

# 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 is creating 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.

#### Implementation

- 2006 – Establishment of Academic Service-Learning Action Team / Advisory Committee
- 2007 – UW-Superior receives grant from the Wisconsin Campus Compact to fund a VISTA volunteer to promote Academic Service-Learning opportunities
- 2008 – Establishment of the Center for Academic Service-Learning; hiring of 0.50 FTE interim coordinator

- 2008 – Implementation of a range of faculty/staff development programs, including mini-grants in support of Academic Service-Learning and pedagogical brown-bag discussions and workshops
- 2009 – Hiring of permanent 0.50 center director
- 2009-2010 – Collection of benchmark data regarding Academic Service-Learning opportunities at UW-Superior and development of concrete goals for expanded opportunities
- 2009 onward – Pursuit of external grants to expand the resources and programming of the Center

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

### Implementation

- Fall 2007-Fall 2009 – A range of optional first-year seminars offered to incoming first-year students
- Summer 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
- Spring 2010 – Adoption of first-year seminar requirement through governance
- Fall 2011 – Implementation of first-year seminar requirement for all incoming first-year students

## 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.

### Implementation

#### Global Studies Minor

- Spring 2009 – Governance approval of 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 has 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

- 2007-2011 – Modest expansion of the number of study abroad programs in which UW-Superior participates
- 2008 – Addition of new staff resources to Office of International Programs to support both student study abroad and international student recruitment
- 2014 – Goal of 10% student participation in credit-bearing study abroad programs. (Achievement of this goal may be reached sooner if current poor macroeconomic conditions quickly improve.)

### *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 2007 – Creation of Department of World Languages, Literatures and Cultures
- Fall 2007 – Hiring of Chinese language and literature faculty
- Fall 2008 – Introduction of Chinese language minor
- Fall 2009 – Consideration of revisions in UW-Superior's BA and BS requirements to encourage broader participation in language study
- Fall 2010 – Hiring of French language and literature faculty

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)**

Writing across the Curriculum fosters a culture of writing throughout the campus. At the heart of the initiative is a strengthened university writing center that provides a range of writing services to students while also providing professional development to faculty and staff and pedagogical/curricular consultation to departments. The Writing across the Curriculum initiative and the Writing Center will be directed by a faculty-level coordinator with expertise in the field of writing program administration. The coordinator will work with faculty to identify campus-wide student learning outcomes in the area of writing.

#### Implementation

- Fall 2007 – Additional resources provided to the University Writing Center to expand the level of services to students
- Fall 2009 – A faculty-level Writing Across the Curriculum coordinator hired; the coordinator will work with faculty to develop a detailed strategy and timeline for accomplishing the goals of the initiative
- 2011 – Writing across the Curriculum/Writing Center moves into the new state-of-the-art facility in Swenson Hall (new UW-Superior academic building)

### 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.

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.



### *Criminal Justice Major*

The Department of Politics, Law, and Justice is in the process of reviewing proposals for a new major in Criminal Justice. Currently, Criminal Justice is offered as a 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 create an independent major in the field. An additional faculty position will likely be involved in any approved proposal.

### *Spanish Major*

As part of UW-Superior's Global Awareness initiative, the Department of World Languages, Literatures and Cultures has begun 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.

### *Interactive Media Track – Mass Communication Concentration-Communicating Arts Major*

The Department of Communicating Arts is considering a new track in interactive media within the Mass Communication concentration of the Communicating Arts major. The track would provide students with the essential knowledge needed to shape the future of new and emerging digital media. A new faculty member with expertise in the field began at UW-Superior in the fall of 2009. The new track is under consideration for the 2010-2012 General Catalog.

## Minors

### *Global Studies Minor*

Effective Fall 2009, UW-Superior will 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 a major in Social Work, is developing a minor that would be offered via distance education. (The campus does not currently offer a minor in Social Work.) The program has a Fall 2009 target for implementation of the minor.

## **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
- Fond du Lac Tribal and Community College—Criminal Justice

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. The Distance Learning Center annually has provided 10 to 15% of headcount enrollments and 7 to 12% of FTE enrollments for UW-Superior. Most recently, in the period 2006-2009, FTE enrollments through the Distance Learning Center have grown at an average rate of 14% annually.

#### Plans

Work with academic departments to develop new collaborative online degree programs

- B.S. in Sustainable Management
- B.S. in Global Information Systems

Expand authorized campus majors into online formats

- B.S. and minor in Social Work
- B.S. in Community Health Promotion
- 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.

#### *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; the Midwest Regional Collaborative on Sustainability Education Workshop held in Summer 2009 at Northland College; 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, and final approval could come in 2010. If 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.

### *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

- 2009-2011 – In partnership with First Nations Studies and the Multi-Cultural Center, develop a noncredit program for Native Americans who live in Red Cliff, Lac Courte Oreilles, Lac du Flambeau, St. Croix, and Bad River reservations, leading to a Native American Leadership Certificate. The purpose of the program is to provide knowledge and increase the skills of Native Americans who seek to improve their local communities.
- 2010 – 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 – Provide Sustainable Management Bachelor's degree in partnership with the Department of Business and Economics and Distance Learning (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 – Expansion of the Institute for Reminiscence and Life Review
- 2010-2011 – 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 – Business Essentials Certificate: Partner with the Department of Business and Economics and UW-Eau Claire Business Department to offer a 21-credit certificate or 11-course non-credit certificate
- 2009-2010 – 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

#### *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 recent 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 and Itasca community colleges, and is 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 45 federal, state, and private grants.

#### Plans

- Summer 2009 – 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 – Initiate in-depth conversations with academic departments regarding methods for fully valuing the Scholarship of Teaching and Learning in the personnel review process
- 2009 – Initiate efforts to vigorously seek external support for the Scholarship of Teaching and Learning beyond those resources available through the UW-System's Office of Professional and Instructional Development
- 2009-2010 – Establish a peer consultation program for faculty involved in the Scholarship of Teaching and Learning

## 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 Lake Superior Research Institute's mission concentrates on the continued evaluation and analysis of the physical, biological, and socioeconomic environments of the greater Lake Superior Basin.

### Plans

One-Step Biodiesel Fuel Project: The project began in 2009 with the formation of a cross-disciplinary team spanning the fields of process engineering, chemistry, materials, biotechnology, and propulsion science with the breadth and depth of expertise to maximize the probability of development success and transition to a commercial product. Goals of the five-year project include

- Establish collaborative relationships with industry to support the activities, promote manufacturing of bio-fuel, and transfer technology to industry

- Develop formal requirements for and methods to promote bio-sources

Aquatic Environmental Education Initiative: The AEEI initiative builds upon the environmental education and research programs that observe and investigate Lake Superior flora and fauna using the 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 on Lake Superior and in the harbor.

### *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*

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.

#### 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

### *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 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 Postbaccalaureate 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

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

## 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).

### **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 2009 – The first two departments (Chemistry, Human Behavior and Diversity) will complete 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 will be adopting undergraduate liberal learning outcomes for all students. Preliminary discussions of various models have begun (e.g., LEAP outcomes endorsed by AAC&U).

### 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.

### Plans

- 2009-2010 – The UW-Superior VSA plan will include data from multiple sources: departmental assessment of curricula, senior experience/capstone evaluations, and standardized measures.
- 2009-2010 – A pilot will be conducted comparing two learning outcome assessment tools, College Assessment of Academic Proficiency (CAAP) and Measure of Academic Proficiency and Progress (MAPP).
- 2010-2011 – The campus will determine which assessment instrument best measures the achievement of freshman students at UW-Superior.

## **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.