Assurance Argument

University of Wisconsin-Milwaukee - WI

3/25/2015

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

The UWM Vision Statement, revised in 2012, reinforces the commitment of the institution to be an engaged top-tier research university. The vision statement reads:

"We will be a top-tier research university that is the best place to learn and work for students, faculty and staff, and that is a leading driver for sustainable prosperity. We will accomplish this through a commitment to excellence, powerful ideas, community and global engagement, and collaborative partnerships."

The vision statement implies the following intertwined characteristics:

- Generate discoveries & scholarly outcomes recognized within the research community and impact society
- Graduate highly skilled individuals at all levels, including research & practice-based doctoral degrees
- Be a leading driver for sustainable prosperity in the region through community & business partnerships
- Further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students; and
- Enhance a culture that embraces diverse perspectives & provide an inclusive environment for all faculty, staff & students.

The vision statement is built upon the UWM Select Mission Statement which is an expression of how UWM supports the higher-level missions of the UW System and the UW-Doctoral Cluster (made up of UW-Milwaukee and UW-Madison). All of these mission statements are published on the UWM website.

The Select Mission Statement was approved by the UW Board of Regents after a process of consultation with faculty, staff, students and the community at large. It was last modified and approved by the UW Board of Regents in 1988.

The UWM Select Mission Statement reads:

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

- To develop and maintain high quality undergraduate, graduate and continuing education programs appropriate to a major urban doctoral university.
- To engage in a sustained research which will enhance and fulfill the University's role as a doctoral institution of academic and professional excellence.
- To continue develop of a balanced array of high quality doctoral programs in basic disciplines and professional areas.
- To attract highly qualified students who demonstrate the potential for intellectual development innovation, and leadership for their communities.
- To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students.
- To establish and maintain productive relationships with appropriate public and private organizations at the local, regional, state, national, and international levels.
- To promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas.
- To encourage others from institutions in the University of Wisconsin System and from other educational institutions and agencies to seek benefit from the University's research and educational resources such as libraries, special collections, archives, museums, research facilities, and academic programs.
- To provide educational leadership in meeting future social, cultural, and technological changes."

UWM's academic programs, research and scholarship activities, student support services, and partnerships within the community are guided by its mission to achieve the above goals.

The vision and mission of UWM are consistent with its role as a public university meeting the needs of the citizens of the State of Wisconsin. The process for the development of the vision and mission statements involved the constituencies in a manner consistent with the shared governance culture of UWM.

Academic Programs

UWM's academic programs in a variety of disciplines at all levels include the following degree programs at each level:

- 91 Bachelor's level,
- 56 Master's level,
- 1 Specialist degree program (EdS), and
- 35 Doctoral level.

The balanced array of programs offered by UWM at all levels range from fundamental, core disciplines to professional programs consistent with its mission.

UWM continues to add innovative new academic programs to prepare students for a changing societal

needs. Since UWM was last accredited in 2005 it has added a net total of three additional Bachelor's degree programs, seven Master's degree programs, one specialist degree, and fifteen additional doctoral degree programs. UWM also offers 93 undergraduate and graduate certificate programs. In addition, UWM offers numerous non-credit courses and certificate programs through its School of Continuing Education. As part of this commitment to offering high quality educational programs, UWM pursues specialized accreditation for its programs where possible. UWM currently has 38 academic programs with specialized accreditation.

One of UWM's goals is to provide academic opportunities to a diverse population including financially or educationally disadvantaged students. UWM serves more minority students than any other school in the UW System and offers a number of degree programs and support programs that address topics of diverse cultures and communities.

To serve the non-traditional student population in the region, UWM offers multiple paths to obtaining a degree:

- Students may obtain all the above mentioned degrees on-campus by taking a wide range of in-person, online, and hybrid courses.
- Fifteen bachelor's degree programs, eight master's degree programs, two doctoral programs, and twenty-one certificate programs are available as online degree programs.
- UWM was the first institution in the state to offer competency-based programs through the UW Flexible Option. This program gives students an online and personalized way to earn a degree or certificate. Instead of classes, students earn credit by passing competency assessments allowing them to progress through the requirements at their own pace. UWM currently offers three majors and one certificate through the flex degree program with more programs in development.

Research and Scholarship

UWM is committed to its vision of being an engaged, top-tier research university. One of the identified strategic priorities is to develop a top-tier research environment that promotes growing research impact, including focused research clusters.

Not only has UWM increased its number of doctoral programs from 20 to 35 since it was last accredited, but it has increased its number of annual doctorates conferred by 109% during that period. Graduate enrollment at UWM has increased by 8% since 2005.

UWM continues to increase its extramural funding for research and scholarly activities, drawing in $36.7 million during fiscal year 2013-14, a 29% increase over fiscal year 2007-08. Overall research expenditures increased 29% between 2008 and 2014 from $42.5 million to $54.7 million. Faculty are supported by the Office of Sponsored Programs in their pursuit of extramural support for their research. Internal grant opportunities, such as the Research Growth Initiative (RGI), Arts and Humanities Research Travel Award, Research in the Humanities Award, managed by the Office of Research provide seed funding for faculty research and scholarship across campus. UWM also offers unique research opportunities to undergraduate students through the Office of Undergraduate Research. The faculty and students at UWM continue to produce the type of new, original and innovative research expected of an engaged top-tier research institution.

In addition, UWM is engaged in a number of capital projects aimed at improving the research and learning environments on campus. Among the prominent these projects are:

- Kenwood Interdisciplinary Research Complex, a $75 million project focused on addressing Science, Technology, Engineering, and Mathematics (STEM) needs on campus through the creation of research labs/core facilities, instructional/collaboration space, and office/support space.
- Innovation Campus Integrated Research Center which is a multi-disciplinary academic research facility focusing on medical research, with a concentration in bio-medical engineering. The facility will take advantage of its proximity to the Milwaukee Regional Medical Center and its members to foster collaboration between UWM and private sector businesses/institutions, leading to academic and transitional opportunities.
- An addition to the School of Freshwater Sciences in 2014 that added 100,000 gross square feet to the existing Great Lakes Research Facility aimed towards Marine, Freshwater, and Atmospheric research. The project added space for core support research facilities, research laboratories, teaching spaces, and collaboration spaces, in addition to making minor renovations to the existing building.
- Addition of the Zilber School of Public School facility in the heart of the City of Milwaukee to promote research in public health and to more effectively engage in community health partners.

Through its programs to advance the state of research and scholarship, UWM is actively engaged in the pursuit of its research mission.

Enrollment Profile

UWM serves a diverse student body in keeping with its mission to promote access to education within the State of Wisconsin and its largest urban center.

In the Fall 2014 semester UWM had 28,042 students, 23,108 undergraduates and 4,934 in graduate programs. Overall, 53% of the student body (14,798) was female and 47% male (13,244). Of this total student population 25% (6,928) were minority students and 6% (1,562) were international students. UWM ranks first in the UW System in the number of minority students enrolled, and second only to UW Madison in the number of international students enrolled. A total of 85% of UWM students (23,851) were from the State of Wisconsin, a further 7% (2,080) came from 51 other states and US territories, and a final 8% (2,111) came from 119 other nations.

Another aspect of UWM's focus on diversity is its commitment to military veterans. In the Fall 2013 semester UWM enrolled 1,104 veteran students, more than twice as many as any other UW institution and 22% of all veterans in the UW system.

In the undergraduate population 51% of the student body (11,900) was female and 49% (11,208) male. Among undergraduates, 27% (6,170) were from minority populations, and 4% (823) were international students. A total of 89% of undergraduates (20,648) were from the State of Wisconsin, while 7% (1,696) came from 48 other states and US territories, and 5% (1,245) came from 107 foreign countries.

One of the other dimensions of diversity of incoming student population is in the level of academic preparedness. The composite ACT scores of the Fall 2014 freshman class ranged from 12 to 34. Within the Fall 2014 cohort of new freshmen, 46% required a remedial course. 36% required remedial study in Math, and 25% required remedial study in English. On the other end of the academic spectrum 367 new freshmen enrolled in the Honor's Program at UWM in Fall 2013. This represents an increase of 172% since 2005. The range of academic preparation of the incoming class presents significant challenges especially in the introductory level classes to make the learning experience challenging for all students. Provision of support services such as supplementary

instruction, tutoring, and intrusive advising are necessary for ensuring success of all students.

Student Support Service

Student support services facilitate UWM's teaching mission broadly as well as paying attention to the access mission in a number of ways. Advising is provided in each school/college and department by professional advising staff as well as by faculty. In keeping with UWM's commitment to furthering academic and professional opportunities for women, minority, part-time and financially or educationally disadvantaged students, the university offers a variety of academic support and co-curricular services. Minority students are supported by several multi-cultural student centers including the African American Student Center, American Indian Student Services Center, Black Cultural Center, Roberto Hernandez Center and Southeast Asian-American Student Services Center.

Other organizations serving populations with unique needs include the Women's Resource Center, the Military and Veterans Resource Center, the Student Accessibility Center, and the LGBTQ Resource Center.

A broader discussion of the University's commitment to access and diversity can be found in the narrative for Criteria 1.C.

Educationally disadvantaged students are served through the Academic Opportunity Center (AOC). The AOC provides access to UWM for students who have academic potential, but whose prior education may not have adequately prepared them for college. Students are accepted into the AOC Program for one or more of the following reasons: high school record, not meeting general UWM admission standards, not meeting individual school/college admission requirements, or low ACT/SAT scores. Once these students meet school/college course and GPA requirements they are transferred out of the AOC program and into one of UWM's twelve schools ore colleges. To assist these students, AOC offers support services to help them develop their academic skills and adjust to university life. Such services include intrusive academic advising and introductory course offerings in English, mathematics, study skills and reading.

The AOC also houses the Student Support Services program which provides intensive academic advising and planning as well as assistance with the administrative aspects of the college experience such as registration and financial aid.

Academic programs at UWM are also supported by the tutoring and supplemental instruction services offered by Panther Academic Support Services (PASS). PASS offers a wide range of educational support services on a flexible schedule to ensure that they are available to all UWM students. These services include supplemental instruction sessions for specific class sections, tutoring, academic coaching and facilitated study groups.

Finally, the UWM Student Success Center is dedicated to creating opportunities for all UW-Milwaukee first-year, transfer and returning adult students to successfully transition into an inclusive and vibrant university community.

Co-curricular programs offered by UWM include sociocultural events, volunteering and leadership opportunities, and a variety of student organizations that support the diverse populations of students at UWM.

Budgeting and Planning Priorities

As elaborated in 5.C of this assurance argument, UWM is currently engaged in a three-part integrated planning process to ensure that the University is aligning resources with programs and activities that will help the campus achieve its mission. These three initiatives are:

1. An **Academic Planning** process in which schools and colleges are examining opportunities for research growth and ways in which to align resources with program needs.
2. A **Strategic Planning** process aimed at developing a list of campus priorities that will focus UWM activities on the university's research activities and its role as an access institution.
3. A **Budget Model Planning** process to develop a new flexible campus budget model to support campus priorities.

In addition, the university's shared governance structure ensures that UWM's administration and faculty participate in the budget process in conjunction with the UW System Budget Office. This structure provides the checks and balances to ensure that planning and resource allocation are aligned with the mission and strategic priorities.

Sources

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- UWM Academic Coaching
- UWM Academic Opportunity Center Brochure
- UWM Academic Programs
- UWM Accessibility Resource Center
- UWM Advising Web Pages
- UWM African American Student Center
- UWM American Indian Student Services
- UWM AOC Advising
- UWM AOC Courses
- UWM Awards and Expenditures Report FY 2011-12
- UWM Awards and Expenditures Report FY 2011-12 (page number 15)
- UWM Black Cultural Center
- UWM Capital Planning
- UWM CCBLLR Vision Statement
- UWM Education in Action
- UWM Extramural Awards
- UWM Fact Book
- UWM Fact Book (page number 68)
- UWM Fact Book (page number 75)
- UWM Graduate Enrollment
- UWM Graduate School Enrollment
- UWM Headcount Enrollment Fall 2014
- UWM Inclusion and Diversity
- UWM LGBT Resource Center
- UWM Majors that Directly Address Issues of Diversity
- UWM Mission Statements
- UWM Number of Academic Programs Chart
- UWM Number of UWM Ph.D. Programs
- UWM Office of Charter Schools
- UWM Office of Charter Schools Annual Report 2013-14

- UWM Office of Research
- UWM Office of Sponsored Programs
- UWM Office of Undergraduate Research
- UWM Online Programs
- UWM Pass Homepage
- UWM PASS Study Groups
- UWM PASS Tutoring Services
- UWM Programs with Specialized Accreditation
- UWM Research Expenditures in Millions
- UWM Roberto Hernandez Center
- UWM School and College Mission Statements
- UWM School of Continuing Ed List of Programs
- UWM Sociocultural Programming
- UWM Southeast Asian-American Student Services
- UWM Spring 2015 Supplemental Instruction Schedule
- UWM Student Organizations
- UWM Student Success Center
- UWM Student Support Services
- UWM Women's Resource Center
- UWS Approval of UWM Mission Statement
- UWS Board of Regents
- UWS Flexible Option
- UWS System Enrollment by Institution and Ethnicity
- UWS System Enrollment by Institution and Veteran Status

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

The UWM Select Mission Statement is located on the University's website. This mission statement was last updated in 1988 and informs a number of other foundational documents such as the UWM Vision Statement and the university's School/College Mission Statements. In addition, the UWM Select Mission Statement guides the university's ongoing strategic planning process.

The various parts of the UWM mission statement guide the university's efforts with respect to its educational (1, 3, 4, and 5), research (2, 8 and 9), economic development (7), and community outreach (5, 6, and 7) functions.

The UWM mission identifies the nature and scope of its educational opportunities through its commitment "to fulfill its mission as a major urban doctoral university." This statement is elaborated by goals 1 and 3 of the mission statement which describe the university's efforts to "develop and maintain high quality undergraduate, graduate and continuing education programs" and develop "a balanced array of high quality doctoral programs in basic disciplines and professional areas."

The mission identifies the intended constituents of its higher education programs through goals 4 and 5 of the mission statement which describe a desire to "attract highly qualified students who demonstrate the potential for intellectual development", and "to further academic and professional opportunities at all levels for women, part-time, and financially or educationally disadvantaged students." Through its goal to "promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas", the mission further elaborates on the geographic region of impact of UWM.   In setting the goal to "provide educational leadership in meeting future social, cultural, and technological changes", the mission challenges UWM to be forward thinking in its scope and to be an important player in determining the future of the State of Wisconsin.

Sources

- UWM Campus Strategic Planning
- UWM Mission Statements
- UWM School and College Mission Statements

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

One goal of the UWM Select Mission Statement is "to further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students." Through this statement and the actions that support it, UWM demonstrates its role in the diverse communities of southeastern Wisconsin, particularly the metropolitan Milwaukee area. Commitment to this mission is reflected in UWM's academic offerings and co-curricular service array, as well as in its efforts to diversify the ranks of faculty, staff and students. Diversity and inclusion are prominent foci of the UWM strategic planning process.

As mentioned in the narrative for Core Component 1.A, UWM enrolls more students of color and more veterans than any other school in the UW System. As demonstrated below, UWM provides a variety services to students through a number of student support offices.

UWM's curricular requirements also display this emphasis on diversity. All students are required to satisfy the "Cultural Diversity" component of the university's general education requirements. This component requires three credits of coursework foused on the life experiences of African Americans, Hispanic/Latino Americans, American Indians or Asian Americans. Alternatively, students may satisfy all of their general education distribution requirements through the Cultures and Communities Program which combines community service with coursework focused on diversity, multicultural arts, global studies and the cultural contexts of science, health care and technology.

Diversity is also reflected in the array of academic and student support programs available on campus. Academic programs focused on diversity include the Africology Department, the Sam and Helen Stahl Center for Jewish Studies, the Center for Latin and Caribbean Studies, the Institute for Intercultural Research, the Women's Studies Program, and the Center for International Education.

UWM offers a number of academic services that enhance the learning and working climate for faculty, staff and students. Some selected examples include:

- African American Student Academic Center: Provides academic advising and support services to African American students.
- American Indian Student Academic Center: Offers academic advising, sociocultural programming, support and outreach services to American Indian college and prospective students, and community.
- Electa Quinney Center: Serves as a catalyst for American Indian education and policy initiatives, facilitating the development of new programs, services, and research opportunities at UWM.
- Black Cultural Center: Provides support services, sociocultural and educational programming, and outreach services to African American students and community.

- LGBTQ Center: Furnishes a wide range of support services for LGBT students and allies.
- Accessibility Resource Center provides a wide range of support services to students with disabilities.
- Roberto Hernandez Center: Offers academic advising, certificate program, community leadership program, sociocultural programming, support and outreach services and programs to Latino/a students and community.
- Southeast Asian-American Student Services: Provides academic advising, support and outreach services to Southeast Asian college and prospective students and community.
- Military and Veterans Services comprise an array of services including financial support, academic assistance, health services and counseling.
- Center for International Education: Provides admission, advising and support services, and programming to international students; and study abroad opportunities to UWM students.
- The Office of Partnerships and Innovation: Administers oversight on compliance and monitoring of strategic planning as it relates to campus inclusion and access, and functions as the campus chief diversity officer.
- Inclusive Excellence Center: Provides support services, diversity training, and inclusive programming to all students.
- WiscAMP: Offers support services, research and conference opportunities to underrepresented racial/ethnic STEM (science, technology, engineering, and math) majors and pre-majors.
- Multicultural Librarian Services: Provides support and outreach services to college and pre-college students on library searches, resources, and facilities.
- Ronald E. McNair Post-Baccalaureate Achievement Program: Offers support services, research/faculty mentoring and conference opportunities to disadvantaged students who are committed to attending and completing graduate school.
- Union Sociocultural Programming: Provides a wide range of sociocultural, artistic, and wellness events and activities.
- Women's Resource Center: Provides a wide range of support services and networking opportunities for women students.
- Life Impact Program: Provides support services, financial support, and life coaches for disadvantaged students with children.
- Academic Enrichment Center (College of Nursing): Provides support services, mentoring, and tutoring for students in the College.
- Multicultural Initiatives (Sheldon B. Lubar School of Business) Provides mentoring and tutoring services for multicultural students in the School.
- Office of Diversity (College of Engineering & Applied Science): Provides services to improve the climate of women and students of color in the College.
- Office of Equity/Diversity Services: Provides equal opportunity and compliance services to address discrimination and harassment on campus, and compiles the campus Affirmative Action Plan.
- TRIO and Pre-College Programs: Provides a wide range of academic year, summer, and year-round programming for pre-college students.
- Cultures and Communities Program: Promotes campus diversity and civic engagement through its undergraduate certificate program.
- Nurse Endeavor Program: Offers first-generation, minority and economically disadvantages students a means of applying concurrently for admission at UWM and the UWM Nursing Program. Most UWM students must apply for admittance to the nursing program after their sophomore year.

Selected examples of diversity and cultural programming offered at UWM include:

- Hispanic Heritage Month
- Cinco de Mayo
- American Indian Awareness Week activities
- Asian Awareness Month activities
- Black History Month activities
- Women's History Month activities
- Multicultural Women events and activities
- Intersections: Women & Multicultural Film Series
- Latin American Film Series
- International Education Week activities
- Muslim Awareness Week activities
- Disability Awareness Month activities
- Sister Talk: Multicultural Women's Circle Series
- Building Blocks to the Future: Competitive Edge events
- Milwaukee LGBT Film/Video Festival
- Lyrical Sanctuary Series
- LA Rebellion Series
- Diversity Graduation Celebratory Events: Latino/a, African American, American Indian, LGBTQ/Lavender

In 2012, UWM implemented a "Common Read" program for new freshmen to spark conversation about important social and moral issues. The works chosen for this common read encouraged UWM students to focus on diversity and acceptance. They include *The Complete Persepolis* by Marjane Satrapi, *The Latehomecomer: A Hmong Family Memoir* by Kao Kalia Yang, and this years selection *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie.

The campus has well established policies on discriminatory conduct, accommodation of religious beliefs, reasonable accommodation for disabled students and benefits for domestic partners. UWM's commitment to campus diversity is reinforced by the Office of Equity/Diversity Services.

Sources

- UWM Academic Enrichment Center
- UWM Accomodation of Religious Beliefs
- UWM African American Student Center
- UWM Africology Department
- UWM American Indian Student Services
- UWM Black Cultural Center
- UWM Center for International Education
- UWM Center for Jewish Studies
- UWM Center for Latin American and Caribbean Studies
- UWM Common Read
- UWM Council on Inclusion
- UWM Cultures and Communities
- UWM Cultures and Communities Certificate
- UWM Discriminatory Conduct Policy
- UWM Domestic Partnership Policy

- UWM Electa Quinney Institute
- UWM General Education Requirements
- UWM Inclusion and Diversity
- UWM Inclusive Excellence Center
- UWM Institute for Intercultural Research
- UWM LGBT Resource Center
- UWM Library Tours and Workshops
- UWM Life Impact Program
- UWM Lubar Multicultural Initiatives
- UWM McNair Program
- UWM Military and Veteran Student Services
- UWM Mission Statements
- UWM Multicultural Librarian
- UWM Multicultural Student Centers
- UWM Office of Equity and Diversity Services
- UWM Partnerships and Innovation
- UWM Reasonable Accomodation of Disabilities
- UWM Roberto Hernandez Center
- UWM Safe Space Program
- UWM Sociocultural Programming
- UWM Southeast Asian-American Student Services
- UWM Strategic-Plan-Draft
- UWM Strategic-Plan-Draft (page number 3)
- UWM TRIO and Pre-College Services
- UWM WisCamp
- UWM Women's Resource Center
- UWM Women's Studies Program
- UWS System Enrollment by Institution and Ethnicity
- UWS System Enrollment by Institution and Veteran Status

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

UWM is part of the UW System which was established in Wisconsin law to serve educational needs of the people of Wisconsin. As such, UWM's mission is not driven by any private for profit or non-profit entity. UWM's academic programs, support services, research activities, and engagement with the community reflect this commitment to the public good.

At a broad level, UWM collaborates with UW System institutions on a variety of coordinated and collaborative programs. UWM partners with UW Extension in offering competency-based programs in nursing, diagnostic imaging, information science and technology, and business and technical communication. The UWM Libraries participate in the Council of UW Libraries which facilitates collaboration among all UW System libraries.

Community engagement is a large part of many UWM students' educational experience, and the university partners with local businesses and community organizations to both improve its academic offerings and strengthen community ties.   Schools and colleges throughout the university offer students service learning opportunities through community outreach activities. Further, students are encouraged to participate in service learning through UWM's Center for Community-Based Learning, Leadership, and Research and the Cultures and Communities certificate program. In addition, the School of Continuing Education offers a wide variety of courses to Milwaukee-area residents.

The university maintains healthy partnerships with other institutions of higher learning, state and local government , and residents of the City of Milwaukee. The UWM Office of Partnerships and Innovation fosters the innovative implementation and maintenance of campus-community connections characterized by mutual respect between the university's internal and external partners. UWM's master plan envisions the strengthening of community ties with additional campuses in the City of Milwaukee that will bring our educational programs and research activities directly to the community. Our research efforts involve growing partnerships with regional collaborators such as health care providers and area businesses.

UWM schools and colleges maintain partnerships and collaborations with over three thousand other organizations. Among the types of relationships maintained by schools and colleges are business partnerships, clinical placements, social work placements, coops, cultural partnerships, service learning arrangements, and student teaching placements. Below is a sampling of just a few of the more prominent efforts.

In addition to various partnerships with school districts in Milwaukee and the region, the School of Education is one of only three entities allowed to charter schools within the Milwaukee Public School system. The Office of Charter Schools is committed to chartering innovative and research based institutions that meet the needs of an urban community and traditionally difficult to serve "at-risk" populations.   Under this program, 12 UWM charter schools are currently operational impacting student achievement in the City of Milwaukee. The annual report for 2013-14 details the level of student achievements in the UWM charter schools.

In the health area, the university partners with a variety of institutions of higher education and health care providers:

- Clinical and Translational Science Institute: This collaboration among UWM, the Medical College of Wisconsin, Marquette University, and the Milwaukee School of Engineering, focuses on the development of clinical and translational science.
- Center for Urban Population Health: This collaboration among UWM, the University of Wisconsin Medical School, and Aurora Health care is designed to catalyze community-academic partnerships in improving the health and well-being of urban residents.
- Institute of Urban Health Partnerships: The College of Nursing is engaged in a wide range of community health projects in the Milwaukee area.
- Public Health Partnership: The Zilber School of Public Health is creating a burgeoning partnership with the City of Milwaukee Public health department on a wide range of public health issues.

The Office of Research and the UWM Research Foundation help build research partnerships with companies and consortia such as the Midwest Energy Research Consortium and the Water Council. The UWM Research Foundation manages several collaborative research grant opportunities for UWM researchers and students.

The UWM Office of University Communications and Media Relations ensures that UWM engages with local stakeholders and governmental entities. Public Expression of the institution's commitment to engaging with the community can be seen in communications from the university's Chancellor and Provost.

Sources

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- City of Milwaukee Health Department Overview (page number 4)
- UWM 2013-14 Partnership Data
- UWM Business and Technical Communication Flex
- UWM Carnegie Classification Article
- UWM Carnegie Community Engagement Classified Campuses
- UWM CCBLLR Vision Statement
- UWM Center for Urban Population Health
- UWM Charter Schools Summary
- UWM Clinical and Translational Science Institute
- UWM Cultures and Communities
- UWM Government Relations Overview

- UWM Growing with the Community
- UWM Industry Research Collaborations
- UWM Institute for Urban Health Partnerships
- UWM IST Flex
- UWM Milwaukee Water Council Overview
- UWM Mission Statements
- UWM Neighborhood Relations Overview
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- UWM Office of the Chancellor
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- UWM School and College Community Engagement
- UWM School and College External Constituencies
- UWM School of Continuing Ed List of Programs
- UWM Student Startup Challenge
- UWM Water Catalyst Grant Program
- UWS Libraries One System, One Library
- UWS UWEX Overview
- WI Statutes Chapter 36

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

UWM's mission guides the university's broad array of activities. It promotes a focus on qualilty educational offerings, ethnic and cultural diversity, and community service. UWM is clear and transparent in its operations and recognizes its responsibilities as a public institution of higher learning.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

As an institution within the University of Wisconsin System, UWM is governed by the UW System Board of Regents. The Board of Regents sets policies and rules for governing the system, plans for the future needs of the state for university education, ensures the diversity of quality undergraduate programs while preserving the strength of the state's graduate training and research centers and promotes the widest degree of institutional autonomy within the controlling limits of systemwide policies and priorities established by the board. The UW System Administration, headed by the President, is charged with the responsibility for administration of the System and with coordinating program development and operations among institutions. As the chief executive of UWM, the Chancellor is accountable and reports to the President and the Board of Regents on the operations and administration of UWM.

UWM is organized into six administrative divisions, each headed by a Vice Chancellor reporting to the Chancellor. The six divisions are: Academic Affairs, Student Affairs, Finance and Administrative Affairs, Development and Alumni Relations, Global Inclusion and Engagement, and University Relations. Each Vice Chancellor is responsible for operational integrity within his/her division. The Vice Chancellor of Academic Affairs also serves as the Provost.

In addition to specifying the responsibilities of the Board of Regents, President, and the Chancellor, Wisconsin State Statutes also specify the governance rights and responsibilities for faculty, academic staff, and students. The Board of Regents adopted a policy, in September of 2013, which granted classified staff governance rights.

UW System and UWM operate under established laws, policies and procedures that guide the conduct of the Board of Regents, System and UWM administration, faculty, staff, and students. These policies are cited in this section and in the narrative for Criteria 2.B, 2.C, 2.D, and 2.E in the context of discussing the various criteria requirements.

***Academic Integrity*:**

State of Wisconsin statutes [36.09(4)] vest with the faculty the primary responsibility for all academic and educational activities and faculty personnel matters. As noted in UWM's Academic Approval Matrix, all actions related to curricular matters are initiated by faculty and are reviewed by school/college-level and campus-level faculty governance committees prior to approval. This applies to all new courses, degree or certificate programs and sub-majors as well as to changes to degrees,

sub-majors, certificates, and courses. New degrees also require the approval of the Board of Regents. The multilevel process ensures that UWM's academic offerings are consistent with the mission. The process further ensures sufficient faculty strength and institutional support for the programs.

Each academic program undergoes a periodic campus review and, if applicable, specialized accreditation reviews. Campus reviews are conducted on a ten-year cycle with mid-cycle follow-up reviews scheduled at the discretion of the responsible committees. Reviews of graduate programs are overseen by the Graduate Faculty Committee (GFC) in conjunction with the Graduate School. The Academic Programs and Curriculum Committee (APCC) conducts the review of undergraduate programs. Both GFC and APCC report to the faculty senate. A team of tenured faculty from UWM is appointed for each review by the respective committees. In addition, the graduate program review committees include two external reviewers.   The review assesses the quality of the program and provides faculty and administration a basis for decisions regarding the program. Following committee review, the Provost conducts an administrative review of the recommendations with the relevant Dean(s).

To ensure the quality of its academic offerings, UWM requires all new tenure-track faculty hires to have terminal degrees in their disciplines. UWM also ensures that all instructional academic staff (non-tenure-track faculty) and adjunct instructors are properly credentialed to teach courses. The requirements typically include a minimum of master's degree and teaching or professional experience.   Please see Criterion 3.C.2 for further information.

The Center for Instructional and Professional Development (CIPD) and the Learning Technology Center (LTC) were combined into the Center for Excellence in Teaching and Learning (CETL) in 2014. CETL provides workshops and seminars on teaching and learning, assessment of student learning, and other faculty development programs. The CETL provides the necessary training and support for faculty, instructional academic staff, and graduate teaching assistants to effectively utilize the learning management system and other technology tools to facilitate student learning in online and hybrid courses and programs. These methods are also used by faculty and instructional staff to add to classroom learning experiences in traditional settings. Local support for instruction and assessment is also provided at each school and college (see also Criterion 4.B). Professional development through participation in national/regional conferences and workshops for faculty and staff is supported by the school/college augmented by central support through small grants programs.

Financial Integrity:

As a public institution, UWM is accountable to the State of Wisconsin for its financial operations and, as part of the UW System, is subject to the policies set forth by the Board of Regents on financial operations, reporting, and integrity.   These policies guide all aspects of financial operations such as tuition and fees, auxiliary functions, extramural support administration, purchasing, student recruitment, physical plant services, payroll, information technology, and reporting.

The administrative head of each division is responsible for compliance with all fiscal policies and for ensuring that actions conform with ethical standards. The head of the division is supported by a Unit Business Representative (UBR) who advises on financial and accounting policies and procedures and oversees these functions within the division.

Business and Financial Services (BFS) provides support for budgeting, accounting, collections, bursar functions, travel, and purchasing. The office also advises campus leadership on how business decisions may impact UWM's financial assets and integrity.

The Office of Sponsored Programs (OSP) in the Office of Research oversees financial and compliance issues related to extramural grants and awards for research, instruction, and service. The OSP advises staff within individual schools/colleges, research centers, and institutes across UWM on policies and procedures in the administration of sponsored programs.

The Internal Audit department assists UWM to accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control and governance processes. The department also provides guidelines to employees on ethical conduct. The UW System Administration internal audit office audits various functions and reports the findings to the Board of Regents. The office of the General Counsel provides resources for employees and supervisors on policies and procedures.

The Legislative Audit Bureau of the State of Wisconsin conducts audits at the request of the state legislature providing another layer of oversight to ensure that the UWM and the System operate under the framework of state law and BOR policies.

Integrity in Personnel Functions:

UWM is an employer that subscribes to affirmative action and equal employment opportunity principles. All position advertisements include a statement of this commitment. To be considered for a posted position, one must submit all application materials specific to that posting. For faculty and academic staff positions, a search and screen committee reviews all the applicants for a position and makes recommendations on finalists. The selection is made following campus interviews with the appropriate constituencies. Classified positions are guided by the rules of the State of Wisconsin civil service under Wisconsin Statutes Chapter 230, and Wisconsin Administrative Code sections ER and ER-MRS. Applicants for interviews are selected generally based on scores on a civil service examination and certified for a register according to their scores. An interview panel rates the applicants and makes its recommendations to the hiring manager. UWM conducts criminal background checks on new employees prior to hiring. Current employees in sensitive positions undergo similar checks on a periodic basis as required by BOR policy.

Each Vice Chancellor is responsible for ensuring the units within his/her division follow the applicable HR policies, faculty and academic staff personnel policies and procedures, and the rules of the State of Wisconsin civil service with respect to personnel actions including recruitment and hiring of new faculty/staff and promotions. The responsibility includes the monitoring of adherence to equal employment opportunity and affirmative action principles, and to meet state and federal reporting needs. In each division the administrators, faculty, and staff are supported by a Personnel Representative (PREP) who advises on personnel policies and procedures and oversees these functions within the division.

The Department of Human Resources (HR) is centrally responsible for monitoring adherence to the human resources policies and procedures with respect to personnel actions such as recruitment, hiring, promotions and terminations. The HR Director convenes monthly meetings of PREPs to update them on policies and procedures, and to discuss common issues. The HR department also provides training and advising for supervisors, managers and administrators on policies, procedures, compliance, and best practices.

Faculty Personnel Functions: The State of Wisconsin Statutes [§36.09(4)] vest with faculty the primary responsibility for faculty personnel matters. General provisions of faculty appointments specified in the Wisconsin Administrative Code Chapter UWS3 provide the basis for faculty in the UW institutions to formulate their personnel policies. The UWM Faculty Policies and

Procedures provide the institutional policy framework for tenure and promotion, performance reviews, disciplinary processes, and appeal procedures for faculty. The departmental executive committee, which is made up of all tenured faculty in the department, is a key governance body that is given the local responsibility and authority to make faculty personnel decisions subject to all applicable policies. Faculty can only be hired, tenured, or promoted with a positive recommendation from the executive committee. Prior to a decision on tenure and/or promotion, an advisory review by one of four divisional committees is required. The divisional executive committees, supported by the office of the Secretary of the University, are constituted from tenured faculty across campus who are organized into four divisions - Arts and Humanities, Natural Sciences, Professions, and Social Sciences. Upon review, an extension of tenure clock may be provided per Faculty Policies and Procedures for circumstances such as childbirth/adoption, significant responsibilities with respect to elder/dependent care obligations, disability/chronic illness, or circumstances beyond the control of the faculty member.

Changes to UWM faculty personnel policies have to be approved by the Faculty Senate and the Board of Regents. The office of the Secretary of the University in collaboration with the Office of the Provost provides support to the faculty and to the Deans on policies and procedures. Current versions of the policies are maintained at the website of the Secretary of the University.

Academic Staff Personnel Functions: State of Wisconsin Statutes [§36.09(4m)] defines the role of academic staff in the governance of and policy development for the institution. Academic staff have the primary responsibility for the formulation and review, and shall be represented in the development, of all policies and procedures concerning academic staff members, including academic staff personnel matters. At UWM, the Academic Staff Senate and the Academic Staff Committee play key governance and leadership roles in setting the personnel policies for academic staff with respect to appointments, promotions, and discipline and appeal processes. Wisconsin Administrative Code Chapter UWS10 provides the regulatory basis for academic staff appointments. At UWM, depending on the long-term need for the positions, academic staff are appointed into one of three types of appointments - fixed-term, probationary, and indefinite status - as defined in Chapter 104 of the Academic Staff Personnel Policies. Academic staff appointed in the probationary track can progress towards achieving indefinite status through a process that requires the recommendation of the supervisor, the appropriate academic staff review committee, and the appropriate dean/division head. Academic staff in indefinite appointment have the highest level of job security and may only be terminated for cause or for reason of budget or program discontinuance, curtailment, modification, or redirection.

The two academic staff Review Committees - Non-teaching Academic Staff Review Committee, and the Category-B Academic Staff Review Committee (which reviews instructional and research academic staff) - articulate the criteria for achieving indefinite status in each category and conduct informational workshops on the policies and procedures. Academic staff on fixed-term appointments are eligible for multi-year fixed-term appointments after several years of satisfactory performance.

Classified Staff Personnel Functions: In September 2013, Board of Regents granted governance rights to the classified staff at every UW institution. While the input of the Classified Staff Council at UWM into personnel functions is still fledgling, they have been granted "…active participation in the immediate decision making and policy development of (each) institution…" on a par with the statutory rights granted to faculty, academic staff and students under Wisconsin Statutes Chapter 36. However, as of this writing, the rules and regulations involving the hiring, promotion, suspension, discharge, layoff and reinstatement of classified staff are still governed by the State of Wisconsin civil service, as administered by the Office of State Employment Relations (OSER), an office of the Wisconsin Department of Administration.

Complaints and grievance procedures for faculty and academic staff: UWM has robust processes for investigating and adjudicating complaints/grievances from and/or about faculty and staff. These procedures are developed consistent with the provisions in the Wisconsin Administrative Code for faculty and for academic staff.

The Faculty Appeals and Grievances Committee is charged with hearing grievances and appeals from faculty and make appropriate recommendations. The Faculty Rights and Responsibilities Committee is charged with investigating complaints about faculty members and makes recommendations for action.

The Academic Staff Policies and Procedures articulate the processes for complaints and grievances for academic staff which include a hearing by the Academic Staff Hearing and Appeals Committee. Complaints and grievances from classified staff are processed per State of Wisconsin's guidelines.

Complaints and grievance procedures for classified staff: The hearing and adjudication of grievances for the classified staff is conducted under with the UWM Grievance Procedure for Nonrepresented Classified Employees, which was developed consistent with the State of Wisconsin grievance procedure per Wisconsin Administrative Code Chapter ER-46. Hearings are conducted by a designated campus hearing officer, and may be appealed to tribunals of the State of Wisconsin.

Discriminatory conduct: Complaints related to discriminatory conduct are investigated by the Equity and Diversity Services (EDS) and appropriate recommendations are made to the Provost. Recommendations are implemented according to disciplinary procedures specified in the applicable policies and procedures for faculty, academic staff, and classified staff. Data on the complaints investigated by EDS in the past three years are presented here.

Layoffs, dismissals, and terminations of faculty and academic staff: The Wisconsin Administrative Code provides the regulatory framework for layoff and termination of faculty and academic staff. In the case of faculty, layoffs or terminations without just cause are only permitted under a declaration of financial emergency by the Board of Regents. UWM Faculty Policies Procedures {sections 5.60 - 5.63} articulate implementation details for UWM. Policies for dismissal of faculty for just cause are articulated in the Wisconsin Administrative Code UWS4 and UWM Faculty Policies and Procedures Sections 5.21-5.29 of UWM Faculty Policies and Procedures. The policies require due notice and hearing and the Board of Regents decide on the dismissal decision. UWS7 provides the policies and procedures for an expedited process for dismissal of faculty in special cases where a faculty member is charged with, pleads guilty or no contest to, or is convicted of a felony of a type listed in the policy.

Layoff procedures for academic staff for reasons of budget or program are described in UWS12 and Chapter 110 of the Academic Staff Policies and Procedures. Academic staff members are entitled to a hearing. The decision by the Chancellor is final except for academic staff with indefinite status who have the right to appeal to the Board of Regents. UWS11 provides the policy and procedural framework for dismissal of academic staff for just cause. The procedures at UWM are described in Chapter 109 of the Academic Staff Personnel Policies. Academic staff are entitled to a hearing prior to dismissal. The hearing committee's recommendation is acted upon by the Chancellor whose decision is final subject to an appeal to the Board of Regents.

Layoffs and discharges of classified staff: Wisconsin Statute §230.34 provides the framework and authority to State of Wisconsin employers for the demotion, suspension, discharge and layoff of classified staff. Wisconsin Administrative Code ER-MRS 22 provides the procedures for the layoff of

classified staff, which may be accomplished due to a stoppage or lack of work or funds or owing to material changes in duties or organization. Appeal of a layoff action may be heard under the UWM Grievance Procedure for Nonrepresented Classified Employees, or by appealing directly to the Wisconsin Employment Relations Commission (WERC) under Wis. Stat §230.44.

A classified employee with permanent status (post-probationary) may be suspended without pay, discharged, or demoted only for just cause, under Wis. Stat §230.34 (1)(a). The rules for these actions are designed and governed by OSER. Appeal of a suspension, discharge or demotion action may be heard using the UWM Grievance Procedure for Nonrepresented Classified Employees, or by appealing directly to the Wisconsin Employment Relations Commission (WERC) under Wis. Stat §230.44

Integrity in Auxiliary Functions:

The operation of auxiliary functions is governed by relevant Board of Regents policies. Central oversight on financial aspects of these functions is provided by the Divisions of Student Affairs, and Finance and Administrative Affairs. BFS, in the division of Finance and Administrative Affairs, provides oversight for auxiliary budgets and expenses.

UWM has a defined segregated fee review process under a shared governance structure between administration, auxiliary services and students. There are two types of segregated fees: non-allocable and allocable. Allocable fees provide substantial support for campus student activities and services and are allocated by the students, in consultation with the Chancellor and subject to final confirmation by the Board of Regents. Non-allocable fees provide support for long-term commitments for the fixed financial obligations, ongoing operating costs of university owned or controlled buildings, and similar commitments for student unions, student health care centers, child care centers and recreational sports centers. The Chancellor confirms the distribution of these funds, in consultation with the students.

There are documented guidelines for both the allocable and non-allocable segregated fee budget review and approval process. UWM follows UW System Financial Policy on Segregated Fees (F50) as well as direction from the UW System Board of Regents.

Sources

- State of WI Office of State Employment Relations
- UWM 2013 Senior Survey
- UWM Academic Approval Matrix
- UWM Academic Program and Curriculum Committee
- UWM Academic Staff
- UWM Academic Staff Hearing and Appeals Committee
- UWM Academic Staff Personnel Policies and Procedures
- UWM Academic Staff Review Committees
- UWM Academic Staff Senate
- UWM Advising Web Pages
- UWM Business and Financial Services
- UWM Campus Leadership
- UWM Center for Instructional and Professional Development
- UWM CETL Homepage
- UWM Classified Staff Complaints and Grievance Procedure

- UWM Classified Staff Governance
- UWM Definition of Allocable and Non-allocable Components of the Segregated Fee
- UWM Discriminatory Conduct Complaints Data
- UWM Divisional Committees
- UWM Equity and Diversity Services
- UWM Faculty Policies and Procedures
- UWM Faculty Policies and Procedures (page number 30)
- UWM Faculty Policies and Procedures (page number 41)
- UWM Faculty Policies and Procedures (page number 48)
- UWM Faculty Policies and Procedures (page number 62)
- UWM Faculty Policies and Procedures (page number 69)
- UWM Faculty Policies and Procedures (page number 75)
- UWM Faculty Policies and Procedures (page number 100)
- UWM Graduate Faculty Committee
- UWM Human Resources
- UWM Internal Audit
- UWM Learning Technology Center
- UWM Non-Allocable Segregated Fee Budget Review Process
- UWM Office of Sponsored Programs
- UWM PREP and UBR Directory
- UWM Secretary of the University
- UWM Student Senate Segregated Fee Allocation Process
- UWS Academic Staff Appointments
- UWS Academic Staff Complaints and Grievances
- UWS Dismissal of Academic Staff for Cause
- UWS Dismissal of Faculty in Special Cases
- UWS Faculty Appointments
- UWS Faculty Complaints and Grievances
- UWS Financial Administration Policies
- UWS Financial Administration Policies (page number 27)
- UWS Financial Administration Policies (page number 45)
- UWS General Counsel Ethics Resources
- UWS Internal Audit
- UWS Layoff of Academic Staff
- UWS Layoffs and Terminations - Faculty
- UWS Policy on Classified Staff Governance
- UWS Procedures for Dismissal - Faculty
- WI Adm Code – Employment Relations
- WI Adm Code – Classified Staff Merit Recruitment and Selection
- WI Statutes Chapter 36
- WI Statutes Chapter 36 (page number 3)
- WI Statutes Chapter 36 (page number 4)
- WI Statutes Chapter 36 (page number 5)
- WI Wisconsin Employment Relations Commission
- Wisconsin State Legislative Audit Bureau

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Programs and Faculty: UWM provides information to students and the public about its programs, faculty, and other information primarily through its website. General information about UWM is provided to the public through the About UWM webpage.

The undergraduate catalog provides information on admission requirements, academic policies, and program requirements for each undergraduate program. The catalog also provides requirements for bachelor's level certificates. An example of the school/college level information provided in the undergraduate catalog can be seen here. Examples of department level information are provided for Electrical Engineering and Geography.

Undergraduate students can also obtain information about degree requirements and academic policies from the advising office in each school and college. The Registrar's Office provides self-service options for students and advising staff to monitor academic progress and fulfillment of degree requirements. Students are provided with online tutorials for obtaining advisement reports from the student information system.

The graduate catalog provides information on admission requirements, academic policies and graduation requirements for each graduate degree program and certificate. An example of the program-level information provided in the graduate bulletin can be seen here.

A list of faculty associated with each program with information on rank and degree qualifications is included in the undergraduate catalog and the graduate catalog.

School/college and department websites provide additional information about the departments, facilities, and faculty and staff. Department websites can be accessed through the links provided on the webpage that lists all programs. Contact information on individual faculty and staff can be obtained through the online directory query.

Cost to Students: The home page of UWM links to Costs & Financial Aid information. On this page, students can find information that explains the various costs and how to apply for financial aid. This page links to information on Estimated Cost of Attendance and a Net Price Calculator. Additionally, the Schedule of Classes includes information on tuition and fees applicable for the current semester.

Accreditation Relationships: Each accredited program at UWM displays the accreditation status and the relationship with the accrediting body. The 38 programs with special accreditation from national organizations include programs in engineering, health sciences, nursing, arts, psychology, architecture, and urban planning. Teacher preparation programs in the School of Education rely on the rigorous licensing requirements of the Wisconsin Department of Public Instruction to assure the quality of the program and its graduates. The About UWM webpage includes the mark of affiliation with the Higher Learning Commission.

Sources

- UWM About UWM
- UWM Academic Advisement
- UWM Academic Programs
- UWM Cost of Attendance
- UWM Costs and Financial Aid
- UWM Graduate Bulletin
- UWM Graduate Bulletin BioSci
- UWM Graduate School Catalogue
- UWM Net Price Calculator
- UWM PAWS Tutorials
- UWM Programs with Specialized Accreditation
- UWM Schedule of Classes
- UWM UG Catalog - CEAS
- UWM Undergraduate Catalog
- UWM Undergraduate Catalog EE
- UWM Undergraduate Catalog Geography
- WI DPI Educator Licensing

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

The statement of purpose and mission in Chapter 36.01 of the state statutes clearly articulates the public mission of the system and of UWM as its component. As a public non-profit institution, UWM does not have a for-profit parent entity. The system (and, by derivation, UWM) is governed by the eighteen-member Board of Regents (BOR). Sixteen regents (including two student regents) are appointed by the Governor subject to confirmation by the State Senate. The BOR includes two voting ex-officio members – state superintendent of public instruction and the president or a designee of the Wisconsin Technical College System Board.

The BOR is responsible for establishing policies and rules for governing the system, planning to meet future state needs for collegiate education, setting admission standards and policies, reviewing and approving university budgets and establishing the regulatory framework within which the individual units are allowed to operate with as great a degree of autonomy as possible.

The president of the system and the chancellor of UWM are appointed by the BOR and serve at its pleasure. The BOR grants tenure appointments to faculty members. The BOR meets monthly. Its meeting agendas and minutes are made available to the public on the BOR website.

BOR is the governing board for the entire system. As such, BOR acts on initiatives that are presented to it for action from each campus in the UW system including UWM. Examples of recent actions taken by BOR on behalf of UWM include approval of new degree programs, capital projects, and budget allocations for special requests.

The day-to-day administration and management of UWM is vested with the chancellor per 36.09(3) of the statutes. Chapter 36.09(4) states that the faculty shall have the primary responsibility for academic and educational activities and faculty personnel matters. The faculty of each institution in the system have the right to determine their own faculty organizational structure and to select representatives to participate in institutional governance. The rights of the faculty in the oversight of academic matters provided in the statutes are exercised through the actions of the faculty senate and standing committees.

Sources

- Examples of Recent Board of Regent Actions on behalf of UWM
- UWS Board of Regents
- UWS BOR Meeting Materials
- UWS BOR Meetings
- UWS Organization and Roles
- UWS Organization and Roles (page number 3)
- WI Statutes Chapter 36
- WI Statutes Chapter 36 (page number 2)
- WI Statutes Chapter 36 (page number 4)

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

The UW System mission states that "(B)basic to every purpose of the system is the search for truth". Open inquiry in the pursuit of truth in teaching and learning is a core value of UWM as noted in *UWM Guiding Values.*

UWM policy on *Public Expression of Opinion* subscribes to the AAUP *Statement of Principles on Academic Freedom* and its *Statement on Extramural Utterances*. Faculty and staff enjoy full academic freedom in research and teaching, and also the right to speak or write as citizens free from institutional censorship or discipline. The policy also reminds faculty, when they speak or write as a citizen, of their obligation to be accurate, to exercise appropriate restraint, to show respect for the opinions of others, and to make every effort to indicate that they are not speaking for the institution. Faculty can not be disciplined on academic freedom issues without a hearing by the Faculty Rights and Responsibilities Committee, an elected committee of the faculty, ensuring due process in which peer judgment is exercised.

Sources

- UWM Faculty Policies and Procedures
- UWM Faculty Policies and Procedures (page number 69)
- UWM Guiding Values
- UWM Public Expression of Opinion
- UWS Mission Statements

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

UWM has the necessary and appropriate policies and procedures in place to ensure that research is conducted in a responsible way.   The UW System-wide policy on code of ethics provides the framework for campus level policies related to ethical conduct by faculty and staff. UWM policies that provide guidance to faculty and staff as well as procedures for enforcement include the Faculty and Staff Code of Conduct, Faculty Research Misconduct Policy, Academic Staff Research Misconduct Policy, and Conflict of Interest Policy for Researchers. The Faculty Senate has also adopted the AAUP statement on professional ethics which holds faculty to high standards of intellectual honesty and responsible conduct in their scholarly activities.

The Office of Sponsored Programs staff support the implementation of the policies related to research integrity. When a potential conflict of interest is noted, the dean of the school/college develops a conflict management plan in consultation with the Office of Sponsored Programs. The plan is reviewed by the Conflict of Interest Advisory Committee (made up of the 3-member elected Faculty Ethics Advisory Committee and administrative appointees) and a recommendation is made to the Vice Provost for Research who is charged with the institutional oversight of such conflicts.

UWM has detailed Institutional Review Board (IRB) guidelines for review of protocol for research involving human subjects and supplemental information for researchers. The IRB consists of twelve primary members (including two community members) and six alternate members. The IRB is supported by two staff members and meets on a monthly schedule to review submissions from researchers. In the past three years, the IRB has reviewed an average of about 420 new study submissions per year.

The University Safety and Assurances office consults with faculty and staff on strategies to manage and protect sensitive data covered by various federal laws such as HIPAA and FERPA. Additionally, UWM has guidelines on the care of animals used in research. The Animal Care and Use Committee conducts group reviews of protocols on a monthly schedule. Committee members undergo training on the regulations related to use of animals in research. The animal care program is supported by two staff members.

The Office of Research provides support for research compliance. The Responsible Conduct of Research program covers a broad array of topics on research integrity. Participation in the program is required for all graduate research assistants, undergraduate research students, and post-doctoral fellows working on projects funded by the National Science Foundation and the National Institutes for Health.   New faculty and research staff are strongly encouraged to attend the program.

The UWM Libraries offer online and face-to-face modules on information literacy for research and instruction including a module on plagiarism and proper citing of sources. Faculty and staff who would like to incorporate guidance on information literacy into their courses can select the appropriate modules from the program. Strategies for assessing how well students have achieved information literacy outcomes are also available through the library. The Writing Center provides an online resource for students to understand what constitutes plagiarism and academic honesty in their writing assignments as well as how to use and cite information from sources.

The Dean of Students office coordinates the implementation of the student academic misconduct policy for undergraduate students. The Graduate School acts in that capacity for graduate students. The campus policy is derived from the UW System policy on Student Academic Disciplinary Procedures. The Dean of Students office maintains an online guide for students on academic honesty. An online guide for instructors is published on the Academic Affairs web page and a link to this page is included in a beginning of semester memorandum from the Provost to all instructors. Each school/college has a designated investigating officer who is the first point of contact for faculty and staff regarding academic misconduct by students. When there is a finding of misconduct, sanctions range from oral/written reprimand to expulsion depending on the scope and severity of the misconduct. The data on academic misconduct cases investigated and their disposition in terms of sanctions are presented in this document.

The Dean of Students promotes and encourages students to sign and adopt the Panther Pledge as a means of making students aware of their responsibilities regarding academic integrity and civility.

Additionally, UWM has a policy on ethical use of software. Unauthorized duplication of software is not condoned and can lead to disciplinary actions per faculty, staff, or student disciplinary policies.

Sources

- UWM Academic and Non-Academic Misconduct Cases
- UWM Academic Misconduct- Guide for Instructors
- UWM Academic Misconduct- Guide for Students
- UWM Academic Staff Research Misconduct Policy
- UWM Animal Care Guidelines
- UWM Animal Care Program
- UWM Code of Conduct
- UWM Conflict of Interest Policy for Researchers and Scholars
- UWM Faculty Ethics Advisory Committee
- UWM Faculty Research Misconduct Policy
- UWM Information Literacy Tutorial
- UWM IRB Guidance
- UWM Office of Research
- UWM Office of Sponsored Programs
- UWM Panther Pledge
- UWM Responsible Conduct of Research
- UWM Software Use Policy
- UWM Statement on Professional Ethics (AAUP)
- UWM Writer Resources
- UWS Student Academic Disciplinary Procedures
- UWS Unclassified Staff Code Of Ethics

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

As noted in the sections above, UWM operates with integrity in all aspects of its activities to fulfill its mission. UWM has all relevant policies and procedures for ethical and responsible conduct. The multiple levels of oversight assure compliance with applicable policies.

It is to be noted that the Governor has proposed to turn the UW System from a state agency to a public authority to be governed by the same Board of Regents effective July 2016. One element of this proposal is to replace Chapter 36 of the state statutes with a new policy framework under the public authority. The proposal has the potential to create new challenges to how the UW System, and UWM, will be governed depending on the decisions by the State legislature and State administration. At this time, this proposal is being widely discussed by all constituent groups. The UWM faculty senate has expressed its position to keep Chapter 36 intact. Faculty governance bodies at other campuses within the UW System have adopted resolutions calling for a delay in implementing the public authority until the implementation plan for the public authority has been vetted in a transparent manner with governance groups.

Sources

- UWM Faculty Senate Resolution on Public Authority

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

UWM offers 183 degree programs — including 91 bachelor's, 56 master's and 35 doctoral — plus many cross-disciplinary certificate programs. Our 14 schools and colleges house more than 70 scholarly centers, institutes and laboratories. UWM offers 9 undergraduate, 11 masters and 2 doctoral programs online. In addition, the innovative Flexible Degree Program currently offers online competency based coursework for 3 bachelors degree programs.

UWM assures quality and currency of programs and courses through rigorous approval and review processes to ensure they are appropriate to higher education, regardless of program delivery mode. The Academic Approval Matrix details the procedures for review and approval of new programs and changes to existing programs. Assuring quality and currency of approved courses and programs is an ongoing, faculty-driven process involving review, evaluation and feedback gathered from a variety of sources. The Academic Program and Curriculum Committee (APCC) is charged with program review and course approvals at the undergraduate level. The Graduate Faculty Committee (GFC) handles the same function at the graduate level. The process of program review at the undergraduate level requires units to detail the organization of courses and sequencing, how course content and activities help students meet course objectives and how education goals/outcomes of the program prepare students for employment.   At the graduate level, units are required to detail the general structure, any special or unique curricular aspects and programming that enriches the curriculum. Many programs meet disciplinary accreditation standards. The Program Change form documents changes to programs that require modifications to remain current and relevant. Approved courses not offered frequently are subject to review to ensure currency and continued presence in the course catalog.

Fulfilling degree requirements at the undergraduate and graduate levels necessitates completing minimum credit loads which are in compliance with generally recognized standards of credit accumulation. Bachelor's degrees require a minimum of 120 credits and the at the master's level, one must complete a minimum of 30 credits to earn the degree. Many of the same processes that ensure courses and programs are current at the undergraduate and graduate levels also ensure that student

performance is appropriate to the degree or certificate awarded. The APCC, for undergraduates, and the Sub-committee on Graduate Courses and Curriculum review and approve undergraduate and graduate level credit courses, maintains requirements for new undergraduate/graduate level courses and reviews syllabi to ensure required elements are included for graduate, undergraduate/graduate and online/hybrid courses are appropriately addressed.

Specialized accreditation reviews for programs in areas such as engineering, nursing, health sciences, business, architecture, psychology, social work, art, music, and dance ensure that the content in these programs and their supporting departments are current and prepare students at the appropriate levels. Additional indicators that UWM students perform at the college level can be found in pass rates on normed exams in disciplines that require licensure for practice.

Courses are reviewed by each department, minimally during regular program reviews. Changes to courses are initiated, evaluated and approved through the use of the Course Action Request form which requires extensive documentation of the change requested.

Requirements by type of degree and program, including credit hour requirements, are articulated in the undergraduate and graduate catalog. Specific requirements for completion of each degree or certificate are articulated within the individual program pages.   The catalogues are available to both undergraduate and graduate students on-line.

Each program has developed student learning outcomes which are documented within the university-wide assessment tool. As described in 4.B, faculty in each program are responsible for developing and articulating learning goals and outcomes. The expected level of achievement of the outcomes by students is appropriately set based on the degree level.   These outcomes are defined during the program approval process and, for many programs, are subject to outside accrediting review. Further, these outcomes are reviewed at the time of internal program review at UWM. Certificate programs are reviewed at the same time as the major at the undergraduate program while graduate certificates maintain an independent review process.

Professional development opportunities for instructors to learn about and develop appropriate learning outcomes assessment protocols are offered via the university's Center for Excellence in Teaching and Learning.

The approval process for courses and programs are the same across different modes of delivery and there are no differing factors considered at the time of approval. The course approval process is blind to the mode of delivery, i.e. all courses have to meet the same standards. The university monitors and ensures quality regardless of mode/locations through the program development and review process.

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- UWS Shared Learning Goals

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

General education courses at UWM seek to ensure the broad application of learning outcomes. The Academic Programs and Curriculum Committee (APCC), the campus level governance committee on undergraduate programs, adopted the UW-System Shared Learning Goals. Those learning goals were based upon the Essential Learning Outcomes of the Liberal Education and America's Promise (LEAP) initiative from the Association of American Colleges and Universities (AACU). These goals are the guiding principles for all undergraduate programs at UWM.

To be included in the list of general education courses courses must demonstrate that they

- frame instruction in the general methodology of the discipline within a broader context of liberal education;
- explore the foundation of knowledge;
- follow a syllabus that explicitly articulates how the course meets UWM General Education Requirements by integrating UW System Shared Learning Goals;
- have an the assessment process.

Regular and effective assessment of general education learning outcomes is a joint responsibility of instructional units and the APCC. For example, the assessment of the general education in the arts category can be found here.

The competency requirements assure basic student competencies in oral/written communication (OWC), quantitative literacy (QL) and foreign language. Completion of OWC Part A can be demonstrated by successfully completing the appropriate entry level course or transferring credit at the appropriate level or achieving an appropriate score on the English Placement Test.

Completion of OWC Part B is satisfied by completing an approved advanced course (at least three

credits) with a significant written or oral communication component by students who have completed the Part A requirement. Courses that count toward the OWC-B requirement may be offered in a variety of disciplines and students are encouraged to choose the course that matches their interests and helps them best meet the requirements of their degree.

Completion of QL Part A can be demonstrated by satisfactorily completing an appropriate entry level math course or earning a sufficient score on the mathematics placement test. The QL Part B is satisfied by completing at least one approved QL-B course (at least three credits) as decided by the major. QL-B courses make significant use of quantitative tools in the context of other course material.

Completion of the foreign language requirement can be demonstrated by satisfying one of the following options:

- complete with passing grades, prior to enrollment at UWM, at least two consecutive years of high school-level instruction in a single foreign language, or
- complete with passing grades at least two consecutive semesters (minimum of 6 credits) of college level instruction in a single foreign language, or
- demonstrate foreign language ability equivalent to two semesters of college-level instruction by means of a satisfactory score on an approved placement, proficiency, departmental or other appropriate examination.

The distribution requirements, totaling 21 credits, provide a broad body of knowledge in the arts, humanities, cultural diversity, natural and social sciences as a foundation for specialization. The general education offerings are extensive to allow students to choose courses to meet their unique needs and enrich their major coursework.

Students satisfy the distribution requirements by successfully completing courses in the following areas:

- Arts: Three credits in a course about the history, philosophy, theory, or practice of the creative and interpretive arts (e.g., visual arts, dance, music, theatre, creative writing).
- Humanities: A total of six credits in at least two courses.
- Natural Sciences: A total of six credits in at least two courses. At least one course must include laboratory or field experience involving the generation and testing of data, and the application of concepts and knowledge to the solution of problems.
- Social Sciences: A total of six credits in at least two courses.
- Cultural Diversity: Three credits in a course relating to the study of life experiences of African Americans, Hispanic/Latino Americans, American Indians or Asian Americans. Many, but not all, courses which satisfy Cultural Diversity also satisfy one of the required distribution areas.

Students may choose the Cultures and Communities (CC) option to satisfy their general education distribution requirements. CC courses emphasize diversity and cross-cultural literacy, multicultural arts, global studies, and the cultural contexts of science, health care, and technology. A service learning course is also required. Students who complete the CC program receive the Cultures and Communities Certificate upon graduation.

The heart of UWM's Quality Initiative project, *Renewing our Commitment to Undergraduate Education*, speaks to UWM's commitment to ensure appropriate, mission driven general education to all students at UWM. The intended outcomes of the initiative include the following goals for every undergraduate program.

- A set of program learning outcomes that are mapped to the Essential Learning Outcomes;
- An assessment plan that maps to the curriculum and other student experiences; and
- Analysis of assessment data and documentation of improvements made based on the analysis.

Further goals include developing institutional level analyses of achievement of student learning outcomes and a coherent, outcomes‑based general education component with redesigned general education courses.

All degree programs at UWM articulate learning outcomes at the time of proposal, implementation and during the regular review process. All must demonstrate that students are achieving the outcomes through an assessment process. UWM leverages a learning outcomes platform to document programmatic learning goals and outcomes. A content analysis of learning outcomes cataloged in the campus tool demonstrates that

- 98% of programs at UWM have learning outcomes consistent with collecting and analyzing information
- 100% of programs at UWM have learning outcomes consistent with communication, and
- 97% of programs at UWM have learning outcomes consistent with mastering modes of inquiry or creative work

Included in the documentation are several sample syllabi from across the institution that illustrate the ways that instructors inform and engage students in the learning outcomes.

UWM has also engaged in implementing the AAC&U VALUE Rubrics on critical thinking and written communication as a means of evaluating the growth of student skills in these areas. Piloted in the 2013-14 academic year, course artifacts from entry level courses at all levels for new freshmen were collected and rated by a team of volunteers who were trained in the use of the rubrics. In the summer of 2014, artifacts from senior level students were collected and evaluated using the same rubrics. The pilot project enabled UWM to verify that the methodology conformed with the standards used for assessment in writing programs across the nation and that the training sessions were useful to obtain valid inter-rater reliability. The lessons learned from this experience are being applied to a full-scale implementation, appropriately sized to provide generalizable outcomes for UWM, with a sample selected to reflect the range and proportion of the UWM student body who enter the institution at various levels of college-readiness, for the 2014-15 academic year. The first year student artifacts have been assessed and the results are being analyzed now. The senior student artifacts will be assessed at the end of the 2015 spring semester.

As an urban, access institution, UWM is committed to and supports diversity in a variety of ways. In addition to curricular requirements and offerings, UWM provides a very diverse atmosphere in which students live and learn. Of the tenured and tenure-track faculty, more than 40% are women and nearly 30% are minority. As discussed in C1, the student body is also very diverse. Students have the opportunity to interact and learn from one another on multiple perspectives both in and out of the classroom. Additionally, the diversity among student population has been increasing with time. Our enrollment of targeted populations (including African-American, Latino/a, Southeast Asian and American Indian) has increased from 14% of the total population in Fall 2008 to 21% in Fall 2014. UWM enrolls more students of color and more targeted minority students than any other institution within the UW System. UWM faculty, staff and students engage in a host of activities that support the range of human experience including cultural programming, support services, academic

and international opportunities. Resources on campus range from Centers and Institutes that focus on the multi-cultural experience to student support service offices that work with targeted populations to enable their success. The Student Union's Sociocultural Programming provides events and activities for the campus and community designed to increase awareness and understanding of diverse identities, social justice and urban issues. The programming explores and celebrates differences and commonalities related to race, ethnicity, gender, sexuality, spirituality, cognitive and physical ability, socioeconomic status and more.

As described earlier, UWM's general education requirements include a cultural diversity component that, in concert with the UW System Shared Learning Goals, specifically emphasizes intercultural knowledge and competence including the ability to interact and work with people from diverse backgrounds and cultures. At UWM, courses designed to meet the cultural diversity general education requirement can be offered by any school or college by focusing on the experiences of African Americans, Native Americans, Asian Americans, Southeast Asian Americans, U.S. Latino/as and/or the LGBTQ community. Successful completion of one designated cultural diversity course is required for degree completion.

UWM also offers several degree and certificate programs that specifically address issues of diversity ranging from Africology to Global Studies to Women's and GenderStudies.

The research enterprise is central to UWM's mission. Faculty, staff and students engage in a variety of research activities as is evidenced by the attached lists of faculty publications and presentations from 2012 to 2014. Note that the campus is still in the midst of implementing our publications database and these lists are by no means comprehensive.

In addition, over the last several years, research at UWM has witnessed the investment of new resources via the Research Growth Initiative. Over the last five years (FY 2010 to FY 2014, the UWM Office of Technology Transfer and the UWM Research Foundation have logged 207 invention disclosures. In that same period, the UWM Research Foundation coordinated the filing of 61 provisional patent applications, 49 U.S. utility applications, 20 international applications, and executed 35 license and option agreements.

The Office of Undergraduate Research (OUR) is a centralized location for undergraduates seeking on-campus research opportunities and faculty seeking enthusiastic, motivated undergraduate students with whom to collaborate. OUR engages approximately 550 students every year and 1,877 students participated in OUR programs during the first five years of its existence. OUR programs that promote collaborative work include the Undergraduate Research Opportunity Program (UROP), which pairs students with faculty research mentors for academic credit; and the Support for Undergraduate Research Fellows (SURF) program, which enables faculty research mentors to co-apply with top-performing students to provide an hourly wage for the student's work on a faculty-led research project. Also included under the OUR's umbrella of offerings are travel grants to support undergraduates who are presenting their work at national conferences, and the UR@UWM Summer Research Program.

In addition to research done through OUR, students may take advantage of independent study opportunities and research based capstone classes. In 2013-14, 612 undergraduate students participated in an independent study and 903 undergraduate students participated in capstone classes focused on independent research projects. Finally, undergraduates may also conduct research through the McNair Postbaccalaureate Achievement Program. Fifteen students in disciplines ranging from Electrical Engineering to Sociology participated in the McNair program during the 2014-15 school

year, and 600 students have participated in the program since its inception in 1989.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

UWM has sufficient numbers and continuity of faculty members to carry out both the classroom and non-classroom roles of faculty. According to annual payroll reports, in 2013 UWM employed 527 tenured faculty, 302 non-tenured faculty and over 819 teaching academic staff. Almost 99**%** of faculty have a terminal degree in their field. Our instructional faculty/student ratio (as determined by the methodology defined by the Common Data Set) has been 18:1 for the past two years which allows faculty to develop good relationships and rapport with their students. Continuity of faculty is witnessed by the fact that 56% of faculty in Fall 2014 have been at UWM for 10 years or more.

Longevity	Headcount Faculty	% of Faculty
Less than 5 years	188	22%
5 - 10 years	185	22%
10 -2years	258	30%
20 years or more	218	26%
Total	849	100%

The UWM University Committee serves as the executive committee of the UWM Faculty Senate. It is comprised of seven faculty members, six elected to rotating 3-year terms and the President Pro Tem of the Senate. The UC serves as the hub about which faculty governance turns at UWM and has traditionally been the front-line faculty governance partner with campus administration to ensure faculty positions and interests are heard and actively pursued. In addition to the University Committee, UWM supports an extensive faculty standing committee structure that provides oversight

to curriculum (APCC and GFC), academic policy (APC), promotion and tenure (Divisional Committees) and all matters related to university function. Similarly, each school and college also has governance structures to provide oversight for curriculum, make decisions regarding faculty hire and tenure and hiring instructional staff.

At the point of hire, the academic credentials for instructional staff are evaluated to ensure appropriateness for the role. Please see below for more information.

UWM maintains a syllabus policy to ensure students and instructors have a common understanding of expectations and explains what a student must do and when they must do it to successfully complete the course. A syllabus is a statement of intent by the course instructor that should clearly explain expectations and serves to protect students from arbitrary or untimely changes in course requirements and due dates. A syllabus must also provide information about departmental and University policies governing conduct of the course.

Faculty and instructional staff determine and assess student learning outcomes for their courses, programs, and degrees. Details of UWM's processes for assessment of student learning in the degree programs and in general education are discussed in 4B.

Policies and procedures for hiring, promotion and tenure of faculty are detailed extensively by UW-System and UW-Milwaukee. The process of hiring an individual is straightforward. Establishing qualifications for new instructors rests with the hiring units. Information documenting common university practice, as collected from hiring units, demonstrates that more than 99% of faculty at UWM hold the terminal degree in their field to ensure adequate preparation for effective, high quality programs.

When a request to recruit a new tenure or non-tenure faculty position is submitted, it is first reviewed by the College dean. The review includes an assessment of the position description including the minimum credentials. Further approval must be sought from the Provost. This same process is repeated at both the interview and hiring stages. Following a competitive search and candidate interviews, a request to hire is made where credentials are once again checked against the position description. A background check is also conducted at this point as well as completion of I-9 and payroll forms. When the contract is offered, the candidate must show proof of credentials with a current transcript.

Faculty teach courses as determined by their academic preparation and experience. Faculty with less than the terminal degree generally will teach undergraduate courses, although schools and colleges have established policies on exceptions to this rule. Those with a terminal degree can teach at any level, including graduate.

Board of Regents and UW-Milwaukee policy notes that academic staff, including instructional academic staff, should have "close peer relationships with members of the faculty and academic administrators." In terms of hiring practices, this is interpreted to mean that members of the academic staff will minimally have professional/administrative experience and academic preparation as evidenced by appropriate degree requirements deemed necessary by, or is comparable to that of, members of the faculty. In other words, a degree is required to be academic staff. Individual units are supposed to have a policy regarding what criteria must be met, as appropriate, to be instructional academic staff within their unit.

UWM does not offer dual credit, contractual or consortial programs.

Subsequent to hiring, the University places great emphasis on assisting and monitoring faculty growth and development, recognizing that both the faculty member and institution benefits. Student feedback is integral in this process via student evaluations of courses each semester. Though these evaluations are guided by UWM policy this is largely a decentralized process. Each school/college/department selects the evaluation tool, conducts the administration and evaluates the outcomes. Examples of these evaluation tools can be seen here.

The nature and timing of faculty evaluations vary by rank and contract status. Non-tenure track faculty are reviewed each year as required by the Faculty Policies and Procedures.   Criteria for these evaluations are determined by the executive committee of each department.

Tenure-track and tenured faculty qualifications for promotion and tenure revolve around past and probable future accomplishments in academic research and creative or scholarly production, demonstrated teaching ability and service to the community, university and profession. Guidelines for the review process are articulated by divisional committees. Tenure-track faculty undergo annual reviews in order to ensure satisfactory progress toward attaining tenure and promotion.

At the end of the probationary period, tenure-track faculty prepare a file detailing accomplishments in the areas outlined above. The file also contains a letter from the candidate, cover letter by the departmental executive committee evaluating the candidate's capability, assessment of research and scholarly activity, teaching and service contributions, candidate CV, evidence of scholarly work, teaching, service, extension/outreach activities and letters of evaluation from at least 3 impartial experts. The file is reviewed by the department executive committee and the divisional committee during tenure considerations.

Promotion to full professor follows a similar process to that for promotion to associate and tenure with the expectation that accomplishments will be greater and appropriate to the rank.

Tenured faculty are reviewed at least once every five years to assess each faculty member's activities and performance in respect to the UWM Select Mission Statement.

In addition to the reviews described above, annual review related to salary adjustments (merit) also occur when there is a state pay plan. Department executive committees determine criteria to be used in this process.

Finally, all faculty are asked to submit a report, via the campus faculty activity reporting tool, summarizing their activities and documenting the past year's accomplishments. This information is used in the merit exercise. This documentation also enables the dean to evaluate faculty performance.

Academic staff undergo annual written performance evaluations, conducted according to the procedures specified in UWM Academic Staff Personnel Policies and Procedures, Chapter 105. Performance reviews are designed to assist in the professional development of the staff member, to encourage a high level of service to the University, and to give the staff member a clear understanding of her/his role in the unit in which employed.

UWM recognizes that intellectual growth and professional development of faculty and staff are essential for effective teaching and employee satisfaction. As such, UWM offers numerous opportunities for faculty to remain current in their fields, acquire new skills and refine current ones. Avenues to achieve these ends include:

- Sabbaticals to enable faculty members to be engaged in intensive study in order to become

more effective teachers and scholars and to enhance their services to the University.

- Professional development offered by the Center for Instructional and Professional Development (CIPD) which provides programming centered on the connection between teaching and learning by fostering a culture of excellence in teaching and attention to student learning which is understood to be a scholarly activity. CIPD offers programing ranging from assessment of student learning to faculty development, workshops geared to faculty and graduate teaching assistants as well as departmental and individual consultations.
- Professional development offered by the Learning Technology Center (LTC) which provides training, resources, and consultation to those seeking to use technology in pedagogically effective ways. The LTC also pilots new and emerging technologies intended to facilitate innovative campus practice.
- Graduate School sponsored opportunities and workshops through Researcher Central aimed at increasing research productivity and securing funding.
- The faculty mentoring program designed to assist junior faculty acquire the skills needed to excel and prepare for the tenure process while providing a supportive academic environment.
- The Research Growth Initiative (RGI) which provides internal seed funding to support high-quality research projects in the early stages. Its objective is to increase UWM's research productivity, scholarship, creative endeavors, and external funding by investing in proposals selected through an independent and objective process.
- Support offered by the Office of Sponsored Programs assists faculty in finding external funding to support their research and mange their existing projects.

Data collected through the UWM Senior Survey consistently show around 90 percent of graduating seniors consider the overall quality of instruction at UWM to be excellent or good. The annual Senior Survey also solicits feedback about a variety of experiences at UWM including level of access to faculty (see table 6).

Schools and colleges set policies for Professor office hours. Faculty list specific office hours, and are expected to be there, on their course syllabi. Many are available outside of those formal hours when they are not engaged in classroom, lab or studio activity. Faculty are also engaged with students on research projects either formally arranged through the Office of Undergraduate Research or developed one-on-one given common interest and desire.

At the graduate level, newly admitted students are either assigned an advisor by their program at the time of admission, or they are advised by their Graduate Program Representative until a permanent advisor is selected. All graduate students also have a Major Professor, who serves as chair of the student's thesis review or dissertation committee, and also advises on courses and supervises research.

 At UWM, each position has a specific job description detailing duties, expectations and qualifications. Academic staff positions, i.e. professional and administrative personnel other than faculty or classified staff with duties and types of appointments that are primarily associated with higher education institutions or their administration, are those likely to be providing student support services. The recruitment process for academic staff is rigorous and requires hiring units to provide a detailed job description which is reviewed by the central human resource unit to ensure equity of title and salary given position requirements. Qualifications will vary by position and unit but academic staff assignments are positions where, because they may involve teaching, research, public service responsibilities, academic support activities or academic program administration, and are positions that are separate and distinct to higher education compared to other state employment categories, and also involve assigned duties which require close peer relationships with members of the faculty and administration, it is assumed those holding these positions will have the professional/administrative experience and academic preparation, as evidence by appropriate degree requirements. Typically this

means that academic staff hold at least a bachelor's degree. Applicants apply on-line and, after the closing date, are reviewed by a screening committee to ensure they meet minimal qualifications. The hiring authority, in conjunction with HR, again ensure all qualifications are met at the point of hire.

There are a variety of professional development activities available to academic staff including campus based mentoring, workshops, and training. Academic staff also often meet to advance their own development by sharing best practices, e.g. the Advisor and Counselor Network meet and collaborate on a monthly basis, sharing information and resources valuable to all those who support student success. Staff across campus are also active in professional organizations including, but not limited to, ACCRAO, NACADA, NASPA, and NASFAA, and are guided by their professional standards.

Individual unit heads often seek on-going training and support for their staff and use annual evaluation and assessment to inform an improved practice. For example, during 2011-2013 staff in the Division of Student Affairs actively participated in 1,042 national and regional conferences and institutes. The Norris Health Center and Children's Learning Center staff complete all necessary continuing education requirements to maintain the licenses and meet all accreditation standards. In addition, the Division of Student Affairs also hosts a monthly professional development event on the 4th Tuesday of every month to address timely topics and increase the knowledge and skills of staff in the Division.

UWM offers tuition reimbursement to staff. The process is differentiated by the type of appointment the personnel holds. For non-represented classified personnel, reimbursement is available to all permanent and project employees and reimbursements are available for job-related or career-related courses. For unclassified personnel, the course must be beneficial to both the University and the employee in terms of increased knowledge, abilities and skills. This may include courses that relate directly to improving or maintaining job skills; courses mandated by law or regulation in order for the employee to retain his or her job; courses directly related to the employee's current profession; or courses which provide for career development within the University. Courses for personal enrichment do not qualify.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

As an urban, access institution, UWM's student body is diverse by many measures. As a result, UWM offers a wide-array of student support services engineered to meet the needs of the student body.   Student support services offered include:

- Academic advising: academic advisors are spread throughout the institution within schools/colleges. Student may also receive supplemental academic advising through a variety of offices on campus including multicultural offices (e.g. African-American Student Academic Services, American Indian Student Services, Roberto Hernandez Center, Southeast Asian Student Academic Services), academic program offices (e.g. Honors Program, Global Studies Degree Program, International Studies Program, Pre-Law Advising, Pre-Med Advising, Pre-Chiropractic Advising, Pre-Dental Advising, Pre-Optometry Advising, Pre-Pharmacy Advising, Pre-Physician Assistant Advising, Pre-Veterinary Advising, Study Abroad Advising), offices designed to support students with developmental education needs (e.g. Academic Opportunity Center, Student Support Services Program) and offices defined by type of student (e.g. Office of Adult and Returning Students, Student Accessibility Center). Student satisfaction on academic advising is included in the Senior Survey (see table 7).
- Panther Academic Support Services (PASS) focuses on providing academic tutoring by providing walk-in, online and group tutoring sessions. PASS also organizes supplemental instruction initiatives which are geared to providing students additional assistance in targeted course, largely at the freshman/sophomore level, where many students benefit from additional assistance in a structured setting.
- The Writing Center at UWM is open to all UW-Milwaukee faculty, staff and students to assist in the preparation of documents and improve writing skills. Assistance is offered one-on-one through online tutoring or in-person appointments.
- The Student Success Center (SSC) offers mini-courses and advice on taking notes, prepping for exams and making the most of the first year at UWM. First Year Mentors are paired with each new student to provide assistance and informal advice to enable a smoother transition to the college experience. The SSC also organizes orientation programming and learning communities.

- The Academic Opportunity Center provides support services for students to develop their academic skills and adjust to university life with an emphasis on students whose prior education may not have fully prepared them for college. Services include intensive academic advising and developmental and introductory course offerings in English, study skills and reading.
- The Center for International Education focuses on enabling students to become a global citizen as they pursue an international major or certificate, study or work abroad, attend free on-campus lectures and conferences, and get to know students from around the world through the on-campus and overseas programs, student clubs and special events.
- The Career Development Center helps students bridge the gap between majors/degrees and employment by helping student identify appropriate courses of study to meet their career goals and build career skills.
- First-Year Seminars are smaller in size and broader in scope than most other courses and are intended to enhance skills (inquiry and analysis, critical and creative thinking, oral and written communication) and engage students in reflection about the process of learning at the college level.
- The Office of Undergraduate Research works with faculty and students to match faculty and student research interests and needs to enable a rewarding research experience for undergraduate students.
- The Accessibility Resource Center (ARC) works with students, faculty and staff to promote an increased awareness of the abilities of all students and to ensure that every student is regarded on the basis of ability, not disability. ARC provides an accessible university community that welcomes students with disabilities, fostering the development of each student's full potential.
- The Honors College is open to talented and motivated students in every major and discipline. The Honors College offers the personalized education of a small liberal arts college and the unique opportunities available at a major research university.
- The McNair Achievement Program seeks motivated undergraduate students interested in pursuing graduate work, and provides them with mentoring and rigorous academic opportunities. McNair scholars are primarily students who identify as first-generation or low-income. Many come from underrepresented backgrounds and leave the program with additional research and academic skills and contacts.
- The Military Education Benefits Office provides support to current military personnel, veterans and their families as they pursue their academic, career and personal goals.
- The Center for Community-Based Learning, Leadership and Research partners with the community to inspire students, faculty, and staff to engage in activities that foster enduring personal and social change.
- The English as a Second Language Program offers several ESL programs including an Intensive English Program for incoming students with limited English proficiency, and ESL courses for credit.
- The Life Impact Program in the Department of Financial Aid assists disadvantaged parents attain a higher education by providing a $5,000 renewable scholarship, academic/professional/personal support, and access to a Life Coach team.
- The Department of Financial Aid has also been integral in the development of Economics 110, a 1 credit financial literacy class open to all students.
- The English as a Second Language program provides a range of services to students in need of improving their English proficiency. These include an intensive English Program, ESL Writing Courses, Spoken English for Academic Purposes courses, international teaching asssistants, and conversation partners for improving spoken English.

UWM provides for learning support and preparatory instruction to address the academic needs of its students by directing entering students to courses and programs for which the students are adequately

prepared. At the point an applicant becomes an [admitted student](#) to UWM, the [UWM Testing Cente](#)r issues an invitation to take placement tests at UWM. All students are required to take placement exams in mathematics and English. Depending on courses taken in high school and intended major, students may also be required to take exams in chemistry and/or a foreign language. These exams must be complete prior to course registration and results are used by the student and their adviser to select appropriate courses that are neither too easy nor difficult given ability.

UWM, as an access institution, consistently finds that around [50% of each new freshman cohort places in developmental level math.](#) And [research](#) we have conducted demonstrates that those entering in development-level math are much less likely to be retained and graduate. [Panther Math Prep](#) (PMP) was designed to address these issues at the start of a student's career. PMP is a summer program designed to help incoming student retake the math placement test in order to place in a higher level course. Students review the material either on campus or online and retake the placement test at no charge. It is not required but highly encouraged, especially for those who place near a college level course. Avoiding non-credit courses has several benefits for the student including reduced college cost, more timely progress toward degree completion as well as the psychological benefit of being college-ready at the start of the academic year.

For those who do place in development coursework, UWM has engaged in several innovative classroom practices to encourage faster satisfactory completion and entrance into college-level work. Chief among those initiatives is the development of [course redesigned strategies](#) aimed at student placing in developmental level math. Those enrolled in those sections complete remediation faster and demonstrate higher rates of retention and graduation

UWM also leverages two proprietary tools in our efforts to provide the best information to students and the staff who are assisting them through their college careers. [MapWorks](#) is a comprehensive student retention and success programed designed to identify students early in the term who are at risk of not being retained for cognitive and non-cognitive reasons. Students are surveyed at the fourth week of enrollment to assess their academic and social integration to campus, entering skills and abilities and expectations of their college experience.   Faculty and staff have access to those survey results to identify students at risk. Students are also linked to their customized report to see the discrepancies, if any, between their expectations and behaviors necessary to succeed.

The [Student Success Collaborative](#) focuses on identifying students at risk of not completing their degree based on analytics driven by campus course and performance data. The information gleaned from years of enrollment and performance data of past students is used to predict outcomes for current students. Students at risk of not completing are identified and academic advisors are provided tools to assist in the discussion of academic decisions armed with information about majors in which the student may be more successful.

[Academic advising](#) is school/college based and provides student with information about degree requirements, support services and programs, along with university policy and procedures. Advisers assist students with educational and career planning, including the selection of classes, and work collaboratively with faculty to help student stay on track and achieve personal educational and career goals. During the orientation process, students are introduced to their advisers who assist in initial class registrations. Faculty also play a key role in providing academic advising, particularly for upper-class students, and provide support for degree planning, discipline-specific advising and mentoring. While students are encouraged to meet with their advisers at least one per term, there is no formal requirement for doing so.

Professional academic advisers hold regular campus meetings to improve processes and share best

practices. The Advisor and Counselors Network (ACN) meets each month and topics discussed range widely from briefings on campus initiatives such as the flex degree to technology to majors fairs to how to assist student with specific initiatives such as study abroad.

Technological Infrastructure: University Information and Technology Services (UITS) provides UWM with technology infrastructure and support, and enterprise IT services and resources in support of the University mission. UITS personnel work in partnership with professional IT staff scattered throughout UWM's schools, colleges and divisions. UITS provides a range of services from desktop support to short courses to support for the campus Desire2Learn course management system. UITS Classroom Services provides instructional technology for academic classes taught in general access classrooms located in University buildings. Education, training and support are provided for multimedia classrooms, multimedia lecture capture, and video conferencing for distance education.

UITS also provides or supports:

- Electronic credentials for access to IT resources
- PeopleSoft Student Information System
- Wired and wireless connectivity
- Phones and Cell Phones
- Computer Labs
- Web Kiosks
- Mobile Applications
- Email and Calendar Services
- Online File Storage
- Email List Management
- Personal Web Space
- Tech Store
- Tech Repair
- Online survey tool
- High Performance Computing

The Software Asset Management (SAM) service is UWM's central software resource. Large-volume software purchases for UWM departments or the entire University are made and negotiated by SAM in an effort to pass on significant costs-savings to the University community. SAM then sells individual licenses or provides them for general use (e.g., in Campus Computer Labs) and manages these software applications through their life cycles by monitoring assets, ensuring compliance, performing needs/usage analyses, facilitating internal or vendor audits and planning for upgrades and license renewals. SAM also answers general inquiries specific to software purchases and consults with faculty and staff members who must purchase individual pieces of software or small-volume licenses.

A network of centers, institutes and laboratories help translate discovery into practice. They act as points of expertise that attract other scholars, the public and the private sector, both in Milwaukee and nationwide.

Golda Meir Library, boasting more than 5.2 million holdings including volumes, eBooks, maps, film and video recordings, eBooks, serial titles, catalogued photographs, audio recordings and microforms, serves as a hub of scholarly activity at UWM. Given student fee funding, all services of the library are free to students. The library supports the mission by advancing scholarship, critical thinking and

creativity for the diverse UWM community of users. Library staff build, organize and maintain focused collections for research and offer users assistance in identifying, locating, assessing and effectively using the full range of information resources that are currently available. The library offers workshops ranging from the "Introduction to Research at UWM Libraries" workshop to others that focus on how to use web-based research tools, research alert services and cited reference searching. Each year, the library runs approximately 700 information literacy sessions which reach approximately 12,000 students. The Library participates in a host of interlibrary and lending cooperatives that expand opportunities for research and discovery. Open for 95 hours each week, the library also houses the Soref Learning Commons which provides space for students to engage in individual and group study and provides services such as consultations with librarians, information literacy classrooms, and technology resources. The Commons is open continuously for students between Sunday at noon to Friday 7 PM as well as being open for limited hours on Saturday.

The Peck School of the Arts hosts seven public performance spaces for dance, music, theater and film performances.

In 2012-13, UWM spent about $4.4 million for laboratory and computer equipment to support teaching and research.

As a research institution, programs across the university require students to obtain basic skills in research and information management. The work is further encouraged by several initiatives on campus including the McNair Program and the Office of Undergraduate Research. The Graduate School assists researchers in areas ranging from conducting research, managing grants, learning conceptual aspects of proposal writing, reviewing the rules, regulations and professional practices that define responsible conduct of research, and special events aimed at the professional development of graduate students.

Human subjects research training provides information on the rules, regulations and ethical principles governing research involving human subjects and is required for all student principal investigators at UWM. This training is offered both in person and online. A total of 42 faculty, staff and graduate students attended an in person training in Fall 2014, and an average of 617 participated in the online training over the past 5 years.

The UITS Learning Techniques program provides quality technology training tailored to the needs of the UWM community in either face-to-face or virtual formats.

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- UWM American Indian Student Services
- UWM AOC Courses
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- UWM Example Student Learning Outcomes
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- UWM Library Tours and Workshops
- UWM Life Impact Program
- UWM Mapworks
- UWM Math Pathways
- UWM McNair Program
- UWM Military and Veteran Student Services
- UWM New Freshman Academic Profile
- UWM Office of Undergraduate Research
- UWM Panther Math Prep
- UWM Pass Homepage
- UWM Peck Public Venues
- UWM Pre-Chiropractic Advising
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- UWM Professional Development for Researchers
- UWM Remedial English
- UWM Roberto Hernandez Center
- UWM Senior Survey Summary
- UWM Senior Survey Summary (page number 3)
- UWM Software Asset Management

- UWM Soref Learning Commons
- UWM Southeast Asian-American Student Services
- UWM Student Evaluation Samples
- UWM Student Success Center
- UWM Student Success Collaborative
- UWM Student Success Page
- UWM Student Support Services
- UWM Testing Center
- UWM UITS Classroom Services
- UWM UITS Homepage
- UWM UITS Learning Techniques
- UWM Undergraduate Catalog
- UWM Writing Center

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

As an urban, access, research institution, UW-Milwaukee has a core commitment to graduating students who are dedicated to engagement and leadership. To this end, UWM has developed deep partnerships with the local community and beyond to ensure students opportunities that span the human experience. Co-curricular programming at UWM promotes involvement in activities outside of the classroom including living/learning communities, student organizations and government, undergraduate research opportunities through the Office of Undergraduate Research, recreational and sports programming offered through the Klotsche Center. Below are a few examples of some of the opportunities offered at UWM to enhance the student academic experience.

- The Center for Community-Based Learning, Leadership and Research facilitates work with the non-profit sector, providing student opportunities for volunteerism, service-learning, and community-based work-study options. The Center also provides programming in leadership development and academic service learning programs.
- The Center for International Education develops, promotes and sustains international education initiatives at UWM including connecting domestic and international students and scholars with on-campus and overseas research and learning opportunities including study abroad.
- The Peck School of the Arts offers programming far beyond their academic mission that enhances the lives of both students and the local community including workshops covering topics in art/design and film to dance, music and theatrical performances.
- The Bostrom Center serves as an interdisciplinary applied research center to develop and disseminate policies and strategies that enhance the vitality of innovation and business competitiveness in entrepreneurial firms. The Center's research projects involve Lubar School faculty, doctoral students, and area corporations to advance topics of business competitiveness and innovation
- The Culture and Communities program promotes diversity and civic engagement by giving students an opportunity to earn an undergraduate certificate, by offering Community-University Partnership grants for limited-term projects, events, and activities that promote partnerships between UWM and the diverse communities it serves, and by their collaborative programming with the Center for Community-Based Learning, Leadership, and Research.
- Sponsored by sponsored by the National Collegiate Inventors and Innovators Alliance (NCIIA), College of Engineering and Applied Science, School of Information Studies, Peck School of the Arts and the UWM Research Foundation, the Student Start-up Challenge seeks innovative ideas for startup companies and products from students for competitive grants. Winning ideas form the basis for new companies launched as part of the program. The program helps student-entrepreneurs build a team, develop working prototypes and launch a company based on their

concepts.

Linkages between curricular and co-curricular experiences: UWM builds intentional meaning between the curricular and co-curricular learning experience for our students. The Center for Student Involvement, the Center for Community-Based Learning, Leadership, and Research, and the Student Success Center coordinate an array of co-curricular learning experiences. Utilizing assessment information from Access to Success programs and MAP-Works, the P.R.I.D.E. message was developed to assist students, specifically our large population of first generation students, with the specific steps that successful UWM students take in their first year. The P.R.I.D.E. message highlights the importance of co-curricular involvement and taking advantage of all of the opportunities our unique urban environment offers. UWM offers an extensive array of AAC&U High Impact Practices for students including First Year Learning Communities and Living Learning Communities to bridge curricular and co-curricular learning.

Sources

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- UWM CCBLLR Vision Statement
- UWM Center for International Education
- UWM Center for Student Involvement
- UWM Cultures and Communities
- UWM Klotsche Center
- UWM Learning Communities
- UWM Office of Undergraduate Research
- UWM PRIDE Message
- UWM PSOA Outreach and Workshops
- UWM Student Association
- UWM Student Organizations
- UWM Student Organizations
- UWM Student Startup Challenge
- UWM Student Success Center

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

UWM provides high quality educational experiences to students at all levels. The programs are appropriate to higher education and serve the institutional mission. UWM provides academic and student support services that are appropriate for the program array and consistent with the needs of the students.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

The institution assures the high quality of the academic programs through the various shared governance processes in place for approval of new programs, changes to existing programs, and program reviews.

By State of Wisconsin Statutes, faculty have the primary responsibility for academic and educational activities. At UWM, the faculty senate is the elected body that represents the University Faculty in all matters for which faculty have the primary responsibility. Governance committees reporting to the faculty senate include the Academic Program and Curriculum Committee (APCC) and the Graduate Faculty Committee (GFC) which are the institution-level committees with responsibilities for undergraduate and graduate programs, respectively.

Faculty make up the majority of the membership in these committees which also have representation from academic staff and students. The committees meet monthly during the academic year and are vested with the responsibility to oversee program reviews and to approve new programs, courses, and curricular changes in existing programs. Final campus approval of new programs and changes to

existing program rest with the Provost.

New degree programs or majors are reviewed and approved by the Board of Regents after campus approvals. The guidelines for new programs or majors require a two step process - a pre-authorization step in which all UW institutions have the opportunity to review and comment on a short proposal to develop a plan to create a new program. Following approval of this document by the UW System Administration, a second document with more details on the various aspects of the proposed program including the fit with institutional mission, curriculum, learning goals and assessment, and resources is submitted for review and approval at the campus level and by the Board of Regents. Each new program is reviewed five years after enrolling the first student. The purpose of this review is to assess whether the new program is meeting its goals and objectives, assessing the quality of the program, and determining whether the institution has adequate resources to continue the program.

Regular Program Reviews

Graduate and undergraduate programs at UWM are regularly reviewed by the institution, the University of Wisconsin System, and external accrediting bodies.

The policy framework for program reviews is set by the Board of Regents (BOR) and is documented on the UW System Administration website. The policy also states the level of UW System/BOR approvals needed for various program actions.

Academic Program and Curriculum Committee (APCC) Program Reviews: The APCC reviews all undergraduate programs at least once every ten years. Reports assess programs on the basis of eight standards related to faculty, student body, curriculum, resources and evaluation. The guidelines for the review are published on the committee's website. According to UW System policies, all new programs must receive reviews within the first five years of their existence, and must submit a progress report two years after this initial review. Continuing programs are reviewed every ten years and must submit a mid-cycle status report five years after each full-scale review.

Qualitative Reviews of Graduate Programs : All graduate programs are assessed at least once every 10 years by the Graduate Program Review subcommittee of the Graduate Faculty Committee. New programs must receive reviews within the first five years of their existence, and must submit a progress report two years later. Continuing programs are reviewed every ten years and are subject to a mid-cycle status report five years after the full scale review. Graduate program reviews also involve two external reviewers from peer institutions.

UW System Academic Planning and Program Review: In addition to its role with respect to review and approval of new programs, the UW System periodically conducts reviews of similar academic programs at several UW institutions to determine whether the UW System is meeting the state's educational needs.

Specialized Accreditation: In addition to internal review processes, many programs at UWM are reviewed by national specialized accreditation bodies.

Evaluation of credit

UWM evaluates all credits transcripted by the institution.

UWM grants college credit for Advanced Placement(AP) exams and International Baccalaureate

exams (IB) provided the scores meet minimum requirements and are reported on official score reports. UWM offers credit for several College-Level Examination Program (CLEP) exams, as well as offering retroactive credit based on foreign language placement and course completion, and credit for military coursework and training. CLEP and placement exams are conducted by the UWM Testing Center.

UWM allows credits for prior experience in one degree program. Students pursuing a BS in Community Engagement and Education may earn up to 42 credits for prior professional experience by demonstrating the competencies by gaining a grade of C or better in an examination. The details are described in this document.

Credits for courses offered by UWM are subject to the UWM Credit Hour Policy. The standard definition used in higher education is the basis for determining the credit hours for each course offered. Experiential learning courses (such as service learning courses, clinical experiences, internships, and study abroad courses) are also required to document compliance with the credit hour policy.

In the competency based programs, as detailed in the separate report on the substantive change request, the competencies that a student must demonstrate are mapped to courses offered in the conventional mode for the same degree. In this way, it is assured that student learning in competency based programs is equivalent to student learning in the conventional offerings.

Quality of Transfer Credits

In general, transfer credit is awarded for college-level work completed at institutions accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA), assuming the provisions outlined below are also met. (Foreign institutions must be recognized by the Ministry of Education, or equivalent, of the home country). Courses must be similar in nature, level, and content to a course in UWM's undergraduate curriculum and applicable to one of our academic programs. Continuing education courses, graduate-level courses, and courses that are remedial, technical, vocational, or doctrinal in nature are not transferable.

The UW System has established transfer guidelines among Wisconsin Technical College System schools and UW System schools to ensure courses are appropriately transferred for the purposes of credit, prerequisites, major requirements and general education requirements. Students may consult the UW System Transfer Tools to determine how their UW System credits will transfer into their chosen program at UWM. In addition, UWM has developed articulation agreements with numerous colleges and universities across the country.

In graduate programs, transfer credits are evaluated by both the Graduate School and the student's academic program before they are approved. Documentation of the request and the decision is made using the Graduate Transfer Credit Evaluation Form.

Institution Maintains Authority over Quality of Academic Offerings

The establishment and adjustment of degree requirements and prerequisites are reviewed and authorized by a series of entities at the campus and system level before they are put into effect. The academic approval matrix outlines the approval process for change in degree.

The rigor of program coursework is reviewed on a regular basis through internal program reviews, UW System program approval, and specialized accreditation reviews.

Expectations for student learning are determined by departments offering the courses. Outcomes are

informed by UW Shared Learning Goals and external accreditation requirements.

The authority over who teaches a course rests with the faculty in the academic department/school that offers the course. Schools and colleges have established policies for ensuring that all instructors are appropriately qualified. While in general faculty must have a terminal degree, schools and colleges have established policies for instructor qualifications.

The institution maintains authority over access to learning resources for all learners, regardless of location. Access to services such as the library, advising, tutoring and other support services are maintained by individual units based on need and demand. Library services offered to UWM students, faculty and staff include: general circulation, archives, multimedia collections, special collections, reference librarians, and access to the Daniel M. Soref Learning Commons. Campus advising services are handled by the various schools and colleges on campus and are offered based on student need and demand for services. Campus tutoring is handled by the UWM Panther Academic Support Services office which offers a variety of tutoring forums to meet the needs of both on-campus and online students.

Specialized Accreditation

Numerous schools, colleges and departments at UWM are subject to external specialized accreditation. The list of programs with specialized accreditation is posted publicly on the University's website.

The Institution evaluates the success of its graduates

UWM administers an annual survey of all graduating seniors to determine their perceptions of their UWM experience. This Senior Survey gathers data on such topics as future plans, quality of academic prgorams, quality of support services, and quality of facilities and other infrastructure.

The Lubar School of Business and the College of Engineering and Applied Science maintain independent career services units and both track the success of their respective graduates. UWM's Career Development Center (CDC) surveys graduates from all other undergraduate programs regarding their placement in a job or further education. The response rate to this survey is in the range of 25-30%.   A summary of the results of the survey shows that the success of UWM graduates are comparable with the national average. A very high percent of the respondents state that their jobs or graduate programs were related to their majors. A working group is developing strategies on increasing the response rates to the CDC surveys.

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- UWM Advising Web Pages
- UWM AP Credit Matrix
- UWM AP Credit Policy
- UWM Audit and Review of Undergraduate Programs

- UWM Career Development Center
- UWM CLEP Policy
- UWM Credit Hour Policy
- UWM Credits for Military Education_Training
- UWM Faculty Standing Committees
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- UWM Online Tutoring
- UWM Pass Homepage
- UWM PASS Study Groups
- UWM PASS Tutoring Services
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- UWM Placement Exams
- UWM Programs with Specialized Accreditation
- UWM School and College Policies on Instructor Qualifications
- UWM Senior Survey Summary
- UWM Soref Learning Commons
- UWM Summary of CDC Post Graduation Survey
- UWM Testing Center
- UWM Transfer Credit Policy and Options for Prior Learning Credit
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- UWS New Program Approval Process
- UWS Shared Learning Goals
- UWS Transfer Tools

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

UWM's approach to assessment of student learning in academic programs is rooted in the philosophy articulated in Principles for Effective Assessment of Student Achievement, which has been endorsed by the HLC along with other accrediting bodies. UWM strongly subscribes to the principle that meaningful and rigorous evaluation by faculty is the key to assessing and improving student achievement. Our Quality Initiative has been directed at implementing systematic processes for assessment of student learning in all undergraduate programs. The efforts made towards this goal and the accomplishments in that respect are described in the Quality Initiative Report.

UWM has programs in diverse fields at the bachelor's, master's and doctoral levels housed in and among 13 schools/colleges and 53 departments. Consistent with the responsibility and the authority of faculty on academic matters, faculty in the academic programs have the purview on the processes for establishing and assessing student learning outcomes, and for using information gained from the assessment processes for improvement at the program level. The Chancellor and the Provost have encouraged each program to actively engage in assessing and improving student learning. Support and professional development for these activities are provided through the Provost's office and the Center for Excellence in Teaching and Learning (CETL) through workshops, individual, and group consultations. These activities involve assisting faculty and staff in the programs with the development of measurable outcomes, assessment strategies, rubrics, and curriculum mapping. Many of the schools, colleges and departments have designated faculty and instructional staff as coordinators of assessment of student learning. A web-hosted assessment information management system to which UWM has a subscription is made available for programs to record their work annually.

Institutional Learning Goals: The Board of Regents adopted a set of Shared Learning Goals for all UW undergraduate programs which were developed by a committee of faculty and academic administrators representing each UW institution. In developing the Shared Learning Goals, the committee considered learning goals articulated at each institution and was guided by the Liberal Education and America's Promise (LEAP) initiative of the Association of American Colleges and Universities (AAC&U).

The Shared Learning Goals are arranged in the following categories:

- Knowledge of human cultures and the natural world

- Critical and creative thinking skills
- Effective communication skills
- Intercultural knowledge and competence
- Individual, social, and environmental responsibility

The Shared Learning Goals guide the work of the faculty at each institution in designing coursework, professional development for faculty and staff, and liberal/general education initiatives. At UWM, the Academic Programs and Curriculum Committee (APCC) has adopted the Shared Learning Goals to guide the general education component of the curricula at UWM. Degree programs have been encouraged to link their student learning outcomes to the Shared Learning Goals.

Program Level Learning Goals: The faculty in each degree program have developed learning goals/outcomes unique to the program consistent with faculty judgment and informed by disciplinary norms. Programs that have specialized accreditation have learning outcomes consistent with accreditation standards. The program learning outcomes are mapped to the Shared Learning Goals where possible. A sampling of program learning goals are given in this document.

Assessment Processes:

Program Assessment: Faculty in each program determine how the learning outcomes are assessed in the program. Assessment strategies and methods, curricular locations for collecting assessment data, analyzing assessment data, and making improvements based on the analysis are activities under the purview of the program faculty. Relevant summary information from these processes are gathered centrally in a web-based assessment information management system. In general, the assessment processes in the programs employ standard practices used in higher education involving the following steps taken by program faculty:

- formulation and articulation of student learning outcomes
- identification of the places in the curriculum where the outcomes are developed
- identification of sources of assessment data
- setting the criteria for acceptable levels of achievement of the outcomes
- establishing priorities for assessment of student learning outcomes in a given academic year
- evaluating assessment data and drawing conclusions from the analysis
- developing and implementing action plans as necessary (based on information from assessment processes and/or from other sources)

The faculty are encouraged to include learning outcomes in course syllabi to communicate to the students about the outcomes and the assessment process used in the context of the course.

The sources of evidence of achievement of learning outcomes consist of direct and indirect measures and include the following:

- Faculty evaluation of student work in assignments, projects, performances, presentations, tests, and thesis.
- Evaluation of capstone project
- Comprehensive examinations
- Performance in proficiency exams (e.g. language proficiency exams)
- Performance in licensure exam
- Evaluation of student portfolios
- Evaluation by internship supervisor
- Student surveys

- Alumni surveys

The assessment processes are applied at all degree levels. All degree programs are engaged in these activities. Because this is a decentralized process, programs at various stages of maturity in implementing formal assessment processes and in the documentation of how the results are utilized in making improvements. A summary of the progress made by degree programs at the bachelor's, master's, and doctoral levels is presented here. Examples of program assessment reprts are provided in this document.

It is to be noted that, throughout the history of UWM, faculty and instructional staff have always been engaged in understanding the level of achievement of students at the course and program levels. There is a rich tradition of making improvements to the courses and curriculum to improve student performance. Faculty and instructional staff have participated in the numerous workshops offered by the Center for Excellence in Teaching and Learning to redesign courses, to improve pedagogy, to engage in active learning practices, and to better assess student learning. In the recent past, programs have been transitioning to adopting formal, documented assessment processes across the curricula. As expected in a diverse organization as UWM, programs are at different stages in the maturity of the process and completeness of documentation of assessment information. The programs have maintained their high quality in preparing students for their careers.

Assessment of General Education: The APCC conducts the assessment of the general education component. The revised general education requirements were approved by the Faculty Senate in 2012. Leading up to the revisions, open forums were held on campus on various aspects of general education (communication, quantitative literacy, distribution requirements, and cultural diversity) to seek campus input. The APCC, a standing faculty governance committee reporting to the Faculty Senate, has been assigned the responsibility to oversee implementation and assessment of the general education requirements.

The specific responsibilities of APCC with respect to general education include the following:

- approval of courses to be designated as fulfilling the requirements
- approval of all competency examinations and the setting of minimum scores
- establishment of policies pertaining to student appeals
- general monitoring of the academic impact of the requirements.

The criteria for assessing outcomes in general education courses satisfying distribution requirements can be found here.

The assessment protocol for general education was revised by the APCC in 2012-13. Each year one of the distribution areas will be reviewed.   The schedule for assessment and the guidelines for submitting required materials for the review are presented here.

The APCC conducted an assessment on the Arts distribution area of general education in 2013. The assessment data and self-analysis by programs that offer courses for this part of general education can be found here**.** In 2014-15 academic year, the APCC is conducting an assessment of the cultural diversity component of general education.

In 2009-10, UWM participated in the Collegiate Learning Assessment (CLA) as a pilot for the Voluntary System of Accountability (VSA). The learning gains made by students in written communication, analytical reasoning, and critical thinking skills. All of these are outcomes associated with the general education requirement. Incoming first year students and graduating seniors were tested. The results showed that the performance of UWM seniors was above the expected level based on the normed data from UWM and peer institutions analyzed and reported by CLA. The data show

that UWM's undergraduate education including the general education component is effective in preparing students to achieve at expected levels.

In 2013-14, UWM piloted the use of AAC&U's VALUE rubrics for reporting on student learning as part of the VSA. Written artifacts from first year students and graduating seniors were assessed. The results are being analyzed. UWM expects to find these results to be more useful to programs as the assessment is based on student work done in the context of specific courses. The pilot project enabled UWM to verify that the methodology conformed with the standards used for assessment in writing programs across the nation and that the training sessions were useful to obtain valid inter-rater reliability. The lessons learned from this experience are being applied to a full-scale implementation, appropriately sized to provide generalizable outcomes for UWM with a sample selected to reflect the range and proportion of the UWM student body who enter the institution at various levels of college-readiness, for the 2014-15 academic year. The first year student artifacts have been assessed and the results are being analyzed now. The senior student artifacts will be assessed at the end of the 2015 spring semester.

Co-curricular Programs: The Division of Student Affairs implemented the Student Affairs Assessment Team in May of 2010. The Division also invested in professional development for staff, including providing a division-wide training to introduce the Shared Learning Goals adopted by the University of Wisconsin System in spring of 2010. Since that time, each unit was asked to develop and implement learning outcomes and an assessment plan to guide their program development and evaluation. Currently, an increasing number of departments in student affairs have developed learning outcomes at the unit and programmatic level. Presented in this document are numerous examples of learning outcomes and how they are being assessed across the co-curricular programs. Next steps for learning outcome implementation include the development of a strategic plan for the division that connects to the institutional strategic plan currently under development and unit and programmatic learning outcomes that connect to the UW System Endorsed Shared Learning Goals. Completion of initial drafts of the unit-level 3-year assessment plans are scheduled for June 1, 2014 utilizing the following linked template.

Examples of actions taken based on the analysis of assessment data can be found all across the institution. The assessment reports contain examples of analysis of the assessment data leading to findings. Decisions are made on the appropriate actions to be taken based on the findings. Actions taken range from changes at the course level, curriculum redesign, and improving academic support services.

Our Quality Initiative has been directed at implementing systematic processes for assessment of student learning in all undergraduate programs. The efforts made towards this goal have been described in the Quality Initiative Report.

Sources

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- UWM Assessment in Co-curricular Programs
- UWM Assessment of Arts Component of General Education
- UWM CETL Homepage
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- UWM Example Student Learning Outcomes
- UWM Gates Grant
- UWM General Eduation Review Guidelines
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- UWM General Education Policies
- UWM General Education Policies (page number 13)
- UWM General Education Policies (page number 16)
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- UWM Status of Student Learning Assessment Processes
- UWS Shared Learning Goals

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

UW-Milwaukee has long been engaged in monitoring retention, persistence, and completion rates and using that data to make programmatic and structural modifications in an effort to enable more student success. In 2005, the campus embarked on an ambitious plan to improve retention and graduation rates with the launch of Access to Success (A2S).   In addition to focusing attention on high impact practices that are recognized to positively affect student performance and retention, built into the process was detailed reporting of student behavior, participation, performance and retention. Yearly campus conversations highlight to the campus community the diversity of efforts advanced within A2S umbrella and UWM engages personnel from across campus to learn, engage and initiate actions to improve retention. More information regarding these initiatives can be found in 4.C.

The Chancellor's Enrollment Management Action Team, (CEMAT) created in 2014,operates with focus and direction to coordinate and implement necessary activities for effective enrollment management. CEMAT serves as the key campus group with ownership of Enrollment Management. Sponsored by the Chancellor, the governance structure ensures integration of campus initiatives and actions to enable strategic decision-making. The steering committee, comprised of the Chancellor and Academic Leadership Council, make high-level decisions based upon the recommendations of the Council and work groups. CEMAT is co-chaired by the Provost and Vice Chancellor for Student Affairs.

CEMAT is specifically charged with developing and communicating accurate enrollment projections; work with committees, teams, and others (e.g., Alumni, student groups, Golda Meir Libraries, Honors College) to develop, oversee and coordinate the development and implementation of specific, comprehensive enrollment-related actions; identify specific targets, measure progress toward them, and report to the Steering Committee on a quarterly basis; offer recommended actions to campus leadership on additional activities and needs of the campus; and counsel on tradeoffs and ensure that all campus enrollment-activities are informed by systematic, data-driven methods.

Current CEMAT work groups, intended to be fluid and flexible to meet emerging needs and

opportunities, include both undergraduate and graduate admission, budget, data, marketing, retention, international students, flex/online programming and undergraduate advising. Each work group has articulated goals and deadlines.

UW-Milwaukee has experienced both successes and disappointments in achieving retention, persistence and completion goals. Acknowledging the work we have yet to do to address the challenges of being an urban, access institution is evident campus-wide.

As articulated by CEMAT in February, 2015, retention and graduation rate goals for UWM are:

- Achieving, maintaining, and exceeding a persistence rate of 73% for first year students progressing to the second year
- a 6-year graduation rate of 44%.

Given our mission as both a research and access institution, and mindful of our new freshman academic profile, these goals are ambitious but in-line with many of our peer institutions.

A review of retention and graduation rates for the last 10 years suggests that while UWM has been able to achieve increased retention rates, the effects of campus initiatives are all too often short-lived. While UWM has seen retention rates increase in some years, we have not been able to sustain steady increases over time. One year persistence rates at UWM rates typically fluctuate between 68-72%. However, the rates are not stable and movement beyond 72% has been difficult to achieve.

Data on student retention, persistence and completion are compiled, collected, analyzed and displayed on the Assessment and Institutional Research website. Available for any campus member, this information is also presented to senior leaders on a regular basis, including annual budget and planning meetings held between the provost and each academic dean. Drawn from the student information system, the data are conveyed in several different ways, e.g. pdf and/or excel files, web-based, excel-based or Hyperion-based dashboards, (depending on the complexity of the data) for ease of campus use.

On the 10th enrollment day of each term, student enrollment data collected from the student information system is frozen for analysis and use within the campus data warehouse. One year retention rates, calculated by examining the number of first-time, full-time students who are enrolled as of the 10th enrollment day of the following fall term, are calculated for new freshmen and transfer student populations. Within these reports, rates are calculated by school/college, gender, ethnicity, full-time/part-time enrollment, high school rank, and remediation need. Further reports provide retention by term and graduation rates well beyond the 6th year for both new freshmen and transfer students as well as reports detailing degrees granted and degrees by entering field of study versus exiting field of study

Further detail regarding retention, persistence and completion rate reporting can be found below.

Careful analyses of institutional data have allowed UWM to acknowledge the strengths and weaknesses of our current efforts and prompts discussion among units university-wide regarding next steps and options.

A retention steering committee, formed in 2012 by Academic Affairs and now acting as a work group of CEMAT, is charged with developing and implementing a retention plan, establishing SMART

(specific, measurable, attainable, realistic, and timely) goals based upon assessment of the current state of affairs, developing corresponding strategies and action plans, developing appropriate measures to monitor annual progress, and refreshing the plan as deemed necessary. The team consists of representatives from campus faculty, staff, students and directors of Student Affairs and Academic Affairs units.

The retention steering committee retention plan serves as the road map for retention planning. The retention executive committee, comprised of representatives from Student Affairs and Academic Affairs, meets every month one week prior to the larger retention steering committee meeting. The executive committee provides oversight and is responsible for monitoring implementation of strategies, evaluating outcomes, and recommending changes as deemed necessary to promote student retention and success.

Preceding the formation of the retention steering committee was the Remedial Education Steering Committee, formed in 2011. It was created specifically to address the unique issues surrounding students entering UWM ill-equipped for college level work in math and English. Around half of the entering freshmen class each year place into developmental coursework. Given this significant number, the committee was charged with analyzing and tracking the number of students who are placed in remedial courses and their rates of successful completion of remedial coursework, implementing best practices aimed at influencing the preparation of entering students for college math and English and accelerating their learning in math and English to achieve college level aptitude necessary to succeed in their program of study. This committee, led by Academic Affairs, identified best practices, and established goals and objectives and action plans. The team consisted of representatives from campus faculty, staff, and directors of Student Affairs and Academic Affairs units. In 2014, membership was folded into the retention steering committee.

Given the intense focus on developmental education reform, significant progress has and continues to be made in this high priority area. In addition to securing recently two new funding sources devoted to improving developmental education delivery (Gates grant and a UW-System R&D grant), an evidence-based approach to reforms has been implemented. This consists of 1) messaging the state high schools to have junior students take the early math placement test in order to determine early on if they will be able to enter the university into a credit-bearing college math course, 2) implementing a "moving up" strategy, details of which are covered in the grant applications, where students placing close to the cutoff score are automatically placed into a credit-bearing math course, 3) providing students with Panther Math Prep courses opportunities administered three different ways to meet the needs of different types of learners, 4) offering a bridge course conducted by the Academic Opportunity Center that incorporates developmental math coursework, 5) the implementation of new math curricular pathways that allow for accelerated programming, 6) the design and dedication of active learning classrooms conducive to utilizing the flipped classroom method of instruction, and 7) mandatory instructor training for all those who teach developmental courses. The determined metrics are:

1. Reduce placement rate into remedial math to 33%,
2. Increase first year completion rate of remedial math to 85%, and
3. Remove 2nd year retention gap between remedial and college-level students. Action steps have been outlined to meet these metrics. (7)

Simultaneously, the English Department is considering eliminating the remedial English course and placing all freshmen into credit-bearing college courses. Co-requisite or supplemental instruction will be provided for those students requiring additional support.

Access to Success, UWM's umbrella initiative to increase retention and, subsequently, graduation rates, began in 2005. Collection of data to ensure adequate study of student behavior required the development of new campus tools, including Cattrack, which enables units to record student activity as they seek mentoring, tutoring and advising assistance. With the use of that data, and information gathered from the student information system, the Office of Assessment and Institutional Research has been able to report to campus, on a term-by-term basis, the relative success rates of students who engage in high impact practices. That information, in turn, is consulted to determine resource allocations and direct activities in an attempt to meet the needs of the UWM student body. Examples of campus investments and actions include:

- The Student Success Center, developed as a part of A2S, is dedicated to creating opportunities for all UWM first-year, transfer and returning adult students to transition successfully into an inclusive and vibrant community. The Center places a high value on connections with other students, faculty and staff to enhance each student's personal and academic success. Center activities include peer mentoring, new student orientation, family orientation, fall welcome, common reading experience, living learning communities, student success coaching, and educational and social programming. Specific investments within the Student Success Center include:
  - MAP-Works provides insight into first-year, new transfer and adult students and other high-risk populations, including scholarship students and students in the Academic Opportunities Center (AOC) cognitive, behavioral, and social experiences. MAP-Works metrics combine student survey responses along with pre-college academic performance to assign an initial risk assessment to each student. That information is shared with staff across the university who reach out to their students to provide individualized assistance to meet their unique needs in transitioning to university life. MAP-Works also incorporates early warning data as detailed by instructors in an effort to assist students before poor academic performance or habits become entrenched. MAP-Works provides a wealth of data both on individual students and the incoming cohorts. This data is communicated monthly through the MAP-Works Advisory Committee, consisting of representatives from each school/college and key support resources. The yearly investment for this tool includes $86,000 for the cost of the system for all new students and other at-risk populations and $46,500 for the MAP-Works Coordinator position salary.
  - Mentoring programs through the Student Success Center total $225,300 for peer mentors for all incoming new students. The program has exhibited significant growth and impact since its development in 2009. For the 2013-14 academic year, 20,937 peer mentoring contacts were logged in with 81% of first year students engaged with their mentor. Retention of students engaged with their mentor was 71.5% in Fall 2013 as opposed to 61.7% for those who did not.
  - In 2013, the P.R.I.D.E. message was developed using data from A2S, first year experience and HIPs research to communicate the specific actions of successful students to new students. The P.R.I.D.E. message is used as the theme for the recruitment, orientation and first-year programming at UWM.
- Implemented in fall 2014, the Student Success Collaborative (SSC) combines technology, research, process improvement and predictive analytics to help UWM positively affect student outcomes. By accessing and analyzing academic data, the Collaborative unlocks insights about patterns of student success. These insights allow advisors and faculty to have earlier, more proactive, and more data driven conversations with students. The SSC will enable UWM to focus on retention and student success among advisors, academic departments and colleges, leverage "big data" by analyzing past student performance at UWM with the goal of identifying

where students tend to get stuck or slowed down on their way to graduation, and to find the pathways and support services that will enable a student to be successful.   Further, the program will provide students and advisors course and academic major success metrics including alternative course and academic major trajectories.The yearly subscription fee totals $152,500.

- Panther Academic Support Services (PASS) Office supports academic performance and college success through programs and services such as supplemental instruction, weekly small group tutoring, walk-in tutoring, online tutoring, residence hall evening tutoring, academic coaching, and study groups. The director provides annual and utilization reports to assist in the determination of resources. In addition PASS delivers the PantherMath Prep summer bridge program, designed to assist incoming first-year students who placed into a remedial math course to retake the placement test and place into a higher level math course. PantherMath Prep can be taken online or in-person. In 2013, PASS in-class, after class and online tutors assisted PantherMath Prep participants. Evaluation of the program is conducted every September. For summer 2014 participants, 101 of the 144 students (70.1%) of the participants who retook the math placement test moved up at least one course level, 50.7% moved into a college level math and 11.8% moved to the next level of developmental math.
- The Office of Undergraduate Research promotes collaborative work through the Undergraduate Research Opportunity Program (UROP), which pairs students with faculty research mentors for academic credit; and the Support for Undergraduate Research Fellows (SURF) program, which enables faculty research mentors to co-apply with top-performing students to provide an hourly wage for the student's work on a faculty-led research project. Over the last 5 years UWM has invested approximately $4.5M with $3.85M in salary to students working as undergraduate research assistants and $650K in programming.

The Office of Assessment and Institutional Research extensively tracks retention and graduation rates for the university. Most reports are available filtered by school/college, gender, ethnicity, full-time/part-time enrollment, high school rank, and remediation placement for new freshmen and transfer populations. Retention is tracked for 10 years or more with graduation rates reported starting in the 4th year. Additional standard reporting includes:

- retention after 1, 2, 3, 4, 5, 6 & 7 years since entry as new freshmen or transfers;
- counts of degrees overall, within schools/colleges and by field of study, including bachelors, certificates, post-bacc majors and minors, teacher certifications, masters, doctors, clinical doctorates and educational specialists by targeted status, ethnicity, and gender;
- one year retention at each student level, from new freshman to senior at the undergraduate level and masters and doctoral students at the graduate level. Non-degree seeking and special students are also tracked in this report.

Ad-hoc reporting to meet idiosyncratic needs is also produced to, for example, determine retention after a student is admitted to programs later in their university experience.

Armed with the knowledge that some UWM students may take different paths or several years beyond what IPEDS measures might capture to complete their degree, and understanding that success can be measured in different ways, Assessment and Institutional Research, produces reports that attempt to capture the full array of possible successful outcomes. For example, the retention and graduation rate interactive dashboards, created for both new freshmen and new transfers, detail rates from initial enrollment through the 6th year. The dashboards include filters for cohort year, school/college, field of study, ACT score, remedial need, initial residency, gender, ethnicity, and first semester grade point average. To account for success in different ways, the dashboards notably report the enrollment and graduation at other colleges/universities should they no longer be enrolled at UWM but enrolled or graduated elsewhere.

Sources

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- UWM Remedial Education Steering Committee
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- UWS Algebra Teacher's Manual
- UWS Early Mathematics Placement Tool

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

UW-Milwuakee maintains a regular program of program review through the various shared governance processes in place for approval of new programs, changes to existing programs, and program reviews. Faculty have the primary responsibility for academic and educational activities with the faculty senate serving as the elected body that represents the University Faculty in all matters for which faculty have the primary responsibility.   Governance committees reporting to the faculty senate include the Academic Program and Curriculum Committee (APCC) and the Graduate Faculty Committee (GFC) which are the institution-level committees with responsibilities for undergraduate and graduate programs, respectively. Final campus approval of new programs and changes to existing program rest with the Provost. Graduate and undergraduate programs at UWM are regularly reviewed by the institution, the University of Wisconsin System, and external accrediting bodies. UWM evaluates all credits transcripted by the institution. Transfer credit is awarded for college-level work completed at institutions accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) assuming criteria are met. The establishment and adjustment of degree requirements and prerequisites are reviewed and authorized by a series of entities at the campus and system level before they are put into effect. UWM administers an annual survey of all graduating seniors to determine their perceptions of their UWM experience. The Career Development Center (CDC), along with the Lubar School of Business and the College of Engineering and Applied Science, surveys graduates from undergraduate programs to assess the success of the graduates.

The Board of Regents adopted a set of Shared Learning Goals for all UW undergraduate programs which were developed by a committee of faculty and academic administrators representing each UW institution. In developing the Shared Learning Goals, the committee considered learning goals articulated at each institution and was guided by the Liberal Education and America's Promise (LEAP) initiative of the Association of American Colleges and Universities (AAC&U). The Shared Learning Goals guide the work of the faculty at each institution in designing coursework, professional development for faculty and staff, and liberal/general education initiatives. The faculty in each degree program have developed learning goals/outcomes unique to the program and determine how the learning outcomes are assessed in the program. The APCC conducts the assessment of the general education component. Following division-wide training within Student Affairs, each unit was asked to develop and implement learning outcomes and an assessment plan to guide their program development and evaluation. An increasing number of departments in student affairs have developed learning outcomes at the unit and programmatic level.

The Chancellor's Enrollment Management Action Team(CEMAT) operates with focus and direction to coordinate and implement necessary activities for effective enrollment management practices. CEMAT is charged with developing and communicating accurate enrollment projections; work with committees, teams, and others to develop, oversee and coordinate the development and implementation of specific, comprehensive enrollment-related actions; identify specific targets,

measure progress toward them, offer recommended actions to campus leadership on additional activities and needs of the campus; and counsel on tradeoffs and ensure that all campus enrollment-activities are informed by systematic, data-driven methods. Data on student retention, persistence and completion are available for any campus member and presented to senior leaders on a regular basis.The retention steering committee retention plan serves as the road map for retention planning. Units across campus contribute to Access to Success, UWM's umbrella initiative to increase retention and, subsequently, graduation rates. In addition to IPEDS reporting metrics, UWM examines success from different perspectives, including the use of National Student Clearinghouse data.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

Resources:

Fiscal Resources
UWM has an annual operating budget of $698 million (2013-14) that supports the university's primary mission of instruction, research, and public service. The university's financial health is annually evaluated through the use of industry benchmarks and ratios. UWM's Composite Financial Index (CFI) score for 2013-14 was 1.37. UWM's annual financial reports are audited by the State of Wisconsin Legislative Audit Bureau.

Analysis of revenue sources shows that funding from State sources amounted to $120 million, which is17.1% of the total budget in 2013-14. In comparison, student tuition made up $190 million, or 27% of the total budget. The categorized list of budget allocation by program shows that the instructional activities were allocated $167 million. Excluding student aid, this makes up about 35% of the operating budget. The distribution for instruction has been stable at about 35% over the past ten years.

Human Resources

UWM's operating budget supports a workforce of about 3,600 faculty and staff. As detailed in the October Payroll Report, the university's workforce includes 860 faculty, 1,737 instructional and non-instructional academic staff, 1,015 classified staff, and 1,359 graduate assistants. Additionally, UWM typically employs about 3,000 students in various part-time campus positions. The level of staffing is currently adequate for UWM to function in the academic, auxiliary, and administrative areas of operation. See 3C1 for more detail on sufficiency of faculty to carry out the instructional mission.

Physical Infrastructure

The main UWM campus (Kenwood campus) features 65 buildings totaling more than 6.8 million gross square feet (632,000 square meters). Additionally, UWM has two approved additional locations which house the School of Freshwater Sciences and the Zilber School of Public Health. These facilities accommodate most of the instructional, research, and support functions of UWM. In addition, UWM operates a biological field station adjacent to the Cedarburg Bog State Natural Area. The Peck School of the Arts provides students with art studio and exhibition space at the Kenilworth Studios. Non-credit continuing education is primarily housed at the School of Continuing Education located in downtown Milwaukee. In addition, some off-campus research laboratories are located at the University Services and Research building and at the Innovation Park located at the Milwaukee Regional Medical Center. Student housing is provided through Sandburg Hall on campus as well as two off-campus locations. UWM operates a public radio station (WUWM) which is located in downtown Milwaukee. Conference space is available at two off-campus locations - Hefter Center and Cozzens-Cudahy Research Center. All of these facilities are either owned or leased by UWM and provide adequate physical infrastructure for all operations currently. The Space Management website provides information regarding the physical infrastructure of UWM.

UWM has also invested in a robust transportation infrastructure to serve commuting students and to connect the Kenwood campus with the additional locations throughout the city.

UWM's Facility Services unit assesses facilities operations and maintenance expenditures and staffing levels via industry-accepted performance indicators and participates in the annual Facilities Performance Indicator survey sponsored by APPA (the national organization for educational facilities management). Compared with peer institutions, all of these performance indicators are within statistical norms. The most recent comparison with peer institutions can be found here.

Technological Infrastructure

UWM's technology infrastructure encompasses both centralized and decentralized IT operations. University Information Technology Services (UITS) serves the University of Wisconsin-Milwaukee community by providing technology infrastructure as well as enterprise IT services and resources in support of the University's mission. UITS employs 83 permanent employees, 12 short-term and project appointments, and 194 students. UITS personnel work in partnership with their professional IT colleagues across the UWM campus, and there are currently another 113.6 FTE who have IT job titles in other schools, colleges and divisions. These decentralized IT offices include Student Affairs IT Services, the Letters and Sciences IT Office, the School of Information Studies Technology Department, and the Business Administration and Technology Operations IT Office which serves the School of Education, the Helen Bader School of Social Welfare and the College of Health Sciences. Computer facilities with specialized software in support of instruction are maintained in various other schools such as the College of Engineering and Applied Science, the Peck School of the Arts, the School of Architecture and Urban Planning, and the Lubar School of Business.

Student Affairs IT Services (SAIT) serves the Division of Student Affairs and University community by providing technology infrastructure and enterprise software support for University Housing, Restaurant Operations, Payment Card Industry (PCI), Student Organizations and Student Affairs Software/Services. SAIT also offers consultation on new IT projects and manages technology purchasing for the Division of Student Affairs.

Coordination between centralized and decentralized IT units is accomplished mainly through a pair of

governance structures. The first is the faculty/staff IT Policy Committee (ITPC) which includes faculty, UITS staff and decentralized IT staff. The ITPC makes recommendations to the faculty senate and the campus administration regarding policies on IT use, the coordination of service delivery, and the planning and implementation of decisions pertaining to information technology and related services.   Additionally, staff from the ITPC also serve on committees such as the Research Policy Committee, the Web Steering Committee, the Cloud Services Advisory Board, the Warehouse End-user Reporting Initiative Team, and the Educational Technology Fee Advisory Committee. In addition to ITPC there is an informal Tech Users group that meets monthly to discuss matters of interest to technology staff throughout the campus.

The Web and Mobile Team in the Division of University Communications and Relations provides support for the University's Website as well as the development of new mobile applications. This team provides consultation and project assistance on projects related to web design, web strategy, mobile applications, web applications, and website support.

The technological infrastructure at UWM supports teaching and learning through a number of systems that enhance classroom instruction, inform student learning assessment, improve access to educational materials, and support student research. The UWM Learning Technology Center supports the campus's learning management system D2L which facilitates the administration, documentation, tracking, reporting and delivery of class materials electronically. UWM subscribes to a web-hosted system (WEAVEOnline) to assist in the the recording and tracking of assessment of student learning outcomes. Classroom teaching is also enhanced by UITS Classroom Services which maintains and supports the use of such technologies as audio/visual equipment, multimedia classrooms, and teleconferencing.

The campus supports student learning through five computer labs that offer printing services and house over 350 computers. In addition, UWM maintains more than 100 internet access kiosks across campus. Student learning and research is also supported by the sizable electronic resources available through the UWM Library which currently offers access to over 20,000 databases, full-text journals, and scholarly external sites. The library also houses the Soref Learning Commons which has numerous computers for general use as well as technology-enhanced collaborative spaces. Finally, UWM's online students have access to a wide range of supports to ensure success in online learning. These students are supported by university advisers who assist online students with admissions, registration, and financial aid; provide academic advising; and help them access an array of web-based campus services, including help desk, accessibility accommodations, online tutoring, online writing center services, and a dedicated distance education librarian.

Campus IT resources also support supplementary educational and educational support services at UWM. Panther Academic Support Services (PASS) offers online tutoring to students who have difficulty attending in-person sessions. Campus academic advisers have access to two systems that allow them to offer students timely and productive advice and interventions. Cattrack provides students and advisors with a platform for tracking tutoring, mentoring and advising services across campus. The Student Success Collaborative combines technology, research, process improvement and predictive analytics to allow advisers to provide earlier, more proactive, and more data-driven interventions for students who are potentially at risk for attrition.

The technological infrastructure at UWM also supports a number of administrative services integral to student academic success. The Panther Access to Web Services (PAWS) system is the student information system that provides students and applicants with the ability to check admissions statuses, register for classes, review grades, monitor progress towards degree, check their financial aid status, and update personal information online.

Research is supported by the campus IT system in a number of ways. The UWM High Performance Computing Service supports powerful computing resources for UWM researchers and students through a large HPC research cluster. The UWM Office of Research offers a number of support services for grant application and administration through its web site including an online electronic routing tool (WISPER) for extramural funding applications and agreements. The campus also maintains an IRBManager system for submission of new IRB requests and renewals, and an online system for reporting effort on grant projects.

Business functions at UWM are supported at the system level and on campus. In conjunction with the UW System, UITS manages the UW Human Resources System (HRS) which provides an integrated platform for human resources, payroll and benefit activities, and WISDM a web portal for UWM financial data.   UITS also supports the numerous financial functions provided by the Department of Business and Financial Services which include accounting, accounts receivable and cashier's office, purchasing, pre-audit, accounts payable, and financial data administration. UITS is also responsible for maintaining the UWM Student Data Warehouse which stores data from the university's student information system including admissions, financial aid and academic/enrollment operations.

Finally, UITS also manages general IT Support on campus. These support functions include:

- The IT Help Desk which handles approximately 45,000 tickets per year.
- Desktop Support which handles service agreements with numerous campus units.
- The UWM TechStore which sells discounted desktops, notebooks and tablets to faculty, staff, students and campus organizations.
- Software Asset Management which provides discounted software to university faculty and staff.
- The Learning Techniques department which provides on-line and in-person technology training for students, faculty and staff.

Library Support

UWM Libraries hold 5.2 million catalogued items in several major collections and three distinct libraries, including the internationally recognized American Geographical Society Library, all housed in the 380,000 square foot Golda Meir Library building.

The Libraries welcomes one million visitors a year and another million virtual visits to its website, which offers access to over 20,000 databases, full-text journals, and scholarly external sites. The libraries provide faculty, students, and researchers with various services such as digital document delivery, inter-library loans, and information literacy learning modules. Convenient services and a dedicated staff facilitate access to resources, in support of the Libraries' mission to serve UWM's faculty, staff, and students, the city of Milwaukee, the state of Wisconsin, and scholars across the globe.

Located at the center of UWM's campus, the Library features building-wide wireless access to the Internet, an attractive coffee shop, a browsing collection furnished with comfortable seating, quiet and silent study areas, and free laptop computer checkout to students.

Resource Allocation Process

As a public institution, UWM does not disburse revenue to a superordinate non-public entity. Decisions on allocation of resources provided to UWM are made internally.

The Provost and the Vice Chancellor for Finance & Administrative Affairs oversee campus resource allocation processes, which include direct involvement from a wide range of campus constituencies including faculty governance (Academic Planning & Budget Committee) and Academic Deans. The processes do not allow for major shifts in resource allocations without review and approval from campus leadership.

The UWM budget is a product of decisions intended to capture and reflect the campus mission and priorities in the allocation of funds. To ensure that funds are spent as intended, the system of budgeting and accounting captures financial data in four major categories reflecting different aspects of accountability:

1. Source of Funds - where the money comes from; to show accountability to the providers of university funding.
2. Use of Funds by Division - who spends the money; to give functional or programmatic accountability and control.
3. Use of Funds by Program/Activity - why the money is spent; to give functional or programmatic accountability and control.
4. Use of Funds by Expenditure Classification - how the money is spent; to account for the kinds of goods and services used.

As indicated in the Use of Funds by Program historical snapshot, UWM has a record of stability in allocation of funds, with 35-39% consistently devoted to instruction, 10% to student services, and similarly consistent allocation percentages to such areas as physical plant and academic support.

Over the past decade UWM has experienced fluctuations in state support.   Investments have been made by way of additional capital projects and support for cluster faculty hires in Engineering, Public Health, the College of Letters & Science, and Nursing. At the same time, UWM has witnessed reductions in state funding in each year of the last decade. In the 2013-15 biennium, UWM's budget was reduced by a one-time cut of $6.9 million in 2013-14 and a base budget cut of $8.2 million in 2014-15. UWM has strived to mitigate the impact of budget reductions on the academic mission. For example, the one-time reduction of $6.9 million was partially funded by over $4 million in utility savings generated by energy efficiency measures implemented by the campus. In addition, the budget cut of $8.2 million was distributed to units based on an "All Funds" allocation methodology which resulted in a greater cut to administrative units than if the budget cut were based solely on state funding.

For the 2015-17 biennium, the proposed State budget for the UW System (including UWM) calls for a major reduction in the state support for the system. While the budget bill is yet to be approved by the state legislature and the Governor, it is anticipated that UWM and the other institutions in the UW System will have to find strategies to cope with the budget reductions. As discussed in 5.C, UWM is engaged in a process involving internal constituent groups in developing strategies to deal with the impending budget reduction.

Support of the Goals in the Mission Statement

UWM organization is structured to advance its mission of teaching, research, and service to Milwaukee and Southeastern Wisconsin. To fulfill its role as a major urban doctoral university and to meet the diverse needs of Wisconsin's largest metropolitan area, UWM must provide a wide array of degree programs, a balanced program of applied and basic research, and a faculty who are active in public service. The goals of the mission are realistic as outlined in the activities of UWM summarized below.

Teaching and Learning

As discussed in C1.A, curricular offerings span pre-college to doctoral programs. There are dedicated units addressing college readiness for Milwaukee's K-12 students (the Pre-College program); 13 academic schools and colleges offering 183 degree programs (91 bachelor's degree programs, 56 master's degree programs, 35 doctoral degree programs, and 1 specialist degree program); and support units to meet the needs of students with disabilities, veterans, students of color, LGBTQ students, women students, graduate students, transfer and first-year students. In 2013-14, UWM had instructional expenditures of $167M, amounting to 35% of university expenditures. Academic support and student services together totaled 24% of expenditures, equaling $115M.

Research

The University's research mission is advanced by the Office of Research, the UWM Research Foundation, the UWM Libraries, the Undergraduate Research Office, and the McNair Program. In 2013-14, UWM had research expenditures of $60M, amounting to 8.6% of all university expenditures.

Service to the Region

There is a wide array of units that contribute to Milwaukee's social, cultural, and economic well-being. The University has a core commitment to graduating students who are dedicated to community engagement and leadership. To this end, UWM has developed deep partnerships with the public sector, non-profit sector and area industries. UWM's Center for Community-Based Learning, Leadership, and Research coordinates student opportunities for volunteerism, service-learning, and community-based work-study options. Through service, students develop leadership skills, multicultural competencies, and an investment in civic life and social responsibility.

Future Challenges

With the anticipated significant reduction in the budget for the next biennium, UWM faces significant challenges in continuing all of its activities as they are done now. The process of formulating strategies and actions needed to meet the fiscal reality while positioning UWM to best serve its mission engages all campus constituencies. The process in shaping the strategies for moving forward is discussed in 5.C.

Qualifications of staff

Better than 99% of faculty have the terminal degree in their disciplines, and non-teaching academic staff and classified positions are under the purview of UW System unclassified and classified position guidelines with respect to required qualifications. School and college policies on hiring qualifications for new faculty require a terminal degree. For instructional academic staff a terminal degree is generally preferred, but each school and college has elaborated criteria for when this terminal degree requirement may be waived. The UW System's position definitions ensure that administrative and classified staff members are appropriately credentialed for the positions they hold.

Training

As a campus, UWM recognizes the need to invest in professional development at every career stage and for every employment category.

There is support for training and development at the school, college, and unit levels, including conference attendance, staff development, division-specific procedures training, tuition reimbursement, and professional development grants. A list of academic staff grant recipients in 2015 can be found here. In fiscal year 2012-13, UWM provided $2.6 million to support conference participation and supported tuition reimbursement for employees at the undergraduate level at an amount of $33,000 and at an amount of $123,000 at the graduate level. Additionally, $313,000 were spent on job-related training programs.

UW System administration offers a variety of training programs and services designed to address supervisory training and to promote a positive working environment for all UW System employees. Included are:

- New Supervisor Education (2-day training workshop for supervisors of classified staff)
- Supervisor Refresher Course (1-2 day training workshop)
- WiscJobs Refresher Course (1 day training workshop)

UWM employees can attend these sessions without any registration fees.

Additional training programs and services in support of professional development are offered, including orientation for new deans, faculty, academic staff, and classified staff, departmental chair workshops, and UITS short courses on technology tools.

Budgeting Process

The Office of Budget and Planning (OBP) coordinates the technical aspects of campus budget development to ensure compliance with campus, UW System and State of Wisconsin policies, and budgetary decisions made by campus leadership, viz. Chancellor, Provost, and Vice Chancellor for Finance and Administrative Affairs. The Provost works with the Deans of schools/colleges to determine their budget allocations. Each Dean is responsible for developing the budget allocations for academic departments and other units within his/her school/college.

OBP works with UW System, campus leadership and unit business representatives in the schools, colleges, and divisions to enter and balance the annual operating budget, currently about $700 million with multiple funds. The operating budget development process formally kicks off in January of each year. The campus operating budget is submitted to UW System in April and approved by the Board of Regents as part of the UW System budget in June or July of each year.

UWM's current resource allocation model is an incremental model, with the prior year's budget serving as a starting point for the new fiscal year. Increments are then added or subtracted to accommodate budget increases or cuts for the coming fiscal year. The current budget model also contains formula-driven allocations, as well as a discretionary portion of the model, the central campus pool, that allows for resources to be directed as determined by campus priorities. The campus is working to refine the link between the strategic plan and resource allocation through the development of a new budget model.

Monitoring Expense

The Controller's Office serves the university community in maintaining an accounting, budget control, and accounts payable system for UWM. The system records budgets, encumbrances, receipts, and disbursements. The system is designed in accordance with the applicable policies and procedures of the State of Wisconsin, UW System, and UW-Milwaukee. Financial reports are provided in

accordance with nationally accepted standards, Federal/State/University requirements, and campus needs.

The campus structure includes formal administrative roles within each school/college/division to provide budget and financial expertise and consistent implementation of budgeting and financial policies and procedures. Each unit has a unit business representative (UBR) who is responsible for building the budget and monitoring expenses for the unit.   The UBR works closely with the Controller's office in monitoring their monthly and year-end financial statements to resolve any reconciling issues to ensure that the financial statements are done in an accurate and timely manner.

Standard tools and support are provided to campus units for financial monitoring – including enterprise systems (PeopleSoft financials), financial personnel data warehouse environment, and Hyperion reporting tools.

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- UWS WISDM

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

The Board of Regents, as the governing body, approves UWM's mission. It also sets admission standards, reviews and approves UWM's budget, and establishes the regulatory framework within which the individual institution operates. The bylaws of the Board of Regents stipulate that the Board's nine standing committees exercise appropriate oversight of university operations. For example, the duties of the Education Committee include "consideration of all matters of an educational nature related to the instruction, research, and public service functions of the University System; the academic personnel; and to student services and welfare." The Business and Finance Committee oversees "all matters related to operating budget, finances, trust funds, business operations, and non-academic personnel."

Each year, UWM hosts the June monthly Board of Regents meetings. In addition to its regular business, the Board and its committees hear presentations on key initiatives under way at UWM from UWM's Chancellor, Provost and Vice Chancellors for Academic Affairs, Student Affairs and Finance and Administrative Affairs. When the Board considers any action on behalf of UWM, the Board and its relevant committees engage in a discussion with the appropriate UWM administrators, faculty, staff, and/or students at the meeting in which the item is considered. These interactions increase the Board's understanding of the University, setting the stage for informed action. (See examples of Board actions related to UWM.) The Board is also informed about the operational aspects of UWM through regular system-wide reports presented by the UW System Administration staff.

Under Wisconsin Statutes Chapter 36, the mission and purpose of the University of Wisconsin System are set forth. This statute also describes:

- the responsibilities and powers of the Board of Regents in governing the System,
- faculty and student roles in shared governance,
- faculty appointment and tenure rights,
- academic staff appointments, and
- other aspects involved in the administration of the University of Wisconsin System.

UWM faculty, academic staff, and students are provided with governance rights, which consist of direct formulation and review of policies and procedures that relate to their respective relationships to UWM. Pursuant to these rights, each internal constituency has formed a governance structure, which

oversees governance activities and acts as a liaison to the UWM administration. UWM has also voluntarily afforded similar governance participation to its classified staff, which is not given such rights via statute. To facilitate the participation of each of these groups in policy making, UWM adopted a "UWM Policy on the Creation of University Policies" which provides for direct input by affected constituencies into proposed UWM policies. A Policy Advisory Committee consisting of representatives of the governance groups as well as campus administrators also reviews, comments on, and determines whether to recommend adoption of all proposed university-wide policies.

Chapter 36 of Wisconsin state statutes vests the primary responsibility for academic and educational matters with the faculty.   There are 25 standing committees of the faculty senate, including the Academic Policy Committee, the Academic Program and Curriculum Committee, the Admissions Record and Policy Committee, and the Graduate Faculty Committee, that are charged with developing campus policies and procedures and reviewing and making recommendations on academic requirements. In accordance with the Academic Approval Matrix, these recommendations are approved by one or more of the following: faculty senate, UWM administration, and the Board of Regents. Many of the committee rosters include academic staff and students as voting members. Major proposals for academic programs and requirements are circulated to campus constituencies prior to action by the committees. In these ways, UWM effectively engages its internal constituencies in setting academic requirements. The governance and administrative structures facilitate effective collaboration.

Serving on university committees is a vital and important way in which students can participate in governance on campus. The Student Association Shared Governance Director is charged with coordinating committee appointments and taking in reports from the various committees. For example, students serve on dean search and screen committees and on the Academic Programs and Curriculum Committee, Educational Technology Fee Advisory Committee, and in the student academic misconduct process.

Sources

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

Since its founding in 1956, the University of Wisconsin-Milwaukee and its students, faculty, staff, and partners have had a remarkable impact in terms of research progress, community partnerships, cultural enrichment and alumni contributions. Looking forward, the University faces extraordinary challenges, including enrollment and funding declines, changing demographics, student debt loads, and questions about the role, value, and future of higher education.

To enable a strong and vibrant future, UWM developed an ambitious and comprehensive strategic plan to transform itself into a powerful public research university that generates lasting change. UWM near the completion stage of the current set of planning exercises.

Development of the Strategic Plan

The UWM community embarked on a strategic planning process in November 2012 with the goal of charting the University's future. Then-Chancellor Michael Lovell charged leadership to develop a strategic plan for 2014-2020 to realize an inclusive UWM Vision that would integrate input from both internal and external stakeholders, and would cover all functions of the University. Since the beginning of the process, the current Chancellor Mark Mone has provided leadership in moving the campus forward in the planning process.

The strategic planning process includes substantial involvement from academic units, governance groups, faculty, staff, students, alumni and community groups. As part of the process, academic units created detailed plans related to their academic programs, student enrollment, student support activities, research profiles, and resources. The functional and thematic teams supporting the development of the strategic plan were made up of more than 200 faculty,staff, students, alumni, and community members. Ten thematic planning teams used these detailed academic plans, their collective experiences, and input from faculty, staff, students and stakeholders in their analysis of needs and opportunities that cut across campus. The thematic teams worked for over a year to develop recommendations for incorporation into the final strategic plan. The five functional teams worked on communication, engagement, data gathering, and writing/synthesizing aspects of the planning process. Thus, the strategic plan draft incorporates a wide variety of perspectives and recommendations.

The planning process pursued at UWM consisted of three different but related activities:

1. Academic Planning
The foundation upon which the University developed its strategic plan, academic plans include school and college program arrays, areas for research growth and distinction, support initiatives for successful students, and plans for resource development aligned with the needs.

2. Strategic Planning
Building on the Academic Planning process, integrative themes were identified within which specific goals and actions were planned. Themes include research, technology, human capital, internationalization, community engagement and sustainable prosperity, physical aspects, access, diversity and inclusion, sustainability, and successful students. Thematic teams were engaged in identifying and prioritizing actions in each area which can be found in the draft of the strategic plan.

3. Budget Model Planning
The ongoing budget model planning process is informed by the campus strategic planning process and is striving to yield a flexible new campus budget model to support campus priorities. The support team for this part of the plan is currently gathering relevant data and conducting simulations on various aspects of a future budget model.

The Strategic Plan draft identifies four major campus goals and a set of associated strategic initiatives. The plan provides a framework for making choices as opportunities and needs arise, in the context of budgetary constraints and the University's long-term financial sustainability.

The strategic goals are:

- *Successful Students*: Graduate highly skilled individuals at all levels, from undergraduate to doctoral.
- *Research Excellence*: Generate discoveries and scholarly outcomes recognized within the global research community and that impact society, locally to globally.
- *Community Engagement*: Deepen our positive impact in the city and region through community and business partnerships.
- *Inclusive and Innovative Culture*: Enhance a culture that embraces innovation, creativity and diverse perspectives within an inclusive environment for all faculty, staff and students.

The associated strategic initiatives are:

- *Milwaukee Experience:* Develop a "Milwaukee Experience" to make UWM a destination campus that engages students, supports their development, and deepens their pride in the University into their alumni years.
- *Top-Tier Research:* Develop a top-tier research environment that promotes growing research impact, including focused research clusters.
- *Community Engagement:* Deepen connections with the community by enhancing pathways for partnerships and collaborations with the local community and businesses.
- *Academic Programs:* Deliver relevant, innovative, engaging and distinctive academic programs.
- *Faculty and Staff:* Attract and retain the best faculty and staff to implement focused research and academic programs.
- *Internationalization:* Strengthen UWM's academic profile and learning outcomes through internationalization of teaching, research, and the campus community.

- *Climate of Inclusion:* Enhance and infuse diversity (in all its forms) throughout UWM's environment, workforce, student body, programs and activities.
- *Support UWM:* Strengthen and expand UWM's support with the region and across the state.

The strategic plan will serve as the roadmap for making decisions as UWM develops and implements programs and allocates resources to be successful. The plan will help UWM realize its vision to be *a top-tier research university that is the best place to learn and work for students, faculty and staff, and that is a leading driver for sustainable prosperity.*

Resource Allocation Process

UWM has processes and structures in place to ensure that resources are allocated in support of the mission. The Chancellor, Provost, and the Vice Chancellor for Finance and Administrative Affairs work closely with other members of the Chancellor's cabinet, governance groups, and Deans to make resource allocation decisions that are aligned with, and in support of, campus priorities. For example, the Provost and the Vice Chancellor of FAA recommend to, and consult with, the Chancellor in regard to allocations from the campus "central pool" of funds. The central pool supports special campus needs and school/college programmatic needs, enabling the University to respond to changing circumstances and opportunities.

Campus governance bodies, such as the Academic Planning and Budget Committee (APBC) also play a role in ensuring that resources are aligned with campus priorities. The APBC makes recommendations to the faculty senate and to campus administration regarding short-range and long-range academic plans for the campus that are consistent with the campus mission and fiscal realities.

The Office of Budget and Planning coordinates the technical aspects of campus budget development to ensure compliance with campus, UW System and State of Wisconsin policies, and budgetary decisions made by campus leadership. The office also provides analytical support to the campus regarding financial issues and serves as a liaison with the UW System Budget Office.

UWM's current resource allocation model is an incremental model, with the prior year's budget serving as a starting point for the new fiscal year. Increments are then added or subtracted to accommodate budget increases or cuts for the coming fiscal year. The current budget model also contains formula-driven allocations, as well as a discretionary portion of the model, the central campus pool, that allows for resources to be directed as determined by campus priorities. The campus is working to refine the link between the strategic plan and resource allocation through the development of a new budget model.

The system has built in checks and balances to ensure that resource allocation decisions are driven by UWM's mission and strategic priorities.

Linkages between Processes

Each Vice Chancellor is responsible for planning and budgeting for his/her division. A critical input into the process is each division's strategic priorities which are set in a planning process within the division. Campus mission and strategic priorities provide the framework for each division's planning process.

In the Division of Academic Affairs, the Provost and his staff meet with the Dean and staff from each school/college. The Office of Assessment and Institutional Research generates a set of strategic indicators that align with campus priorities of student success, enrollment growth, research growth,

diversity, and measures such as student credit hours delivered by the unit, number of degrees produced, retention and graduation rates as shown in this example. This information along with the financial statement for the school/college as well as the plans for academic and support programs in the school/college are discussed in an initial meeting in the Fall semester and in a follow-up meeting in the Spring semester. Other input from external sources, such as from the school/college advisory board or accreditation agency is also considered in this process. The results of these discussions are used as input in the academic and budgeting processes in the school/college including a recruitment plan for faculty and staff.

Examples of linking mission goals and strategic priorities to planning and budgeting include:

- the decision in 2014 to participate in the Student Success Collaborative to incorporate predictive analytics that access and analyze academic data to unlock insights about patterns of student success. These insights allow advisors and faculty to have earlier, more proactive, and more data-driven conversations with students to achieve higher levels of student success.

- investment in the Research Growth Initiative (RGI). UWM reallocated internal resources in 2007-08 year to support the strategic priority to grow research. RGI supports high-quality research projects in the early stages. The program's objective is to increase UWM's research productivity, scholarship, creative endeavors, collaborative projects, and external funding by investing in projects selected through an independent and objective process.

- expansion of the Panther Academic Support Services which was based on an evaluation of the data from various programs under the Access to Success umbrella. Tutoring and Supplemental Instruction were found to have a significant effect on student success rates. The investments led to more supplemental instruction sections as well as to an expansion of online tutoring services.

- investment in the Student Success Center (SSC) which was created as a new unit in 2008 to coordinate campus efforts to support first year students. This was based on an analysis of the factors that influence first-year retention rates. Established initially as a First Year Student Center, the SSC has grown in size and scope and its activities have expanded beyond providing support for first-year students.

- establishment of the Digital Humanities Lab which was launched in Fall 2013 as a collaborative effort between the UWM Libraries, the Center for Instructional and Professional Center for Instructional and Professional Development (CIPD) and the College of Letters and Science, is an interdisciplinary, collaborative space aimed at bringing together faculty, academic staff, and advanced graduate students from across campus to explore the digital humanities, investigate ideas for new projects, and contribute to ongoing projects. This initiative was created to support the priority to grow research and scholarship in humanities.

- establishment in 2009 of the School of Freshwater Sciences and the Zilber School of Public Health. The goal of growing research and a desire to realize UWM's mission to serve the region with academic programs and community engagement led to the planning process that resulted in the approval of the two new schools and allocation of resources for faculty positions, Deans, and physical infrastructure.

- launching of UWM programs as a part of the UW Flexible Option, an innovative way to make the University more accessible, convenient, and affordable for adult and nontraditional students by offering self-paced, competency-based degree and certificate programs that allow students to

earn credit by demonstrating knowledge they have acquired through prior coursework, military training, on-the-job training, and other learning experiences. UWM offers three degree programs and a certificate through this option thereby extending the mission of UWM to a non-traditional student population.

Constituent involvement in planning process

More than 200 UWM faculty, classified staff, academic staff, students, alumni and community members participated in 17 teams in the on-going strategic planning process.

The UWM Core Strategic Planning Team was highly representative of internal and external constituents. A core team of sixteen people had representation from governance groups including faculty, academic and classified staff, administration, students, alumni, and external stakeholders. The Core team was diverse in both the traditional, demographic sense of diversity as well as being diverse in thought processes and approach to the work.

The planning process has ensured broad representation of the campus community. Regular communications of our planning process were included in the weekly administrative update via email and through the campus strategic planning website.

Planning Assumptions

In developing the campus strategic plan and its components, factors such as demographic shifts among the college-age population, the projections of the number of high school graduates, projections of employment opportunities by CIP codes based on information from federal and state agencies, the technology use patterns of potential students and families, and anticipated declines in state support were considered along with internal factors such as faculty numbers and strengths, institutional capacity, and physical infrastructure. The schools/colleges considered these factors in developing their academic plans. In identifying the recommended actions, the thematic teams considered how such factors influence UWM's ability to pursue the recommended course of action.

As described in C4.C, the Chancellor's Enrollment Management Action Team (CEMAT) is charged with developing an overall enrollment management plan for UWM that is integrated with the academic and strategic plans. The university engages in revenue and expense forecasting at both the campus and school/college/division levels. The campus projects revenues and expenses for the central campus pool, a discretionary pool of funds that allows for resources to be directed as determined by campus priorities, for a 10-year period. In addition, the Office of Budget & Planning prepares annual tuition revenue projections to support resource planning by the campus, as well as individual academic units.

Each school/college/division also has financial staff charged with revenue and expense forecasting for their unit. The Provost holds annual budget and planning meetings with the academic units where they provide budgetary and financial information on year-end balances, projected revenues and expenditures, and proposed spending plans.

As a public university, UWM receives funding through the state's biennial budget. Through this budgetary process, the Governor and the legislature determine the level of state funding provided to UW System. The Governor and legislature also can take action to limit tuition increases, a significant source of operational funding for UWM. The Office of Budget & Planning works closely with UW System and campus leadership to monitor the biennial budget process, specifically with regard to program initiatives and funding levels in the budget.

As mentioned elsewhere, the proposed 2015-17 biennial State budget for the UW System (including UWM) calls for a major reduction in the state support for the system. While the budget bill is yet to be approved by the state legislature and the Governor, it is anticipated that UWM and the other institutions in the UW System will have to find strategies to cope with the budget reductions. UWM campus leadership made up of the Chancellor, the Provost, the Vice Chancellor for Finance and Administrative Affairs, Vice Chancellor for University Relations, Chairs of the University Committee, Academic Staff Committee, and Classified Staff Advisory Council, and the President of the Student Association have addressed several open meetings of the campus to provide information as well as to solicit ideas for making budget reductions. A special web page has been set up to coordinate communications related to the evolving budget discussions. Two representative task forces have been set up:

- the Budget Planning Task Force charged with developing and prioritizing first short-term, then medium-term, and finally long-term strategies for accomplishing the desired outcome.
- the Budget Communication Task Force will provide feedback, ideas, and strategic advice regarding UWM's communication tactics for the 2015-17 state budget process.

The collaborative, transparent, inclusive process positions UWM to make the right decisions to help UWM move forward together.

Sources

- UWM Academic Planning Process 2012-13
- UWM APBC
- UWM Budget Task Forces
- UWM Campus Strategic Planning
- UWM Campus Taskforce on Internationalization - Final Report
- UWM CEMAT Charge
- UWM CEMAT Goal Sheet
- UWM CEMAT Governance and Membership
- UWM Center for Instructional and Professional Development
- UWM Digital Future
- UWM Digital Humanities Lab
- UWM Library Home Page
- UWM Mission Statements
- UWM Office of Assessment and Institutional Research
- UWM Office of Budget and Planning
- UWM Office of Research
- UWM Pass Homepage
- UWM School_College Academic Plans
- UWM State Budget Information
- UWM Strategic Data Indicators
- UWM Strategic Plan Background
- UWM Strategic Plan Background (page number 7)
- UWM Strategic-Plan-Draft
- UWM Student Success Center

- UWM Student Success Collaborative
- UWMStrategicPlan-OperationalTeams
- UWS Flexible Option
- UWS Office of Budget and Planning

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

UWM develops and documents evidence of operational performance in a variety of ways both at the university level and within individual units.   At the university level, several offices are charged with gathering and analyzing data to inform strategic decision-making and systematically improve university operations.

The Office of Assessment and Institutional Research (AIR) supports and advances the strategic goals of the university by providing official comprehensive, timely and user-friendly information for institutional planning, policy formation, decision-making and evaluation projects and processes. In addition to producing standard reports that document trends and serve as tools in decision-making processes, AIR also produces specialized reports and tools that are key to planning and evaluation. The Department Profiles summarize a variety of performance measures for academic units including enrollment, budget, performance, and retention and graduation data by schools/colleges and departments. In order to facilitate utilization across campus units, the Profiles are available as a web-based interactive query or an exportable Excel 2010 dashboard. The Profiles are used at planning meetings throughout the year including the annual budget planning meetings held between the Provost and each dean of the various schools/colleges. Elements from the profiles are drawn together to create the Strategic Data Indicators which are distributed to the schools/colleges prior to their annual budget planning meetings and are available campus-wide online. Further, programs undergoing review consult the Profiles for required data elements including enrollment trends (including student credit hours and section sizes), budget expenditure and revenue trends, measures of scholarly funding and productivity, research expenditures, diversity, degrees, faculty and staff trends, retention and graduation rates, and student satisfaction. Academic units across campus also have access to the planning dashboard which presents student enrollments, staffing, budget, and student credit hours by school/college and department in a macro-enabled Excel file.

In addition to providing reports and and tools used in planning and review, AIR also produces studies to examine topics of particular interest or challenge to campus. As part of UWM's continuous review of retention and graduation rates, AIR undertook the Leading Indicators study which focused on establishing milestones and on-track indicators that mark successful paths to degree completion. On-track indicators explored included retention and progress to degree, credit accumulation and developmental course completion. Focused on determining the obstacles students encounter, this study found that while developmentally placed students have lower graduation rates than those entering at the college level in math, the disparity in completion rates disappeared if those needing developmental coursework completed that requirement within their first year of enrollment, i.e. their graduation rates, regardless of level of development need, rivaled those entering college-ready. The policy implications were clear and work began on reformulating messaging to developmentally placed students regarding the importance of completing this coursework early, enforcing campus rules that

required students to do so, and the development of the Math Pathways, a student-centered approach to developmental math completion.

AIR also produces the state-mandated annual Accountability Report which revolves around documenting UWM's initiatives and progress in meeting strategic goals defined within the context of UW-System. This report, along with reports from all other UW-System campuses, is presented to the Board of Regents and state legislators.

High impact practices, and their effect on student performance and retention, are tracked through AIR's annual Access to Success (A2S) report. A2S is UWM's umbrella program that encompasses high impact practices and documents student participation. Activities tracked within A2S include mentoring, tutoring, advising, learning communities, course re-design initiatives, and undergraduate research. Data are tracked each year by targeted minority status and developmental placement and presented for UWM as a whole, for each school/college, each race/ethnicity and by gender.

The Internal Audit Department evaluates and recommends improvements to the effectiveness of risk management, control and governance processes. Each year, Internal Audit develops a plan based on identified risks. In addition to regulatory audits, the department conducts

- management audits to determine whether UWM is managing its resources in an economical, efficient, and effective manner
- program evaluation audits to determine whether the desired results of a UWM program are being achieved and if program objectives are being met.

The Office of Budget and Planning coordinates campus operating budget development to ensure compliance with campus, UW System and State of Wisconsin policies. The Office provides analytical support to the campus regarding financial issues and publishes the campus' annual operating budget report, in addition to other internal management reports.

In addition to the examples cited above, UWM's institutional focus on operational effectiveness is evident in many aspects of its operations. Illustrative examples of the work the campus has done to use data and unit/program evaluation to inform decision-making include:

1. Student Success Collaborative

Starting in mid-February, 2014, academic advisors in the College of Letters and Science, College of Nursing, Peck School of the Arts and the School of Information Studies piloted the Student Success Collaborative (SSC), a data analytics tool developed by the Education Advisory Board. By accessing and analyzing 10 years of student enrollment and academic performance data from UWM, the SSC combines technology, research, process improvement and predictive analytics to enable more positive student outcomes. The Collaborative unlocks insights about patterns of student success at UWM. These insights can then be used to enable more effective advising and collaboration between academic advisors, faculty advisors and their students to have earlier, more proactive, and more data-driven conversations.

UWM's pilot was a resounding success. Participating advisors were unanimous in support of moving the SSC from pilot to full campus implementation. In light of the positive reaction and feedback, Academic Affairs and the deans moved forward with a plan for full campus implementation over the 2014-15 academic year. The SSC is particularly valuable in helping at-risk, undeclared or in-transition students evaluate and compare alternative majors based on their predicted academic performance in any program and leveraging analytics to help substantiate difficult advising

conversations and interventions with students who may need a "plan b" program.

2. Campus Sustainability

UWM's Office of Sustainability adopted Energy Matters, a $30 million, five-year plan, securing state funding to rehab concrete-laden and energy-inefficient campus buildings for a projected energy-reduction of 25 percent. Savings of 42 percent were achieved just mid-way through the project. Compared to FY08, total campus electrical usage is down 12% while heating and cooling have already reduced by 27%. Savings are projected to exceed the 25% goal by a significant measure.

In 2013 UWM received a Silver Sustainability rating from the Association for the Advancement of Sustainability in Higher Education's STARS program. To achieve the Silver rating, UWM measured, tracked, and improved its sustainability performance.

3. Internal Audit Help Desk Audit.

The Internal Audit FAA Help Desk Audit studied continuous issues regarding resources and capacity to improve internal operations. The FAA help desk was intended to provide the users a single point of contact to receive help on various computer issues. The real value of any help desk derives not solely from their reactive response to users' issues but from the help desk's unique position that enables it to communicate daily with numerous employees. Timely response and resolution of user issues are the key components to user satisfaction and to addressing potential future problems before they occur.

In 2010, the Finance & Administrative Affairs (FAA) Division IT Help Desk was supported by one full time individual and three student interns. Due to inadequate resources, the FAA IT help desk tickets were not addressed and/or resolved in a timely manner. For example, from September, 2009 to July, 2010, 63% of the total help desk tickets took greater than 2 weeks to close. Almost 20% of the tickets that took more than two weeks to close were classified as severe to most severe (campus wide issues). In addition, 17 tickets were not to closed within 6 months. Internal Audit's analysis showed that, based on the number of tickets received in a month verses the number of tickets being closed in a month, the help desk was getting further and further behind. This situation improved somewhat in July, 2010 when additional interns were hired to assist in ticket resolution.

In December, 2010, Internal Audit recommended that management explore merging the FAA help desk support team with the University Information Technology Services (UITS) help desk support team. This merger was completed in June, 2013. FAA users are now supported by over 50 information technology professionals. Since the merger, only 19% of the help desk tickets take greater than 2 weeks to close. Of the tickets that take more than 2 weeks to close, only 4% are a priority of individually severe to the most severe (campus wide issues). Finally, there were only 5 tickets that were not closed in the first six months of service.

Additional benefits from this merger included the ability to capture more granular information regarding a wider breadth of problems and the elimination of the need for the user to identify which help desk to contact. Prior to the merge, the FAA user contacted one help desk for FAA specific issues (i.e., desktop support) and another help desk for issues pertaining to campus products and services (i.e., email). Now, FAA users have one point of contact for all of their support problems.

Sources

- UWM AASHE Silver Sustainability Report 2013
- UWM Access to Success Overview
- UWM Accountability Report
- UWM Departmental Profiles 2012-13
- UWM Energy Matters
- UWM Internal Audit
- UWM Leading Indicators Research
- UWM Math Pathways
- UWM Office of Assessment and Institutional Research
- UWM Office of Budget and Planning
- UWM Office of Sustainability
- UWM Planning Dashboard
- UWM Strategic Data Indicators
- UWM Student Success Collaborative

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

UWM's processes for planning for the future involve internal and external constituencies as evidenced in the processes for strategic planning and for planning for the budget challenges ahead.

The potential forthcoming budget reductions pose significant challenges to the institution. UWM's administrative and governance leaderships have committed to employ collaborative, transparent, and inclusive processes to develop strategies to deal with the current and future challenges. *Moving Forward Together* in action will position UWM to face these challenges in the best possible way.

Sources

There are no sources.