

University of Wisconsin-Superior 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 two nationally recognized research institutes and centers that contribute to regional and national interests:

- The Lake Superior Research Institute
- The Transportation and Logistics Research Center

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. 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 Initiatives

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 with Supportive Writing Center

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.

A summary of each initiative, progress to date, and plans with timelines for implementation follows.

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 will make 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 was created with the support of a budget allocation from the UW System, and is staffed by a half-time coordinator and a standing faculty advisory group.

As of the 2009-2010 year Academic Service-Learning at UW-Superior had reached the Stage Two level of Innovation. At the Innovation stage, the Center for Academic Service-Learning has worked to integrate meaningful community-based service into the academic curriculum. Staff have been working to facilitate service activities for students that enhance course knowledge and increase understanding of community needs; to provide ongoing support to faculty and staff who are developing and assessing successful service learning experiences; to promote service learning on campus and in the broader community; and to develop and sustain reciprocal community

partnerships that support an ongoing awareness of community needs and service learning opportunities.

Some of the specific accomplishments of the Center include:

- Development and administration of three assessment tools to collect data about university needs, resources, and types of service occurring within credit bearing courses.
- A mini-grant program that makes awards of \$500 each to five faculty and academic staff each fall and spring semester to support ASL curriculum development.
- Ongoing workshops and trainings for faculty and academic staff interested in ASL, including a two day regional conference to be held on April 15 and 16, 2010 at UW-Superior.
- Creation of a Community Partner Advisory Group to provide advice on potential partners within the community and to assist in creating assessment tools to measure student service impact.

In the fall of 2009, the Center worked with eight faculty and staff in eight different disciplines (Anthropology, Art Education, Business, Communications, Fine Arts, Math, Social Work, and Sociology) to implement ASL pedagogy. These eight individuals are teaching twelve courses that use ASL pedagogy. A total of 181 students were enrolled in one these twelve courses and have been placed at one of twenty-five community partner sites. The Center has also assisted in the development of a proposed Western Lake Superior Collaborative Cluster in which UW-Superior would collaborate with other regional colleges and universities to provide students in the STEM disciplines (science, technology, environment, and mathematics) with academic service learning opportunities focused on the stewardship of the Lake Superior watershed.

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

First-Year Experience (FYE)

The First-Year Experience initiative provides an integrated set of experiences to incorporate first-year students into the campus community and its public liberal arts mission. These initiatives offer incoming students a set of experiences that anchor first-year students within UW-Superior academically, socially, and culturally.

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-Fall 2009 – 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 twelve in the fall of 2009.

- Fall 2009 –
 - Creation of 0.25 FTE First-Year Seminar Coordinator faculty position to coordinate logistics and professional development in support of the first-year seminar program (complete).
 - Implementation of a comprehensive assessment program for first year seminars (complete).
- Spring 2010 – Submission of a proposal for adoption of a first-year seminar requirement to governance
- Fall 2012 – Implementation of first-year seminar requirement for all incoming first-year students

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 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:

- Since fall of 2007, peer mentorship has been used as an aspect of the first year experiences and continues to evolve based on program assessment.
- Since Fall 2008, an Academic Early Warning System has been in place, coordinated through the Office of Student Support Services.
- In 2009-2010, the fall week of welcome orientation activities were expanded to include a New Student Induction Ceremony, a New Beginnings Lunch with faculty members, and meetings with academic advisors.
- 2010 –the SOAR program has been expanded from 1 to 1.5 days, allowing more time for academic advisement and to include activities to integrate students into campus life.

Global Awareness

The Global Awareness initiative 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.

Global Studies Minor

A key curricular recommendation of the Global Awareness Initiative was the development and implementation of a Global Studies Minor.

Implementation

- Spring 2009 – Global Studies Minor approved through faculty governance.
- Fall 2009 – Students begin declaring Global Studies Minor.

- Fall 2010 – Hiring of DIN-funded Global Economic Development faculty to strengthen the business and economics component of the Global Studies minor and solidify the institutional connections between the Global Awareness initiatives and UW-Superior Department of Business and Economics.

Student Study Abroad Opportunities

The campus set a goal of sending a minimum of 10% of its students to credit-bearing study abroad programs by the time of graduation, up from a 5.3% participation rate in 2005-06 and 8.8% in 2007-08.

Implementation

- 2008-09 -- Goal of sending a minimum of 10% of students to credit-bearing study abroad programs was achieved by reaching an 11.2% participation rate.

Language Study

As part of the Global Awareness initiative, UW-Superior has expanded language programs with the goal of increased student participation in language study. During the fiscal emergency of the late 1970s and early 1980s, UW-Superior eliminated all language majors as well as all language faculty positions, although a skeletal selection of language courses continued to be taught by academic staff. The campus began to rebuild its language programs in the 1990s.

Implementation

- Fall 2010 – Hiring of French language and literature faculty person.
- Fall 2010 – Consideration of revisions in UW-Superior’s BA and BS requirements to encourage broader participation in language study

In addition, the Department of World Languages, Literatures and Cultures has begun discussing the possibility of developing a Spanish major at UW-Superior. For such a major to be viable, additional faculty resources would be necessary.

Senior Experience

The Senior Experience initiative 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 in each spring semester, with a particular emphasis on involving lower-division students.

Implementation

- Spring 2009 – Approval of departmental Senior Experience proposals

- Spring 2010 – Full implementation of the Senior Experience initiative, which requires every graduating senior to complete a piece of original creative or scholarly work

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 of Writing Across the Curriculum. This model stresses direct service to students through an expanded Writing Center. This model would be coupled with a focus on faculty and teaching staff development activities chosen on the basis of an assessment of the needs of these constituencies.

Writing across the Curriculum (WAC) Initiative Activities and Accomplishments since this decision:

2006-2007

- Writing Center hours started to expand with the infusion of additional funds into the Center.
- Additional writing consultants were hired.
- Additional publicity for the writing center went out.

2007-2008

- The WAC Advisory Group was created and started its initial work toward the hiring of a WAC Coordinator.
- The Writing Center acquired additional supervisory support in the form of an Assistant to the Writing Center Director.
- An interim WAC Coordinator was appointed to oversee Writing Center and other WAC activities.
- New training and assessment procedures were developed to gauge writing center reach and effectiveness.

2008-2009

- A UW-Superior student won the system-wide Liberal Arts Essay Competition, the local part of which was overseen by the interim WAC Coordinator and the WAC Advisory Group.
- The Writing Center began offering training to its consultants on the tutoring needs of ESL students.
- The Writing Center held such outreach efforts as an open house and a fiction reading.
- The WAC Advisory Group continued its work toward hiring a non-interim coordinator, culminating in the appointment of a coordinator to begin in Fall 09.

2009-10

- The Writing Center more than doubled the number of consultations since 2008-09.
- In March 2010, the Writing Center and Distance Learning Center started an online consultation service.
- The WAC Coordinator offered three cross-disciplinary faculty and teaching staff development sessions on WAC topics identified in a needs assessment.
- The WAC Program offered a wide variety of programming designed to raise the profile of writing on the campus.
- The WAC Advisory Group met regularly with the Coordinator to offer advice and perspectives on all efforts.

Goals for 2010-11

- The Writing Center will promote and expand the online consultation service and improve the scheduling and record-keeping system for it.
- The Writing Center will continue to promote all its services to all departments and majors on campus
- The WAC Coordinator will offer additional faculty-teaching staff development workshops, some cross-disciplinary and others department- and program-based.
- The WAC Program will continue and expand efforts at campus community outreach.
- The WAC Advisory Group will continue to meet regularly with the Coordinator to offer advice and perspectives on all efforts.

WAC had a budget cut but additional work-study funding (beyond the initial work study allocation) that almost made up the difference. Also, in cooperation with CETL, WAC sent two people to the recent AAC&U Conference (Yvonne Rutford and Jen Christensen), with CETL paying half the cost. CETL will also be sharing the costs with us next year for bringing in the WAC expert Brad Hughes (U of WI Madison) during opening week, and CETL is also paying for the books for participants in the Fall Book Club next fall, which I will be facilitating. (The book we'll be exploring is on WAC.) Finally, the Distance Learning Center is paying the salary for our new (as of the spring) Online Writing Consultant.

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.

During academic year 2004-2005, as part of UW-Superior's re-accreditation process, the campus conducted a review of undergraduate majors and sub-majors. The review concluded that while UW-Superior's number of undergraduate disciplinary major entitlements (23) is appropriate for a campus of our size and resources, we had an excessive number of specialized undergraduate sub-majors. As a result, the number of distinct major curricula (majors and sub-majors) has been reduced from 79 in the 2002-04 catalog, to 61 in the 2006-08 catalog, to a current number of 56. Of these 56 curricula, 9 are secondary education certification curricula that closely parallel the standard curricula in their respective disciplines. The campus has also completed a review of major and minor curricula that has led to a significant reduction in required credits within majors and minors.

During Spring 2009 the number of departments was collapsed from 16 to 12 through reorganization and reconfiguration. The currently configured departments are noted below; the reconfiguration will have implications for curricular planning into the future.

1. Department Reconfiguration: Social Inquiry: Political Science joined its ranks. The old department of Politics, Law and Justice (PLJ) was disbanded. Social Inquiry retains its name and its other disciplinary members –Sociology, History, Philosophy, Anthropology, Women Studies.
2. Department Reconfiguration: Human Behavior, Justice and Diversity: Legal Studies (including Criminal Justice) was merged into the former Human Behavior and Diversity, which was First Nations Studies, Psychology and Social Work. This joining group was part of the former PLJ.
3. Department Reconfiguration: Educational Leadership: The newly formed Department of Educational Leadership replaces three independent academic departments: Teacher Education, Educational Administration, and Counseling Professions.
4. Department Reconfiguration: Department of Natural Sciences: This is a multidisciplinary group with programs in Biology, Chemistry, Physics, Geology, Geography, and Science

Education. This department replaces the Departments of Biology and Earth Sciences and the Department of Chemistry and Physics.

5. **Department Reconfiguration: World Languages, Literatures and Culture.** This department focuses on the study of languages, literatures and cultures from an international perspective. The department offers language programs (including minors and individualized majors) in English, German, Spanish, and Chinese. It has had the literature portion of the former English Department join its ranks.
6. **Department Reconfiguration: The Writing, Reading, and Library Science Department:** This departmental group is an entirely new mix of the Library Science Program, the writing program of the former English Department and reading program from the former Teacher Education Department.

Within this context, the following undergraduate programmatic initiatives (majors, sub-majors, and minors) are in progress or under consideration:

Majors

Sustainable Management Major

UW-Superior's Department of Business and Economics is working in partnership with UW-Parkside, UW-River Falls, and UW-Stout to establish a Bachelor of Science Degree Completion Program in Sustainable Management. An entitlement to plan was granted Feb 2009, and authorization was granted later that year. UW-Extension will provide administrative and financial support for the major. This online major will provide an innovative interdisciplinary curriculum to a target audience of adult learners who hold Associate of Arts degrees. UW-Superior is well positioned to contribute to the collaboration through its existing commitment to distance education and faculty expertise in relevant academic fields. **This major has been approved and is in its first year of operation.**

Criminal Justice Concentration within the Legal Studies Major: Meeting Growth Needs

The Department of Human Behavior, Justice and Diversity is in the process of reviewing its need for an additional faculty person to handle the numbers enrolled in the Criminal Justice concentration within the Legal Studies major. Previously it has been a concentration in Sociology and, before that, in Political Science. The concentration, regardless of its specific form, has always enrolled a substantial number of students. **Given the popularity of this concentration, the department wants to request an additional faculty position to support the high enrollments.**

Spanish Major

As part of UW-Superior's Global Awareness initiative, the Department of World Languages, Literatures and Cultures **is** discussing the possibility of developing a Spanish

major at UW-Superior. This would be the first language major offered at UW-Superior since the elimination of all such majors during the fiscal emergency of the late 1970s and early 1980s. For such a major to be viable, additional faculty resources would be necessary.

Concentrations and Tracks

Forensic Chemistry Concentration – Chemistry Major

Effective Fall 2009, UW-Superior will offer a Forensic Chemistry Concentration within the Chemistry major. The concentration, which requires no new resources, takes advantage of the expertise of current faculty members to attract new students to UW-Superior's Chemistry major (an academically strong but underutilized program) by appealing to the growing interest in forensic science among both prospective students and employers. An analytic chemist has been hired to start fall 2010 to fill a vacancy that has been covered by academic staff previously.

Interactive Media Track – Mass Communication Concentration-Communicating Arts Major

The Department of Communicating Arts has a new track in interactive media within the Mass Communication concentration of the Communicating Arts major. The track provides students with the essential knowledge needed to shape the future of new and emerging digital media. The new track becomes effective in the 2010-2012 General Catalog.

Minors

Global Studies Minor

Effective Fall 2009, UW-Superior began to offer an interdisciplinary minor in Global Studies. The minor, one component of UW-Superior's Global Awareness initiative, incorporates coursework from a wide range of disciplines, including Political Science, Sociology, English, Geography, History, and Economics. The Business and Economics component of the minor will be bolstered with the hiring of one faculty in Global Economic Development in the fall of 2010.

Social Work Minor

UW-Superior's Social Work Program, which currently offers an on-campus accredited major in Social Work, is developing a minor that would be offered via distance education to serve students at a distance. (The campus does not currently offer a minor in Social Work.) The program has a Fall 2011 target for implementation of the minor. As of 2009-2010, two new online courses had been developed for the eventual minor –SO W 345, HBSE II and SOW 380, Social Work Research Methods. These courses joined the previous array (SOW 121, Introduction to Social Work –online, SO W 344, HBSE I –online, and SOW

498, Independent Projects (individually designed topics) offered through Distance Learning.

Graduate Education

Graduate Studies at UW-Superior includes a diverse and interactive student body from across the state. In Fall 2008, there were 259 enrolled students pursuing graduate studies. 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 life-long education.

The first classes leading to 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 in the fields of

- 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.

Graduate Studies Mission Statement

Grounded in professional excellence, University of Wisconsin-Superior graduate programs foster scholarly reflection and growth within a liberal arts tradition.

Vision of Graduate Education at UW-Superior

The UW-Superior graduate faculty will provide high quality, competitive graduate programs within an environment of professional excellence that promotes transformative learning to meet the needs of our pluralistic society.

Plans

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

- 2009-2011 – Investigate and research the viability of moving to an on-line delivery of a M.A. Degree in Communicating Arts
- 2009-2011 – 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
- 2009-2010 – Improve and expand student advising by exploring and adopting or developing a graduate advisement process and model
- 2009-2010 – Align the graduate admissions process with the campus admissions office and fully integrate into the PeopleSoft program
- 2009-2010 – Establish a quality data gathering program through *People Soft 9.0*
- 2010-2011 – Increase graduate student enrollment by 5%; increase international graduate student enrollment by 3%
- 2010-2014 – Continue to evaluate and improve both advising and instruction
- 2010-2014 – Continue to explore online and other distance delivery models for all programs
- 2010-2014 – Respond to national and state needs for post-graduate education and training
- 2011-2012 – Create a celebration ceremony for graduate students completing capstone projects
- 2011-2013 – Explore possibilities of additional master’s programs in music and business

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 the spring of 2009, this policy was extended to Associate of Arts degrees earned from the Minnesota State Colleges and Universities System. In addition, UW-Superior has Associate of Arts articulation agreements in place with the following institutions:

- Lac Courte Oreilles Ojibwa Community College
- Nicolet Area Technical College
- Gogebic Community College

The campus also has an articulation agreement with Wisconsin Indianhead Technical College establishing general education equivalencies.

The following program-to-program articulation agreements are in place:

- Wisconsin Indianhead Technical College—Early Childhood Education
- Wisconsin Indianhead Technical College—Business and Economics
- Lake Superior College –Social Work
- Mesabi Range Technical and Community College –Social Work

- Lac Courte Oreilles Ojibwa Community College –Social Work
- Fond du Lac Tribal and Community College—Criminal Justice and Social Work

In the Fall of 2009, UW-Superior will initiate a systematic review of all existing articulation agreements and will begin to actively explore new program-to-program agreements.

IV. Outreach and Partnerships

Distance Education

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 three Bachelor of Science degrees: The Individually Designed major, Elementary Education and Communicating Arts. The campus 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 2009-2010, the Distance Learning Center provided 15.4% of headcount enrollments and 11% of FTE enrollments for UW-Superior. Headcount enrollments grew by 33% from Spring 2009 to Spring 2010.

Plans

Work with academic departments to develop new collaborative online degree programs

- Masters Degree in Sustainable Management

Expand authorized campus majors into online formats

- B.S. and minor in Social Work
- B.S. in Physical Education, Community Health Promotion track
- Minor in Global Studies
- Certificate and/or B.S. in Transportation and Logistics Management
- Certificate and/or B. S. in Mathematics and Computer Science

Cooperative Extension

UW-Superior has been engaged in outreach activities through its Cooperative Extension work in a number of areas, including economic development, water quality, and Native American youth development. In 2010 this will expand to include work through the National Estuarine Research Reserve System.

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 the Northland Works Regional Innovation Grant Leadership Board, and also through leadership on the statewide University of Wisconsin 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 sustainability; the Green Collar Jobs Initiative; and development of a statewide Process Leader Training Program for people in the state's eco-municipalities that would culminate with a showcase during a 2010 international conference on the eco-municipality movement.

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

Designation of the Lake Superior National Estuarine Research Reserve (Lake Superior NERR) will provide funding and opportunities for outreach and educational initiatives for community, K-12 education, university staff, and students. UW-Superior is engaged with UW-Extension and three other partners in planning and managing the Lake Superior NERR. In May 2008, Governor Doyle nominated the St. Louis River estuary as the Lake Superior NERR site. The planning phase is in progress in 2009-10, and final approval is expected in October 2010. When approved, the Lake Superior NERR will be only the second freshwater estuary in the network of 28 NERR sites established throughout the United States. The mission of the Lake Superior NERR is to work 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.

Continuing Education (CE)

UW-Superior's Center for Continuing Education 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.

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.

Exploritas (formerly named Elderhostel)

Provides educational opportunities with a regional focus to individuals aged 55 and older. Programs include an emphasis on Lake Superior, the Apostle Islands, bird migration, and the Civilian Conservation Corps.

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.

Liberal Studies

Liberal Studies provides leadership 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. A newer program to build capability in nonprofit organizations is known as Northwoods Nonprofits.

Plans

- **2010-11** – 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.
- **2010-12 – Develop** Sustainable Management **Master's** degree in partnership with the Department of Business and Economics and Distance Learning **and in collaboration with other UW institutions** (See distance learning section).
- 2010-2012 – 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 UW-Platteville and the Department of Business and Economics, Small Business Development Center, and Global Awareness committee, offer Chinese Culture and Language (Confucius Institute), to become part of an international network dedicated to enhancing the understanding of Chinese language and culture.
- 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 the practice.
- 2011 – In partnership with Math and Computer Science, offer an Information Technology (IT) Certificate.

Development of Certificates and Programming

- **2010-12** – 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
- 2010-2012 – Expansion of Elderhostel programming

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.

Plans

- **2010-2011** – Chinese Culture and Language for Business Travelers (See Continuing Education section for more details)

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

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.

- Work with K-12 teachers to develop environmental education curricula and provide training, staffing, and equipment to assist with field trips.
- Offer educational cruises aboard the University research vessel for K-12 students, the general public, and municipal officials, emphasizing Lake Superior watershed issues.
- Train citizen volunteers to monitor the water quality of local lakes, streams, and wetlands.
- Link educational outreach activities with development of the NERR program.

Campus Peace Center Program

In its second year, the campus International Peace Studies Association is sponsoring 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.

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.

Examples of **past** events include

- Screening of the Native American motion picture film, Older Than America, at the College of St. Scholastica
- American Indian Storytelling Conference (March 5-7, 2009): This session allowed American Indian students, staff, and faculty members a chance to meet and greet each other and learn ways to collaborate further with their peers at each of the other institutions.

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.

Social Work Community Outreach Initiatives

The Social Work program consistently reaches out to the community, has plans to engage with **Gogebic Community College**, and is **continuously** developing relationships with new community agencies for internships and coursework.

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
- 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; 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

- **Summer 2010** – Hire a grants and research coordinator to assist faculty and staff with proposal development for funded research and to promote research activities of the campus.
- 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

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 (established in 2007) provides funding, public recognition, and professional development to faculty and academic staff involved in the Scholarship of Teaching and Learning. In coming years, the Center will expand its support for such scholarship.

Plans

- 2009-2010 – Establish a peer consultation program for faculty involved in the Scholarship of Teaching and Learning
- 2010-2011 – Finalize the design process for a new peer consultation program for faculty involved in the Scholarship of Teaching and Learning.
- 2010-2011 – Pursue the option of hiring a .25 Coordinator of SoTL work located within CETL
- 2010-2011 – Continue discussion with academic department chairs about the value of SoTL work within promotion and tenure standards.

Research Centers and Institutes

The campus of UW-Superior houses two nationally recognized research centers: The Lake Superior Research Institute and the Transportation and Logistics Research Center. In addition, UW-Superior is actively planning for two additional endeavors that will expand opportunities for collaborative research: The Lake Superior National Estuarine Research Reserve and the Superior Research Institute.

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. 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: The AEEI initiative 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 NERR program.
- Ecological Monitoring and Restoration: With anticipated support from the Great Lakes Restoration Act, as well as continued funding from county, state, 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
- In 2010 hire a faculty member to support the baccalaureate program and research center mission.

Great Lakes Maritime Research Institute

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 US 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 10 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 DNR, Coastal Management, and others to establish the research priorities for the Lake Superior NERR. This designation is expected in October 2010 and 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 Biology Department, LSRI, and other areas will have expanded opportunities for research and research funds through the Lake Superior NERR.

Superior Research Institute

UW-Superior is actively investigating and seeking support for a Superior Research Institute to house a portion of the University's research programs. This facility, to be housed at the Montreal Pier on the Superior waterfront, would expand opportunities for research, public outreach, and education; integrate and create collaborations with federal and state agencies, academics, and non-governmental organizations; and provide state-of-the-art facilities in an environmentally sustainable manner. A research center of this nature would stimulate local and regional economics and facilitate public access and dynamic interaction in a world-class setting.

Plans

- Formulate a working conceptual model of the facilities
- Seek out interested partnerships and stakeholders
- Assess city zoning requirements and compatibility with public trust doctrine requirements
- Engage city and local planning organizations

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 institute'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, UMD, and CSS 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.

Plans

- 2009-2010 – Implement the Senior Experience initiative requiring all seniors to produce a piece of original work that will be shared publicly with the campus community
- 2009-2010 – Provide an institutional representative to and active participation with the Wisconsin Space Grant Consortium (WSGC)
- 2010 – Establish a Grants and Research Coordinator position and office to promote student research and creative activities on campus as well as at state and national levels

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 will reaffirm its focus on support of both student and faculty research. Embodying current research findings on how students perform research, the library will provide 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 National Estuarine Research Reserve and Transportation and Logistics endeavors, as well as projected plans for a Lake Superior Research Institute digitization project and reception of the archives of the Institute for Reminiscence.

Plans

- 2008-2010 – Negotiate transfer of manuscript archives of the Institute for Reminiscence
- 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
- 2010-2011 – Collaborate with faculty to provide formal integrated research instruction within the First Year Seminars and other general education offerings
- 2010-2014 – Expand advanced instructional assistance for upper division and graduate courses
- 2010-2011 – Expand library outreach to distance learners through web-based technologies
- 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 our 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 will begin assessing its advisement program on the basis of these outcomes. On the basis of this assessment, the campus will make 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 will be provided by professional advisement staff housed in the Undergraduate Academic Advisement Office. In 2010, an electronic virtual advisement module will be made available for new transfer students with 20 or greater credits. By this means they will then be provided advisor contact information for advisement and registration.

VII. Professional Development

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. 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 faculty and academic instructional staff to enhance teaching and learning skills and pursue course re-design and enhancement
- Coordinates and leads outreach and recruitment efforts for the Teaching Fellow and Scholar 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

Since 2007, CETL has organized, designed, sponsored or created over 120 venues for teaching and learning related topics, interdisciplinary connections, and ongoing faculty and instructional academic staff development. Current and future strategic plans for CETL include serving the professional development needs of faculty and teaching academic staff at UW-Superior by

- Building on campus services and opportunities for faculty and academic instructional staff to enhance teaching and learning skills and course re-design and enhancement
- Coordinating and facilitating learning opportunities for faculty and academic staff 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

Background

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).

Higher Learning Commission Advice

During the 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 2012 reaffirmation accreditation visit.
2. Develop measurable outcomes for every academic program.
3. Develop measurable outcomes for general education.

To assist with our assessment planning and implantation, the University applied and was accepted into the Higher Learning Commission's Assessment Academy and is currently completing the project proposal.

Academic Program Assessment

The campus has recently 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.

Plans

- Fall 2010 – The Department of Human Behavior, Justice and Diversity will complete SSCI assessment.
- Fall 2010 – Communicating Arts, National Sciences, and Health and Human Performance departments will complete the SSCI Assessment.
- Spring 2010-2016 – Remaining departments will complete SSCI assessment.

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 Subcommittee of Academic Affairs Council 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.

Plans

- 2009-2010 – Governance discussion and approval of mechanisms for assessing student learning outcomes in general education courses
- 2010-2011 – Assessment of student learning outcomes in general education courses

Institutional Assessment

UW-Superior has adopted undergraduate liberal learning outcomes for all students. Assessment of these outcomes will be a focus of the Assessment Academic team.

Plans

- 2009-2010 – Governance discussion and approval of undergraduate liberal learning outcomes for all students
- 2010-2011 – Governance discussion and approval of mechanisms for assessing undergraduate liberal learning outcomes for all students
- 2011-2012 – Assessment of undergraduate liberal learning outcomes for all students

Voluntary System of Accountability

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

- 2009-2010 – 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.
- 2009-2010 – The learning outcome assessment tool, College Assessment of Academic Proficiency (CAAP), was first administered to freshmen in fall 2009 and to senior in spring 2010.
- 2010-2011 – 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 or the Measure of Academic Proficiency and Progress (MAPP) will be piloted.
- 2011-2012 – The campus will report the results of the student learning outcome assessments on the VSA template.

IX. Annual Review and Revision

The UW-Superior Academic Plan will be reviewed and revised annually. 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.