

University of Wisconsin-Superior 2010-2011 Academic Plan

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I. Who We Are and Whom We Serve

The University of Wisconsin-Superior is a teaching, learning, and outreach institution that serves northern Wisconsin. UW-Superior takes pride in its Public Liberal Arts designation and provides 2,700 undergraduate and graduate students with quality academic programs, small class sizes, and a friendly, supportive atmosphere. The academic programs offered attract local students, students from northern Minnesota and the Upper Peninsula of Michigan, and international students from over 30 different countries.

The institution hosts three nationally recognized research institutes and centers that contribute to regional and national interests:

- The Lake Superior Research Institute
- The Transportation and Logistics Research Center
- The Lake Superior National Estuarine Research Reserve

In addition, campus outreach programs provide the community with expertise and support. Members of the campus serve with pride and distinction to an institution with over a 100-year history of service to the State of Wisconsin.

In 1998, the University of Wisconsin's Board of Regents designated UW-Superior as "Wisconsin's Public Liberal Arts College." In 2001, UW-Superior adopted a revised mission statement to reflect its new status:

The University of Wisconsin-Superior fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention and embodies respect for diverse cultures and multiple voices.

That same year, the campus gained entrance to the Council of Public Liberal Arts Colleges (COPLAC). The campus strategic priorities were updated in 2008 and were revisited in 2010. The next review is planned for 2012. Our adopted vision states:

The University of Wisconsin-Superior shall be firmly established as a nationally recognized public liberal arts institution where the learning community emphasizes individual attention and promotes intellectual growth, personal development, career preparation, professional studies, and life-long learning in an atmosphere of individual dignity with respect for the diversity of human cultures. To this end, UW-Superior continually engages its students and the larger community in global research and discourse, and exposes all to challenging ideas that forge new models of responsible citizenship. UW-Superior will also celebrate its regional climate and multi-ethnic heritage on a vibrant and beautiful campus.

To contribute to the “Growth Agenda for Wisconsin” and ensure the best for our students, UW-Superior is moving toward the future with new programs and new ideas.

II. The Public Liberal Arts High Impact Practices

Background

In May 2003, UW-Superior’s Faculty Senate established a Faculty Task Force on the Public Liberal Arts Mission to identify a number of concrete initiatives to further UW-Superior’s public liberal arts mission. In April 2004, the task force recommended five initiatives:

- Community Service-Learning (later redefined as Academic Service-Learning)
- First-Year Experience
- Global Awareness
- Senior Experience
- Writing Across the Curriculum

Upon the endorsement of these initiatives by the UW-Superior Faculty Senate, the campus developed a detailed implementation plan for each. In 2007, UW-Superior received Decision Item Narrative (DIN) funding to assist with the implementation of these plans. These five initiatives are the cornerstone of UW-Superior’s efforts to implement and continually develop its public liberal arts mission. These initiatives are now known as the Liberal Arts High Impact Practices and are being institutionalized into the ongoing campus life and community.

Academic Service-Learning (ASL)

Academic service-learning is community-based service that is embedded within the academic curriculum and that relates to curricular objectives. This initiative made UW-Superior a regional leader in academic service-learning, thus providing a distinctively public quality to UW-Superior’s liberal arts mission. Through a phased process, UW-Superior created a Center for Academic Service-Learning that works to infuse academic service-learning opportunities throughout the curriculum. The center supports expanded academic service-learning opportunities by providing education, outreach, and support to faculty and staff and by developing relationships with community partners. This center is staffed by a half-time coordinator and given counsel by a standing faculty advisory group.

Initiatives for 2011-2012

1. Sustain the Center for Academic Service-Learning
2. Support the three programs which received our Engaged Department grants in spring 2011
3. Sustain and deepen relationships with the over 40 local partners

The Center continues to develop a five-year strategic plan to guide further implementation of ASL . In addition, the Center is currently working on a comprehensive assessment plan for ASL at UW-Superior, including development and use of standardized assessment tools to measure the impact of ASL on student development.

First-Year Experience (FYE)

The First-Year Experience provides an integrated set of programming and events to incorporate first-year students into the campus community and its public liberal arts mission. These anchor first-year students within UW-Superior academically, socially, and culturally.

First-Year Experiences: The 2006 FYE Implementation Plan called for the development of traditions to enhance the sense of joining and bonding with our unique public liberal arts institution and to offer students the support they need to succeed. These activities are now coordinated by the First-Year Experience Coordinator within the Division of Campus Life.

Implementation of First-Year Experiences:

- 2010: The Summer Orientation, Advisement and Registration (SOAR) program expanded from 1 to 1.5 days, allowing more time for academic advisement and activities to integrate students into campus life. Learning outcomes for the program were developed and assessed.
- Fall 2010: IDS 130 Introduction to the College Experience course was modified.
- Spring 2011: Wisconsin Covenant Coordinator hired to work with students participating in the program.
- Summer 2011: 0.50 FTE Transfer Specialist hired to work with transfer students and transfer orientation, programs, and resources.

First-Year Seminar: The central academic component of the initiative is a first-year seminar that immediately engages new students in the process of academic inquiry.

Implementation of First-Year Seminar

- Fall 2007-Spring 2011: A range of optional first-year seminars offered to incoming first-year students; the number of seminars has grown from seven in the fall of 2003 to fifteen in the fall of 2010, four for the first spring semester offering of FYS, and twenty-one for fall 2011.
- May 2009 –2011:
 - Creation in May 2009 of 0.25 FTE First-Year Seminar Coordinator faculty position to coordinate logistics and professional development in support of the first-year seminar program; position grew to 0.50 FTE on a two-year contract cycle – May 2009-2011 and 2011-2013 – with annual evaluation.

- Ongoing assessment program outcomes presented August 2010, January 2011, and April 2011 on campus and at 2010 and 2011 UWS President's Summit Conferences in Madison.
- First Academic Learning Community, pairing a FYS and an academic course (a section of Communicating Arts 110), run in spring 2011. Students in the specific FYS are the only students in that 110 section.
- Spring 2010: Submission of a proposal for adoption of a first-year seminar requirement to governance adopted for implementation for fall 2012.
- General Education Committee to recommend to UAAC whether FYS should be a Knowledge Category, a Core, or an additional requirement.

Global Awareness

Global Awareness builds upon UW-Superior's existing strength in international education to make global studies a centerpiece of the student experience. The Global Awareness plan calls for 1) development of a Global Studies academic minor; 2) an institutional focus on student study abroad opportunities; and 3) expanded emphasis on language study among undergraduates.

Implementation:

- Spring 2009 – Global Studies minor approved through faculty governance. Students began declaring minor fall 2010. Global Studies Minor Advisory Committee, made up of faculty members that teach courses in the minor, established spring 2009 and guides development and management of the minor.
- 2009-2010 – Consideration of revisions in UW-Superior's BA and BS requirements to encourage broader participation in language study.
- Fall 2010 – Addition of a DIN-funded Global Economic Development faculty position in Department of Business and Economics.
- Fall 2010 – Addition of DIN-funded French language and literature faculty.

Senior Experience

Senior Experience requires all graduating seniors to participate in a senior experience activity. The activity, completed within the context of the major, must involve original/creative work and must be shared publicly with the broader campus community. The public presentation of Senior Experience work will become a focal point for campus activity each spring semester, with a particular emphasis on involving lower-division students.

In 2010-2011 it was decided that in 2011-2012 the Senior Experience and the Undergraduate Research and Creativity Activities will be combined into one committee structure. This addition to the Senior Experience committee came about as the result of a pilot study for Undergraduate Research and Creative Activities that came to the campus through the UW

System. This pilot came with expectations, but no funding. Each of these two ideas is to be a separate entity within this new structure, advised by one committee.

Writing Across the Curriculum (WAC)

In 2005, UW-Superior decided to implement a Writing Across the Curriculum Program that would initially focus on a “student development” model. This model stresses direct service to students through an expanded Writing Center. This model was coupled with a focus on faculty and teaching staff development activities chosen on the basis of an assessment of the needs of these constituencies.

In addition to the ongoing work of the program, its new initiatives are:

Initiatives for Faculty and Academic Staff:

1. WAC Brown Bags for faculty and teaching staff, co-sponsored by the Center for Excellence for Teaching and Learning (CETL).
2. Grant programs: Individual instructors and academic programs/departments will soon have a chance to receive grants for revising courses to include more writing or for revising their practices in assigning, coaching, and evaluating student writing.

Initiatives for Students:

3. Writing Center promotion: The Center is striving for more participation. It is developing a Facebook presence, developing contests for students (such as one for best Writing Center slogan), purchasing promotional materials (such as pencils and t-shirts with Writing Center information on them) to distribute, and the like—all to further publicize and promote the Center.
4. Liberal Arts Essay Competition submission improvement: Because this contest has had a low rate of participation, freshmen are now allowed to enter and participants are allowed to name, if they wish, a faculty mentor/sponsor.

III. Academic Program Array and Initiatives

Undergraduate Education

As Wisconsin’s Public Liberal Arts College, UW-Superior provides an undergraduate academic experience that emphasizes the development of the whole person. Curricular innovation centers on the improvement of the overall student experience. Due to our size, we offer a select number of undergraduate majors and minors. Responsible resource management requires us to guard against program proliferation and to advance new majors and sub-majors carefully and selectively. At UW-Superior, continuous improvement and innovation within our existing program array are given priority over the development of new undergraduate programs.

Liberal Education Learning Goals (LELGs) Adopted for Use Campus-Wide

The Academic Plan approved through governance in 2009 called upon UW-Superior to adopt undergraduate liberal education learning goals for all students during the 2009-2010 academic year. The purpose of such learning goals would be to guide curricular development and to establish a basis for institution-wide assessment of student learning. In 2009, Faculty Senate Executive Committee charged the Higher Learning Commission-Academic Plan Committee to develop liberal education learning goals for governance review. In January 2010, the draft of the planned goals was presented to, discussed and approved by the Faculty Senate.

The adoption of these learning goals has committed UW-Superior to the promotion of these liberal education student outcomes across the undergraduate curriculum—in general education, within the major and minor, and within elective coursework. All academic programs, in particular, would commit to advancing these outcomes in discipline-specific ways. These learning goals include:

- The ability to think and make connections across academic disciplines
- The ability to express oneself through multiple forms
- The ability to analyze and reflect upon multiple perspectives to arrive at a perspective of one's own
- The ability to engage as a global citizen
- The ability to engage in evidence-based problem solving

Academic program student learning outcomes should advance the UW-Superior liberal education learning goals in discipline-specific ways.

With these campus-wide learning goals in place, each department will be using its newly developed student learning outcomes for each of its majors and minors to design curriculum maps and assessment plans in academic year 2011-2012.

Departmental Reorganization and Reconfiguration in 2010-11

During the 2010-2011 academic year a number of departments were reorganized or reconfigured.

1. Special Education and Early Childhood programs have been integrated into the Department of Health and Human Performance.
2. The Reading Program was moved to the Department of World Languages, Literatures, and Cultures.

3. After this move the Department of Writing, Reading, and Library Science was renamed the Department of Writing and Library Science and became the academic home for the English as a Second Language program.

Undergraduate Program Initiatives

The following undergraduate programmatic initiatives (majors and minors) are in progress or under consideration:

Majors

Social Work (Human Behavior, Justice and Diversity Department)

- In 2010-2011, the Social Work Program developed the plan for a hybrid social work major to start in fall 2012. In 2011-2012, the Program will finalize its planning for the hybrid major (establishing policies and procedures, designing assessment methods for new learning outcomes, and testing new course delivery options) and continue with its work toward its 2015 program reaccreditation.

Health and Human Performance

- The UW-Superior Health and Human Performance Department, along with three other campuses, developed an online Health and Wellness Management Collaborative Major to be run through UW-Extension beginning in fall 2011. The Department has also developed a set of standards and assessments in its process of working for accreditation of its Exercise Science major.

Visual Arts

- During 2010-2011, the Visual Arts Department made adjustments to the Art Therapy Concentration to bring it in line with new credentialing requirements.

Educational Leadership

- The Department of Educational Leadership is preparing for the March 2012 Wisconsin Department of Public Instruction review of its certification programs.

Mathematics and Computer Science

- The Department of Mathematics and Computer Science worked on revitalizing the Department's academic programs by drawing upon the Department's expertise to fix curricular problems and expand academic efforts in new directions. These initiatives include:
 1. Preparing a proposal to implement a Pre-Engineering Associate of Art degree.
 2. Reviewing and realigning mathematics remedial program to match the program with resources available.

3. Expanding approaches to stimulate student learning opportunities by developing curriculum for embedded controllers and robotics in the Computer Science program.

Business and Economics

- The Department of Business and Economics, as part of its strategic plan, will explore potential business program accreditation organizations during the 2011-2012 academic year.

Minors

First Nations Studies (Department of Human Behavior, Justice and Diversity)

- First Nations Studies (FNS) in 2010-2011 began to create adaptations of some of its courses for online delivery and began discussion of the development of an online minor.

Graduate Education

Graduate Studies at UW-Superior includes a diverse and interactive student body from across the state. The program fosters scholarly growth and reflection that support career development. By providing high quality programs that fit into busy adult schedules, Graduate Studies strives to meet the needs of the underserved adult population of the region.

UW-Superior graduate faculty represent a wide range of backgrounds, interests, and scholarly achievements. Many have achieved national recognition for scholarship and contributions to professional disciplines. The graduate faculty serve the region by providing a focus for research and educational leadership for lifelong education.

The first classes leading to a Master's of Education Degree in School Administration began in the summer of 1950. Currently, UW-Superior offers graduate programs in seven areas of study:

- Education Administration
- Guidance and Counseling
- Instruction
- Reading
- Visual Arts
- Communicating Arts
- Special Education

All graduate programs culminating in a state certificate have been approved by the Wisconsin State Department of Public Instruction.

Plans

- 2009-2012 – Continue to explore collaborative relationships for offering an Ed. D. in Educational Leadership.

- 2009-2013 – Investigate and research the viability of moving to online delivery of a M.A. Degree in Communicating Arts.
- 2009-2013 – Develop an international student recruitment plan in coordination with campus Office of International Programs. Design and pilot three events that provide opportunities for international and local graduate students to work together.
- 2011-2013 – Improve and expand student advising by exploring and adopting or developing a graduate advisement process and model by initiating an automated progress plan.
- 2010-2012 – Continue the progress made in aligning the graduate admissions process with the campus admissions office and fully integrate into the PeopleSoft program.
- 2009-2013 – Continue to improve the quality data gathering program through *PeopleSoft 9.0*.
- 2010-2011 – Continue the progress made with international graduate student enrollment by 3%.
- 2010-2014 – Continue to develop online and other distance delivery models for all programs.
- 2010-2014 – Respond to national and state needs for post-graduate education and training.
- 2011-2013 – Explore possibilities of additional master’s programs in music and business.
- 2011-2013 – The Department of Business and Economics is working in partnership with UW-Green Bay, UW-Oshkosh, UW-Parkside, and UW-Stout to establish a Master of Science Program in Sustainable Management.

Transfer Policy and Articulation Agreements

UW-Superior has long accepted Associate of Arts degrees earned from the UW System as fulfilling UW-Superior general education requirements. In addition, UW-Superior has Associate of Arts articulation agreements in place with several institutions as well as articulation agreements with Wisconsin Indianhead Technical College establishing general education equivalencies.

Program-to-program articulation agreements are also in place. In fall 2009, UW-Superior initiated a systematic review of all existing articulation agreements and began to actively explore new program-to-program agreements. There are currently agreements in place to honor coursework from eight different regional institutions in six disciplinary areas.

IV. Outreach and Partnerships

Center for Continuing Education/Extension (CEE)

UW-Superior's Center for Continuing Education/Extension engages in outreach activities through its mission to provide educational programs, research, and resources with an emphasis on extending university expertise into the community. The Center has several program areas.

Continuing Education (CE)

Continuing Education provides professional development and community programming in leadership and management, health and human services, education, and legal studies.

Credit and Education Outreach

Outreach provides access to professional development for regional educators while serving as an incubator for new campus courses. Examples of programs or certificates include mediation and paralegal certificates. Credit and Education programming enhances learning options for adult students.

Health and Human Issues (HHI)

HHI provides continuing education, customized training, and workshops for health professionals and community members in areas such as social work, gerontology, arthritis, fall prevention, diabetes, poverty, tobacco cessation, and other health or human issues.

Leadership and Management

Leadership and Management provides leadership training through workshops and certificate programs that foster professional development for individuals employed in the nonprofit sector, as well as within community organizations. Programs include nonprofit management, human resources generalist, and community leadership.

Plans

- 2010-2011 – In partnership with the Educational Leadership Department, CE will develop a list of speakers who are available to provide training to CESA 12 school district educators on various topics.
- 2012 – Offer certification in partnership with the Transportation and Logistics Research Center for the Professional Designation in Supply Chain Management (PLS) and/or Certification in Transportation and Logistics (CTL).
- 2010-2012 – In partnership with NCCED and the Department of Business and Economics, offer a Sustainability Outreach Series. It will be a series of noncredit workshops to educate the citizens of northern Wisconsin about achieving a sustainable community and a workforce that has the skills to implement sustainability practices.

Development of Certificates and Programming

- 2010-2012 – Expansion of the Institute for Reminiscence and Life Review

- 2010-2012 – Transformational Reminiscence course and Certificate in Reminiscence and Life Review
- 2010-2011 – Fund Development Certificate
- 2010-2012 – Nonprofit Administration Certificate
- 2010-2012 – Health Care and the Mature Adult Certificate Program
- 2011-2012 – Marketing Certificate
- 2011-2012 – Supervisory Management Certificate

Cooperative Extension

UW-Superior has been engaged in outreach activities through its Cooperative Extension work in a number of areas, including economic development and water resources.

Northern Center for Community and Economic Development (NCCED)

The Northern Center for Community and Economic Development interacts with the community through partnerships and outreach activities. Efforts focus on the regional workforce and on economic development with the Northwest Wisconsin Workforce Investment Board and area development organizations, and also through leadership on the statewide University of Wisconsin-Extension Sustainability Team.

The major emphasis for future outreach activities is sustainability. This includes the Sustainable Twin Ports/Early Adopter Project with training and education centering on organizational sustainability; support of the Sustainable Communities Capacity Center website; training and public policy research related to community sustainability; and the development of educational materials and programming to support community-based sustainability efforts.

Water Resource and Quality

Programming has focused on Lake Superior and the Lake Superior Basin. Recent and new programming includes Lake Superior coastal and wetland monitoring, Lake Superior environmental education programs, and storm water education.

Plans

UW-Superior is engaged with UW-Extension and three other partners in planning and managing the Lake Superior National Estuarine Research Reserve (Lake Superior NERR) in the St. Louis River Estuary. Approved in 2010, the Lake Superior NERR works in partnership to improve the understanding of Lake Superior freshwater estuaries and coastal resources and to address the issues affecting them through an integrated program of research, education, outreach, and stewardship. Lake Superior NERR is one of 28 Estuarine Research Reserves in the U.S. The St. Louis River Estuary is now part of a nation-wide research and monitoring framework. The Lake Superior NERR is now preparing facilities, finalizing staff, and establishing research relationships to carry out this mission. Once fully staffed, Lake Superior NERR will host targeted outreach and

education programs for K-12 students, adults, and coastal manager/decision makers, in addition to its research program.

Facility plans for Lake Superior NERR include administrative offices, a dock-side laboratory, a classroom, and a visitor's center. A grant to acquire and renovate property was submitted in late 2010; availability of this facility is contingent upon receiving this funding. Currently, the Lake Superior NERR administrative offices are located on this site.

Distance Learning Center

UW-Superior has been invested in distance learning since 1977 as a means for Wisconsin residents to complete a bachelor's degree without leaving their home, job, or community. Through its Distance Learning Center, the campus offers four Bachelor of Science degrees: The Individually Designed major, Elementary Education, Communicating Arts, and Sustainable Management. The Center has expanded its service area to a secondary focus on the entire state and northern Minnesota, a tertiary focus on serving learners nationally, as well as a selected service to students abroad. The campus has converted from correspondence-based instruction to online instruction and also makes regional use of interactive television. In 2010-2011, the Distance Learning Center provided 17.4% of headcount enrollments and 13.3% of FTE enrollments for UW-Superior. Headcount enrollments grew by 15% from spring 2010 to spring 2011.

Plans

Work with academic departments to develop new collaborative online degree programs

- M.S. in Sustainable Management
- B.S. in Health and Wellness Management (2011)

Expand authorized campus majors and minors into online or hybrid formats

- B.S. in Social Work (2013)
- B.S. in Legal Studies
- Minor in Global Studies

Implement collaborative programs with regional two-year institutions

- B.A.S. with UW-Barron County
- Elementary Education collaboration with Lac Courte Oreilles Ojibwa Community College
- Individually Designed Major – Tribal Management and Elementary Education collaborations with Lac Du Flambeau Tribal Education/Nicolet Area Technical College

Small Business Development Center

The Small Business Development Center offers counseling services for owners and managers of small businesses and entrepreneurs who are considering going into business, and low-cost training programs in a variety of business areas.

Other Outreach and Partnerships

Transportation and Logistics Research Center

UW-Superior's Transportation and Logistics Research Center engages in research, outreach, and education. The following are examples of ongoing outreach programs that will be continued over the next five years:

- Prepare and host organizational conferences and public education and training programs in transportation and logistics.
- Support state(s) and local government transportation planning initiatives.
- Participate with the Wisconsin Space Grant Consortium (WSGC) and the Center for Infrastructure Research and Education (CFIRE).
- Participate as a Great Lakes Maritime Research Institute (GLMRI) Consortium Partner.
- Develop and offer online certification courses in Transportation and Logistics.

Lake Superior Research Institute

The mission of the Lake Superior Research Institute includes environmental research, environmental education, and public outreach for the Great Lakes region. The Institute plans to continue working with its state and university partners to offer several educational and outreach activities in the future.

- Train citizen volunteers to monitor the water quality of local lakes, streams, and wetlands.
- Link educational outreach activities with development of the Lake Superior NERR program.

Campus Peace Center Program

The campus International Peace Studies Association sponsors four or five peace center discussions each year. This is a project of the Non-Governmental Organization Committee on spirituality, values, and global concerns at the United Nations. As an institutional member of the Wisconsin Institute for the Study of Conflict and Peace, two speakers are invited each year and students are able to participate in their annual conference. An annual peace-building conference is held on campus, which is a weeklong series of activities for students and the community.

Cultural Diversity Programming

The Office of Multicultural Affairs is collaborating with the College of St. Scholastica, University of Minnesota-Duluth, and Lake Superior College to provide cultural diversity programming.

Distinguished Lecture Series

This series contributes to UW-Superior's commitment to broaden the liberal arts experience for students and the community by bringing leading scholars and thought-provoking speakers to the campus.

V. Research and Creative Activities

Scholarship is a key component of the tripartite mission of UW-Superior and provides the intellectual underpinnings for academic and outreach activities. Despite UW-Superior's small size, the institution ranks third in the UW System in the receipt of federally funded grants. Research and scholarship activities fall into the following categories:

- General faculty and staff scholarship and creative activities.
- Scholarship of teaching and learning (SoTL).
- Research centers and institutes.
- Undergraduate and graduate student research and creative activity.
- Library research support and information literacy.

In these areas, faculty and staff express their intellectual pursuits and interests to solve problems of regional and national importance, build and maintain individual expertise in their chosen fields, enhance teaching and learning by advancing instructional pedagogy, and foster and stimulate intellectual curiosity in the next generation of scholars.

Faculty and Staff Scholarship and Creative Activities

Faculty and academic staff at UW-Superior engage in a broad range of research and creative activity in the arts, sciences, social sciences, humanities, and professional areas. Tenured and tenure-track faculty are expected to build and maintain an ongoing program of scholarly activity. UW-Superior employs an inclusive definition of scholarship based on Ernest Boyer's four-fold model: 1) Scholarship of discovery; 2) Scholarship of integration; 3) Scholarship of application; and 4) Scholarship of teaching.

The primary financial support for general faculty and staff scholarship comes from departmental operating budgets and on-campus professional development funds. In addition, many faculty and staff members serve as investigators on external grants. Since 2006, faculty and staff have participated in over 50 federal, state, and private grants. The Grants and

Research website was developed in 2010 to provide information about UW-Superior's research centers and institutes as well as information on grant writing.

Plans

- Develop an annual Research and Creative Activity publication celebrating faculty and staff publications, presentations, exhibits, compositions, productions, and contributions to their fields of inquiry.

Scholarship of Teaching and Learning (SoTL)

As a learning-centered campus, UW-Superior has made an institutional commitment to the Scholarship of Teaching and Learning. UW-Superior's Center for Excellence in Teaching and Learning (CETL), established in 2007, provides funding, public recognition, and professional development to educators involved in the Scholarship of Teaching and Learning. In 2009-2010, CETL partnered with the Higher Learning Commission Assessment Academy Project, a campus-based initiative in collaboration with the Higher Learning Commission (HLC), to assess student learning according to the five campus-approved Liberal Education Learning Goals (LELGs).

Plans

- 2011: Pursue the option of hiring a 0.25 FTE Coordinator of SoTL work located within CETL.
- 2011-2012: Continue discussion with academic department chairs about the value of SoTL work within promotion and tenure standards.
- 2011-2012: Develop a long-term plan to expand SoTL work via small groups of educators working together to design, implement, assess, and disseminate SoTL work.
- 2011-2012: Add SoTL components into FYS and Teaching with Technology (TwT) projects.

Research Centers and Institutes

The campus of UW-Superior houses three nationally recognized research centers: The Lake Superior Research Institute, the Transportation and Logistics Research Center (which also partners on the Great Lakes Maritime Research Institute), and Lake Superior National Estuarine Research Reserve.

Lake Superior Research Institute

The mission of the Lake Superior Research Institute (LSRI) includes environmental research, environmental education, and public outreach for the Great Lakes region. Major research

efforts have focused on chemical and biological assessment of sediment and water quality, monitoring of endangered and invasive aquatic species, and ecological restoration.

Plans

- **Ballast Water Treatment Technology Evaluations:** LSRI has partnered with the Great Ships Initiative to evaluate the effectiveness of ballast water treatment technologies. With the only freshwater testing facility in the world, its research will be critical in evaluating treatment systems in accordance with criteria developed by the International Maritime Organization (IMO) and the U.S. Coast Guard.
- **One-Step Biodiesel Fuel Project:** This project began in 2009 in cooperation with scientists from American Science and Technology. Goals of the five-year project include developing a one-step process for producing biodiesel fuels that have a high energy density and suitable cold flow properties for use as aviation fuel using the oils of plants native to northern Wisconsin.
- **Aquatic Environmental Education Initiative (AEEI):** AEEI builds upon the environmental education and research programs that monitor Lake Superior's water quality and aquatic life, using the university's research vessel the LL Smith. This vessel has outlived its usefulness and is in need of replacement. Federal funds are being sought to purchase a newer educational research vessel that can be retrofitted to help the campus to continue to participate in scientific endeavors in conjunction with the development of the Lake Superior NERR program.
- **Ecological Monitoring and Restoration:** With support from the Great Lakes Restoration Act, as well as continued funding from county, state, and federal agencies, LSRI scientists plan to expand efforts to monitor chemical contaminants in fish and assess the aquatic invertebrates and plants in lakes, rivers, and coastal wetlands. Efforts will also be dedicated to preventing the spread of terrestrial and aquatic invasive species and assisting with the ecological restoration of coastal wetlands.

Transportation and Logistics Research Center

The Transportation and Logistics Research Center serves as the area's academic partner with local and national transportation and logistics industries and professional organizations. The mission of the center is to provide applied transportation and logistics research, education, and advisory services that advance the economy of the region. The center continually obtains new grants and research opportunities that promote the adoption of new ideas and techniques to improve transportation infrastructure and education.

Plans

- Prepare and host organizational conferences in transportation and logistics.
- Engage business, government agencies, faculty, and students in research projects.
- Encourage active participation by faculty and students in professional organizations.
- Provide education and training for professional certification and advanced degrees.
- Provide transportation and supply chain solutions for regional industries and non-profits.

Great Lakes Maritime Research Institute

Under the auspices of the Transportation and Logistics Research Center, UW-Superior is an equal partner in the Great Lakes Maritime Research Institute (GLMRI), a consortium with the University of Minnesota-Duluth. GLMRI has been designated by the U.S. Secretary of Transportation as a National Maritime Enhancement Institute. The mission of GLMRI is to develop and improve economically and environmentally sustainable maritime commerce on the Great Lakes through applied research. Funded research projects are awarded on a competitive basis to researchers at ten affiliate universities located in Wisconsin, Minnesota, Michigan, Ohio, New York, and Indiana. An advisory board of government agencies, industry, and other stakeholders assist in defining research agendas and presenting key issues. The diversity and level of support for GLMRI is increasing with a broader base of private and government agencies being involved.

Plans

- More and Greener Great Lakes Maritime Traffic
 - Expanding short sea shipping and improving ship building technologies
 - Reducing the environmental footprint of shipping
 - Expanding operations of the Great Lakes Marine Transportation System (GLMTS)
 - Exploring market opportunities for the US-Flag vessels in Trade with Canada
- Improved Marine Planning
 - Improved integration of GLMTS into the national transportation system
 - Support federal and state transportation planners integrating the GLMTS
- Increased Productivity through Technology and Management Innovations
 - Vessel operations, port operations
 - Expand and improve intermodal connectors with the GLMTS
 - Addressing aging infrastructure and corrosion issues
 - Examining productive regulatory changes
 - Developing intelligent transportation systems technologies
- Easier and Better Access to Maritime Data/Information
 - Track, distribute and analyze key maritime data
- Create a Body of Coordinated Researchers on Great Lakes Maritime Issues
 - Promote state-of-the-art research and teaching about maritime commerce
 - Increase the number and participation of affiliate universities including Canadian universities.

Lake Superior National Estuarine Research Reserve (Lake Superior NERR)

UW-Superior is partnering with UW-Extension, the Department of Natural Resources, Coastal Management, and others to establish the research priorities for the Lake Superior NERR. This designation will help attract additional research dollars; provide opportunities for undergraduate and graduate teaching, learning and research; and expand faculty research focused on estuaries and their importance from an environmental and economic perspective. Faculty, staff, and students from UW-Superior's Cooperative Extension unit, the Department, LSRI, and other areas will have expanded opportunities for research and research funds through the LSNERR.

Undergraduate and Graduate Student Research and Creative Activities

Undergraduate and graduate student involvement in research and creative activities complements the teaching mission of UW-Superior. Undergraduate students have opportunities to engage in research and creative activities through participation in grants coordinated through one of the university's research centers. Students also have an opportunity to work with individual faculty members in their particular disciplines through student assistance programs or in courses that use research methodologies.

Since 1999, UW-Superior has hosted the Ronald E. McNair Post-baccalaureate Achievement Program, one of only 185 such programs nationwide. This program engages students in faculty-mentored research projects and provides graduate school preparation to low-income, first-generation, and underrepresented students. The Swenson Scholars Program is also hosted at UW-Superior for a select group of academically gifted and income-eligible students in the STEM fields (math, computer science, biology, and chemistry). This program provides a four-year scholarship, engages students in undergraduate research, and encourages graduate school, medical school, and/or future career opportunities in the STEM fields.

Additionally, students from all academic disciplines and the McNair and Swenson Scholars programs are encouraged and/or required to publicly present their research. Many disciplines host annual undergraduate research and poster sessions. For example, since 2003, UW-Superior, the University of Minnesota-Duluth, and the College of St. Scholastica have collaborated on the Twin Ports Undergraduate Psychology Conference (TPUP), which brings in a national keynote speaker and rotates among the three campuses. Students present their research at various regional and national conferences, including the Posters in the Rotunda in Madison, the UW System Symposium for Undergraduate Research and Creative Activities, and/or discipline-specific national conferences.

Library Research Support

Historically, a university's library is regarded as the center of campus research. With completion of a total renovation in fall 2009, the Jim Dan Hill Library reaffirms its focus on support of both student and faculty research. Embodying current research findings on how students perform research, the library now provides stimulating and welcoming spaces for individual and group research.

The library faculty collaborates across the campus to integrate basic information literacy instruction on the access, use, and evaluation of information needed for success in core courses. Advanced instruction and research support are also provided in and across disciplines for students, faculty, and institutional researchers. Special collections support a variety of research initiatives, including the Lake Superior NERR and Transportation and Logistics endeavors.

Plans

- 2009-2012: Develop plans for digitization of historic research published by Lake Superior Research Institute.
- 2009-2012: Initiate digitization program for open access of graduate theses, approved by the Graduate Council in spring 2011 for full implementation in fall 2011.
- 2010-2014: Expand advanced instructional assistance for upper division and graduate courses.
- 2012-2015: Expand access to and resources for faculty research and scholarly activities, including collaboration with UW System libraries and others.

VI. Advisement

UW-Superior has long had in place a faculty-based academic advisement model that fosters close relationships between the student and the faculty advisor. Within this model, advisement has traditionally focused on the academic major and course registration. In light of its Public Liberal Arts Mission, UW-Superior is working to use a more holistic approach to academic and professional development. The campus is also working to improve advisement for incoming first-year and transfer students in particular.

Holistic Advisement

In spring 2009, the UW-Superior Faculty Senate adopted a set of seven student learning outcomes for the undergraduate advisement program. Based upon the professional standards of the National Academic Advisement Association (NACADA), these student learning outcomes reflect a holistic understanding of the advisement process. In fall 2009, UW-Superior began assessing its advisement program on the basis of these outcomes. On the basis of this assessment, the campus is making ongoing changes and improvements in its advisement program to better achieve the program's stated objectives.

First-Year and Transfer Student Advisement

In 2003, UW-Superior instituted a program entitled Summer Orientation, Advisement and Registration Program (SOAR), which provides spring and summer advisement for new first-year students and transfer students under 20 credits. An electronic virtual SOAR has since been developed for students unable to attend an on-campus session. Upon completion of the Virtual SOAR, students are provided advisor contact information in order to be advised prior to registration. Beginning fall 2009, first-semester advisement for undeclared and pre-business majors was provided by professional advisement staff housed in the Undergraduate Academic Advisement Office. In 2010, an electronic virtual advisement module was made available for new transfer students with 20 or greater credits. By this means they are provided advisor contact information for advisement and registration.

VII. Professional Development

The Center for Excellence in Teaching and Learning (CETL)

The Center for Excellence in Teaching and Learning (CETL) was created in 2007 and is an integral part of UW-Superior's ongoing professional development opportunities for faculty and teaching academic staff. In 2011, CETL expanded its mission to include all educators on campus, recognizing that student learning occurs inside and outside the classroom. CETL assessment data had demonstrated that both academic and non-academic educators were participating in CETL events, so the mission change was evidence driven. CETL brings faculty development and instructional technologies into a coherent outreach office that serves faculty needs and provides opportunities for enhancement of teaching and learning skills that are central to our student-centered mission. Infrastructure activities that CETL is continuously involved in are the following:

- Provides services and opportunities for educators to enhance teaching and learning skills and pursue course re-design and enhancement.
- Coordinates and leads outreach and recruitment efforts for the Wisconsin Teaching Fellow and Scholar (WTFS) program and grant opportunities through the Office for Professional and Instructional Development (OPID).
- Supports the integration of instructional technology into teaching and learning.
- Provides conference and learning opportunities on campus such as New Faculty Orientation and Faculty and Staff Enhancement Day each semester.

Since 2007, CETL has organized, designed, sponsored, or created over 150 venues for teaching-and-learning-related topics, interdisciplinary connections, and ongoing faculty and instructional academic staff development. Since 2007, CETL has served over 500 attendees at a variety of events. Current and future strategic plans for CETL include serving the professional development needs of educators at UW-Superior by:

- Building on-campus services and opportunities for educators to enhance teaching and learning skills and course re-design and enhancement.
- Coordinating and facilitating learning opportunities for educators at professional conferences, trainings, and professional development events.
- Fostering dialogue on campus about teaching and learning issues.
- Providing opportunities for dialogue and collaborations across disciplines.
- Supporting educators to develop a habit of self-reflection about teaching and learning.
- Continuing growth and development of New Faculty Orientation Series, Faculty and Staff Enhancement Day efforts, teaching and learning intensive training, campus conversations, book clubs, and other interdisciplinary opportunities.

VIII. Assessment and Strategic Planning at UW-Superior

Background: Higher Learning Commission Advice

During the 2010 site visit from the Higher Learning Commission, the visitors made several recommendations regarding assessment.

1. Develop measurable outcomes for each component of the liberal arts initiatives and complete a cycle prior to the 2013 reaffirmation accreditation visit.
2. Develop measurable outcomes for every academic program.
3. Develop measurable outcomes for general education.

The campus has begun or will begin assessment at three levels: academic program assessment, general education assessment, and institutional assessment. In addition, the campus will be participating in the Voluntary System of Accountability (VSA).

Academic Program Assessment

The campus has adopted the Self-Study for Continuous Improvement (SSCI) as the mechanism for the assessment of academic programs. Academic programs are assessed on a seven-year cycle. The Academic Program Review Council (APRC), an elected body of faculty reporting to the Faculty Senate, is charged with conducting these reviews.

General Education Assessment

Governance has approved learning goals for general education, which include development of habits of mind/academic skills as well as familiarity with different kinds of knowledge (e.g., humanities, natural sciences, etc.). The General Education Committee reviews departmental contributions to general education on a three-year cycle. One concern is that the review process is currently more closely geared to teaching than to learning.

Office of Assessment

The Office of Assessment was created in May 2010 under the Provost's Office. Its main charge is to assist, support, and coordinate institutional and program-level assessment activities at UW-Superior. "Doable, meaningful, and usable assessment" is the motto of this office, as it recognizes the dual purposes of assessment. Assessment is an essential aspect of teaching and learning. Inquiry, research, discovery, reflection, and action about student learning are critical to the improvement of students' educational experience. Assessment of student learning also provides important evidence for institutional accountability, particularly but not limited to the Higher Learning Commission (HLC). The Office of Assessment is committed to engage the campus in assessment activities that encompass both of these purposes.

In 2010-2011 the Office of Assessment focused on the development of assessment infrastructure at UW-Superior. Specifically, it drafted a campus assessment plan (approved by the Faculty Senate in December 2010), offered professional development opportunities for assessment (in collaboration with the CETL), created the Assessment Liaison position in each academic department to support program-level assessment, supported the process of planning institutional and general education learning goals, and devised an administrative structure to implement the Collegiate Assessment of Academic Proficiency (CAAP) test to seniors.

The Office of Assessment will continue to provide assistance and resources for institutional and program-level assessment activities across the campus and create opportunities to strengthen the culture of assessment at UW-Superior. In addition, it will help the campus document assessment processes and results and contribute to the successful accreditation visit in spring 2013.

Institutional Assessment: Higher Learning Commission Assessment Academy Team

To assist with assessment planning and implementation, the University applied and was accepted into the Higher Learning Commission's Assessment Academy in 2010 and is currently completing the project proposal. Assessment of student learning is a fundamental responsibility of the faculty and the university and will be a major focus of UW-Superior's reaccreditation process. The HLC Assessment Academy offers HLC member institutions a four-year sequence of events and interactions that focus on understanding, confirming, and improving student learning. The Academy experience is intended to develop institutional culture and increase institutional commitment to assessing and improving student learning.

The UW-Superior HLC Assessment Academy Team is responsible for developing and proposing an assessment project within the timeframe of our accreditation expectations. The Team has developed a four-year project timeline in accordance with the Higher Learning Commission Assessment Academy expectations. The project involves the assessment of the five Liberal Education Learning Goals (LELGs) adopted by Faculty Senate in spring 2009. These Liberal Education Learning Goals articulate what all UW-Superior students are expected to achieve by the time of graduation. They are:

1. The ability to think and make connections across academic disciplines.

2. The ability to express oneself in multiple forms.
3. The ability to analyze and reflect upon multiple perspectives to arrive at a perspective of one's own.
4. The ability to think and engage as a global citizen.
5. The ability to engage in evidence-based problem solving.

These five LELGs are to be implemented in all units across the campus. The Team is developing a campus-wide means for assessing each of the five LELGs within the four-year project window.

- Seeking governance input and buy-in for the project: The HLC Assessment Team project has been approved both by HLC and Faculty Senate. There have been several updates to the campus held over the past year to keep the project visible and to inform the campus of its progress. The most recent was this past December 2010 when the Assessment Academy Team presented an update to the campus and shared the results of a campus survey conducted to identify the various forms of expression (see LELG 2) expected of graduates of the various majors on campus.
- Identifying the "equipping" need for faculty and staff to carry out the project: The Team has been working closely with CETL to provide "equipping" opportunities to the campus.
- Implementing and documenting the project: Year one (2010-2011) was spent in developing the first assessment step. This first LELG, which will be assessed starting in fall 2011, is Number 2: The ability and inclination to express oneself in multiple forms. In year 2 (2011-2012) of the project, two more LELGs will be chosen and assessment means developed, and in year 3 (2012-2013) of the project the assessment of the final two LELGs will be developed. By year 4 (2013-2014), all five LELGs will have institutionalized means of assessment in place. At that time any needed changes in the implementation of assessment will be made.

Voluntary System of Accountability (VSA)

The VSA communicates information on the undergraduate student experience through a common web reporting template, the College Portrait. It is designed to help institutions demonstrate accountability to the public, to measure the effectiveness of educational outcomes, and to assemble information that is accessible, understandable, and comparable for prospective students and parents.

Plans

- 2008-present: The UW-Superior VSA College Portrait is published, including data from multiple sources: the Common Data Set/Integrated Post Secondary Education Data System (CDS/IPEDS), with supplemental links to campus web information. Results are also included from the National Survey of Student Engagement.
- 2009-2011: The learning outcome assessment tool, College Assessment of Academic Proficiency (CAAP), was first administered to freshmen in fall 2009 and to seniors in spring 2011.

- 2011-2012: The campus will examine the results from the CAAP assessment instrument to determine if it illustrates the achievement of students at UW-Superior. The CAAP will be administered again on a three-year cycle.
- 2011-2012: The campus will report the results of the student learning outcome assessments on the VSA template.

IX. Integrated Planning at UW-Superior

UW-Superior's integrated strategic planning process is led by the Continuous Improvement and Planning Team (CIPT). The CIPT is a university committee with members from administration, faculty, academic staff, and governance groups. It is a 15-member committee, and it is chaired by the Provost/Vice Chancellor for Academic Affairs.

The integrated strategic planning process is designed to help the university implement its mission and chart a course for the future. Strategic planning is tied to reaccreditation by the Higher Learning Commission. This reaccreditation process for Superior will begin in fall 2010 and will result in a completed self-study and reaccreditation visit in 2012-2013.

The charge of the University Continuous Improvement Planning Team (CIPT) is to:

- Serve as the oversight steering committee for the Higher Learning Commission Self-Study and Reaccreditation processes.
- Recommend both annual and long-term institutional priorities, including those priorities related to our Public Liberal Arts Mission.
- Provide direction for UW System's Growth Agenda and Making Excellence Inclusive.
- Review and assess progress toward achieving the strategic priorities.
- Communicate progress toward achieving institutional priorities.
- Facilitate the integrated planning process to include unit and departmental strategic plans across the institution.

In fall 2010, the campus developed an integrated planning process to provide the university community with a transparent process that engages it in understanding and contributing to the planning and budgeting cycle. This is called the integrated planning process. It involves campus units through strategic planning and annual reporting using the software product WEAVEOnline. Campus leadership can see department-level planning and annual reporting through this software and are able to easily track progress on goals and review departmental needs.

Integrated planning engages governance units and allows for an open forum in October to ensure greater transparency. We are in the middle of our first cycle, and recommendations made this fall will inform the budgeting process for the next fiscal year.

X. Biennial Review and Revision

The UW-Superior Academic Plan will be reviewed and revised biennially. Primary responsibility for review and revision of the plan will rest with faculty governance, with final review and approval by all governance bodies and campus administration. The Planning and Budgetary Council (PBC) is the group charged by the Faculty Senate with conducting this annual update to the plan.