTION

Approval of resolution I.1.j.(1), revising UW-La Crosse Faculty Personnel Policies and Procedures.

DISCUSSION AND RECOMMENDATIONS

The UW-La Crosse Faculty Senate has approved the attached revisions to UWL 3.06, *Renewal of Appointments and Granting of Tenure*.

UW System Administration recommends approval of these revisions.

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UNIVERSITY of WISCONSIN
La Crosse

MEMORANDUM

TO: David J. Ward
Senior Vice President, UW System

FROM: Judith L. Kuipers, Ph.D.
Chancellor

DATE: April 20, 1998

SUBJECT: UWL 3.06 Renewal of Appointments and Granting of Tenure

---

Enclosed please find a copy of changes to local faculty personnel rules recently approved first by the Faculty Senate and then by me.

We appreciate your scheduling this document for the Board of Regents Education Committee at your earliest convenience.

Thank you.

JLK/cb
Enclosure

Office of the Chancellor
135 Main Hall, University of Wisconsin-La Crosse, 1725 State Street, La Crosse, WI 54601
Phone: (608)785-8004, Fax: (608)785-6907, E-mail: kuipers@mail.uwlax.edu
An affirmative action/equal opportunity employer

UNIVERSITY of WISCONSIN
La Crosse

TO: Mike Haupert, Chair
           Thirty-second Senate

FROM: Judith L. Kuipers, Ph.D.
           Chancellor

DATE: April 15, 1998

RE: UWL 3.06 Renewal of Appointments and Granting of Tenure

On March 19, 1998, I received your memo announcing Faculty Senate approval for the following changes to UWL 3.06 Renewal of Appointments and Granting of Tenure:

1) Renewal of appointments and granting of tenure require probationary faculty to be reviewed at three levels in the following order:

    1) department
    2) college dean
    3) chancellor

    The process advances as the department's decision and the dean's recommendations are forwarded, in writing, to the chancellor. The timing of the reviews is determined by the university's Personnel Schedule Deadlines.

2) The probationary faculty member shall be notified in writing within seven days after each decision or recommendation at each reviewing level.

3) When a negative renewal/tenure decision or recommendation is made at any reviewing level, the provisions of UWS 3.07/UWL 3.07 on reconsideration and UWS 3.08/UWL 3.08 on appeal shall apply.

4) The initial review of probationary faculty shall be conducted by the tenured faculty of the appropriate department in a manner determined by the tenured members. If there are no tenured

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members in the department, the appropriate supervisor who is tenured shall make the determination. Department procedures for review, criteria for retention and tenure, and the weighting of criteria shall be documented and on file in the appropriate dean's office. Any changes to department procedures, criteria, and their weighting during the six month period preceding the review shall not be applicable to the review.

5)   The department chair shall give written notice of the department review to the probationary faculty member at least 20 days prior to the date of the review.   The probationary faculty member may present written and oral support for renewal.   The requirements of sub chapter IV of Chapter 19, Wisconsin Statutes concerning open meeting of governmental bodies shall apply.

6)   An affirmative decision by the department or a successful reconsideration by the department that reverses an earlier nonrenewal decision is required for renewal and tenure.

7)   The department shall forward the decision and the vote results to the appropriate dean (or other administrative officer). The dean shall submit to the chancellor a written recommendation either affirming or not affirming the department decision.   The dean's criteria for renewal and tenure shall be consistent with department criteria. Further, the dean shall take the magnitude of the faculty vote into account when making the recommendation.

8)   Following a nonrenewal decision at the department level, and reconsideration and appeal that do not reverse the decision, the department's decision and the vote results shall be forwarded to the appropriate dean (or other administrative officer). The dean shall submit to the chancellor a recommendation either affirming or not affirming the department decision. The dean's criteria for renewal and tenure shall be consistent with department criteria. Further, the dean shall take the magnitude of the faculty vote into account when making the recommendation.

9)   Following an affirmative decision at the department level, but a nonrenewal recommendation at the dean level and reconsideration and appeal that do not reverse the recommendation, the process advances to the chancellor.

10) If the department's decision and the dean's recommendations are both positive the chancellor's decision should be positive unless there are compelling reasons for a negative decision. A faculty member who is denied renewal/tenure at this stage may request the reasons in writing within 10 days. Written reasons shall be provided to the faculty member within 10 days of the receipt of the request. The reasons then become part of the· official file of the faculty member.

I approve the changes to UWL 3.06 Renewal of Appointments and Granting of Tenure as set forth above.

_4 – 15 –98_
Date

Judith L. Kuipers
Judith L. Kuipers, Ph.D.
Chancellor

cc: Provost and Vice Chancellor for Academic Affairs
Chancellor's Administrative Cabinet
Chair, Academic Staff Council
President, Student Association

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the
University of Wisconsin-Milwaukee and the President
of the University of Wisconsin System, the revisions to
paragraphs 5.177(1)(a) and 5.177(1)(b) of the UW-Milwaukee
Faculty Personnel Rules be approved.

FACULTY PERSONNEL POLICIES AND PROCEDURES
UNIVERSITY OF WISCONSIN-MILWAUKEE

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 revision to the UW-Milwaukee Faculty Policies and Procedures has been approved by the appropriate faculty governance bodies and is recommended by Chancellor John H. Schroeder. The proposed revision has been reviewed by UW System legal counsel, who has determined that the change meets the requirements of Wisconsin Administrative Code and 1991 ACT 118.

REQUESTED ACTION

Approval of resolution I.1.j.(2), revising UW-Milwaukee Faculty Personnel Policies and Procedures.

DISCUSSION AND RECOMMENDATIONS

The UW-Milwaukee Faculty Senate has approved the attached revisions to UWM Policies and Procedures, paragraph 5.177(1)(a) and (b), *Divisional Committee Action on Recommendation*. New language is placed in parentheses and deletions are lined out.

UW System Administration recommends approval of these revisions.
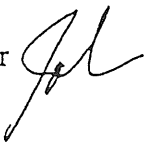
Office of the Chancellor

UWM

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April 17, 1998

MEMORANDUM

TO: · David J Ward, Senior Vice President
            University of Wisconsin System

FROM: John H. Schroeder
            Chancellor

RE: UWM Faculty Document 2134 (Amended)

Enclosed is a copy of UW-Milwaukee Faculty Senate Doc. No. 2134 (Amended), which was approved by the Faculty Senate in March.

The action, which requires UW System and Board of Regents approval, amends UWM Policies and Procedures language for §5.177(1)(a) and (1)(b)<u>Divisional Committee Action on Recommendation</u>. The changes were made because when a faculty member received a negative vote
from a divisional committee for promotion/tenure there was no requirement that the departmental executive committee meet to discuss the divisional committee's action. Section §5.177 now clarifies that a departmental executive committee must meet and is entiled, but not required, to request reconsideration. It also spells out that the affected faculty member has the right to ask the departmental executive committee to request reconsideration.

Please let me know if you have any questions.

Enclosure

c: Kenneth L. Watters, Provost and Vice Chancellor (w/enclosure)
        George Baker, Secretary of the University (")
        Margo Anderson, Chair, University Committee (")

UNIVERSITY OF WISCONSIN MILWAUKEE

Secretary of the University

UWM

TO: John Schroeder, Chancellor

FROM: George S. Baker, Secretary of the University

1. The attached action_University Committee motion to amend UWM *Policies and Procedures 5.177 (1)(a)* and (1)(b)_ is forwarded for your (consideration) ~~(information)~~. UWM Administration has until_5/3/98_ to approve, disapprove or notify the University Committee of your intention and reason to defer action. ~~Document forwarded for information only~~.

2. This action, Doc. No. _2134 (Amended)_ was approved by vote of the (Faculty Senate)~~(Faculty)~~ on 3/19/98 .

3. This action should be forwarded to System Administration (for approval)~~(for information)~~.

4. This action requires approval of the Board of Regents.

April 2, 1998
(Date)

George S. Baker
SECRETARY OF THE UNIVERSITY

RESPONSE

TO: Chair of the UNIVERSITY COMMITTEE
        Secretary of the University

FROM: John Schroeder, Chancellor

1. Herewith Faculty Senate Document No. _2134 (Amended)_

    Approved   ✓

    Disapproved   _____ (Reasons attached)

    Deferred   _____ (Reasons attached)

    Received (Info only)

4/9/98
(Date)

Joh. M. Schroeder
CHANCELLOR

Forwarded to System/Regents   4/17/98
        Date

Approved by System   _____
        Date

Motion:

The University Committee moves that the following amendments to UWM *Policies and Procedures* language for §5.177(1)(a) and (1)(b) <u>Divisional Committee Action on Recommendation</u>, reconsideration language be approved:

(a)   Notice shall be given to the chairperson of the departmental executive committee of the proposed negative advice. The departmental executive committee is · required to meet to discuss the decision within the time period stated in §5.177(2). The executive committee is entitled but not required to request reconsideration;

(b)   Notice shall be given to the affected faculty member that the departmental executive committee has the right to request a reconsideration of the proposed negative advice by the divisional executive committee provided such request is made within the time period stated in §5.177(2). The affected faculty member has the right to request that the departmental executive committee request reconsideration of the proposed negative advice.

<u>Members. University Committee</u>
Professor Margo Anderson, Chair
Professor George Davida
Professor Laurie Glass
Professor William Kritek
Professor Randall Ryder
Professor Gabrielle Verdier
Profesor Yehuda Yannay

EDUCATION COMMITTEE

Resolution:

That, upon recommendation of the Chancellor of the
University of Wisconsin-Superior and the President
of the University of Wisconsin System, the revisions to
Sections 3-7 of the UW-Superior Faculty Personnel Rules be
approved.

FACULTY PERSONNEL POLICIES AND PROCEDURES
UNIVERSITY OF WISCONSIN-SUPERIOR

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 revision to the UW-Superior Faculty Policies and Procedures has been approved by the appropriate faculty governance bodies and is recommended by Chancellor Julius E. Erlenbach. The proposed revision has been reviewed by UW System legal counsel, who has determined that the change meets the requirements of Wisconsin Administrative Code and 1991 ACT 118.

REQUESTED ACTION

Approval of resolution I.1.j.(3), revising UW-Superior Faculty Personnel Policies and Procedures.

DISCUSSION AND RECOMMENDATIONS

The UW-Superior Faculty Senate has approved the attached revisions to the UW-Superior Faculty Personnel Rules and Procedures.

UW System Administration recommends approval of these revisions.

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UNIVERSITY *of* WISCONSIN
Superior

MEMORANDUM

TO: David J. Ward
        Senior Vice President for Academic Affairs
        UW System Administration

FROM: Julius E. Erlenbach
        Chancellor
        UW-Superior

DATE: May 1, 1998

RE: UW-Superior Personnel Rule Changes

Enclosed is a copy of the UW-Superior Faculty Personnel Rules and Procedures as modified and approved by the Faculty Senate.

I would appreciate it if you would include these Faculty Personnel Rules and Procedures on the agenda of an upcoming Board of Regents meeting.

Thank you for your assistance on this request. If you have any questions, please don't hesitate to call.

JEE:as

Enclosure

xc: Charles Schelin, Provost/Vice Chancellor, UW-Superior

Appendix F
FACULTY PERSONNEL RULES AND PROCEDURES
University of Wisconsin-Superior

UW-SUPERIOR FACULTY PERSONNEL RULES AND PROCEDURES[1]

In those personnel matters that these Rules delegate to the Department, the Department has the prerogative of organizing its internal procedures for the implementation of Rules under Sections UW-Sup 3 through UW-Sup~7~ 8, consistent with the limitations of this document.

Sections not calling for implementation locally in the UW System Rules (i.e., Wisconsin Administrative Code) shall not be repeated in this document; the cross reference shall be by chapter number only and the section and paragraph numbers in the System rules should be ignored for this purpose.

_____

Chapter UW-Sup 3
Faculty Appointments
Articles UW-Sup 3.02, 3.03, and 3.04

UW-Sup 3.02 Recruiting

(1) In this section, the personnel reporting line shall be as follows: Search and Screen Committee Chair, Department Chair,~Division Chair~, Vice Chancellor, and Chancellor. In addition, the approval of the Affirmative Action Officer shall be required prior to action by the Vice Chancellor at certain steps identified later in the process.

(2) All tenure track positions must be authorized initially or re-authorized by the Chancellor. Attached to the departmental request for authorization should be a preliminary position description.

(3) When authorization to fill the vacancy has been received, the department faculty peers[2] shall identify the members of the search and screen committee and the committee chair. If the vacancy is partially funded by UW Extension, the Director, Center for Continuing Education/Extension, or designee, shall be identified as one member of the Search and Screen Committee, without voting rights. The Search and Screen Committee shall be composed of some, if not all, of the Department faculty peers, and may include the Department Chair. At the discretion of the Department faculty peers, other staff, students, or individuals may be invited to serve on the Search and Screen Committee. The Affirmative Action Officer must approve the membership of the Search and Screen Committee in terms of gender and race.

(4) A final position description shall be developed by the Search and Screen committee prior to announcing the vacancy. If the vacancy occurs during the summer and must be announced during the summer, ~the Division Chair, and~ the Department Chair or his/her designee shall develop the final position description.

_____

[2] A peer shall be defined as a ranked member teaching at least half time in the Department or else one whose most recent appointment in the University as been made in the Department, except that administrators, including the Vice Chancellor, in the direct line of personnel recommendations originating at the Department level shall be excluded from participation in Department personnel recommendations originating with the peers. The Department Chair is a Department faculty peer.

(5)   The Chair of the Search and Screen Committee shall be responsible for advertising the position vacancy. If the position is to be advertised during the summer, the Division Department Chair will have this responsibility. Position announcements shall include the statement, "The University of Wisconsin-Superior is an Affirmative Action/Equal Opportunity Employer". A copy of the announcement shall be forwarded to the Personnel Office Office of Human Resources.

(6)   The Chair of the Search and Screen Committee shall receive all applications and nominations for the position and shall send the position description, other relevant information, and the Affirmative Action Verification Form to all applicants and nominees.

(7)   The Chair of the Search and Screen Committee shall meet with the Affirmative Action Officer for instructions regarding the search and screen process. The Affirmative Action Officer will meet with the Search and Screen committee at its first meeting to provide information about affirmative action guidelines and procedures.

(8)   The Search and Screen Committee will identify candidates to be interviewed for the position in terms of the approved position description and Affirmative Action guidelines. The Chair, Search and Screen Committee, will transmit those names according to the personnel reporting line to the Affirmative Action officer and the Vice Chancellor, along with the request for reimbursement of interview expenses.

(9)   Any telephone communications with the suitable candidates to be interviewed will be conducted by one or more members of the Search and Screen Committee, with the Division. The Department Chair is authorized to speak to those candidates regarding salary and, rank and the Department Chair on other appointment details.

(10) The Search and Screen Committee will arrange the campus interview schedule for the candidates according to campus protocol. The Search and Screen Committee will interview the candidates when they are on campus.

(11) The Search and Screen Committee will select the candidate to be appointed. The Chair of the Search and Screen Committee will communicate the name of the selected candidate to the Vice Chancellor through the personnel reporting line. The Division chair Department Chair, with the approval of the Vice Chancellor will make the position offer to the candidate. If the candidate accepts the offer, the Vice Chancellor shall issue the official letter of appointment to that candidate. The official letter of appointment will state that the appointee shall be responsible to the Department Chair.

UW-Sup 3.03 Appointments - General. The Chancellor or designee shall provide the appointee with the information specified in section UWS 3.03, Wis. Adm. Code.

UW-Sup 3.04 Probationary Appointments. The maximum probationary period in a full-time position shall be seven years. In a part-time position of at least half-time, the maximum probationary period shall be fourteen years.

The probationary period may be shortened or eliminated for experience at other institutions or substantive reasons with the agreement of the department and the Chancellor.

A leave of absence or teacher improvement assignment does not constitute a break in continuous service, and shall not be included in the probationary period.

Circumstances, in addition to a leave of absence, sabbatical or teacher improvement assignment that do

not constitute a break in continuous service and that shall not be included in the 7-year period, include responsibilities with respect to childbirth or adoption, significant responsibilities with respect to elder or dependent care obligations, disability or chronic illness, or circumstances beyond the control of the faculty member, when those circumstances significantly impede the faculty member's progress toward achieving tenure. It shall be presumed that a request made under this section because of responsibilities with respect to childbirth or adoption shall be approved. A request shall be made before a tenure review commences under s. UWS 3.06.

A request for additional time because of responsibilities with respect to childbirth or adoption shall be initiated in writing by the probationary faculty member concerned and shall be submitted to the Vice Chancellor, who shall specify the length of additional time if the request is granted. Notification that additional time has been sought under this section shall be made in a timely manner by the faculty member concerned to his or her department chair.

Except for a request because of responsibilities with respect to childbirth and adoption, a request made because of other circumstances under this section shall be submitted to the Vice Chancellor, who shall grant a request in accordance with institutional policies and in consultation with the faculty member's department chair. A denial of a request shall be in writing to the parties involved and shall be based upon clear and convincing reasons.

More than one request may be granted to a probationary faculty member, but the total, aggregate length of time of all requests, except for a request because of responsibilities with respect to childbirth or adoption, granted to one probationary faculty member shall be no more than one year.

In the event a request under this section is denied, the faculty member concerned shall have a right to appeal the decision to the Chancellor, who may refer the appeal to the Faculty Personnel Council. The Chancellor's decision shall be final.

UW-Sup 3.05 _Periodic Review_. The periodic review of faculty performance for salary adjustments and promotions shall be done at the Departmental level, and criteria and procedures for such evaluation shall be determined by the peer faculty in the Department after consultation with appropriate students within guidelines and procedures approved by the ~~Division faculty and the faculty representatives of the University~~ Faculty Senate and the Chancellor.

UW-Sup 3.06 _Renewal of Appointments and Granting of Tenure_

(1) _General_

     The renewal appointments may be granted only upon the affirmative recommendations of the appropriate Academic Department and the Chancellor of the University. ~~The Division Chair and Vice Chancellor make advisory recommendations.~~

     In the case where a department declined to grant tenure and the department is found to have based its tenure decision on impermissible factors the ~~faculty welfare council~~ Faculty Personnel Council will appoint an _ad hoc_ committee of no fewer than three nor more than five persons knowledgeable or experienced in the individuals academic field or in a substantially similar academic field. This committee will make a tenure recommendation to the Board of Regents.[3]

     When specified by the Board, the University recommendation shall be transmitted by the President

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[3] 1991 Wisconsin Act 118 Section 5, 36.13 (2)(b)

of the System with her/his recommendation to the Board for action. Tenure appointments may be granted to any ranked faculty member who holds or will hold a fifty percent appointment or more. The proportion of time provided for in the appointment may not be diminished or increased without the mutual consent of the faculty member and the University, unless the faculty member is dismissed for just cause, pursuant to 36.13 (5), Wis. Stats., or is terminated or laid off pursuant to 36.21, Wis. Stats.

(2) Criteria

Decisions relating to renewal of appointments or recommending of tenure shall be made in accordance with University rules and procedures which shall require an evaluation of teaching, research, professional and public service, and contributions to the University. The relative importance of the evaluation criteria shall be initially specified by the Department faculty and the Faculty Senate. shall be subject to the approval of the Division faculty and faculty representatives of the University Senate. Written criteria for these decisions shall be developed within the Department.

(3) Procedures

A meeting of the tenured peer faculty of the Department shall be held for the purpose of considering renewal of probationary appointments or the granting of tenure.

1.   The date of this meeting shall be set by the Department Chair to allow sufficient time so that a written notice of nonrenewal of appointment from the Chancellor shall be received by the faculty member in advance of the expiration of her/his appointment, as followsspecified in UWS 3.09:

   a.   Not later than March 1 of the first academic year of service if the appointment expires at the end of that year, or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.

   b.   Not later than December 15 of the second academic year of service if the appointment expires at the end of that year or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.

   c.   At least twelve months before the expiration of an appointment after two or more years of service.

2.   2.   At least twenty calendar days[4]prior to the Departmental evaluation meeting, each faculty member who is to be evaluated or who is eligible to participate in the evaluation, shall be notified by the Division Department Chair in writing of the date of the meeting and the procedures to be followed, including the opportunity to present material in her/his behalf.

   a.   Students - at least one student chosen from those majoring or minoring in the Department, shall be invited to participate in the faculty evaluation. The tenured faculty in each Department shall decide on the number of student representatives to

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[4]UWS 1.08 Notice periods. (1) When an act is required by these rules to be done within a specified number of days: (a) Day shall mean calendar day, (b) The first day shall be the day after the event, such as receipt of a notice or conclusion of a hearing, © Each day after the first day shall be counted, except that a Sunday or legal holiday shall not be counted if it would be the final day of the period.

be included in the evaluation and the method by which they are to be chosen. Students shall not vote in matters relating to renewal of appointments and the granting of tenure. (If no peer faculty are tenured, all untenured faculty shall be included in the student selection process.)

b.   In the event that a faculty member or student who is eligible to participate in the evaluation process is unable to attend the meeting, he/she may submit a written evaluation to be read to the other participants. The absent faculty member shall be allowed a vote in the proceedings if he/she desires and must sign the evaluation form noting her/his absence from the meeting.

3.   Members present:

a.   Tenured peer faculty.

b.   Other faculty - the tenured peer faculty members of the Department shall decide prior to the evaluation meeting whether or not untenured peer faculty shall be included in the evaluation process.

c.   If fewer than three peer faculty are tenured, ~~two~~ one tenured faculty members from ~~other departments~~ another department must be included as a voting members in the evaluation meeting~~, one chosen by the department faculty peers and the other~~. The "outside" tenured faculty member is to be chosen by the probationary faculty member being evaluated. ~~The untenured faculty peers must be included as voting members in the evaluation process~~ Notwithstanding anything herein to the contrary, a minimum of three faculty voting members must be allowed.~~.~~

4.   The faculty member being evaluated shall not be present during the decision-making unless he/she so requests, subject to the provisions of the Wisconsin Open Meeting Law. Before the decision-making discussion commences, the faculty member shall have the opportunity to submit either written or oral information which he/she believes pertinent to her/his evaluation.

In addition to written or oral information submitted by the faculty members on their behalf, both the faculty members and the reviewing committee may solicit additional input, including but not limited to, extending invitations to knowledgeable individuals to present pertinent information orally or in writing. If additional information is solicited in either oral or written form, such retrieved information will be shared with the faculty member in advance of the meeting.

5.   A standard notification form shall be used by all Departments.

a.   This form must be signed by all persons involved in the decision and concurrence or nonconcurrence noted.

b.   All material pertinent to the decision shall be kept on record and be made available at each review. In the case of oral material a report of it shall be included. When the decision is completed all personal property shall be returned to the faculty member.

c.   The signed notification form shall be forwarded to the ~~Division Chair~~ Vice Chancellor.

6. Within seven days of the Departmental meeting of the peers, the Department Chair shall notify each faculty member evaluated in writing of the ~~recommendation~~ decision of the Department peers.

   a. In the event that the Department peers ~~recommend non-renewal~~ decide to non-renew, the faculty member may request a reconsideration by the Department as specified in UW-Sup 3.07.

   b. After receiving the decision of the peers, the ~~Division~~ Department Chair shall ~~indicate agreement or disagreement with the decision and so inform~~ forward the decision to the Vice Chancellor.

      ~~1. In the event of disagreement with the decision of the peers the Division Chair shall inform the peers in writing, of the reasons for doing so.~~

      ~~2. The Division Chair shall notify the faculty member involved of his/her recommendation in writing, within seven days of receiving the decision of the peers.~~

   c. After receiving the ~~recommendations~~ decision of the peers, ~~and the Division Chair,~~ the Vice Chancellor shall indicate agreement or disagreement with the ~~recommendations~~ decisions and so inform the Chancellor.

      1. In the event of disagreement with the peers', ~~or the Division Chair's~~ ~~recommendations~~ decision, the Vice Chancellor shall so inform the peers through the Department Chair, ~~and the Division Chair~~ in writing of the reasons for ~~doing so.~~ the disagreement.

      2. The Vice Chancellor shall notify the faculty member involved of her/his recommendation, in writing, within twenty days of receiving the ~~recommendation~~ decision of the ~~Division Chair~~ Department.

   d. After receiving the decision of the peers and the recommendations of ~~the Division Chair and~~ the Vice Chancellor, the Chancellor shall approve or disapprove the decision.

      1. In the event of disagreement with the peers' decision and/or ~~the Division Chair's or the~~ Vice Chancellor's recommendations, the Chancellor shall inform the peers, ~~through the Division~~ the Department Chair, and Vice Chancellor in writing of the reasons for ~~doing so.~~ the disagreement.

      2. The Chancellor shall notify the faculty member involved of the decision, in writing, within twenty days of receiving the recommendation of the Vice Chancellor ~~of receiving the recommendations of the Vice-Chancellor.~~

      3. In the event that the Chancellor recommends non-renewal, the faculty member may request a reconsideration by the Chancellor as specified in UW-Sup 3.07.

UW-Sup 3.07 Non-Renewal of Probationary Appointments

(1) (a) Rules and Procedures
The faculty member may, within thirty (30) days of written notification of non-renewal, request

written reasons for such non-renewal. The Department or Chancellor initiating the decision to non-renew shall, within fifteen (15) days of the request, provide such written reasons for non-renewal. Such reasons shall become part of the personnel file of the individual. Further, the faculty member may make a written request for a reconsideration of the initial non-renewal decision within fifteen (15) days of receipt of the written reasons for non-renewal.

(b) Reconsideration
The purpose of reconsideration of non-renewal decision shall be to provide an opportunity for a fair and full consideration of the non-renewal decision, and to insure that all relevant material is considered.

1. Such reconsideration shall be undertaken by the individual or body initiating the non-renewal decision. The faculty member involved must receive written notice of the date and time of the reconsideration of her/his non-renewal within seven (7) days of her/his written request for the reconsideration. There shall be at least seven (7) days, but not more than ten (10) days between the date the faculty member is notified of the reconsideration and the date of the reconsideration meeting.

In addition to proper notification the reconsideration shall include, but not be limited to, an opportunity to respond to the written reasons and to present any written or oral evidence or arguments relevant to the decision. Written notification of the decision resulting from the reconsideration shall be given to the faculty member within five (5) days of the reconsideration meeting.

2. Reconsideration is not a hearing, or an appeal, and shall be non-adversarial in nature.

3. In the event that a reconsideration affirms the non-renewal decision, the procedures specified in UW-Sup 3.08 shall be followed.

UW-Sup 3.08   Appeal of a Non-Renewal Decision

(1) The Faculty WelfarePersonnel Council shall review a non-renewal decision upon written appeal by the faculty member concerned within twenty (20) days of notice that the reconsideration has affirmed the non-renewal decision (twenty-five [25] days if notice is by first-class mail and publication). Such review shall be held not later than twenty (20) days after the request, except that this time limit may be enlarged by mutual consent of the parties, or by order of the faculty welfare council. Faculty Personnel Council. The faculty member shall be given at least ten (10) days notice of such review. The burden of proof in such an appeal shall be on the faculty member, and the scope of the review shall be limited to the question of whether the decision was based in any significant degree upon one or more of the following factors, with material prejudice to the individual:

(a) Conduct, expressions, or beliefs which are constitutionally protected, or protected by the principles of academic freedom, or

(b) Factors proscribed by applicable state or federal law regarding fair employment practices, or

(c) Improper consideration of qualifications for reappointment or renewal. For purposes of this section, "improper consideration" shall be deemed to have been given to the qualifications of a faculty member in question if material prejudice resulted because of any of the following:

1. The procedures required by rules of the faculty or Board were not followed, or

2.   Available data bearing materially on the quality of performance were not considered, or

3.   Unfounded, arbitrary or irrelevant assumptions of fact were made about work or conduct.

(2)   The Faculty Welfare-Personnel Council shall report on the validity of the appeal to the body or official making the non-renewal decision and to the Department Chair, the appropriate Division Chair, the Vice Chancellor and the Chancellor.

(3)   Such a report may include remedies which may, without limitation because of enumeration, take the form of a reconsideration by the decision maker, a reconsideration by the decision maker under instructions from the Council, or a recommendation to the next higher appointing level. Cases shall be remanded for reconsideration by the decision maker in all instances unless the Council specifically finds that such a remand would serve no useful purpose. The Faculty WelfarePersonnel Council shall retain jurisdiction during the pendency of any reconsideration. The decision of the Chancellor shall be final on such matters.

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Chapter UW-Sup 4
Procedures for Dismissal

</div>

UW-Sup 4.03. <u>Standing Faculty Committee</u>. The Committee on Faculty Terminations of the University Senate shall be the faculty standing committee to hear dismissal cases for tenured or probationary faculty prior to the end of their appointment and make recommendations to the Board of Regents.[5]

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Chapter UW-Sup 5
Layoff and Termination for Reasons of Financial Emergency

</div>

UW-Sup 5.04. <u>Faculty Consultative Committee</u>

(1)   (1)   The Faculty Consultative Committee shall be composed of six (6) members: one ranked faculty member elected by and from the faculty members of each of the five Divisions (Business and Economics; Education; Fine and Applied Arts; Humanities and Social Sciences; and Sciences and Mathematics) and one ranked faculty member elected by the faculty at large.<u>the Faculty Personnel Council. Faculty members elected at-large shall be elected by the same procedures as those followed by the Faculty Senate elections-at-large.</u>

(2)   The five Division representatives and the one faculty member elected at-large shall be elected by the same procedures as those followed by the Divisions respectively for University Senate elections and by the Secretary of the University Senate for University Senate elections and by the Secretary of the University Senate for University Senate elections at-large. <u>The Chairperson of the Faculty Consultative Committee shall be elected by and from the membership of the Committee.</u>

(3)   The normal term of each faculty member shall be three years. The members of the Committee shall be eligible for re-election.

(4)   The initial elections shall be conducted within fifteen (15) days, or as soon as practicable, after this proposal shall have been approved by the University Senate.

(5)   After the initial election, all succeeding elections shall be held, as required, concurrently with University Senate elections.

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[5] UWS 4.04 - 4.10 Outlines specific procedures on committee responsibilities.

(6)   Voter eligibility requirements shall be the same as those prescribed by the Charter for the election of University Senators.

(7)   The Chairperson of the Faculty Consultative Committee shall be elected by and from the membership of the committee.

UW-Sup 5.05 Consultation

(1) Both quantitative and qualitative data and considerations shall serve as criteria for the evaluation of programs and the establishment of priorities among departments or programs.

(2) Quantitative data employed to evaluate departments or programs should include, where applicable, but not be limited to, the following measurements:

   (a) The up-or-down trend as well as the average number of credit hours produced each year during the immediately preceding five-year period, including credit hours produced during each term.

   (b) The up-or-down trend as well as the average number of contact hours produced each year during the immediately preceding five-year period, including contact hours produced during each term.

   (c) Measurement of the degree of expansion or contraction in terms of credit and contact hours during the immediately preceding two years.

   (d) The percentage of total university credit and contact hours produced by a department or program during the immediately preceding five-year and two-year periods.

   (e) The up-or-down trend as well as the average number of majors enrolled in a department or program during the immediately preceding two-, three-, and five-year periods.

   (f) The up-or-down trend as well as the average number of minors enrolled in a department or program during the immediately preceding two-, three-, and five-year periods.

   (g) Percentage of total university majors produced by a department or program during the immediately preceding two-, three-, and five-year periods.

   (h) Percentage of total university minors produced by a department or program during the immediately preceding two-, three-, and five-year periods.

   (i) Number of undergraduate degrees produced by a department or program during the immediately preceding five-year period.

   (j) Number of graduate degrees produced by a department or program during the immediately preceding five-year period.

   (k) Number of majors who earn under-graduate degrees in a department or program in comparison with the number of freshman majors in the department or program each year during the immediately preceding five-year period.

   (l) Credit and contact hours produced by a department or program per FTE faculty teaching position in the program.

(m) Cost per credit and/or contact hours per FTE student and FTE faculty member in the department or program (both including and excluding faculty salaries as such).

(n) Contact hours produced by a department or program's non-course activities per FTE faculty member in the department or program--e.g., in drama, music and sports.

(o) Contact hours and other efforts related to the recruitment of new students, including field contacts with high school students, sponsorship of on-campus or off-campus departments or programs, and the production of letters, brochures, and other written materials.

(p) The dollar amount of extramural funding attracted by a department or program.

(3) The University, in reviewing departments or programs, places substantial emphasis on the gathering of evidence on the relative quality of departments or programs, and the qualitative measurement shall include, but not be limited to, the following:

(a) Evaluation by current majors in a department or program as well as by all other students, who have taken one or more courses offered by the department or program.

(b) Evaluation of a department or program by its graduates of the immediately preceding five years.

(c) Percentage of those students receiving undergraduate degrees in a department or program who successfully completed graduate and professional degrees during the immediately preceding ten years.

(d) The impact of a department or program on the mission of the University.

(e) The extent to which a department or program services those of other Departments.

(f) Professional qualifications of each faculty member involved in a department or program: experience; degrees, research and publications; creative output, e.g., fine and applied arts; public service; professional growth; and teaching in areas of primary preparation.

(g) Standards or academic expectations (minimum-module ingredients of a viable department or program) recognized by the profession, represented by the professional associations of each discipline, and the judgment of accreditation agencies.

(h) Comparison with the thrust of similar departments or programs on other campuses of similar size and mission.

(i) The extent to which "liberal arts" majors are required to take courses in other disciplines.

(j) The degree to which a department's or program's course offerings duplicate or approximate those offered by other Departments or Divisions and the qualifications of the instructors who teach these "duplicative" courses to offer instruction in these areas.

(k) Identification of the contribution to special programmatic needs by faculty members with highly specialized or unique training or experience.

(l) The extent to which the quality of a department or program is affected by academic support or non-instructional costs.

(m) Use of a formal University evaluation instruments to assess the quality of all courses and instructors in a department or program.

UW-Sup 5.07 <u>Individual Designations</u>

(1) In making a "clear and convincing case" in support of the layoff of a tenured faculty member as an exception to the institutional rule of seniority, the affected Department(s) shall substantiate its (their) recommendations to the Chancellor by offering, among others, the following pieces of evidence:

(a) Citations from professional literature and/or the criteria established by professional associations within the discipline, demonstrating the fundamental elements in a viable <u>department or</u> program.

(b) Detailed documentation to the effect that another (or no other) individual faculty member in the <u>department or</u> program is qualified to teach the affected courses and that another (or no other) faculty member in the <u>department or</u> program could be retrained to offer instruction in these courses without a prolonged leave of absence and/or a substantial impact on the alternative uses of university resources.

(c) The extent to which each faculty member in the <u>department or</u> program might be retrained to teach courses vital to the <u>department or</u> program.

(d) Analysis of the extent to which there are closely equivalent courses available in other Departments.

(e) Documentation showing the need to maintain the Affirmative Action Plan.

UW-Sup 5.08 <u>Seniority</u>. Seniority shall be determined by total years of service (academic year) at the University of Wisconsin-Superior, or in the former Wisconsin State Universities System, as appropriate in individual cases, without regard to academic rank. Faculty who have been employed part-time during any academic year shall have such part-time service pro-rated. Authorized leaves of absence shall be counted in the determination of length of service.

UW-Sup 5.11 <u>Faculty Hearing Committee</u>. The Standing Committee of Terminations constituted by Article VIII, Section 9, of the Charter of the University <u>the Constitution of the Faculty</u> Senate shall also function as the Faculty Hearing Committee in cases of faculty layoffs for reasons of financial emergency, except that the Faculty Hearing Committee shall not include an administrative officer bearing the title of <u>individual bearing the title higher than</u> Department Chair or higher. The administrative officer <u>Individual</u> shall be replaced for purposes of this Chapter by one additional faculty member elected by and from the tenured members of the University <u>Faculty</u> Senate.

UW-Sup 5.17 <u>Alternative Employment</u>. The Chancellor shall inform the chairperson of the Faculty Welfare <u>Personnel</u> Council and, at the request of the faculty member involved, the chairperson of the Council shall inform the principal officer of any independent faculty association duly organized at the University of Wisconsin-Superior concerning the specific steps taken to explore the alternatives for reassignment of a laid-off faculty member within the institution or, as appropriate, for relocation elsewhere in the University of Wisconsin System.

UW-Sup 5.18 <u>Reappointment Rights</u>.

(1) The Vice Chancellor shall inform the chairperson of the Faculty Welfare <u>Personnel</u> Council and, at the request of the faculty member involved, the chairperson of the Council shall inform the principal officer of any independent faculty association duly organized at the University of Wisconsin-

Superior concerning the professional qualifications of any person to whom a position might be offered by any Division in which a layoff has occurred.

(2) On the basis of information so received, the Faculty ~~Welfare~~ Personnel Council and/or any independent faculty association duly organized at the University of Wisconsin-Superior shall have the right to question the consideration of any particular candidate to fill a vacant faculty position entailing teaching responsibilities similar to those of a laid-off faculty member.

UW-Sup 5.20 <u>Rights of Faculty Members on Layoff</u>. Faculty on layoff status shall be entitled to make use of campus facilities, including office space as available, and to participate fully in University governance and other faculty activities.

Chapter UW-Sup 6
Complaints and Grievances

UW-Sup 6.01 Complaints[6]

(1)   The Chancellor shall receive all faculty-related complaints from whatever source and attempt to resolve each complaint either by dismissing the complaint, invoking appropriate disciplinary action, or referring the complaint to the Faculty Welfare~~Personnel Council. Should the complainant be dissatisfied with the resolution, he/she may refer the complaint to the Faculty Welfare Personnel Council.

(2)   The Faculty Welfare~~Personnel Council as constituted by the ~~University Senate Charter~~Faculty Senate Constitution shall be the standing faculty committee to review all complaints. After reviewing the facts and allegations, the Faculty Welfare~~Personnel Council shall decide whether or not to proceed to a hearing. Upon deciding that a hearing is appropriate, the Council shall appoint an ad hoc hearing committee from the faculty as a whole to hear each case. The members shall be appointed from among those faculty not directly or professionally involved in the case.

(3)   The faculty member and appropriate administrative officials shall receive written notice of the complaint, fair and complete hearing procedures, and a written statement of the findings (within a ~~reasonable period of time~~30 days of completion of proceedings). Faculty are protected from further jeopardy for the same alleged misconduct after a final decision.

(4)   The ad hoc hearing committee shall report its findings and recommendations directly to the Faculty Welfare~~Personnel Council. The Council shall review such findings of fact and recommendations, with changes as may seem appropriate, and report its own findings and recommendations directly to the Chancellor.

(5)   The decision by the Chancellor on the recommendations of the Faculty Welfare~~Personnel Council, or on the complaint in the absence of Council recommendation, shall be final except that the Board of Regents at its option may grant a review on the record.

UW-Sup 6.02 Grievances.

(1)   The Chancellor shall receive all grievances from faculty and attempt to resolve the matter either by dismissing the grievance, invoking appropriate disciplinary action, or referring the grievance to the Faculty Welfare~~Personnel Council. Should the faculty member be dissatisfied with the resolution, he/she may refer the grievance to the Faculty Welfare~~Personnel Council.

(2)   The Faculty Welfare~~Personnel Council as constituted by the ~~University Senate Charter~~Faculty Senate Constitution shall be the standing faculty committee to review all grievances. After reviewing the facts and allegations, the Faculty Welfare~~Personnel Council shall decide whether or not to proceed to a hearing. Upon deciding that a hearing is appropriate, the Council shall appoint an ad hoc hearing committee from the faculty as a whole to hear each case. The members shall be appointed from among those faculty not directly or professionally involved in the case.

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[6] Per UWS 6.01, complaints are "allegations by the administration, students, academic staff members, other faculty members, classified staff members, or members of the public concerning conduct by a faculty member which violates university rules or policies, or which adversely affects the faculty member's performance of his/her obligation to the university but which allegations are not serious enough to warrant dismissal proceedings under ch. UWS 4."

(3)   The faculty member and appropriate administrative officials shall receive written notice of the grievance, fair and complete hearing procedures, and a written statement of the findings (within~~a reasonable period of time~~30 days of completion of the proceedings). ~~Similar alleged misconduct by the faculty member after the final decision shall not jeopardize his/her position.~~ Faculty are protected from further jeopardy for the same alleged misconduct after a final decision.

(4)   The ad hoc hearing committee shall report its findings and recommendations directly to the Faculty ~~Welfare~~ Personnel Council. The Council shall review such findings of fact and recommendations, with changes as may seem appropriate, and reports its own findings and recommendations directly to the Chancellor.

(5)   The decision by the Chancellor on the recommendations of the Faculty ~~Welfare~~ Personnel Council, or on the grievance in the absence of Council recommendation, shall be final except that the Board of Regents at its option may grant a review on the record.

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Chapter ~~UW-Sup 7~~ UW-Sup 8
Outside Activities

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UW-Sup ~~7.01~~ 8.025 Outside Activities.

(1)   Reporting of Substantial Outside Activities

    (a)   General

        The University of Wisconsin-Superior encourages the involvement of its faculty in outside activities such as professional consulting, contract research, inservice workshops, special education programs, and officiating. The guidelines in this section are established to insure that each faculty member will discharge her/his full University responsibilities.

    (b)   UW-Superior complies with the Board of Regents resolution (May 1991) on "UW System Guidelines and Form for Reporting Outside Activities as required by UWS 8.025." Reports are required from all faculty and academic staff whose appointments are half-time or more for the period under contract to the UW System.[7]

    (c)   It is generally assumed that the salary received by full-time faculty members fully compensates them for University activity during their appointment period. Thus, such faculty members may not receive compensation for an overload activity from any funds administered within the University System, regardless of source, except through procedures and within standards provided in UW System policy. Exceptions to this policy are subject to specific advance approval of the Chancellor and must be of an unusual, short-term, and non-recurring nature. For these exceptional cases, the total additional compensation received from University sources during a period of full-time appointment in any fiscal year shall not exceed the limitations established by UW System policy.

    (d)   In all cases of outside non-University professional activity requiring more than five working days in an academic year, the Department ~~and Division Chairs~~ and the Vice Chancellor shall be advised of the activity in writing by the faculty member prior to her/his undertaking the activity. The ~~Division~~ Department Chair has the responsibility for approving or not approving the faculty member's involvement in the proposed outside activity. The advance report shall describe the nature of the proposed outside activity, the estimated time required, and the

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[7] Appendix I contains a copy of the reporting form and guidelines on who must report and what must be reported.

estimated remuneration. Annually, faculty members shall report any substantial outside
activities through their Department ~~and Division Chairs~~ to the Vice Chancellor as noted in the
previous section (1)(b). Included in their summary reports shall be remunerative relationships,
offices and directorships, and ownership interests.

(2) <u>Notification to Faculty Member Where Activities are Deemed Excessive or Improper</u>. If the ~~Division~~
<u>Department</u> Chair concludes that participation in outside non-University professional activities by
one of her/his faculty members is or would be improper, or excessive, or would hinder the faculty
member's ability to discharge her/his University responsibilities, he/she shall provide the faculty
member with a written statement of the reasons for her/his decision. If the faculty member persists
in such activities after such notice has been given, he/she shall be subject to disciplinary action in
accordance with Chapter 6 of the UW-Superior Faculty Personnel Rules.

(3) <u>Mechanism for Appeal from a Decision of Impropriety</u>. Should a faculty member think that the
Division Chair's decision with respect to her/his outside activities is improper, he/she may file a
formal complaint in accordance with Chapter 6 of the UW-Superior Faculty Personnel Rules.

(4) <u>Rules Concerning the Use of University Facilities</u>. Faculty members may use University facilities
for non-University professional activities provided that such activities do not conflict with the
University's curricular, co-curricular, or extra-curricular activities. Established procedures for
scheduling University facilities shall be followed.

(5) <u>Rules Concerning Absence from Regular Duties</u>. Should participation in outside non-University
professional activities require that a faculty member be absent from her/his regular duties, he/she
shall be required to receive advance written permission from the Department Chair, ~~the Division
Chair,~~ and the Vice Chancellor.

(6) <u>Reporting of any Intended Service as an Expert Witness in Legal Proceedings, or as Staff, Advisor,
or Consultant to Granting Agencies</u>. Any intended service as an expert witness in legal
proceedings, or as staff, advisor, or consultant to granting agencies shall be reported in advance to
the Department Chair, ~~the Division Chair~~ and the Vice Chancellor.

REPORT ON NORTH CENTRAL ACCREDITATION:
UW-GREEN BAY

EXECUTIVE SUMMARY

BACKGROUND

The Education Committee is customarily provided summary institutional reports on recent North Central Association accreditation visits, which are then followed by a presentation and discussion in the committee meeting with representatives of the institution involved.

UW-Green Bay is the most recent University of Wisconsin System institution to be reaccredited by the North Central Association. The report of the NCA accrediting team is attached.

Chancellor Mark L. Perkins will be present to discuss the institution's self-study (available on request) and respond to questions.

REQUESTED ACTION

This is an information report. No action is requested.

DISCUSSION AND RECOMMENDATIONS

The evaluation team visited UW-Green Bay November 10-12, 1997. Team members "found the UW-Green Bay family to be proud of their university," noting especially the "friendly and helpful attitude encountered all across the campus." The team based its conclusions on this visit, the report of the self-study made available to the team earlier, as well as meetings and consultations with faculty, staff, administrators, students, UW System administrators, community leaders, employers of UW-Green Bay graduates and alumni.

Team members unanimously concluded that UW-Green Bay's Self-Study Report shows that the university "meets each of the five Criteria for Accreditation." Their report cites a number of strengths, among them: (1) UW-Green Bay's "competent and productive faculty"; (2) a staff committed to the university's mission and "consumer-oriented in their actions"; (3) students who are "on task, friendly, and greatly appreciative of the faculty and staff"; (4) strong support from key regional leaders, particularly in the Green Bay community; (5) an "energetic, creative, and cohesive" administrative team; (6) the infusion of technology in all areas of operations, with student computer labs strongly supporting teaching and learning; and (7) creativity in obtaining new base funding, particularly in the Partnerships for Learning Program.

The evaluation report cites a number challenges "intended to indicate those areas that need attention in the next several years." Among these are: (1) involving classified and academic staff more fully in the shared governance process; (2) improving retention of female and minority faculty and staff; (3) improving the university's graduation rate; (4) relying more on institutional research to inform campus decision-making; and (5) simplifying the shared governance structure.

Since the institutional assessment plan was approved by NCA just last year, the team was unable to judge the plan's effectiveness in bringing about change in the teaching learning environment. UW-Green Bay will provide a progress report to NCA on the assessment of student academic achievement by February 1, 2001.

Recommendations of the North Central Accreditation

On February 27, 1998, the North Central Association of Colleges and Schools' Commission on Institutions of Higher Education voted to continue the accreditation of the University of Wisconsin-Green Bay for the maximum ten year period. The next comprehensive evaluation is scheduled for 2007-08.

RELATED REGENT POLICIES

Academic Information Series 1.revised (ACIS-1). Academic Program Planning and Program Review (November 10, 1995).

87-1, Principles on Accreditation of Academic Programs (3/6/87).

92-7, Academic Quality program--Assessment (9/11/92).

NCA

March 3, 1998

Dr. Mark L. Perkins
Chancellor
University of Wisconsin-Green Bay.
2420 Nicolet Dr.
Green Bay, WI 54311-7001

Dear Chancellor Perkins:

This letter is formal notification of the action taken concerning University of Wisconsin-Green Bay by the Commission on Institutions of Higher Education. At its meeting on February 27, 1998, the Commission voted

> to continue the accreditation of University of Wisconsin-Green Bay, and to adopt the other items entered on the Statement of Affiliation Status portion of the attached Record of Status and Scope.

The Statement of Affiliation Status constitutes the official record of the Commission's relationship with your institution. The Record of Status and Scope also summarizes what the Commission knows about the scope and activities of your institution. This summary, the Statement of Institutional Scope and Activities, will be updated as appropriate, but at least yearly when we receive your institution's annual report.

Changes in your institution that would require further Commission action prior to their initiation are found in Chapter 12 of Handbook of Accreditation, Second Edition. Please review them with care.

Information about informing the public of this action is found in Chapter 15 of the Commission's Handbook.

On behalf of the Commission I thank you and your associates for your cooperation. If you have questions about this action or about Commission policies and procedures, please write or call Dr. John A. Taylor, who is the member of our staff responsible for providing continuing assistance to University of Wisconsin-Green Bay.

Sincerely,

Steven D. Crow
Executive Director

Enclosure: Record of Status and Scope

cc: Evaluation Team Members
            Chair of the Board

NEW DEGREE
SITES: *No prior Commission approval required for offering existing degree programs at a new site within the state.*

    <u>Institution</u>   *Recommended Wording*: RETAIN ORIGINAL WORDING

    <u>Team</u>   *Recommended Wording*: RETAIN ORIGINAL WORDING

PROGRESS REPORTS
REQUIRED: *None.*

    <u>Team</u>   *Recommended Wording*: 2/1/2001; A report on assessment of student academic achievement.

MONITORING REPORTS
REQUIRED: *None.*

    <u>Team</u>   *Recommended Wording*: NONE.

CONTINGENCY REPORTS
REQUIRED: *None.*

    <u>Team</u>   *Recommended Wording*: NONE.

OTHER VISITS
REQUIRED: *None.*

    <u>Team</u>   *Recommended Wording*: NONE.

LAST COMPREHENSIVE
EVALUATION: *1987-88.*

          <u>T O   B E   C H A N G E D   B Y   T H E   C O M M I S S I O N   O F F I C E</u>

NEXT COMPREHENSIVE
EVALUATION: *1997-98.*

    <u>Team</u>   *Recommended Wording*: 2007-08.

WORKSHEET FOR STATEMENT OF AFFILIATION STATUS

INSTITUTION: UNIVERSITY OF WISCONSIN-GREEN BAY
                            2420 Nicolet Drive
                            Green Bay, WI 54311-7001

TYPE OF REVIEW: Continued Accreditation

DATE OF THIS REVIEW: November 10-12, 1997

COMMISSION ACTION:

STATUS: *Accredited (1972- .)*

    <u>Institution</u>   *Recommended Wording:*   RETAIN ORIGINAL WORDING

    <u>Team</u>   *Recommended Wording:*   RETAIN ORIGINAL WORDING

HIGHEST DEGREE
AWARDED: *Master's.*

    <u>Institution</u>   *Recommended Wording:* · RETAIN ORIGINAL WORDING

    <u>Team</u>   *Recommended Wording:*   RETAIN ORIGINAL WORDING

MOST RECENT
ACTION: *November 6, 1992.*

TO BE CHANGED BY THE COMMISSION OFFICE

STIPULATIONS ON
AFFILIATION STATUS: *None.*

    <u>Institution</u>   *Recommended Wording:* NONE.·

    <u>Team</u>   *Recommended Wording:* NONE.

30 N. LaSalle Street, Suite 2400
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RECORD OF STATUS AND SCOPE

UNIVERSITY OF WISCONSIN-GREEN BAY
2420 Nicolet Dr.
Green Bay, WI 54311-7001

Statement of Affiliation Status

Status: Accredited (1972- .)

Highest degree awarded: Master's.

Most recent action: February 27, 1998.

Stipulations on affiliation status: None.

New degree sites: No prior Commission approval required for offering existing degree programs at a new site within the state.

Progress reports required: 2/1/01. A report on on assessment of student academic achievement.

Monitoring reports required: None.

Contingency reports required: None.

Other visits required: None.

Last comprehensive evaluation: 1997-98.

Next comprehensive evaluation: 2007-08.

Statement of Institutional Scope and Activities

Legal status: Public institution.
Fall 1996 student FTE: 4523/92.
Fall 1996 student headcount: 5318/212.
Number of degree programs: Associate's (1) Bachelor's (38) Master's (2).
Degree sites with full services: Home campus.
Other degree sites: None.
Other sites: Courses are also offered at 4 other locations in state.
Other program features: The institution provides credit offerings in places of work; through alternative delivery.

REPORT OF A VISIT

TO

UNIVERSITY OF WISCONSIN—GREEN BAY

Green Bay, Wisconsin

November 10-12, 1997

for the

Commission on Institutions of Higher Education

of the North Central Association of Colleges and Schools

EVALUATION TEAM

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    Chairperson

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SueAnn Strom, Vice President for Student Affairs, Southeast Missouri State University,

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Burton Witthuhn, Provost & Vice President for Academic Affairs, Western Illinois

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Table of Contents

This is the report of a comprehensive evaluation for continued accreditation at the master's degree-granting level that was conducted for the Commission on Institutions of Higher Education on November 10-12, 1997. This report is organized into four sections:

Section I – an introduction to the context of the comprehensive evaluation.

Section II – an evaluation of the University of Wisconsin-Green Bay against the General Institutional Requirements and the Criteria for Accreditation, including a summary of strengths and challenges.

Section III – advice and suggestions to the University.

Section IV – the formal recommendation to the commission and the rationale for that recommendation.

Section I – The Introduction

The University of Wisconsin-Green Bay (UW-Green Bay) was established in 1968 and accredited in 1972 at the bachelor's degree level. A member of the University of Wisconsin System, UW-Green Bay was given the select mission of serving northeastern Wisconsin with an academic program made distinctive by an interdisciplinary, problem-focused liberal education. In 1975, UW-Green Bay was reviewed for accreditation at the master's degree level, which was granted, but concerns noted in the visit led to the scheduling of a focused evaluation in 1978. Subsequently, the

focused visit was rescheduled and combined with a comprehensive visit in 1980.

Continued accreditation was recommended by the 1980 team through 1987-88; however,

concerns about the graduate program continued, and a focused evaluation took place in

1983. The 1983 team found that concerns about the graduate program had been

addressed.

The comprehensive evaluation of 1987-88 led to continued accreditation at the

master's degree level and to scheduling of the next comprehensive visit in 1997-98. In

addition, a focused evaluation was set for 1991-92 to review progress on four concerns:

(1) the academic organizational structure, (2) tension between interdisciplinary

organization and academic disciplines, (3) excessive diversification of academic

programs and proliferation of courses, and (4) the absence of a planning process that

links mission, goals and objectives with allocation of resources. The 1992 team found

that the four concerns were appropriately addressed and no further focused visits or

reports were required prior to the current comprehensive evaluation set for November 10-

12, 1997.

In conducting the current evaluation, the six members of the Team consulted with

the chancellor, the provost and vice chancellor, other officers reporting to the chancellor,

deans, chairs, and professionals responsible for student life, athletics, advancement and

administrative areas. Members of the faculty, staff and student body were consulted in

both open and scheduled meetings, as well as individually and as members of key shared

governance committees. The Team also consulted with the Senior Vice President for

Academic Affairs of the University of Wisconsin System, community leaders/supporters

and employers of UW-Green Bay graduates, and alumni. Overall, the Team found the UW-Green Bay family to be proud of their University. People were open and forthright. The Team especially appreciated the friendly and helpful attitude encountered all across the campus.

The Self-Study Report prepared by the University was well written and informative. Appropriately, there was a section devoted to self-analysis included in the key chapters of the Report. Findings from the University's self-analysis were summarized and broadly distributed to employees and were also the subject of an article in the city newspaper. Appropriate materials were collected in the documents room. In short, the Team found that the information it needed was either accessible or readily available from nearby administrative offices. Throughout the visit, the Team was impressed by the level of awareness that an evaluation for continued accreditation was underway. UW-Green Bay was prepared for the visit!

The Self-Study Report accurately describes (pages 225-227) UW-Green Bay's response to concerns and advice contained in the 1988 Team Report for a comprehensive evaluation. The current Team is pleased with the attention given to these issues. Additionally, UW-Green Bay describes (pages 228-229) its responses to advice and suggestions in the 1992 Report of a focused evaluation. These latter matters are being addressed though their current status can be described as "works in progress."

SECTION II – Evaluation for Continued Accreditation

The General Institutional Requirements

A complete description of how UW-Green Bay meets the GIRs is contained in pages 240-245 of the Self-Study Report. Appropriate documents were available to the Team prior to and/or during the visit to confirm statements. The Team is confident that UW-Green Bay meets the GIRs.

The Criteria for Accreditation

UW-Green Bay's Self-Study Report documents patterns of evidence which, they believe, show that their University meets each of the five Criteria for Accreditation. The Report articulates their case sufficiently and effectively. After evaluation of the Report and conducting the visit, the members of the Team were unanimous in their view that UW-Green Bay does meet the criteria.

What follows is a summarization of selected evidence, and observations, many evaluative and some critical, which are intended to reinforce good practice, affirm good performance, and/or stimulate further self-analysis and change. It is through these comments that the Team and the NCA become a partner in the continuous efforts toward self-improvement at UW-Green Bay.

Criterion One – *The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.*

UW-Green Bay falls within the umbrella mission statement of the University of Wisconsin System, which was adopted in 1974. In 1988, a core mission statement was adopted by the University of Wisconsin System for all non-doctoral granting four-year

institutions. UW-Green Bay's select mission, adopted in 1973, describes a commitment to a strong interdisciplinary, problem-focused liberal education that integrates disciplinary and professional programs appropriate to a comprehensive institution. It was modified in 1987.

In 1995 a set of Guiding Principles was developed that "gives expression to the Select Mission." The Guiding Principles are printed in the Graduate and Undergraduate Catalogs and can be seen in framed posters and wall hangings throughout the University. Institutional positioning has also included developing a new logo and the Green Bay Idea as a continued effort to clarify mission and purposes to constituents. However, the Team believes that UW-Green Bay's distinctive select mission is not described adequately to the external public in the current publications, particularly with respect to interdisciplinary degree programs.

The Annual Report for 1996-1997 describes a new visual representation of the goals and purpose of UW-Green Bay. It is the final phase of a process of discovery and re-expression of UW-Green Bay's unique interdisciplinary programs. The Green Bay Idea describes an educated person as one who solves problems and approaches life through multiple perspectives. UW-Green Bay continues to seek an effective way to articulate its "interdisciplinarity." "Problem-focused," on the other hand, is broadly understood.

The Annual Report for 1996-1997 describes progress on UW-Green Bay's major initiatives. The short-range initiatives identified by the Chancellor's Leadership Team

were continued accreditation, institutional positioning, recruitment/retention, Partnership

for Learning, and facilities.

. The Annual Report for 1996-1997 states that a wide range of faculty, staff, and

students would be engaged in the self-study. However, the Team detected some major

themes not noted in the self-study. The Self-Study lacks the warmth and, in fact, passion

of many faculty for the select mission of the University. Some faculty and staff

expressed anxiety on whether the University would maintain the integrity of the

interdisciplinary programs as the founding faculty retire over the next several years.

Indeed, some of the staff believe the institution has already moved from a "very radical to

a traditional University," while the stated select mission remains the same.

UW-Green Bay's alumni are very positive about the quality of education they

received, especially the interdisciplinarity and problem-solving approach to teaching.

Area business leaders appear to be strong supporters of the University and look forward

to hiring its graduates because the graduates have had an abundance of experience

working with other people to solve problems. ·

Upper-level students and faculty related many examples of group problem-·

solving and interdisciplinary activities, often extending into the community. They told of

these experiences with enthusiasm and passion. Students reported applying this

knowledge in internships and related work experiences. Lower-level students are

generally in larger classes and did not describe such experiences. Although the

interdisciplinary nature of the lower-level students' courses was apparent as they

described what they were learning, they had not yet recognized this as being distinctive.

There were multitudes of examples of support for freedom of inquiry noted by faculty

and students.

Interviews with faculty individually, in groups, and within the committee

structure gave evidence of a commitment to excellence in both their teaching and in the

high expectations they held for students.

The Comprehensive Academic Program Evaluation (CAPE), a major initiative in

1995-96, has been an effective tool in self-analysis and planning. It was referred to often

in assessment documents and planning discussions by administrators and faculty. The

Academic Affairs Council minutes indicate significant faculty involvement in this

process.

While there appear to be some general short-term goals (continuing to shape our ·

future, advancing the University's core identity, and building the platform,) University-

wide long-term goals were not found in the principal documents. The CAPE II -A

Resource Plan for the Future does, however, take a longer-range view of continuous

academic planning and evaluation. . The CAPE II committee has completed a Resource

Reallocation Plan that developed three levels of recommendations: Positions to address

existing programs of highest priorities, proposed new graduate programs, and long-range·

program planning. However, the committee was not charged to produce a time line.

Criterion Two – *The institution has effectively organized the human, financial,*

and physical resources necessary to accomplish its purposes.

The Chancellor, who is the chief executive officer of the UW-Green Bay campus,

reports directly to the President of the University of Wisconsin System. The System

President is governed by the Board-of Regents; composed of 14, Governor appointed and

State Senate approved, citizens plus two *ex officio* members—the State Superintendent of

Instruction and the President of the Board of Vocational, Technical and Adult Education.

The Chancellor administers the policies of the Board of Regents at the direction of the

President. The Chancellor is held responsible by the Board and Presidents for curricula,

degree requirements, academic standards, appointment, promotion and tenure of faculty,

staff and administration, and the administration of funds.

The Wisconsin System governance structure results in a relatively traditional

interface between the University and the System. The strength of this linkage is

particularly noteworthy in the alignment of fiscal and administrative structures. The

governance structure of the University for the delivery of its educational programs is less

traditional in its design.

Interestingly, the University shares a common mission with the System, a core

mission with other comprehensive universities in the Wisconsin system, and a select

mission for the UW-Green Bay campus. Under the new administrative leadership, these

several missions have been integrated into a common statement on Missions, Principles,

and the Green Bay Idea.

The Team found a very strong allegiance among faculty and staff to the

uniqueness of the Green Bay founding traditions. Although the University has matured,

some tensions remain as the University attempts to clarify its purpose while dealing with

structures created to undergird a new kind of curricular structure. Efforts to streamline

the academic governance have not as yet eliminated overlapping and parallel structures of providing committee-based recommendations to the senior administration.

Because the University continues to enjoy the services of founding faculty and staff as well as the energy, enthusiasm, and expertise of new employees, continuing organizational modification and consensus building can be anticipated. Although the evaluation team perceived some incongruence in the institutional behavior, culture, and relationships focusing on the centrality of interdisciplinarity, which is at the core of the University's select mission, the results and outcomes remain positive.

The current administration is energetic, creative and most importantly cohesive. The senior administration appears to share a common vision and to support one another in pursuit of community, region, and State support. UW-Green Bay has, and is benefiting from, a very visible and supportive community involvement with the University. This support has included both alumni and community leaders. The Chancellor has seen fit to capture a portion of the community interest by creating a Chancellor's Council of Trustees. While this advisory body will have no legal governance authority, these advisors do have potential for nurturing additional administrative support in the community and region.

An ever more dependable information base is guiding the governance of the University. The University is, for example, very close to having an automated, student course needs system. Automated transcripting and registration procedures already are in place.

The faculty of the University are appropriately credentialed and anxious to participate in the governance of the University. Given the special demands of the interdisciplinary focus of the University and the above average number of course preparations taught by most faculty, their demonstrated willingness to serve on committees of governance is noteworthy.

The students appeared to be dedicated, on task, and open to dialogue with Team members. The physical plant may have something to do with the students' focus on matters of academic and student life. Central to the campus layout is the eight-story library with spokes, actually underground hallways, connecting all classroom facilities. Once within a campus building, one can move from classroom to classroom, never going outside. This structural network provides an environment conducive to collegial activity and efforts.

Enrollment statistics demonstrate a stability of numbers. There has been a shift toward more female enrollees and younger students since the last comprehensive visit. Although the enrollment numbers are appropriate, the demographic trends of the student population are both an endorsement of the safety, expanded residency options, and attractiveness of the campus and a new concern for student service planning and support.

The University provides an excellent array of services and support for students. Again, the physical plant layout is such that these services are easily accessible to students.

The physical plant is in excellent condition. The campus is well maintained and appropriately constructed to function in the harsher winter climates of Green Bay. There

is ample space for future expansion. It was noteworthy that the campus community,

while knowledgeable about the planning for a new classroom facility, voiced restrained

optimism about the facility's future availability preferring to talk about facilities already

in place.

The governance activities appear to have been effective in allocating and

reallocating available university space to satisfy changing curricular and program needs.

The academic resources appeared adequate to the instructional mission. A strong

library collection, excellent computer facilities, and visibly attractive classrooms support

the well being of the resource allocation.

Examination of the Wisconsin University System expenditures as reported by the

Office of Finance for the System reported nearly 30% of the expenditures at UW-Green

Bay campus were for instruction, nearly 5% above the proportionate expenditures for the

Wisconsin System as a whole. Only in the categorization of research did the UW-Green

Bay campus expend proportionately fewer dollars of their budget then did the System by

percentages of category expenditure. The pattern of financial allocation clearly supports

the University's mission(s).

Finally, the University administration is to be applauded for the innovative steps it

has taken to increase private support, grantsmanship, and new programming initiatives

within the System budget. Private support has enabled the campus to expand its student

housing, build a magnificent community-oriented performing arts facility (Weidner

Center), and provide support for its athletic initiatives. Alumni giving and expanded

grantsmanship are relatively new initiatives on the UW-Green Bay campus. Most

important is the support that has been developed for the "Partnership for Learning"
initiative that will enable the University to offer a new master of education degree with
System financial backing.

Criterion Three – *The institution is accomplishing its educational and other
purposes.*

The assessment plan for UW-Green Bay was authorized by NCA on August 6,
1996. Thus, little evidence of meaningful application of the approved assessment
strategies was evident in the Self-Study. Nonetheless, strategies are now in place which
should provide a more sophisticated database for monitoring and managing the
curriculum. Assessment should help the University provide greater coherence to the
curriculum, reduce course proliferation and make clearer the distinction between the BA
and BS degrees. The purpose and commitment of the campus to graduate education
should be strengthened by an enriched database of assessment outcomes.

The University has accurately reported eight major issues requiring attention
(pages 230-232 of the Self-Study Report). The Team believes that sound assessment
activities will enable the University to turn these challenges into opportunities. Thus the
Team believes a progress report on the use of assessment outcomes for the self-guided
improvement of the University is an exercise of necessity.

Documents in the NCA Resource Room gave evidence to recent assessment plans
from each program. The institution has a good start on assessing their programs, but it is
a new process and not yet a fully accepted part of the culture. Information in the Self-

Study provides evidence that they are aware of the lack of the most essential part of assessment, implementation of changes based on assessment data.

UW-Green Bay has developed a comprehensive assessment program; it is still in various stages of being implemented. The Comprehensive Assessment Program includes assessment of students, faculty, administrative review, institutional quality, and student services, programs and activities.

The American College Testing Program (ACT) is used for entry-level class placement, and The College Basic Academic Subjects Examination (BASE) measures mid-level progress and is taken after completion of 62 credit hours. There are program-specific assessment procedures in all programs used to measure student educational outcomes and the academic programs. Specifics on how these results are used were not clearly documented. Surveys are given to all graduating students to obtain their perception of the quality of academic programs and student services. Although UW-Green Bay's Comprehensive Assessment Program includes assessment of interdisciplinary education, conversations with faculty and administrators reveal that it has been difficult to develop and is not operational at this time.

UW-Green Bay students take the College Basic Academic Subjects Examination for mid -level assessment. All students must take the exam, but they have the option of attending orientation and feedback sessions for one-hour free credit. The feedback session provides students with the results in terms of what it means to them in their particular field of study. More students attend the orientation than the feedback session.

Conversations with budget unit leaders and students, plus readings of the graduate

and undergraduate catalogs, indicate that disciplinary programs and courses are well

defined according to contemporary practice. However, interdisciplinary curricula can be

difficult to conceptualize even after careful study. The summary of UW-Green Bay's

undergraduate educational program on pages 99-105 of the Self-Study is accurate. In

particular, the General Education program is described in considerable detail.

Students and faculty indicate that many classes present content in the form of

problem-solving activities and that this approach often leads to discussion of personal,

social, and civic values. Class projects often produce worthwhile and lasting

contributions to the community. In addition, environmental services and ethics, so

important in the early history of this campus, are still very evident in coursework and in

campus life.

The campus provides many "learning environments"—conversation areas,

accessible and well-equipped computer and science labs, excellent library—that are

conducive to intellectual conversation and scholarship. UW-Green Bay is focused on

excellence in teaching and learning, as reported in many conversations with students and

faculty.

The University and the System's commitment to instructional technology is

affirmed by the 250-terminal general computer laboratory. Its configuration of software,

print, and networking capabilities is impressive. Computer services also supports six

other labs--writing, business, engineering, ecology, graphics, and language. And,

UW-Green Bay recently established a "Learning Technology Center" to assist faculty in curriculum materials development.

Student leaders as well as numerous other students cite a need for improvement in the lengthy process needed to complete an education major. They estimate that it takes at least five years to graduate as an Education major. The students appreciate being taught by faculty members rather than TAs; they value the size of the institution, the excellent quality of the academic programs, and the personalized attention provided by faculty and staff.

Student recruitment efforts appear to be working successfully; however, retention of students is comparatively low as is, consequently, the graduation rate. The responses from faculty and staff evidenced the belief that a comparatively low retention was due to factors beyond their control. Yet the alleged reasons (first generation college students, personal issues, transfer to larger universities, etc.) are also applicable to other regional campuses with retention rates higher than UW-Green Bay.

The institution has more effectively focused on the first year experience of students recently. This has significantly impacted the changing student profile as more traditional-aged students have been recruited during the past several years. Publications such as the *University of Wisconsin Green Bay - A Winning Experience* and the most recent *Viewbook* are clearly directed to recruiting the traditional-aged student. Additionally, residence halls and suite style apartments have been built on the campus to accommodate the increasing numbers of new students not from the immediate area.

The five student government association (SGA) governance boards are somewhat confusing at first glance, but they represent on campus and traditional students particularly well.. The SGA Exec Committee is quite powerful as it is responsible for distribution of monies allocated among the various student organizations and services, · and further serves as an advisor to the Chancellor about decisions concerning these monies.

The availability of a University center for students of international background is an important asset for attraction and holding such students. The center, while not large, is well located near the student union and is furnished appropriately to attract individuals to its environs. The staff located in the center are outgoing and supportive. Limitations on international enrollments can be traced to the availability of courses teaching English as a second language, the Wisconsin climate, the unique interdisciplinary focus of the University curriculum, and past marketing strategies. What is surprising is not how few but how many international students have been attracted to the campus. These students· provide an important element in this curricular environment devoted to cross-disciplinary · · explorations.   .._.·

Two types of programs leading to a Masters Degree in Science are offered at UW-Green Bay, in Administrative Science and in Environmental Science and Policy. There are also cooperative graduate programs with UW-Oshkosh and UW-Milwaukee. Specifically, business programs are offered by UW-Oshkosh and education programs by UW-Milwaukee. Courses are taken on the Green Bay campus but the degrees are awarded by the Collaborating Partner institution.

A thesis is required for UW-Green Bay's Administrative Science and Environmental Science and Policy degrees. A perusal of six recent theses pulled at random provided evidence of good to excellent quality of research.

A new master's degree in education developed by UW-Green Bay is projected to begin in 1998. The Applied Leadership for Teaching and Learning master's degree is a competency based program designed to promote the ability of teachers to become leaders within their profession. The competencies are based on the National Board for Professional Teaching Standards of what effective teachers know, do, and value.

The 1995-96 Comprehensive Academic Program Evaluation identified graduate education as an important component of the University's mission and a proposed five-year budget will reallocate funds to support new graduate programs. No document was found that delineated requirements for being designated a member of the graduate faculty. Conversations with administrators and faculty did not reveal any requirements other than having a terminal degree and the recommendation of the department and dean. There is no all-campus review of proposed members of the graduate faculty.

The Partnership for Learning is a collaborative effort, which will bring together UW-Green Bay, the thirty-seven School Districts of Cooperative Educational Services Agency, The Northeastern Wisconsin Technical College, local corporations and government, and the community at large. The Partnership for Learning goals are "to improve PK-16 instructional practices, enhance student learning outcomes, and stimulate the development of innovative and effective professional development opportunities for educators who are adult learners." The Dean of Professional Studies and Outreach will

oversee this project, and $500,000 of base money have been approved by the University

of Wisconsin System. Many people at UW-Green Bay mentioned this project and were

enthusiastic and excited about its potential.

The library appeared to be crowded with both technological devices and patrons.

This central facility is reportedly below staffing and other recommendations from the

American Library Association. However, the access to hardware/software for library

users was significant, with well over one hundred electronic databases and indexes. These

resources were supplemented by the expected array of printed materials and a staff

willing and able to assist all patrons.

Some classified and academic staff see the administration as engaging in "top-

down" communication, too "rigid," and unwilling to seriously consider their concerns.

Although there is some representation on committees, in general, these employees feel

they have no voice in the decision-making process. They also feel that there are too

many committees and, in some cases, parallel processes exist. Academic and classified

staff also expressed concern about increased workload and employee turnover.

Criterion Four - *The institution can continue to accomplish its purposes and*

strengthen its educational effectiveness.

The principal group for coordination and review of planning efforts is CPARC

(Chancellor's Planning and Resource Committee) which consists of representatives of the

seven major constituencies on campus: Assistant Chancellor for Planning and Budget,

Provost and Vice Chancellor, Chair of Senate Committee on Planning and Budget, Chair

of Academic Affairs Committee, Chair of Academic Staff Committee, Classified Staff

Representative, and President of the Student Government Association. After thorough consideration and development by appropriate committees and councils, planning initiatives return to CPARC for review and advice to the Chancellor.

Most notable of the recently developed plans are CAPE and now CAPE II; the latter deals with new personnel and support reallocation. The CAPE process was highly praised by budget unit leaders and faculty both in terms of form and process. The CAPE process in particular indicates that the university is willing to ensure that its resources are organized and allocated to support its plans for strengthening both the institution and its programs.

There does, however, seem to be many overlapping and parallel processes within the shared governance structure that make it difficult for the Team to understand exactly how the process works, what the various committees do, and what the lines of decision making and the loci of accountability are.

State appropriated resources have been diminishing in recent years, but they are beginning to stabilize. The University, because of advanced planning, has been opportunistic when System-wide moneys have become available. The local policy of setting aside 1% –2% of the allocated budget at the beginning of the fiscal year means that the university is well positioned should the State again decide to ask for a return of funds during the fiscal year. These reserved funds, when released, mean that budget units with well-developed plans may receive additional unexpected resources. Continued concerns about the adequacy of the instruction budget were expressed. Although future

funding is never guaranteed, the Team is assured that resources are organized and allocated to support plans for strengthening both the institution and its programs.

Within the next four years approximately 42 faculty will be eligible for retirement. These retirements provide an opportunity to the University to ensure that resources are organized and allocated to support its plans for strengthening both the institution and its programs.

The University is heavily dependent on centralized processing in Madison—all paper for expenditures is processed in Madison. Although the potential problem for financial management and campus planning is enormous, most budget units have learned to work around the time delays and have their own internal accounting systems.

A notable example of University-wide planning would be the Technology Council's comprehensive plan outlining future needs and strategies for meeting those needs. (It is important to note that UW-Green Bay takes a broad view of technology.) The plan was developed with the help of five sub-committees: Academic Computing, Instructional Technology (including all labs and classrooms), Student Needs Assessment, Distance Learning, and Library Automation. Implementation of this plan was evident to the Team since technology has infused all areas of operations and student computer labs strongly support teaching and learning.

Several other planning activities constitute an attempt to define what is integral to the University's future success, to consider how strengths can be maintained in a changing environment, and to examine systematically how the University's resources are and ought to be allocated. Examples of such activities resulted in the following:

UW-Green Bay Guiding Principles, UW-Green Bay Environmental Scan, The Green Bay Idea of an Educated Person, Operating Plan Process, Comprehensive Academic Program Evaluation, Technology Plan, Marketing Plan, and Six-Year Physical Development Plan. These examples indicate an institution with ongoing, effective planning processes.

The University, under the Chancellor's leadership, should be commended on receiving approval for planning in the 1997-1999 biennium of a new $17 million academic facility that is slated for construction in the 1999-2001 biennium. This building is the first new construction within the UW System since the beginning of the reduction of State support. The University has also received $1.5 million base budget commitment from the UW System for an initiative called the Partnership for Learning. Community support has manifested itself in other innovative strategies for securing funding for student housing and a community-oriented theater.

Much of campus maintenance is funded by the state's Division of Facilities Development. Although facilities on campus are of recent vintage, constructed since 1967, the university will need to plan maintenance carefully to ensure that deferred maintenance does not detract from the attractive campus. Many students remarked that the attractiveness of the campus was one of the main reasons for their choosing UW-Green Bay.

The current Chancellor is committed to the select mission of the University and initiated the process for developing the Guiding Principles. These principles were developed with considerable input by faculty and staff and have been reviewed by all relevant faculty and staff councils and committees. These Guiding Principles provide a

visible means for ensuring that the mission and purposes of the University are being fulfilled.

As noted on page 225 of the Self-Study, UW-Green Bay has begun to focus curricular requirements and reduce the number of courses in response to the 1992 focused visit. Several other items also speak to this concern. One is tightening the offerings in the general education program. Another is changing three disciplinary majors to minor status only and an interdisciplinary major to emphasis status. The change that might make the most difference, however, is the initiative by the Dean of Liberal Arts and Sciences to set a requirement that 12 of the 24 hours of upper division courses required in an interdisciplinary major constitute a core taken by all students in the major. This initiative could reduce the number of courses required to be offered each semester, reduce the number of preparations of faculty, and potentially would increase the four/five year graduation rate.

Workload issues are part of the high student/faculty ratio (23:1) and large percentage (16%) of classes with enrollments of 100 or higher. In computing the student/faculty ratio it is important to remember that at UW-Green Bay academic staff and librarians do not have faculty status. Hence, if the ratio were computed using all instructional staff and librarians, it would be on the order of 19:1.

The academic structure of the University has been reorganized under two deans. The interdisciplinary majors are mainly housed under the Dean of Liberal Arts and Sciences. The fifteen interdisciplinary budget units indicate tensions noted by previous NCA Teams no longer exist since the lines of authority for curriculum, resource dollars,

and faculty concerns such as merit, promotion and tenure are clearly articulated in

university published documents. With the number of replacement hires expected within

the next few years, the potential for this tension to reappear is real. New faculty holding

joint appointments are probably most vulnerable. Annual letters of expectations and

clearly articulated, consistent evaluation criteria will be very helpful. If attention is paid

to nurturing new faculty and staff, the likelihood of this tension redeveloping will be

diminished.

Several changes have also taken place in the number of disciplinary and

interdisciplinary majors. Physics, Sociology, and Geography are now minors only and

Nutritional Sciences is an emphasis within Human Biology. Communication Processes

is a new interdisciplinary major under consideration. This major is the result of the many

career opportunities that combine the areas of Communications and Computer

Information/Science.

·· Although there is little evidence to date to support that assessment of student

achievement outcomes has occurred campus wide, individual examples are available.

For example, two new courses on values were developed to meet an identified weakness

and have been accepted for inclusion in the general education program.

The 1997-98 Marketing Plan is a fine example of careful planning that tailors an

action plan with appropriate revenue and numeric targets for enrollment. Consultants

have been hired to assist Green Bay in determining a "best fit" student profile. The Plan

is focused by recognition that successful students retained through to graduation are often

traditional age students, and that as a regional comprehensive institution, there is a dramatic need to address local needs:

. : The further development of on-campus housing is essential to the achievement of a diverse mix of students, particularly students from out of the area. The housing appears to be assured through the formation of a 501(c)(3) organization by local business leaders and Alumni.

One-time funding for a non-resident recruitment effort and one-time funds to conduct geodemographic research by College Marketing Technologies have provided new ways to identify potential student recruitment markets. The Marketing Plan makes good use of institutional data.

. .: The organization of the New Student Transition Program is well developed, sequential and provides for multiple opportunities for students to become involved with UW-Green Bay and to become acquainted with other new students. The program includes several components from campus visitation events through orientation and the First Year Experience. Several of the components are new for fall 1997 or have been expanded recently. It will be essential for evaluation of these programs to be undertaken and especially for retention research to include an analysis of the value of these programs.

The changing population in the community of Green Bay is a concern for staff for fear that UW-Green Bay will not be prepared to deal with the increasing numbers of Hmong and Hispanic students anticipated to attend UW-Green Bay in the near future. While one Spanish speaking person has been hired in Admissions, they would like to see

a plan developed so they can be assured adequate services will be available to diverse

students.

     Criterion Five - *The Institution Demonstrates Integrity In Its Practices and*

Relationships

     Team members reviewed numerous college publications including, but not limited

to, the Undergraduate and Graduate Catalogs, the Timetable (schedule of classes),

Student Resource Handbook, faculty and staff handbooks, annual reports, issues of the

Chancellor's Letter, a variety of recruiting materials, and University of Wisconsin Green

Bay web pages. Generally these publications/resources describe accurately the

institution, its operations, and its programs. Policies and practices outlined are

appropriate to the University. The University makes good use of visualizations of

procedures such as the non-academic and academic disciplinary procedures flow charts in

the Student Resource Handbook. The UW-Green Bay Guiding Principles are displayed

in various sites throughout the campus, even appearing on the annual telephone directory.

Students report that they find that the Guiding Principles serve to actualize the mission of

the University and keep them focused on the interdisciplinary nature of the teaching and

learning at Green Bay. Faculty were vocal on this point as well. However, the

interdisciplinary nature of the University appears to be a concern to many local

employers, business and opinion leaders. Thus the institution has included more

traditional majors and minors starting in the early 1980's. Several of these majors/minors

are drawing the greatest number of students, particularly the field of business. Students

choosing discipline majors are required to complete interdisciplinary minors.

Although the number of sexual harassment complaints filed remain relatively low, there are signs of stress between the genders and among ethnic minorities and the dominant administrative culture. The affirmative action program reported thoroughly in 1995-96. UW-Green Bay falls well below their own annual goals for recruitment from targeted groups in all categories of employees. Even of greater concern to members of the Team is the fact that when women and ethnic minorities are hired, they often do not stay at the University. A number of exit interviews report that the environment is seen as non-supportive. It appears that the University is hampered somewhat by its location as the surrounding community is not judged to be particularly supportive of single adults.

Given the ever growing regional population of Hispanics and Hmong, it may be wise for the University to institute a "grow your own" faculty and staff development program, perhaps through partnerships with the University of Wisconsin-Madison in order that potential and actual staff and faculty complete appropriate advanced degrees. A wise investment of resources might go far to reduce concerns about a non-supportive environment in future years.

The appointment of the Commission on Athletics was made in March 1996 "to help identify and evaluate options, which would allow the Athletics Program to stabilize current operations and build for the future." This Commission, recognizing the effect NCAA requirements have upon program spending since UW-Green Bay's entry to Division I in 1981, strongly encouraged the athletics program to share concerns about escalating costs with the conference, NCAA and member institutions. Further, they asserted that the program must not increase its cost of operation until a balance between

revenues and expenditures is achieved. The Team found that the athletic program contributed positively to the public image of the University. The program appears to be well-administered in terms of compliance with applicable policies and system/campus oversight.

Federal Compliance and Third Party Comments

UW-Green Bay describes how it complies with the Commission's policies with respect to (a) Credits, Program Length, and Tuition, (b) the Higher Education Reorganization Act, (c) the Institution's Advertising and Recruitment Materials, (d) Professional Accreditation, (e) Requirements of Institutions Holding Dual Institutional Accreditation, and (f) Public Notification of Comprehensive Evaluation Visit on pages 253 and 254 of the Self-Study. After reviewing supporting documentation during the Visit, the Team believes that UW-Green Bay meets these requirements.

No third party comments were received by the NCA Commission. The Team is, however, satisfied that UW-Green Bay appropriately notified the public of their opportunity to offer comments.

Strengths and Challenges

This part of Section II summarizes significant points growing out of the preceding material on General Institutional Requirements and Criteria for Accreditation. "Strengths" are intended to commend the University and to encourage continued good practice in the future. "Challenges" are intended to indicate those areas that need attention in the next several years.

<u>Strengths</u>

(a)   A key strength of UW-Green Bay is its competent and productive faculty.

(b)   The staff are committed to UW-Green Bay's mission and consumer-
        oriented in their actions.

(c)   The students are a delight; they're on task, friendly, and greatly
        appreciative of the faculty and staff.

(d)   The University has responded appropriately to concerns noted in the Team
        Report for the 1987-88 comprehensive visit.

(e)   Key leaders of the region, particularly the Green Bay community, are
        strong supporters of the University.

(f)   The administrative team is energetic, creative, and cohesive.

(g)   The campus is unusually attractive and facilities are appropriately
        functional.

(h)   The self-analysis included in the Self-Study Report reveals a
        commendable candor; the Team agrees with the evaluations reported
        therein, particularly in pages 230 to 232.

(i)   Technology has infused all areas of operations and student computer labs
        strongly support teaching and learning.

(j)   Community support has manifested itself in innovative strategies for
        securing student housing and a community-oriented theater.

(k)   Student opinion validates the safety of the campus.

(l)   The University leadership has shown creativity in obtaining new base
        funding, particularly in the Partnerships for Learning Program.

(m)   The Team appreciates the symbolic message of having the Library at the

heart of the campus.

Challenges

(a)   The classified and academic staffs are frustrated that their views and

concerns seem to be unwanted in the shared governance processes.

The Team is concerned that there is a lack of a specific plan for

recruitment and retention of female and minority faculty and staff.

The Team is concerned that the University apparently is not proactively

responding to the changing minority demographics reportedly underway in

Green Bay.

(d)   It is the Team's view that the graduation rate is comparatively low for a

comprehensive University with significant admission standards.

(e)   It is not clear to the Team that institutional research is informing campus

decision making.

(f)   As a matter of institutional integrity, mission and purposes should be

articulated clearly and consistently in all public media.

(g)   The shared governance structure is difficult to understand in that

overlapping parallel processes exist.

(h)   Incongruence exists in institutional behavior, culture and relationships

with respect to the centrality of interdisciplinary degree programs.

(i)   The institutional assessment plan was approved by NCA just last year and

the Team is unable, at this time, to assure itself that assessment of student

academic achievement will guide significant change in the teaching and learning environment.

(j)   Representatives of all categories of workers on campus self-report considerable stress from heavy workloads.

SECTION III – Advice and Suggestions to the University

Members of the NCA Team serve as both evaluators and consultants. In their capacity as consultants, the Team offers below observations and suggestions that are advisory to UW-Green Bay; that is, making a change or improvement based on the listed suggestions is not directly related to the University's accreditation.

(a)   The Team suggests that more attention be given to the development of new faculty and staff. Performance expectations and standards, the process of personnel decisions, the shared governance system, and the select mission are examples reported to the Team of areas new employees would like more nurturing than currently received.

(b)   The warmth and collegiality that actually exists on the campus is not conveyed in the "official literature" of the University. This is a valued attribute of an academic community and it should be noted.

(c)   The Viewbook and related recruiting materials should portray the campus more accurately. For example, pictures from all four seasons, pictures of indoor and classroom scenes, and pictures of student activities other than sports are essentially absent from current materials.

(d)   The University is reminded to address issues raised in the Report of the

1992 focused visit. These are noted on pages 228 and 229 of the current

self-study document. While the issues raised in the Report of the last

comprehensive visit have been responsibly addressed, the University

would benefit from reviewing its progress on issues noted in the 1992

focused Report and, wherever appropriate, addressing issues that still need

attention.

Section IV – The Team Recommendation and Rationale

The Team's recommendation for action, including its recommendation to continue the accreditation of University of Wisconsin-Green Bay, are shown on the attached Worksheet for the statement of Affiliation Status. The Team's reasons for its recommendation are:

(a)   The faculty and staff are competent, productive, and committed to the well being of their University.

(b)   Students appreciate the education they receive. And, they are attracted to the campus, which is safe, functional in all four seasons, and beautiful (especially in the fall).

(c)   The leadership of the campus is creative and energetic; the University of Wisconsin System has mature governance processes and able leadership; and, the people of Wisconsin are good supporters of public higher education.

(d)   UW-Green Bay is fiscally sound; its sources of revenue are comparatively stable, even growing modestly in net.

(e)   There is strong support for UW-Green Bay among community leaders/supporters and alumni in the service region. Exceptionally strong relationships with the community are evident in the areas of theater and basketball.

(f)   In the last couple of years, a significant new project has been created, funded and implemented.

(g)   ... UW-Green Bay is secure and comfortable with its select mission, particularly with respect to an emphasis on "problem-solving" in the curriculum. However, it's emphasis on "interdisciplinary" curricula and learning has proven more difficult to articulate to both internal and external constituencies.

(h)   The institutional assessment plan was approved by NCA just last year. The Team was unable, at this time, to assure itself that assessment of student academic achievement will guide change in the teaching and learning environment. The Team believes that UW-Green Bay's commitment to their Assessment Plan is sincere. However, the Team recommends that a Progress Report be required on the use of assessment outcomes for the achievement of the University's announced academic mission. The Progress Report will be due by February 1, 2001. The Progress Report is to show that program improvement through assessment of student learning has been implemented in all assessment areas noted in the Plan. That is, examples in which the full cycle of "plan-do-check-improve" has been completed at least once will be identified for all areas to be assessed. The Team requests that commission staff be particularly attentive to results reported for "interdisciplinary" curricula.