



# A Great Public University in a Changing World

## 2009 UW-Madison Reaccreditation Special Emphasis Self-Study

What does it mean to be a great public university in a changing world?

### Self-Study Themes

#### Public University

- Rethinking the Public Research University  
*Chairs: Bob Mathieu, Michael Bernard Donals*

#### Discovery and Learning

- Integrating the Processes of Discovery and Learning  
*Chair: Tricia Kiley and Bill Reese*

#### Global Agenda

- Creating an Impact and Shaping the Global Agenda  
*Chairs: Jon Foley and Jeremi Suri*

#### Global Citizens:

- Preparing Global Citizens and Leaders of the Future  
*Chairs: Mimi Bloch and John Booske*

#### Building Community

- Building a Welcoming, Respectful and Empowered UW-Madison Community  
*Chairs: Teri Balser and Sarah Pfatteicher*

#### Institutional Integrity

- Being a Responsible and Sustainable Public Institution  
*Chairs: Paul Evans and Louise Robbins*

#### Cross-cutting themes all committees:

- Distinctiveness
- Vision
- Climate and Diversity
- Systems that Support Success

For more information, please visit the Reaccreditation Project website:

<http://www.greatu.wisc.edu>

Or contact Nancy Mathews, Director at 890-1731, [nemathews@provost.wisc.edu](mailto:nemathews@provost.wisc.edu)



**University of Wisconsin Madison  
2009 Institutional Reaccreditation  
Self Study**

**UW-Madison  
 Reaccreditation with the Higher Learning Commission  
 of the North Central Association of Colleges and Schools  
 2007-2009**

**Theme:**

**What will it mean to be a great public university in a changing world?**

**How will UW-Madison uniquely embody this greatness?**

**Time Line**

Date	Task
<b>2007</b>	
<b>Jan-Feb</b>	<ul style="list-style-type: none"> <li>• Select special emphasis theme, design process and establish infrastructure for project</li> </ul>
<b>Mar-April</b>	<ul style="list-style-type: none"> <li>• Design engagement group processes for identification of crosscutting sub-themes;</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>• Set schedule for engagements; set up web site to track progress of project</li> <li>• Large scale engagements,</li> <li>• Identify sub-themes for self study</li> <li>• Select sub-theme team chairs, co-chairs, meet with team</li> <li>• Set up web site with virtual library</li> </ul>
<b>June-August Sept-Dec</b>	<ul style="list-style-type: none"> <li>• Sub-theme team work begins</li> <li>• Sub-theme teams host discussions, engage in information-gathering activities</li> <li>• Summarize and synthesize sub-theme data</li> <li>• HLC planning visit</li> </ul>
<b>2008</b>	
<b>Jan-May</b>	<ul style="list-style-type: none"> <li>• Analyze and write HLC report</li> <li>• Develop website &amp; on-line resources for site visit</li> </ul>
<b>June-Oct</b>	<ul style="list-style-type: none"> <li>• Seek feedback on draft</li> <li>• Finalize HLC report</li> </ul>
<b>Nov-Dec</b>	<ul style="list-style-type: none"> <li>• Send final report to HLC</li> </ul>
<b>2009</b>	
<b>Jan-March</b>	<ul style="list-style-type: none"> <li>• Prepare for site visit</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>• HLC Site Visit, April 27-29, 2009</li> </ul>

## Rethinking the Public Research University

*This theme provides an opportunity to engage the campus and the community in a more public conversation about the overarching theme of the study. The separate ideas encompassed within each of the terms “public,” “research,” and “university” are fundamental. This discussion is essential to the UW-Madison’s self definition as the model of ‘the new public research university’ under the auspices of the Wisconsin Idea.*

- What will define the ‘new public research university’ of the future?
- Who is our public?
- How is/can/should the university be of service to the public?
- How can the university be a public space?
- How can the university become more accessible and better serve Wisconsin citizens?
- How might the Wisconsin Idea guide our definition of our future role and responsibility to the state of Wisconsin within a global society?

### Team Chairs:

**Michael Bernard-Donals, English**

**Robert Mathieu, Astronomy**

### Team Members:

Emily Auerbach, Liberal Studies & the Arts

David Bethea, Slavic Lang/Literature

Gilles Bousquet, International Studies

Barbara Bowers, Nursing Dean’s Office

Hardin Coleman, Counseling

Psychology

Michael Collins, Pathobiological Sciences

Hector DeLuca, Biochemistry

Sharon Dunwoody, Journalism

Susan C. Hagness, Electrical and Computer Engineering

Charles Hoslet, Chancellor’s Office

Deborah Jenson, French & Italian

Mike Knetter, Business

Brent Maddux, Graduate Student

Steve Nadler, Philosophy

Javier Nieto, Medicine & Public Health

Ken Potter, Civil & Environmental

Engineering

Pam Ruegg, Dairy Science

John Sharpless, History

Peyton Smith, Provost Office

Tom Still, Wisconsin Technology Council

Dick Wagner, Alumnus

Randy Wallar, Morgridge Center

**Team Facilitator:** Maury Cotter

## **“DISCOVERY AND LEARNING”**

### **Integrating the Processes of Discovery and Learning**

*UW Madison has always been a preeminent research university while providing students (undergraduate, graduate, professional) with extraordinary learning opportunities. How can we build on those strengths by enhancing the integration of research and learning? Knowledge adds value by being disseminated through learning processes, and by being applied in ways that impact our lives. This theme embodies academic excellence as the core of UW-Madison’s institutional mission and is intended to encompass undergraduate, graduate, and professional education.*

- How will we enhance the integration of the teaching and research missions in our new ‘Public University’?
- What will be the new view of where, when and how research and learning are done?
- How can we get research findings transferred into learning opportunities in innovative, flexible and timely ways?
- What does the ‘classroom’ of the future look like?
- How are research and learning integrated to best address world problems and improve the quality of our lives?
- How do we effectively strengthen and reward our culture of collaboration and interdisciplinary discovery and learning from classroom to community?
- How can we enhance graduate education through a reexamination of our processes of discovery and learning?

#### **Team Chairs:**

**Bill Reese, Educational Policy  
Studies/History**

**Patricia Kiley, Biomolecular Chemistry**

#### **Team Members:**

Nick Balster, Soil Science  
Aaron Brower, Provost Office/Social Work  
Jan Cheetham, Academic  
Technology/Entomology  
Barney Easterday, Veterinary Medicine  
Adam Gamoran, Center for Education  
Research  
Robert Kelchen, Grad Student, Economics  
Jim Leary, Scandinavian Studies

Nadine Nehls, School of Nursing  
Nicole Perna, Genetics  
Noel Radomski, WISCAPE  
Nancy Ruggeri, Curriculum & Instruction  
Jeff Russell, Civil & Environmental Engr  
Monica Turner, Zoology  
Matt Walsh, Grad Student, Population Health  
Sciences  
Kent Weigel, Dairy Science  
Robin Worth, Language Institute

**Team Facilitator:** Darin Harris

## **“GLOBAL AGENDA”**

### **Creating an Impact and Shaping the Global Agenda**

*What we do at UW-Madison affects Wisconsin and the world, and the world affects us. UW-Madison is uniquely positioned to play a leadership role in research and education about many global issues such as health, security, poverty, social justice, energy, and the environment. By focusing UW-Madison’s extraordinary talents and resources on major global issues, we can work with and through others to both impact those issues and, in the process, help shape the global agenda. The following questions guide the development of both a general model to serve multiple issues, as well as an in-depth model for one issue. We have chosen **environmental sustainability** to serve as a starting point for an in-depth model.*

- How might UW-Madison effect change at a global scale by being leaders in addressing issues of global significance?
- What role is appropriate for a public research institution in educating and informing the public on issues of global significance?
- In what ways should we consider the interrelationships among global issues?
- How can we support learning and discovery that has an impact on global issues?
- How can we develop nimble processes that allow us to address critical questions in a timely way?

#### **Team Chairs:**

**Jon Foley, Environmental Studies**

**Jeremi Suri, History**

#### **Team Members:**

Alison Alter, Center for World Affairs & the Global Economy

Linda Baumann, Nursing

Paula Bonner, Wisconsin Alumni Association

Steve Carpenter, Zoology

Florence Chenoweth, Alumna

Pat Eagan, Engr Professional Development

Lewis Gilbert, Nelson Institute

Cindy Haq, Family Medicine and Public Health

Venkat Mani, German

Deborah Meiners, Grad Student, Law/History

Adam Nelson, Educational Policy Studies  
John Nelson, Civil & Environmental Engineering

Chris Olsen, Veterinary Medicine

Susan Paskewitz, Entomology

Jonathan Patz, Population Health Sciences

Thatcher Root, Chemical & Biological Engineering

Annemarie Schneider, Nelson Institute

Ryosuke Shibuya, Undergrad, Political Science/History

Alan Wolf, Center for Biology Education/  
Information Technology

Jonathan Zeitlin, Sociology/La Follette

**Team Facilitator:** Darin Harris

## **“GLOBAL CITIZENS”**

### **Preparing Global Citizens and Leaders of the Future**

*The UW-Madison has a long tradition and reputation of both itself and its graduates working to serve the community, the state of Wisconsin and the world. Citizens and leaders in a global society will rely upon a suite of multicultural competencies. This theme addresses our role in preparing, educating and nurturing the entire UW – Madison community to be leaders for a future that is increasingly global and diverse at all scales.*

- What does it mean to be a local and global citizen within the context of UW-Madison’s mission?
- What are attributes that we believe define excellent leaders and citizens in a global community?
- How do we develop these attributes to empower our students to be both citizens and leaders to serve our local and global community?
- How do we best support the development of our staff and faculty to be local and global citizens and leaders?

#### **Team Chairs:**

**John Booske, Electrical & Computer Engineering**

**Mimi Bloch, Curriculum & Instruction /Women’s Studies**

#### **Team Members:**

Andrew Arnot, Undergraduate, Legal Studies/Sociology  
Angela Bartell, Alumna  
Ann Behrmann, Pediatrics  
Marianne Bird Bear, International Studies and Engineering  
Phillip Caldwell II, Grad Student, Curriculum & Instruction  
Kathy Christoph, Academic Technology  
Sandra Courter, Engineering Professional Development  
Cheryl Diermyer, Academic Technology  
Suzanne Dove, CIBER

Jo Ellen Fair, Journalism/Mass Communication  
Rob Howell, German/Intl Studies  
Susan Huber-Miller, CIBER  
Mark Kenoyer, Anthropology  
Maria Lepowsky, Anthropology  
Emilie Ngo Nguidjol, Memorial Library  
Jamie Peck, Geography, Sociology  
Sara Sadek, Intl Studies/Spanish  
Majid Sarmadi, Environment, Textiles & Design/Materials Science  
Don Schutt, Human Resource Development  
Ken Shapiro, Intern Agricultural Programs

**Team Facilitators:** Nancy Thayer-Hart and Don Schutt

# **“BUILDING COMMUNITY”**

## **Building a Welcoming, Respectful and Empowered UW-Madison Community**

*This theme focuses internally on the power of community when comprised of empowered individuals who achieve their own potentials. It also addresses our desire to be more diverse in ways that mirror changes happening in the broader society.*

- What does a welcoming, respectful, empowered UW-Madison community look like? What would be key indicators?
- What are opportunities or existing successful programs to build upon?
- What are the impediments to creating and sustaining a more inclusive UW-Madison campus community, and what will it take to overcome those challenges?
- How can UW-Madison better meet the needs of an increasingly diverse community and society?
- How can UW-Madison increase the awareness and connectivity of its multiple sub-communities on campus?
- How do we turn words into action and ensure that processes have integrity?

### **Team Chairs:**

**Teri Balsler, Soil Science**

**Sarah Pfatteicher, CALS Dean’s office**

### **Team Members:**

Tom Ambrecht, French & Italian  
Lisa Beckstrand, UW System  
Administration  
Aaron Bird Bear, L&S Student Affairs  
Alda Blanco, Spanish & Portuguese  
Michelle Bright, Sociology  
Tom Browne, Agricultural & Life Sciences  
Angela Byars-Winston, Institute for Clinical  
& Translational Research  
Alec Carrel, Undergraduate  
Will Clifton, Equity & Diversity  
Tanya Cobb, Molecular Biology  
Mary Czyszczak-Lyne, L&S Honors  
Program  
Stephanie Eastwood, Entomology  
Sean Frazier, Intercollegiate Athletics  
Gloria Hawkins, Medicine & Public Health  
Frank Honts, Grad student, Educational  
Policy Studies  
Alicia Jackson, Dean of Students Office  
Amy Karcher, Student

Julie Karpelenia, Graduate School/HR  
Leslie Kohlberg, LS/HE Career Services  
Julia Koza, Curriculum & Instr./Music  
Patty Loew, Life Science Communication  
Josh Monifi, Undergraduate, Intl Business  
Lynn Neis, Materials Science & Engineering  
Linda Denise Oakley, School of Nursing  
Scott Prinster, History of Science  
Marge Schmidt, UW Foundation/WAA  
Renee Schuh, Academic Technology  
Jennifer Sheridan, WISELI  
Patrick Sims, Theatre & Drama  
Lindsey Stoddard-Cameron, Secretary of the  
Faculty  
Lillian Tong, Center for Education Research  
Julie Tran, Bursar’s Office  
Tim Taggart, Intercollegiate Athletics  
Lynet Uttal, Human Development & Family  
Studies  
Herb Wang, Geology & Geophysics  
Juan Zalapa, Forestry/Horticulture

**Team Facilitators:** Teri Balsler and Sarah Pfatteicher, Nancy Thayer-Hart



# **“Institutional Integrity”**

## **Institutional Integrity: Being a Responsible and Sustainable Public Institution**

*This theme captures our institutional responsibility to the public to model the vision we wish to become.*

- How do we operate ethically, and with integrity and transparency?
- What are the values we want UW-Madison to model?
- How are we as an institution modeling the values that we hold?
- How can we demonstrate or be held accountable for our pursuits?
- How can we become a “living laboratory” for developing best practices for integrating our values into our policies and practices, so that others will look to us as a model?
- How can we create better alignment between what we say we value and how we reward behaviors?

### **Team Chairs:**

**Louise Robbins, Library & Information Studies**

**Paul Evans, Housing**

### **Team Members:**

Phil Certain, Letters & Science Dean Emeritus

Greg Downey, Journalism/Mass Communication

Ken Frazier, General Library System

Margaret Hawkins, Curriculum & Instruction

Roger Maclean, Business School

Kathy Sell, WISCAPE/ Integrated Liberal Studies

Terry Shelton, La Follette Institute

### **Advisors:**

Paula Bonner, Wisconsin Alumni Association

Jo Anne Carr, Center for Instructional. Materials and computing

Walter Dickey, Law School Dean’s Office

Norm Fost, Pediatrics/DCS

Ray Hsu, Graduate student

Brad Hughes, English

Judith Kornblatt, Slavic

Languages/Graduate School

Carrie Kruse, College Library

Steve Lund, Human Resources

Dipesh Navsaria, Grad student, Pediatrics

Noel Radomski, WISCAPE

Jay Stampen, Educational Leadership & Policy Analysis

Maura Taggart, Madison community

Michael Thornton, African American

Studies, Morgridge Center

Zach Zangl, Undegraduate student

**Team Facilitator:** Ann Zanzig

<b>The Higher Learning Commission's <i>Criteria for Accreditation and Core Components</i></b>		
<b>Criterion</b>	<b>Criterion Statement</b>	<b>Core Components</b>
<b>Criterion One:</b> Mission and Integrity	The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.	<b>1A.</b> The organization's mission documents are clear and articulate publicly the organization's commitments.
		<b>1B.</b> In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
		<b>1C.</b> Understanding of and support for the mission pervade the organization.
		<b>1D.</b> The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.
		<b>1E.</b> The organization upholds and protects its integrity.
<b>Criterion Two:</b> Preparing for the Future	The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.	<b>2A.</b> The organization realistically prepares for a future shaped by multiple societal and economic trends.
		<b>2B.</b> The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
		<b>2C.</b> The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.
		<b>2D.</b> All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.
<b>Criterion Three:</b> Student Learning and Effective Teaching	The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.	<b>3A.</b> The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
		<b>3B.</b> The organization values and supports effective teaching.
		<b>3C.</b> The organization create effective learning environment.
		<b>3D.</b> The organization's learning resources support student learning and effective teaching.
<b>Criterion Four:</b> Acquisition, Discovery and Application of Knowledge	The organization promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice and social responsibility in ways consistent with its mission.	<b>4A.</b> The organization demonstrates, through the actions of its board, administrators, students, faculty and staff that it values a life of learning.
		<b>4B.</b> the organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its education programs.
		<b>4C.</b> The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
		<b>4D.</b> The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibility.
<b>Criterion Five:</b> Engagement and Service	As called for by its mission, the organization identifies its constituencies and serves them in ways both value.	<b>5A.</b> The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
		<b>5B.</b> The organization has the capacity and the commitment to engage with its identified constituencies and communities.
		<b>5C.</b> The organization demonstrates its responsiveness to those constituencies that depend on it for service.
		<b>5D.</b> Internal and external constituencies value the services the organization provides.

