Chapter Four
Criterion #4: 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.

UW-W broadly defines the meaning of an educated person. As its Select Mission indicates, the University is committed to providing baccalaureate and graduate degrees that lead to professional specialization, particularly in business, education, and human services. Curricular and co-curricular programming are both oriented toward developing individuals who will be recognized for their breadth and depth of knowledge as well as being properly prepared for a diverse, global, and techno-centric world. The institution's General Education (GE) program plays a significant part in preparing graduates to function this way and in encouraging a life of continued learning.

Faculty and staff also play a critical role in this process as both instructors and exemplars. To that end, the UW System and the institution continuously invest in faculty and staff by supporting ongoing professional development and providing resources and recognition for scholarly and creative activity.

Core Component 4a:
The organization demonstrates, through the actions of its board, administration, students, faculty, and staff, that it values a life of learning.

Overview
Learning is the very heart of the institution's mission; a "commitment to the pursuit of knowledge and understanding" is its first Core Value. During this review period, the University has emphasized its commitment to this value by reallocating funds to increase support for faculty and student research efforts and fostering new

professional development opportunities for faculty, staff, and administrators. The evidence that follows substantiates four statements:

Evidence 4a-1: The UW System and University clearly articulate and endorse the practice of freedom of inquiry for students, faculty, and staff.

Evidence 4a-2: The UW System and University support ongoing professional development of administrators, faculty, and staff.

Evidence 4a-3: The institution effectively supports the development of research and scholarly activity skills in faculty and students.

Evidence 4a-4: The institution recognizes research and scholarly/creative achievement of students, faculty, and staff.

Evidence 4a-1: The UW System and University clearly articulate and endorse the practice of freedom of inquiry for students, faculty, and staff.

UW System and UW-W support and endorse intellectual freedom and freedom of inquiry through a number of statements and policies, including:

- "The Wisconsin Idea," upon which the University of Wisconsin is founded, is that the boundaries of the University are the boundaries of the state and that the University System applies knowledge and reason to the problems of society.
- The UW System Mission Statement includes a charge "to discover and disseminate knowledge" and to "serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise: and a sense of purpose." The Select Mission concludes with the statement that "basic to every purpose of the system is the search for truth."
- Among the University's recently revised Core Values, the first is a "Commitment to the pursuit of knowledge and understanding."
- The University Library has adopted an intellectual freedom statement as part of its specific mission.
- The University supports numerous visiting lecture series that include speakers from varied intellectual, cultural, and ethnic backgrounds. Although this occasionally results in controversial topics being brought to campus, the exposure of students, faculty, staff, and administrators to these alternative viewpoints creates new avenues for open discussion and deeper critical thinking.

The diversity of scholarly topics examined by faculty underscores the campus's commitment to support freedom of inquiry. Faculty scholarship includes diverse and sometimes controversial areas such as education and religiosity linkages, racial bias in the U.S. criminal justice system, abuse in same-sex relationships, aviation impacts on climate, neural mechanisms of brain-stimulation reward, forced extra pair copulation among mallards, and ecology's role in the evolution of new species, among many others.

Evidence 4a-2: The UW System and University support ongoing professional development of administrators, faculty, and staff.

Support for the ongoing professional development of faculty, staff, and administrators comes in a variety of forms. Because such needs are as varied as the individuals themselves, some support is provided through direct funding or funding opportunities. Other support comes from University-sponsored programs. UW System's nationally-

recognized Office of Professional & Instructional Development (OPID) jointly
sponsors with each campus the Teaching Fellows program, for faculty in their first 10
years of university teaching, and the Teaching Scholars program, for mid-career and
senior faculty. Each campus selects one Fellow and one Scholar each year and
supports their work with other UW System nominees to explore teaching and learning
issues and conduct a "scholarship of teaching & learning" project. Numerous other
grant opportunities are available through a wide range of UW System initiatives.

UW-W is also authorized by the Wisconsin Legislature and UW System Planning
Statement 3.1 to fund retraining, renewal, and development of faculty to meet the
University's changing academic needs. These grant-supported opportunities are
offered separately by UW System and UW-W, and occasionally as joint ventures with
a UW-W required match. Figure 4.1 lists the programs UW-W faculty have most
frequently applied for and received since 2000.

Program	Applications 2000-05	UW-W # of Recipients (Award Totals $)
UW System Office of Professional & Instructional Development Scholarship of Teaching & Learning Grants and Undergraduate Teaching Improvement Grants	26	20 ($212, 095)
UW System Collaborative Matching Grants Program: Strengthening the International Dimensions of the Campus and Curriculum	1	1 ($6,000)
UW System Institute for Race and Ethnicity	29	20 ($43,499)
UW System Solid Waste Recovery Research Program	1	1 ($2,800)
Learning & Technology Development Council Programs	13	11 ($128,504)
Center for International Business & Education Research	12	9 ($25,870)
PK-16 Teacher Quality Initiative	7	6 ($212,608)
Elementary & Secondary Education Act, Higher Education Professional Development Program	7	6 ($358,303)
Wisconsin Space Grant Consortium	14	12 ($55,354)
UW-W Academic Staff Professional Development*	87	57 ($63,519)
UW-W Faculty Development*	71	40 ($154,433)
UW-W Foundation	31	18 ($94,209)
UW-W Faculty/Staff PREP (2004-05 only)	33	11 ($69,117)

*Co-sponsored through a required UW-W match of UW System funds.

Figure 4.1: *Number of applications and awards received for UW System, UW-W, and
co-sponsored grant programs for 2000-05*

The institution's Professional Development Plan (PDP) guarantees that a minimum
amount is available to each employee, based upon the employee's classification, FTE,
and period of employment during the fiscal year. Faculty are eligible for $1,000 per
FTE; academic staff, $500 per FTE; and classified staff, $250 per FTE. PDP requests
are restricted to job-related or career-development opportunities, which include
training, workshops, conferences, coursework, and presentations of original
scholarship. Approximately 350 administrators, faculty, and staff accessed more than
$305,000 from this program in its 2004-05 inaugural year. Each year, faculty

completing the First Year Program receive an additional $1,000 in professional development funding that can be used to defray costs associated with presenting scholarly or creative activities.

The UW-W Sabbatical Program enables faculty to engage in intensive study in order to become more effective teachers and scholars. Since 1996, 78 UW-W faculty have been awarded single-semester sabbaticals and 47 have been awarded sabbaticals for the academic year. UW System has provided $3.5 million to support sabbaticals, and UW-W has contributed $672,000. In addition to this financial support, the success of the sabbatical program is a result of the willingness of faculty to provide "collegial coverage" for those on sabbatical leave by allowing their course section sizes to be temporarily increased. These sabbaticals have allowed faculty to complete intensive research and creative projects, book manuscripts and research articles, pursue overseas study, and engage in other scholarly activities that they otherwise would not be able to do.

The University provides excellent technological support for scholarly and creative activity. Faculty, staff, and administrators generally receive a new computer and necessary peripherals (e.g., printer) every three years. The University is active in acquiring site licenses for advanced data analysis (e.g., SPSS, ArcGIS, AMOS). The University Library provides a specific budget for each department for faculty and staff to identify high priority library holdings, which allows them to maintain regular contact with scholarly and creative activity in their respective fields (e.g., research journals, monographs). In addition to purchasing relevant journals and monographs, the University Library offers online access to research databases and journals, as well as acquires additional materials through interlibrary loan at no cost to departments.

The Learning Technology Center (LTC) serves an estimated 350 individual faculty and instructional staff each year through workshops, individual consultations, and walk-in appointments. These activities promote faculty development skills and lead to innovative instructional technologies. An average of 40 instructors are paid a stipend annually to work with the LTC in intensive one- and two-week long summer training sessions. Each year, the Instructional, Communication, and Information Technology (iCIT) division, which houses the LTC, also sponsors approximately 150 PC software training workshops for faculty and staff, which attract approximately 425 participants.

As discussed in Chapter Three, the LEARN Center provides "services, resources, and support necessary to assist faculty and instructional staff in their ongoing efforts to develop and refine their skills as teacher/scholars." Through workshops and extended programming ranging from instructional improvement and student learning to improving scholarly productivity, time management, and job satisfaction, the Center averages about 700 contacts with faculty and staff and engages them in an estimated 2,000 hours of professional development annually.

Evidence 4a-3: The institution effectively supports the development of research and scholarly activity skills in students and faculty.

Support for Students
The Undergraduate Research Program (UGR) provides opportunities for every student to engage in research, scholarship, and creative activity in partnership with a faculty

mentor. Since 2000-01, Undergraduate Research Grants of $500 have been given to 30-40 students each year to support their projects, most of which are presented at the campus's annual Undergraduate Research Day (URD) conference. Individual student awards have recently been increased from $500 to $1000. Travel funding is also provided for students who wish to present their research accomplishments at the National Conference for Undergraduate Research (NCUR). During the past five years, an average of 65 students participated in the URD hosted on campus each spring. Moreover, 8-10 students have typically presented poster sessions at the State Capitol event honoring undergraduate research and 40 students, on average, have presented their research at NCUR. Each year UW-W students make up one of the largest groups of presenters at NCUR from a single university. In addition, the campus hosted NCUR in 2002, providing a great opportunity for local students to gain experience presenting at a national conference.

Each college, and many academic departments within, provides additional funding for students to travel to discipline-specific conferences to present their research. Individual departments also provide opportunities for students to continue to mature as scholars, researchers, or creative artists outside the traditional classroom. For example, the Department of Languages & Literatures supervises and supports *Muse,* a literary journal created by students. Each summer the Department of Biological Sciences hosts 20 undergraduates and practicing teachers in NSF-sponsored 10-week intensive research projects. Other departments encourage students' work in creative achievements. The Department of Art, for example, arranges an annual juried exhibition for art majors to display their creative work.

Graduate Research Grants are made available to graduate students through the School of Graduate Studies & Continuing Education. Students can secure awards of up to $750 to defray costs associated with data collection in basic or applied research initiatives, or use the funds to cover costs associated with presenting findings. Since 1999, 21 graduate students have received funding through this program.

Support for Faculty
Support is made available to faculty who work with students in the UGR. Faculty may receive funding to accompany their students to NCUR. Departments often consider this service in promotion and tenure decisions. Finally, the names of faculty mentors are included on students' poster displays during the Undergraduate Research Program ceremony that is held annually on campus.

The Scholar/Mentor Program targets tenure-track faculty who seek to develop their scholarly writing and publication skills in a supportive, systematic, semester-long program. Teams of three junior faculty work with a tenured faculty research mentor for 12 weeks each summer. Participants examine personal writing habits and tendencies, read and critique their own work and the scholarly work of other junior faculty, and submit an article for publication. Evaluations completed by the 23 faculty who have participated since 2003 indicate that this initiative provided significant assistance in refining time-management skills, clarity, and coherence of scholarly writing, as well as developing a better understanding of the writing, submission, review and publication processes.

The Collaborative Research Network is a database that helps faculty make connections with other faculty who are interested in forming research partnerships. More than 50 faculty and instructional staff have used the Network to post their research interests, preferred methodologies, and special research skills available to support a collaborative research initiative. The LEARN Center also provides assistance with data analysis. Proofreading and copy editing are also available through an off-campus professional.

Research and Sponsored Programs

Since 1998, the campus has quadrupled the budget for the Office of Research & Sponsored Programs (ORSP). This added support has enabled the office to move from a reactive to a proactive philosophy. Its primary goal is to improve the quality of grant proposals submitted rather than solely increase quantity, which has improved the success rate (Fig. 4.2). This has been accomplished through individual consultations, grant-writing workshops, classroom visitations, long-term training programs, and creating access to up-to-date funding opportunities.

Fiscal Year	Percent of Successful Proposals*	Awards Received	
		Amount	Number
1995-96	n/a	$2,496,790	82
1996-97	n/a	$1,869,952	81
1997-98	n/a	$3,303,528	114
1998-99	n/a	$4,957,582	298
1999-00	n/a	$5,778,996	243
2000-01	25.7	$6,033,456	229
2001-02	26.5	$6,713,860	291
2002-03	27.8	$6,368,494	299
2003-04	28.6	$6,626,928	299
2004-05	29.9	$5,723,135	280

*Based on a random sample of approximately 65% of extramural grant proposals submitted since 2000-01.

Figure 4.2: *UW-W Extramural Success and Funding History for the Review Period.*

ORSP's proactive initiatives have coincided with other changes on campus. Modification in faculty recruiting to include greater consideration of grant and scholarly activity expectations has fostered a campus culture more rigorous in scholarship.

The newly inaugurated Grants Scholar Program is emblematic of these efforts. It is an intensive, two-year program, modeled after the Scholar/Mentor Program. It is designed to help faculty define a clear research project, identify an appropriate funding agency, and work with experienced grant writing mentors toward proposal submission. In addition, the program encourages collegial faculty partnerships. Currently, 11 participants are engaged in the program.

Research and Scholarly Activity

It is difficult to measure the influence of the preceding programs, dollars, and support mechanisms on the scholarly and creative output of faculty. However, Figure 4.3 demonstrates that, even with well over 90 percent of the faculty teaching 24 credits annually, they are actively engaged in scholarship and creative activity.
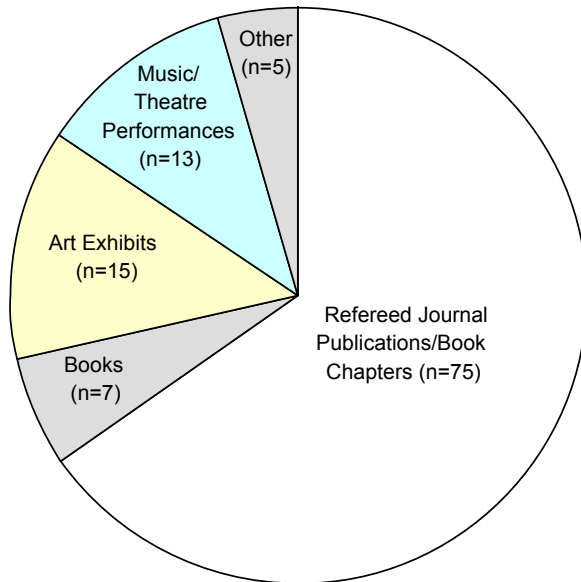

Figure 4.3: *Mean Annual Totals of UW-W Faculty Scholarly and Creative Activity Outputs (based on data supplied by department chairs for 2000-05)*

Additionally, a broad summary of estimates provided by department chairs indicates that, on average, UW-W faculty, staff, and administrators produce more than 500 oral or poster presentations annually at a wide range of regional, national, and international conferences. The vast majority of these presentations are supported fully, or in part, through the institution's PDP.

Evidence 4a-4: The institution recognizes research and scholarly/creative achievement of students, faculty and staff.

Research accomplishments by UW-W undergraduate students are recognized through publications listing their participation in the campus, state, and national undergraduate research conferences. Awards are also given to the top poster presentations at the annual UW-W Research Day event. In addition, discipline-specific awards are given annually to recognize student achievements in research. For example, the annual Science/Mathematics Honors Ceremony & Reception recognizes outstanding students in the sciences and mathematics who have performed well in the classroom and have also worked closely with faculty on research projects. Students' contributions are sometimes so substantial that they are recognized co-authors on conference presentations and refereed publications. The University also sponsors annual writing awards given to students with the top-rated research or creative papers in the sciences, humanities, and arts as judged by a committee of faculty and staff.

The Outstanding Thesis Award is given each year to the graduate student whose master's thesis was chosen by a panel of graduate faculty. This award is publicized in a press release featured on the campus website, and often acknowledged in college newsletters or magazines. Winners also appear the School of Graduate Studies webpage also have their names put on a plaque in the School of Graduate Studies & Continuing Education, and the selected thesis is forwarded for competition in the Midwest Association of Graduate Schools.

Recognition of Faculty and Staff

The Award for Outstanding Research is given annually to a single faculty member in recognition of significant contributions to knowledge, technique, or creative expression in her or his professional field. All nominees are honored at the campus-wide reception sponsored by the Chancellor and the Provost. The recipient of the award is introduced at the spring commencement ceremony, receives a certificate and a monetary award, and is recognized at the Chancellor's State of the University Address at the beginning of each fall semester. Photographs of award recipients are also displayed in their respective colleges and their names are permanently listed on a plaque displayed in the University Library.

Each of the four colleges also annually recognizes a faculty member for excellence in scholarly/creative activity. Recipients are selected by a panel of faculty peers, receive a cash award from the college, and are acknowledged at the spring's faculty recognition reception. Recipients are also recognized at college retreats each fall term, and typically acknowledged in college magazines or newsletters sent to alumni.

Campus recognition of faculty and staff scholarly and creative accomplishments goes beyond awards. Results of faculty research are often highlighted on the University's web page with attending news releases. Also, the University Library, ORSP, Photo/Graphics, and the Crossman Gallery co-sponsor an annual reception/exhibit of works recognizing faculty and staff for peer-reviewed scholarly and creative achievements from the previous academic year. The event, with typically 70-80 participants, is designed to promote a free exchange of ideas and further encourage and stimulate research and creative activity.

Conclusion

The actions of the UW System, the University, and students and faculty underscore the importance of ongoing knowledge acquisition. Both in their policies and resource allocations, the UW System and the University affirm the importance of ongoing professional development of administration, faculty, and staff. Research efforts of faculty are readily supported and acknowledged, and fuel substantial involvement of undergraduate students in basic and applied research initiatives.

The importance of funding in fulfilling this core component is crucial. Much of the institution's success in fostering an environment of continuous learning and development is a direct result of allocations from UW System and internal support. Many intramural grant programs, as well as the faculty sabbatical program, are made possible by dollars from UW System. Similarly, reallocations by UW-W have created the PDP, extended the number of sabbaticals, helped fund undergraduate research initiatives, and launched internal programs like those offered by the LTC and the

LEARN Center. Given the growing scarcity of fiscal resources, maintaining the momentum created over the past decade will be a challenge.

Core Component 4b:
The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Overview

UW-W has a long-standing commitment to providing its students with a broad educational preparation. Its General Education (GE) program aligns closely with the purposes of the institution and serves as a unifying foundation for the variety of baccalaureate degrees offered. The evidence that follows supports these five statements:

Evidence 4b-1: The goals of the General Education program align with the institutional Mission Statement.

Evidence 4b-2: The General Education program provides educational coherence for the University's varied baccalaureate degrees.

Evidence 4b-3: The institution has aligned resources, administrative oversight, and review mechanisms to ensure that GE remains vital, aligns with the mission, is interdisciplinary in nature, and plays a preeminent role in the University's curriculum.

Evidence 4b-4: Undergraduate majors and minors refine universally relevant skills through application to their discipline-specific needs.

Evidence 4b-5: Graduate programs, while oriented toward professional specialization, develop universally-relevant skills, including intellectual inquiry, applied learning, and communication.

Evidence 4b-1: The goals of the General Education program align with the institutional Mission Statement.

As was made clear in Chapter One, the University's mission documents outline the broader purposes and direction of the institution. The University's academic and non-instructional programming are devoted to fulfilling this mission. As Fig. 4.4 demonstrates, the core values of the institution are most clearly aligned with educational purposes in the GE program.

Core Value	Relevant General Education Learning Outcomes
Commitment to the pursuit of knowledge and understanding	• Think critically and analytically integrate and synthesize knowledge, and draw conclusions from complex material. • Acquire a base of knowledge common to educated persons and the capacity to expand that base over their lifetime. • Appreciate the fine and performing arts. • Develop the mathematical and quantitative skills necessary for calculation, analysis and problem solving. • Understand the principles essential for continued mental and physical well-being.

Development of the individual	• Communicate effectively in written, oral, and symbolic form.
	• Think critically and analytically integrate and synthesize knowledge, and draw conclusions from complex material.
	• Understand the principles essential for continual mental and physical well-being.
	• Appreciate the fine and performing arts.
Personal and professional integrity	• Make sound ethical and value judgments based on the development of a personal value system, on an understanding of shared cultural heritage, and knowledge of past successes, failures, and consequences of individual roles and societal choices.
Commitment to serve	• Understand and appreciate the cultural diversity of the U.S. and other countries, and live responsibly in an interdependent world.
	• Make sound ethical and value judgments based on the development of a personal value system, on an understanding of shared cultural heritage, and knowledge of past successes, failures, and consequences of individual roles and societal choices.
Commitment to develop a sense of community, respect for diversity, and global perspectives	• Understand and appreciate the cultural diversity of the U.S. and other countries, and live responsibly in an interdependent world.
	• Make sound ethical and value judgments based on the development of a personal value system, on an understanding of shared cultural heritage, and knowledge of past successes, failures, and consequences of individual roles and societal choices.

Figure 4.4. *Alignment Between Institutional Values and General Education Learning Outcomes*

Evidence 4b-2: The General Education program provides educational coherence for the University's varied baccalaureate degrees.

At the time of the last accreditation visit, UW-W was in the process of implementing a new GE program significantly different from the previous "smorgasbord" approach. After an intensive, multi-year review of the previous general studies program and recommendations from constituencies across the campus, the GE Review Committee (GERC) developed a new general studies program with a core curriculum of required multidisciplinary courses in the arts, humanities, and natural and social sciences. Since its initial implementation in 1994, the program has been streamlined to include the following:

- Communication and Calculation Skills requirements (ENGLISH 101 and 102, or ENGLISH 105H; SPEECH 110 and MATH 141; or waivers based on test or ACT/SAT scores)
- A set of multi-disciplinary "core courses" divided into two categories:
  - Communities: Individual & Society (GENED 130) and either The U.S. Experience in a World Context (GENED 120) or Global Perspectives (GENED 140)
  - Cultural Heritages: World of the Arts (GENED 110) and World of Ideas (GENED 390), which also serves as the junior-level capstone course for the General Education program
- Quantitative and technical reasoning courses, which must include at least one laboratory science course
- A required course in Personal Health & Fitness for Life (PEGNRL 192)
- Elective distribution courses, for a total of 44 credits.

Transfer students are assigned prorated requirements based on the number of credits they have completed at other institutions. The junior-level World of Ideas core course functions as a capstone General Education experience for all students except those transferring with an accredited associate's degree.

The GE curriculum ensures that students have a breadth of knowledge and enhances the development of cognitive and functional skills and perspectives that will serve them in both the short and long term. Beyond that, the GE curriculum is designed to provide a level of coherence as students pursue career-oriented learning in majors ranging from accounting to communicative disorders, theatre, and management computer systems. These goals are accomplished in a variety of ways.

First, content is coherent. The communication and calculation skills courses, coupled with the quantitative and technical reasoning courses, ensure that students leave the GE sequence with a fundamental set of writing, speaking, thinking, and computation skills. Similarly, all sections of core courses share common learning outcomes. This means that common material studied in the core courses serves as touchstones for instructors in upper-division courses.

Second, the interdisciplinary nature of core courses underscores the interconnectedness of knowledge. The World of the Arts course, for example, encourages students to understand differences in the fine and performing arts, but it also leads students to understand better the sets of shared conventions that unify them. The Individual & Society core course provides students the opportunity to compare and contrast how different disciplines—sociology, psychology, anthropology, and women's studies—have come to understand how people influence and are affected by their societal worlds. History faculty teaching The U.S. Experience in a World Context and those political science faculty who teach Global Perspectives work collaboratively in summers to discuss how these core courses foster students' understanding of the world and common ways to assess students' understanding.

As the capstone of the GE core, the World of Ideas course provides a final mechanism for coherence and integration. This course, which emphasizes issues that have significant cultural and personal impact, focuses student attention on primary texts representing major historical periods, world cultures, and diverse perspectives. The course stresses critical and analytical thought by requiring students to draw upon and integrate knowledge from this and earlier core courses.

Beyond the required components, GE is integrated throughout the curriculum. One-quarter of the GE requirement is elective, with students choosing from among more than 200 courses across the campus. These courses are approved by the GERC, which evaluates whether the proposed course addresses GE goals and student learning outcomes. The elective GE courses may be completed any time in the students' undergraduate career, encouraging them to continue to think in broad, integrative ways even as their attention turns to the more specialized, career-focused thinking of their academic majors.

Evidence 4b-3: The institution has aligned resources, administrative oversight, and review mechanisms to ensure that General Education remains vital, aligns with the mission, is interdisciplinary in nature, and plays a preeminent role in the University's curriculum.

The Assistant Dean of the College of Letters & Sciences oversees the GE program. This individual collaborates with college administrators and academic departments to secure resources and works with academic departments to arrange staffing to cover all core courses except World of the Arts, which is overseen by the Dean of the College of Arts & Communication. The Assistant Dean also serves as an ex officio member of the GERC, monitoring the quality of the GE curriculum, and coordinates efforts among various constituencies, including the LEARN Center and faculty teaching in the core, to ensure that academic assessment efforts are ongoing and constructive.

The GERC committee has faculty representatives from each college, one representative from the University Library, and two student representatives. The GERC fully reviews all core courses every two years, requiring that the coordinator of each core course submit a self-study report that addresses the following:

- What sources of information were used for the report?
- What developments have taken place in the course since the last review?
- How does the course specifically address the mission of the University, the goals of GE and the objectives of the core area?
- What common themes, topics, and materials are employed in all sections?
- What types of collaborations have taken place within and among departments?
- What kinds of assessment data (both direct and indirect) are being gathered for this course? What have the assessments revealed about students' learning and perceptions of the course? How have these results been shared and used?
- What future developments would you recommend for this core area (including problems, concerns, and needs)?

Further, each instructor who taught a core course in the preceding fall term is required to submit a syllabus. The GERC examines the syllabi from different departments teaching the same core course for coherence and consistency in learning outcomes. The GERC forwards its findings from the biennial reviews to core course coordinators, the University Curriculum Committee (UCC) and the Faculty Senate. GERC also reviews all proposals for courses slated to fulfill GE elective requirements. Any course approved for GE credit must demonstrate that it fulfills one or more of the nine goals above. All parties that influence the program—individual departments, the GERC, UCC and Faculty Senate—adhere closely to these principles in considering changes in the program. The addition of new offerings such as the New Student Seminar and Travel Study courses directly address the University's core values.

The collaborative efforts of the Assistant Dean in the College of Letters and Sciences and the GERC reviews have helped to improve and stabilize the GE. The extensive assessment and evaluation initiatives conducted in 1999, as discussed in Chapter Three of this report, prompted the University to revise the GE program in such a way that preserved its philosophy and goals, while creating a streamlined program that accommodated financial and staffing constraints, maintained the unique core experiences, and offered students choices.

Information from New Freshman Satisfaction Surveys indicates that students accept and appreciate the GE program and its goals to a greater extent than when the program was launched. Students also feel that core courses accomplish their learning objectives. Reduction in class sizes has been achieved in a majority of the core courses but remains relatively high in others, (e.g., World of the Arts- GENED 110). On average, GE core class sizes were reduced by 20%, allowing for better interaction among students and faculty. The U.S. Experience in World Context course has been refocused to encompass more global issues and perspectives, which better complements the Core Values of the institution. Further, reviews of the core courses by GERC have demonstrated that the core curriculum boasts a number of innovative, multidisciplinary courses staffed by a stable cadre of committed and creative faculty.

Biennial reviews of core courses completed in spring 2005 have led the GERC to make the following recommendations for continued improvement:

- Continue to reduce class sizes to optimize students' opportunity to develop writing and speaking skills.
- Increase staff for those departments which provide core course sections so these departments can staff both General Education and their major and minor courses.
- Review institutional recognition and reward structures to insure alignment with a commitment to General Education.
- Increase students' understanding of the role of General Education in a university education.

Finally, endowed by a professor emeritus and former History chair, the Everett Long Award provides an annual stipend in recognition of a faculty member who has contributed significantly to advancing the coherence and vitality of the GE program.

Evidence 4b-4: Undergraduate majors and minors refine universally-relevant skills through application to their discipline-specific needs.

The skills acquired through the GE curriculum are both universally relevant and applicable to the individual majors and minors of each student. Through coursework in their majors and minors, students are able to refine these skills for application to discipline-specific needs. For example, improved writing skills are emphasized within the GE courses and then further polished within each major and minor. Most majors on campus have a well-defined writing requirement that is achieved through assignments given in advanced courses and/or through advanced writing courses taught in the Department of Languages & Literatures. Students are encouraged to write at a high level through their discipline-specific subject matter, with expectations peaking in the senior-level, capstone courses required of most majors. Similarly, the critical thinking skills and variety of analytical paradigms students learn in GE courses are refined by application in major and minor coursework, with higher order synthesis expected in capstone courses.

Most majors and minors include options for internship and independent study experiences. Students are able to use skills, first acquired through GE, and then built upon within their discipline-specific coursework, for application to real world problems and activities. As a culminating experience to internship and independent study courses, students are generally required to write a paper summarizing their activities and applying knowledge from their coursework to the experience.

Evidence 4b-5: Graduate programs, while oriented toward professional specialization, develop universally relevant skills, including intellectual inquiry, applied learning, and communication.

The School of Graduate Studies Mission Statement defines the scope of UW-W graduate work as the "knowledge and skills acquired through baccalaureate degrees as a foundation for advanced preparation and professional development for careers in business and industry, education, and human services." Thus, graduate programs are largely practitioner-oriented. They emphasize developing skills of intellectual inquiry that can be applied throughout life.

The graduate-level learning outcomes in individual programs reflect their specialized focuses. The master's degree in public accountancy, for instance, expects students to develop "knowledge about cost management procedures and reports including both financial and non-financial information that assist managers in making decisions." The master's of science in communicative disorders program declares, "Students will be able to synthesize data and generate goals for individuals with disorders of speech (articulation, voice, fluency), swallowing, language, and hearing across the lifespan."

Inherent in the process of achieving these specialized learning outcomes is the development of more universal competencies, which are expressed in the global learning outcomes for all graduate programs approved by the Graduate Council.

Figure 4.5 summarizes responses from more than 1,500 graduate students completing master's degrees since fall 2000. Results suggest that they believe they have become more knowledgeable about the literature and important issues relevant to their profession, and developed skills in identifying and implementing solutions to problems in the professional practice of their discipline. Responses also suggest that students believe the master's degree programs have not only helped them to develop their understanding of how theory relates to practice, but also enabled them to acquire more universally applicable skills such as data and information gathering, data interpretation and analysis, and improved oral and written skills.

Question	Means and Standard Deviation Scores	
Because of my master's degree program at UW-Whitewater…	Agreement with the Statement 1=Strongly Disagree to 5=Strongly Agree	Importance of the Activity 1=Not at all important to 5=Very Important
I'm more knowledgeable about the professional literature of my discipline.	4.26 SD=0.767	4.3 SD=0.792
I can identify and formulate perspectives on important issues in my discipline.	4.351 SD=0.685	4.5 SD=0.66
I understand links between theory and the professional practices of my discipline.	4.225 SD=0.789	4.3 SD=0.785
I've improved my ability to collect data/information in answering questions and/or solving problems.	4.283 SD=0.808	4.4 SD=0.746
I've improved my ability to analyze and interpret data/information.	4.202 SD=0.816	4.4 SD=0.734

I'm better able to identify solutions to problems that are part of the professional practice of my discipline.	4.209 SD=0.814	4.6 SD=0.659
I've improved my ability to implement solutions to problems that arise in the professional practice of my discipline.	4.133 SD=0.831	4.5 SD=0.667
I've improved my ability to use technology effectively in the professional practice of my discipline.	3.782 SD=1.029	4.2 SD=0.825
I've a better understanding of the current and potential use of technology in my discipline.	3.751 SD=1.034	4.2 SD=0.833
I've improved my ability to orally express my thoughts and/or positions.	4.027 SD=0.949	4.5 SD=0.728
I've improved my ability to express my thoughts and/or positions in writing.	4.214 SD=0.852	4.5 SD=0.705

Figure 4.5: *Graduate Outcomes Survey Results, 2000-05 (Respondents: 1,502)*

Conclusion

Despite a variety of career-oriented programs at the undergraduate and graduate levels, curricula at UW-W are devoted to developing a breadth of knowledge with a propensity for engaging in intellectual inquiry. The learning outcomes of the GE program align closely with the institutional mission, and the GE program benefits from strong administrative and faculty oversight, ensuring that it continues to provide coherence to the array of baccalaureate degrees offered by the institution.

Providing an interdisciplinary core curriculum for a student body the size of UW-W carries its challenges. Although the number of students per core course section has declined over the past decade in most core courses, relatively large numbers of students in others make it difficult to achieve select GE outcomes. It is difficult, for instance, for instructors to devote time and attention to improving student writing in a class of 90 students, a learning outcome that GE assessment efforts indicate merits attention. In addition, the interdisciplinary nature of teaching the GE core courses requires constant communication among faculty and staff to ensure consistency among sections and also to allow some course integration to occur. Finally, although students seem increasingly to appreciate the GE program, they still lack a clear understanding of the purpose of the GE core curriculum. Improving student learning in the GE program in the years ahead depends upon how the campus deals with these challenges and how well it convinces students that the GE program provides essential skills that will be refined and applied in their majors and minors.

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

Overview

UW-W's faculty and a variety of external stakeholders ensure that curricula are current, relevant, and future-oriented. Through academic and co-curricular initiatives, special efforts are made to prepare students to lead successful personal and

professional lives in a world growing increasingly diverse, global, and technologically-oriented. The evidence that follows supports these statements:

Evidence 4c-1: Institutional policies and quality assurance processes provide systematic reviews by multiple stakeholders that ensure curricular relevance and currency.

Evidence 4c-2: Through an integrated baccalaureate curriculum and supporting co-curricular programs, the institution ensures that students acquire skills and perspectives necessary for success in a global, diverse, and technologically-oriented world.

Evidence 4c-3: Academic and non-instructional programs promote socially and civically responsible behavior.

Evidence 4c-1: Institutional policies and quality assurance processes provide systematic reviews by multiple stakeholders that ensure curricular relevance and currency.

The process of keeping graduate and undergraduate curricula current and relevant is multi-layered, involving data and input from a variety of constituencies both internal and external to the University.

Institutional Policies and Internal Stakeholders
All new courses require approval by the University Curriculum Committee (UCC) or the Graduate Council (GC). Both groups have university-wide faculty and student representation. Proposals for new courses must explain why the course is being created, demonstrate how it relates to the learning outcomes of the program, and include a bibliography of current and relevant sources.

Once approved, all courses are subject to policies and review processes developed to assess their currency and relevance to student learning. The Currency of Catalogues Offerings Policy, monitored and enforced by the office of the Provost, eliminates all graduate and undergraduate courses that have either not been offered or attracted sufficient enrollment in the preceding four years. Departments and programs wishing to retain these courses must provide updated syllabi and course bibliographies, and secure approval through the Associate Vice Chancellor for Academic Affairs.
The Audit & Review (A&R) process ensures curricular relevance and currency in two ways. First, it requires that all undergraduate and graduate programs link every course in their curriculum to one or more of the program-level learning outcomes. Courses not linked to program outcomes are eliminated. Second, the A&R process encourages programs to consider what their assessment efforts over the preceding five years has revealed about the currency and relevance of their curriculum. The majority of changes resulting from assessment reported in A&R reports filed 1999-2004 were curriculum-related, primarily the elimination or addition of courses.

External Stakeholders
Curricula are also reviewed by external constituencies, with some undergraduate and graduate programs holding specialized accreditations. At UW-W these include college-level accreditations held by the College of Education (NCATE) and the College of Business & Economics (AACSB), and department or program-level accreditations held by Chemistry (ACS), Communicative Disorders (ASLP), Counseling (CACRP), Music (NASM), School Psychology (NASP), Social Work

(CSWE), and Theatre (NAST). Each regularly has their curriculum reviewed by knowledgeable academic professionals as part of their accreditation process.

The colleges, academic departments, and graduate programs with advisory boards as listed in Appendix D, report that these boards regularly review their program curricula. For instance, the Management Computer Systems (MCS) curriculum was originally developed, and continues to be monitored, in consultation with many of the leaders in the business information systems community. Representatives from a wide range of industrial firms serve on the MCS Executive Advisory Board. The board meets with the faculty semiannually and is charged with keeping the curriculum current and helping to establish program goals and directions.

Similarly, the Social Work Advisory Board recommended that the program offer its students course work to improve their writing skills and their understanding of legal terminology, process, and code. In response, the department instituted curricular changes in the Human Services Foundation minor by adding a writing skills course selection and the Legal Issues in Social Work course (SOCWORK 330). In addition, the Social Work department's mandatory new student orientation session added a writing skills assessment exercise aimed at identifying students with writing skills deficiencies early in the program and referring them to appropriate remedial services.

Departments and graduate programs also report employing other methods of gathering curricular reviews from external stakeholders. Reviews completed by internship and practicum supervisors are most common. Other departments report using alumni surveys and one undergraduate program has its curriculum reviewed by representatives of graduate and law schools.

Evidence 4c-2: Through an integrated baccalaureate curriculum and supporting co-curricular programs, the institution ensures that students acquire skills and perspectives necessary for success in a global, diverse, and technologically-oriented world.

Global Understanding
To date, these challenges have been addressed by requiring students to complete a GE core course that focuses on global issues, providing curricular options that focus on international topics, expanding opportunities for international experiences through exchange and travel study opportunities, and sponsoring on-campus programs and workshops.

The core curriculum in the GE sequence requires students to complete either Global Perspectives or The U.S. Experience in a World Context. Both courses, taught from different disciplinary perspectives, guide students through an exploration of the role that the United States and its citizens have played and will play in a world that is increasingly interconnected. Outside of the GE program, students can choose from approximately a half-dozen academic majors or minors that emphasize global or international issues, including the International Studies major and minor. The *2004-06 Undergraduate Catalog* lists approximately 40 courses that focus on global or international issues, with the vast majority offered by academic departments in the College of Business & Economics and the College of Letters & Sciences.

Other opportunities are available through short term travel study programs and student exchange opportunities. Since 1996, the institution has expanded the number of exchange agreements with international universities to 19, in 17 different countries, with two more agreements currently in negotiation. Further, in January 2006 the University became a member of the International Student Exchange Program (ISEP), which provides additional student exchange opportunities in more than 40 counties.

The international curriculum is supplemented by programs such as Global Village, a residence hall option offered in collaboration with the Office of International Education & Programs. Approximately 60 domestic and international students live on Village floors. Additional Village programming fosters cross-cultural learning and international understanding. Some students have reported choosing this option to better prepare themselves for study abroad.

In 2003, UW-W was one of 12 universities nominated by the American Association of State Colleges & Universities to participate in the U.S. State Department's Global Access Project (GAP), a two-year pilot initiative to increase college students' understanding of and interest in international issues. GAP programs have featured State Department officials and other experts in live and satellite broadcasts, film series, and panel discussions on topics including AIDS/HIV in developing countries, Arab/Israeli conflict mediation, South American border disputes, civic education in Russia and Eastern Europe, and human trafficking in Afghanistan.

Diversity
In the early 1990s, UW-W adopted a plan mandated by the UW System's Design for Diversity (DFD) Initiative requiring students to complete three units of coursework in diversity before graduation. Race & Ethnic Cultures also offers a multidisciplinary minor designed to heighten students' capacity to acknowledge, understand, and appreciate racial and ethnic populations, especially those in the United States. Diversity courses at UW-W and the Race and Ethnic Cultures minor emphasize four U.S. populations targeted in the DFD initiative: Native Americans, African Americans, Hispanic/Latinos, and Asian Americans.

Courses that fulfill the diversity requirement are offered by programs in the Colleges of Arts & Communication, Education, and Letters & Sciences. The *2004-06 Undergraduate Catalog* lists 44 diversity courses by department: African American Studies (9), American Indian Studies (1), Chicano Studies (5), Educational Foundations (1), English (6), Geography (1), History (3), Music (5), Political Science (2), Race and Ethnic Cultures (3), Sociology (4), Social Work (1), Speech (1), Theatre (1), and Women's Studies (1). The campus has an active Women's Studies Program, which annually sponsors a number of activities celebrating Women's History month, including the Women's Fair each spring that highlights the historical contributions of women to the sciences, humanities, and the arts.

Efforts by non-instructional units to promote diversity understanding are extensive. The Leadership Development Center, for instance, sponsored a fall 2004 cultural identity workshop for the more than 1,100 first-year students enrolled in the one-unit course, New Student Seminar. This two-hour workshop helped students understand

their own cultural identities and the diversity they would encounter as engaged members of the campus community. Data from 544 participants who completed the exit survey indicated that workshop participants showed a better understanding of diversity than first-year students who did not participate in the workshop.

Academic Support Services not only provides programs and services designed to serve the needs of multicultural students, but also sponsors programming in which students from the majority group can engage and learn about multiculturalism through direct and first-hand experience. Programs offered during the past year included:

- Black History Month, which celebrated African-American history through an art exhibit, "Portraits of African Americans" in the University Center Gallery through much of February 2005. Although the display primarily featured the work of two professional artists, contributions from UW-W art majors were also included.
- Latino Heritage Month, which included a discussion led by a guest educator from The University of Lima, Peru. Faculty and students gathered at the UC to discuss and receive information from an expert in race relations and the economy of Peru.
- Celebrations, a program designed to educate the campus about traditions that originate from and are celebrated all over the world, including Mexican (*El Dia de los Muertos*), African American (Kwanzaa), Indian (Holy Holiday), and many others.
- Asian Celebration, a series of lectures that provide current information on topics related to Asia's politics, history, and cultures, as well as their influences on people of Asian descent in this country.
- Native American Cultural Awareness Month, which focuses on topics related to Native American politics, history, and cultures, as well as their influences on the people of Native American descent in the U.S.

UW-W offers other events and activities throughout the year that celebrate and promote diversity. These educational events and activities are planned and offered by various campus units, including the Women's Center, Adult Resource Center, Student Entertainment & Awareness League (SEAL), and the Contemporary Issues Lecture Series sponsored by the College of Letters & Sciences. In the past year, speakers in the Contemporary Issues series have included Angela Davis, Frank Wu, and Linda Faye Williams, all discussing various aspects of race and social justice. Speakers for this series are announced months before the campus visit to allow faculty to work writings of the speakers and attendance at the lectures into their course requirements.

Finally, the institution continues efforts to expand resources available to facilitate understanding about multicultural issues. The newly formed Race & Ethnic Cultures Resources Library is another campus resource that serves as a clearinghouse for faculty and students interested in diversity and multicultural issues. This facility will soon be cross-referenced within the University Library, which also has substantial holdings focusing on racial and ethnic groups.

Technology
A variety of majors and minors in each of the four colleges provide technology-focused training. The College of Arts & Communication recently added a multimedia digital arts major and minor. The College of Education offers a library media curriculum at both undergraduate and post-baccalaureate levels. The internationally-renowned management computer systems program is offered as a baccalaureate

degree through the College of Letters & Sciences and the College of Business & Economics. The College of Letters & Sciences also offers a minor in web development and administration. Graduate study is available through a master's degree in computer information systems.

Interdisciplinary programs, such as the integrated science-business major, prepare students for careers as managers in firms operating in technology-based industries. The program combines a strong foundation in the sciences with a basic background in business, positioning students to compete for management positions in technology assessment, technology transfer, and high-technology marketing.

Developing familiarity with technology is not limited to a handful of majors and minors offered across the University; all majors are required to incorporate writing and computer literacy into their curriculum. Evidence of technology's integration into student experiences is in NSSE data. Figure 4.6 summarizes the results of two NSSE questions related to technology that were completed by fall-semester freshmen and seniors.

Scale: 1 = Very Little to 4 = Very Much	Class Level	2001	2002	2003	2004	2005
Item 10g. Institution emphasizes: Using computers in academic work	First-Year	NA	NA	3.36	3.20	3.31
	Senior	NA	NA	3.54	3.49	3.45
	FY to SR Change	NA	NA	0.18	**0.29**	**0.14**

Scale: 1 = Very Little to 4 = Very Much	Class Level	2001	2002	2003	2004	2005
Item 11g. Experiences at institution contributed to: Using computing and information technology	First-Year	2.68	2.63	2.81	2.74	2.92
	Senior	3.13	3.14	3.25	3.15	3.03
	FY to SR Change	**0.45**	**0.51**	**0.44**	**0.41**	0.11

Figure 4.6: *UW-W First-Year and Senior Student Responses to NSSE Technology Questions (Differences that are statistically significant at the p ≤ .01 level are highlighted in bold*

In general, first-year and senior students alike perceive that the institution emphasizes using computers in academic work. However, the statistically significant differences in responses between seniors and first-year students suggest that this perception increases as students work towards completion of their degrees.

Evidence 4c-3: Academic and non-instructional programs promote socially and civically responsible behavior.

UW-W's Guide for Citizenship within the UW-Whitewater Community sets expectations for behavior in the University community to follow while enrolled or employed at the institution. The *Guide* underscores the importance of demonstrating respect for others, respecting the dignity and privacy of others, and showing a commitment to improving the learning community for others. Students receive the

Guide during orientation week activities and it is discussed in the Introduction to University Life course (INTRAUNV 010).

Academic units endorse civic engagement through admission and graduation requirements. The College of Business & Economics requires its graduates to complete at least 20 hours of verifiable community service through non-profit entities and student organizations prior to graduation. Similarly, the College of Education requires applicants to its undergraduate programs to demonstrate 350 hours of service and experience in educational settings prior to admission. Many participate in the Adopt-A-School program, which provides classroom tutoring to area elementary students, or serve as reading tutors through UW-W's affiliation with the America Reads program.

Many academic programs encourage service-learning through integration of internships and community service programs to foster civic engagement. The 40 freshmen involved in the "Live and Learn" learning community in fall 2004 served as tutors for the Jefferson County Literacy Council, helping children from low income households prepare for school. This work was linked directly with coursework in their GE sequence. Further, capstone courses in many departments encourage students to seek out projects that both benefit the student and the surrounding communities. For example, a student recently completed a project in the Department of Geography & Geology's capstone course (Applied Research Methods, GEOGRPY480) that helped the nearby community of Mukwonago redesign their school busing routes to account for recent changes in urban sprawl and demographics.

To connect students with service opportunities, the Leadership Development Center coordinates one-time, short- and long-term service opportunities for students. Some examples of one-time activities include Make A Difference Day, Into The Streets, and Into The City, in which students work for a day at a service agency site in Whitewater, Milwaukee, or a surrounding community. Short-term activities include Alternative Break service trips with Habitat for Humanity, community events, or occasional volunteering. Long-term service projects require at least a semester-long commitment from volunteers, often involving weekly activities.

Through LDC, academic and Greek student organizations, academic coursework, and participation through other venues such as residence hall programs, messages about the importance of civic engagement abound. In 2004-05, 5,197 students involved in campus organizations volunteered 20,731 hours of service to 127 community-based organizations. Over the past four years, student clubs and organizations have raised more than $133,000 for national and local charities. Participants have reported that they have expanded their view of the world, provided a more complete understanding of complex social issues, and helped develop leadership and interpersonal skills through these experiences.

Conclusion

Designing and maintaining curricula that are future-focused require ongoing, systematic review and awareness of societal trends. UW-W's academic review processes focus heavily on curricula and student learning, and academic programs secure external review of the curricula from external stakeholders through a variety of

means. This ensures that curricula remain current and relevant. Campus curricula, coupled with co-curricular opportunities, are designed to prepare students for future societal trends and lines of civic engagement.

Core Component 4d:
The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Overview
The institution's expectation of behavioral integrity in personal and professional affairs is articulated in its mission documents. Integrity is a Core Value, and the Select Mission articulates the University's intention "to encourage and maintain a high level of personal and professional integrity in all University life and activities."

UW-W explicitly identifies guidelines and protocols for the responsible acquisition, discovery, and application of knowledge. Its organizational procedures develop understanding of these guidelines and protocols and effectively monitor compliance among students, faculty, and staff. The evidence that follows supports these statements:

Evidence 4d-1: The institution's academic and non-instructional programs develop student understanding of issues and policies relevant to academic integrity, and work collaboratively to effectively assure compliance.

Evidence 4d-2: The institution provides multiple support and oversight mechanisms to assure integrity in research efforts conducted by faculty, staff, and students.

Evidence 4d-3: The UW System and the institution have developed and make widely available policies and guidelines relevant to intellectual property rights.

Evidence 4d-1: The institution's academic and non-instructional programs develop faculty and student understanding of issues and policies relevant to academic integrity, and work collaboratively to assure compliance.

Student academic conduct is addressed in UW System Chapter 14, approved by the Regents and the state of Wisconsin. UWS 14.01 states: "Students are responsible for the honest completion of representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions." Definitions of key terms, descriptions of disciplinary actions, options, and appeal processes are fully delineated.

All Chapter 14 policies are described in both the *University Handbook* and the *Student Handbook*. Institutional expectations for ethical conduct are delineated in the *Guide for Citizenship*. Under the Commitment to Personal Integrity principle, students are reminded "that all members will perform to the utmost of their abilities in an honest and sincere manner. Cheating, plagiarism, and the use of unauthorized materials is dishonest and a violation of our community's trust. The misrepresentation of our work in any manner threatens the spirit of community and cannot be tolerated. In giving

credit for others' contributions and taking credit for our own when appropriate, we can celebrate each other's ideas."

Both instructional and non-instructional units take responsibility for developing student understanding of the skills and attitudes related to the responsible use of knowledge. Instructors teaching World of the Arts, a required GE core course, distribute and discuss "Choose to Make a Difference." This one-page handout reminds students of the campus policies, procedures, and student responsibilities for academic integrity. All students complete ENGLISH 102, which requires students to complete a research project demonstrating responsibility in gathering and using published ideas. The New Student Seminar, currently taken by approximately half of all new freshmen, also explores policies and procedures relevant to plagiarism, ethical conduct, and intellectual property.

Discussion about the ethical acquisition, discovery, and use of knowledge is also a part of many upper division courses. Seventeen undergraduate programs, and 10 of the 13 graduate programs, have research methods courses that cover issues relevant to research integrity and/or ethical uses of information. Students participating in the Undergraduate Research Program work directly with faculty research mentors modeling ethical research protocols.

A number of programs across campus support faculty initiatives to detect instances of, and enforce policies related to, academic misconduct. The University Library has worked collaboratively with the LEARN Center to offer a series of workshops about using technology to identify plagiarism, skills in confronting students about plagiarism, and sanctions for academic misconduct. The two units are now collaborating on the creation of a sustained Web "blog" for ongoing faculty discussion and exploration of plagiarism issues. The LTC is scheduled to provide a campus-wide demonstration of plagiarism detection software in spring 2006.

Finally, as the campus official responsible for oversight of the academic misconduct process, the Assistant Dean of Student Life serves as a clearinghouse of information and support for both faculty and students. The Assistant Dean leads training sessions for academic departments and student groups, consults with faculty on misconduct cases, collects records, and keeps the approximately 75 students accused of academic misconduct each year apprised of their rights and responsibilities.

As stipulated in UWS 14.13, any student suspended as a result of academic misconduct may petition for readmission through the Chancellor. The Chancellor refers all petitions to the Academic Misconduct Hearing Committee (AMHC) which, after review, forwards recommendations. The AMHC also hears disciplinary cases referred to it by the Assistant Dean of Student Life, faculty members, or students in an appeal of a faculty member's decision, concerning academic dishonesty.

Evidence 4d-2: The institution provides multiple support and oversight mechanisms to assure integrity in research efforts conducted by faculty, staff, and students.

The University has policies, procedures, and guidelines in place for faculty, staff, and students who are conducting research involving human subjects or animals. Oversight to ensure the integrity of research practice is the responsibility of a number of entities, including the Office of Research & Sponsored Programs (ORSP), the Institutional Review Board for the Protection of Human Subjects (IRB), and the Institutional Animal Use & Care Committee (IACUC), as well as individual units and programs.

Approval is required before initiating a research project using human or animal subjects. The IRB oversees research involving human subjects, monitoring compliance regarding federal and UW System guidelines. An expedited review procedure by the IRB chairperson or by one or more experienced reviewers designated by the chairperson from among members of the IRB is available, in accordance with federal guidelines set forth in 45 CFR 46.110. The Board does not endorse particular research methods, but assists faculty and student researchers in meeting research objectives in ethically responsible ways.

ORSP serves as a clearinghouse for information related to compliance issues and coordinates compliance processes requiring involvement of IRB and IACUC. Through individual consultations, workshops, course presentations, and web-based resources, ORSP educates faculty and students about human subjects' protection, animal care and use, bio-safety, and the responsible conduct of research. It also coordinates all compliance approvals, including those required by some granting agencies. Information about all compliance-related guidelines and issues is available through the ORSP website.

IACUC, as an agent of UW-W, recognizes the scientific and ethical responsibility for the humane care and use of animals involved in research and education and enjoins all individuals involved to the highest standards of care and consideration. The committee encourages free and responsible investigation compatible with the University's USDA-approved ethical animal care program, federal regulations, state statutes, and generally accepted ethical guidelines. The committee also educates relevant groups of faculty and students about ethical and regulatory guidelines.

Figure 4.7 chronicles the growth in active research protocols involving human subjects. Similar growth in research with animals compliance activity, from eight total active protocols in 2000-01 to 25 in 2004-05, is indicative of increased activity in both areas. These trends signal a development in campus awareness of compliance issues and reflect the growth in basic and applied research activities of faculty and students.
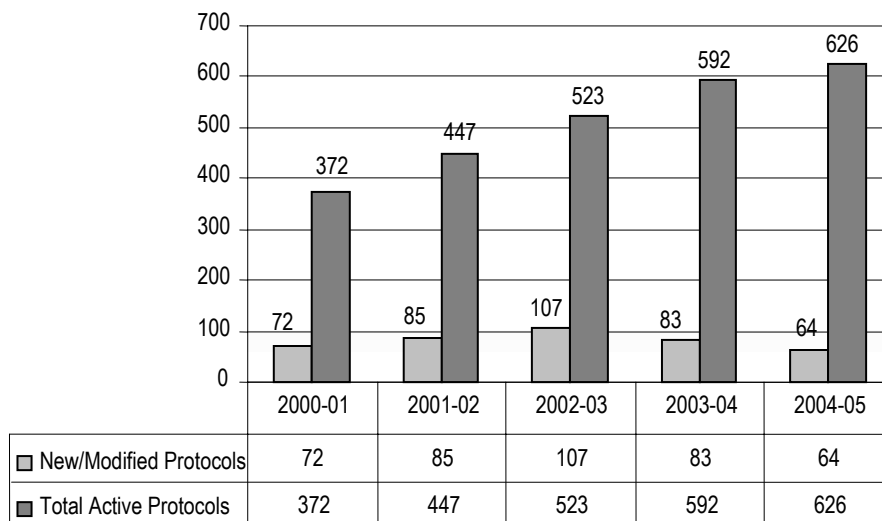
	2000-01	2001-02	2002-03	2003-04	2004-05
☐ New/Modified Protocols	72	85	107	83	64
☐ Total Active Protocols	372	447	523	592	626

Figure 4.7: *UW-W Research with Human Subjects Compliance Activity*

Compliance with biosafety standards is overseen by the Environmental Health, Risk Management, Safety, & Loss Control Office. This office monitors campus compliance with guidelines and regulations established by the Office of Health & Safety at the Centers for Disease Control and the Department of Health & Human Services, including the use of radioactive materials for educational and research purposes.

Specific faculty are given responsibility to ensure students' safety in academic laboratories in which students may be exposed to hazardous materials, including the programs in chemistry and art.

Programs whose primary purpose is to promote student research, such as the UGR program, Honors, and the McNair Scholars Program, or individual faculty collaborating with students on research outside these programs (e.g., master's theses), are linked to compliance issues through contact with ORSP. Faculty not only serve as research mentors in these efforts but also ensure that student research is conducted in an ethical manner and, whenever relevant, is reviewed through appropriate compliance processes.

Evidence 4d-3: The UW System and the institution have developed and make widely available policies and guidelines relevant to intellectual property rights.

The University complies with US copyright law and its amendments (Title 17 of the US Code). Faculty, staff and students respect the intellectual property rights of others by observing copyright laws, license provisions, and the proper attribution of authorship of documents. Violations of copyright law are addressed according to the faculty, staff, and student rules of conduct, with the involvement of appropriate authorities. Copyright policy concerning intellectual property developed by members of UW System institutions is described in the UW System's Copyrightable Instruction Materials Ownership, Use and Control.

Creating and maintaining awareness of copyright law and campus policies has occurred largely through workshops and training sessions led by the University Library, LTC, LEARN Center, or ORSP. Typically, these sessions refer attendees to University-sponsored online resources, available through iCIT, University Library, and ORSP.

Acquisition, Discovery, and Application of Knowledge at UW-Whitewater: Conclusions Relevant to the Four Cross-Cutting Themes

UW-W as a Future-Oriented Organization

Strength: The University's General Education (GE) program signals the institution's commitment to reflect the society in which graduates will be expected to live—diverse, global, and techno-centric.

The 44-credit GE program is aligned with the University's Select Mission. Upon completion of the core courses, students not only have developed skills in writing, speaking, thinking, and computation, but also in integrating knowledge from different points of view. Core courses expose student to diverse perspectives (e.g., GENED 130, Individual & Society and GENED 390, World of Ideas) and globalism (e.g., GENED 120, The U.S. Experience in a World Context or GENED 140, Global Perspectives). Core courses, including Global Perspectives, World of Ideas, and World of the Arts (GENED 110) often include units on the influence of technology. In addition to the core courses, students learn about technology through the GE requirements in quantitative and technical reasoning. The interdisciplinary nature of the core courses in GE requires students to compare and contrast theories and ideas, thereby enriching their understanding of how present and future conditions are being shaped by forces that are diverse, global, and technology-centered.

UW-W as a Learning-Focused Organization

Strength & Challenge: Planning decisions reflect the institution's commitment to the professional development of faculty and staff, a commitment that may be difficult to sustain in periods of declining resources.

The institution has significantly expanded professional development opportunities for faculty, staff, and administration. With the benefit of a Department of Education Title III grant, the breadth and depth of training led by the Learning Technology Center (LTC) expanded significantly. Faculty have developed new understanding, new skills, and new perspectives regarding the effective use of technology to facilitate instruction. Workshops are regularly available to University personnel regarding the use of new productivity and recently adopted administrative software. The LEARN Center has created new opportunities for faculty and staff to improve professional skills and identify new ways to approach their multiple responsibilities. The 2004 creation of a Professional Development Plan (PDP) fund expanded professional development options for faculty and instructional staff, and created new opportunities for classified staff.

Financial pressures will make continued funding of these programs and support mechanisms increasingly difficult. Unused PDP funds have already been targeted in one of the University's most recent mandatory givebacks to the UW System. As the institution makes future budgetary decisions with an eye toward preserving the quality of instruction, the importance of providing professional development opportunities for faculty and staff must remain in full view.

Strength: Faculty and students are actively involved in the creation, discovery, and sharing of new knowledge, creating new learning opportunities for students.

During the past 10 years, reallocation of funds has expanded support for undergraduate and graduate research, and made support available to faculty in nascent stages of research or grant proposal projects. The Undergraduate Research Day, the Outstanding Thesis Award, and the five awards available to faculty for scholarly and creative achievement affirm the significance the institution assigns the acquisition, discovery, and dissemination of knowledge.

Although it is difficult to capture a change in institutional culture, the preceding pages point to an ongoing evolution. More faculty are actively engaged in scholarly and creative activities, publishing more frequently and in higher quality outlets. This has, in turn, made faculty more competitive when seeking extramural funding. Indeed, the growth in sponsored activities is a reflection of this evolution.

In general, the increased commitment to scholarly and creative activity has moved the campus closer to realizing its Teacher/Scholar Model. Students are now more likely to learn from faculty involved in the process of acquiring, discovering and disseminating new knowledge and, more significantly, are more likely to participate collaboratively with faculty in this process.

Strength: Curricula are oriented toward developing universally-relevant skills, and are designed to progressively develop student skills in acquiring, discovering, and applying knowledge.

The General Education curriculum functions as a foundation for a process of ongoing student development. The outcomes of the GE program reflect the commitment to having students acquire a broad understanding of a variety of issues in the humanities, fine and performing arts, and the social and natural sciences. Part and parcel of these efforts is developing a conceptual understanding of how knowledge is discovered and created. These issues are explored in greater depth in various core courses and natural science lab courses.

As students move from general education programming into academic majors, they explore more deeply discipline-based approaches to research, and are invited to engage in the process through undergraduate research projects. The focus turns to applying knowledge as students complete upper-division courses and experiential learning opportunities manifest in internships and practica. Developing a greater depth of understanding, and appreciating nuances in how that knowledge is applied to solve problems in professional contexts are primary purposes for the post-baccalaureate programs.

UW-W as a Connected Organization

Strength: Connections with external constituencies ensure that curricula are current and focused on developing relevant knowledge and skills.

Academic programs at the undergraduate and graduate levels seek feedback from parties outside the institution to ensure that curricula are current and well-focused. Several programs across the campus benefit from the input of accrediting agencies that review curricula. Others have established external advisory boards that routinely review curricula. Others seek feedback from alumni, internship and practica supervisors, and a pair of programs invite discipline-related graduate programs or law school representatives to review curricular offerings for timeliness and relevance.

Strength: A strong culture of undergraduate research fosters strong connections between students and faculty.

Student involvement in the Undergraduate Research Program has distinguished the University as a national leader. However, the evidence of meaningful collaborations between faculty and students goes beyond the large numbers of students who conduct and complete research projects. Faculty create research experiences for students and are willing to recognize their contributions in a variety of ways. One telling example: twice in the past three years, faculty have published research in the prestigious international science journal *Nature* while including undergraduate students as co-authors.

UW-W as a Distinctive Organization

Strength: Research protocol processes ensure that research is conducted in ethically and socially responsible ways by faculty, staff, and students.

The University's policies, procedures, and guidelines for faculty, staff, and students who are conducting research involving human subjects or animals hold researchers accountable. University-wide entities that monitor the integrity of research practices include the Office of Research & Sponsored Programs, (ORSP), the Institutional Review Board for the Protection of Human Subjects (IRB), and the Institutional Animal Use & Care Committee (IACUC).

Students are held accountable to ethically and socially responsible research practices as well. Students receive initial exposure to research protocols when they write their research papers in GE courses such as ENGLISH 102. As juniors, they continue to implement proper research protocols in The World of Ideas (GENED 390) capstone core course. In completing their majors, most students either complete a research methods or other capstone course, in which ethical research protocols are discussed. Moreover, faculty who work with students on Undergraduate Research projects reinforce responsible research practices. Similarly, all graduate programs require coursework in research methods or ethics.

A significant increase in the number of active and under review protocols is testimony to both the growing interest in research and the effectiveness of monitoring agencies (e.g., ORSP) in creating greater campus awareness of the importance of institutional oversight and compliance.