

## **2022 Five-Year Academic Program Array Plan University Program Array Review Committee University of Wisconsin-Whitewater**

### **I. List of the Program Array Plan for the Next Five Years.**

Some of UPARC's proposals are "shovel-ready." Others will take months or longer to fully develop in a manner that will assure quality programs. All programs require administrative support in the form of course releases, funding, increased staffing, as well as leadership and advocacy from the administration. See Appendix A.

### **II. How and Why UW-Whitewater Maintains High-Quality Academic Programs**

The University of Wisconsin-Whitewater is driven by the pursuit of knowledge, powered by a spirit of innovation, and focused on transforming lives. As part of the University of Wisconsin System, UW-Whitewater embraces the Wisconsin Idea, one of the longest and deepest traditions surrounding the University of Wisconsin System. The Wisconsin Idea signifies a general principle: that education should enhance the lives of all of Wisconsin's residents beyond the boundaries of the classroom, and that the application of intelligence and reason to the problems of society serves the common good.

Our academic programs serve undergraduate and graduate students, including online learners, and span the disciplines, both theoretical and applied, encompassing study in the arts, business, education, humanities, natural sciences, social sciences, technology, and professional and interdisciplinary programs. As an inclusive educational community with a deep commitment to access, the UW-W serves students from diverse backgrounds, experiences, identities, and abilities. By supporting all students, we champion education, opportunity, and prosperity for all.

We subscribe to the AAC&U description of a liberal education as an approach to college learning that empowers individuals and prepares them to deal with complexity, diversity, and change, emphasizing broad knowledge of the wider world (e.g., science, culture, and society) as well as in-depth achievement in a specific field of interest.

Grounded in a rigorous core curriculum of General Education courses, UW-W students receive a well-rounded education that prepares them to be creative, innovative, and adaptable in dynamic and diverse work and life environments, as well as lifelong learners who lead successful lives and enjoy productive careers.

The University Program Array Review Committee (UPARC) was formed in order to ensure that UW-W continues to offer high quality academic programs. UPARC was constituted as a committee of the Faculty. UPARC facilitates conversation around academic planning following the recommendations of the Graduate Program Array Committee and College Program Array Committees (G/CPARC) and provides feedback on the plans submitted by each G/CPARC. The charge of the committee requires it to develop a Five-Year Academic Plan, which identifies trends in the program array, and makes recommendations contributing to their implementation. Departments and interdepartmental groups identify potential new programs by monitoring their professional networks and relationships, listening to students and community leaders, consulting

with employers through advisory boards, identifying trends in disciplinary fields and graduate education, and reviewing labor market data. The program array review is not the only means by which programs are evaluated. UW-W has rigorous faculty led Audit and Review and curricular processes that perform vital functions surrounding academic program creation and modification. The Audit and Review process is described below.

At UW-Whitewater, all undergraduate and graduate programs are reviewed in five-year cycles through the Audit & Review (A&R) process. Each program completes a self-study that identifies strengths, areas for improvement, and recommendations for action. Review teams evaluate each self-study to ensure that program mission, goals, student learning outcomes (SLOs), and curriculum are clearly stated and consistent with those of UW-Whitewater. Feedback is discussed in a face-to-face meeting with the program, review team representatives, college dean, provost, and director of academic assessment.

UW System policies require each university to conduct an initial review of all new programs five years after initial approval to ensure that these programs meet their objectives and are of sufficient quality to continue.

Final results and recommendations from each review are publicly available on the [Audit & Review webpage](#) and are shared with UW System each year. The Office of Academic Assessment evaluates and compiles the results of all program reviews over 5 years, and in 2021 this analysis revealed recommendations that fell into four categories: 1) assessment planning and implementation; 2) strategic planning; 3) program management; and 4) resources.

### **III. University-Wide Themes of New Program Opportunities & Program Expansion**

The work of the University Program Array Review Committee has been a thorough and collaborative process, informed by academic expertise, creativity, innovation, entrepreneurship, and data-based evidence. UPARC could not have completed their work without the contributions of the G/CPARCs. Each G/CPARC identified themes, both within their existing program arrays and their opportunities for new programs. Then the UPARC identified common themes in the G/CPARC reports. The committee identified prevalent areas in need of resources, online expansion, and interdisciplinary partnerships. Graduate programs are addressed as part of these areas.

As part of its charge to identify academic program trends and opportunities, UPARC notes the following common areas of change from recent and ongoing curricular revisions that are likely to continue, as well as through the proposals submitted by the G/CPARCs. These areas, although important, are not exclusive; that is, there are other proposed changes necessary to maintain a high-quality academic program array.

- Interdisciplinary programs;
- Technical and emerging professional fields;
- Specialized education;
- Certificates and other micro credentials;
- Innovative programs designed to serve a diverse student body, including the growing Latinx and Heritage Spanish speaking students; students with disability, including the deaf; and nontraditional and first-generation students.

### **Data-Driven Program Change**

Across the university, in every college and in nearly every academic department, there are opportunities for growth. These opportunities emerged out of a variety of data, including licensure requirements, accreditation requirements and recommendations; demographic shifts in the student body; Bureau of Labor Statistics data; Generally Accepted Practice (GAP) Study data; WORKnet Wisconsin data; Strategic National Arts Alumni Project (SNAAP) data; data provided by Ruffalo Noel Levitz (RNL); analysis of job postings; and formal and informal consultation with students, alumni, and potential employers. These data were considered by G/CPARC as a basis for their proposals for academic program change.

### **Resource Needs**

No opportunity for growth can be realized without an investment of resources. One of the greatest needs of the Colleges G/CPARCs is human resources. Some proposals require new staffing allocations to support instruction of new classes. Other proposals need funding to build, develop, and/or coordinate programs. Still other proposals need resources to build community and/or employer partnerships. For the UW-W to move forward, the trends identified by UPARC and the proposals put forward by the G/CPARCs must have adequate resources allotted to them. To meet these staffing needs, financial resources are required to recruit, hire, develop and retain the high caliber of faculty and staff for which UW-Whitewater is known.

### **Graduate Academic Program Array**

The School of Graduate Studies at UW-Whitewater uniquely serves working professionals in pursuit of post-baccalaureate credentials. Its programs require flexibility in order to respond to changing professional demands. Strategies like service-based pricing often allow graduate programs to be quicker to innovate and (re)design programs. Parallel undergraduate programs can also benefit from the graduate resources in their departments.

### **Undergraduate Academic Program Array**

As a comprehensive regional institution, the undergraduate academic program array must provide a high-quality education that prepares students for careers, citizenship, and life in a world that is becoming more complex and diverse. The undergraduate program array includes a combination of field-specific knowledge and a broad range of skills developed through both disciplinary and general education curricula emphasizing critical thinking, written and oral communication, intercultural knowledge and competence, aesthetic appreciation, teamwork, ethical decision-making, and the ability to synthesize and apply knowledge in real-world settings. In 2010, the governance groups and campus administration adopted AAC&U's "[Essential Learning Outcomes](#)." In support of this, faculty, staff, and students actively engage in curricular and co-curricular programs at UW-Whitewater as a way to enhance the quality of education that all students receive as they prepare for citizenship and careers in a world that is ever more diverse, complex, and globally connected.

### **Online Expansion**

Online education is no longer a unique or cutting-edge innovation. During the pandemic, institutions and programs that had not already made their way online quickly found ways to at least offer remote options. For both existing and proposed online programs at UW-W, faculty,

staff, and administrators need to consider the totality of an online program. If the core of a major is available fully online, it does not necessarily mean a student will be able to complete general education requirements, prerequisites, electives, or a minor/second major fully online. Proposals for online programs need to account for the need for online offerings in general education courses and for course availability in developmental English and Math. This has been a resource need that needs to be explicitly addressed in all proposals. A program should also consider the needs of the students who will be enrolled in the program. UW-W's mission to serve students with disabilities cannot be neglected as programs move or expand online. Not every program is suitable to be completely online, and not every student wants to be fully online or is successful in their online studies. UPARC recommends that UW-W focus growth not only in fully online programs but also in partially online and/or hybrid programs that support and augment the in-person student experience.

### **Interdisciplinary Partnerships**

An education in liberal arts and sciences is characterized by the student's opportunity to broadly engage fine arts, humanities, sciences, and social sciences. UW-Whitewater has long recognized that when programs are designed around complementary courses from different disciplines, students are better prepared for a variety of career paths and career changes. Proposals from every college recognize the potential for growth of existing interdisciplinary programs and the opportunity to form new partnerships within and across academic colleges at both the undergraduate and graduate level. UPARC notes that the recurring theme of resources cannot be neglected in the growth of interdisciplinary partnerships anymore than it can in other program proposals. Programs that sprawl across multiple academic departments--and even colleges--give students a diverse and well-rounded education. Interdisciplinary programs and their program coordinators must have sufficient support from administration, academic assessment, and advising.

## **IV. Academic Program Closures**

The charge for UPARC requires that when it proposes a five-year academic plan, it addresses any proposed academic program closures and describes the process that will be used to close them. UPARC has no mandate nor plans for recommending academic program closures. All academic program closures go through the specific academic department and college which houses the program and go through the traditional faculty-led curricular review process, including approval by the faculty senate. Recommendations for program closure can come from the Audit and Review process. These processes primarily locate agency within the faculty and program itself, thus allowing timely revisions.

Approved by UPARC: October 11, 2022

Approved by UW-Whitewater Faculty (All Faculty meeting): October 19, 2022

## Appendix A: Future Potential Program Array Changes across Colleges

This program array is an abridged summary of the potential programs listed in the individual CPARC reports submitted by the various colleges based upon the underlying themes observed by UPARC committee members reviewing the reports.

Future Programs	Program Type	Department
<b>College of Arts and Communication</b>		
Digital Communication	Minor	Interdepartmental
Digital Photography Certificate	Certificate	Interdepartmental
Digital Photography Minor	Minor	Interdepartmental
Event Planning	Minor	Interdepartmental
Media Arts	Degree	Interdepartmental
Music Performer	Certificate	Music
Musical Theatre Minor	Minor	Interdepartmental
Public Relations Program	Program Growth	Interdepartmental
Sound Design	Minor	Interdepartmental
Sports Communication	Minor	Interdepartmental

### College of Business and Economics

Accounting (certificates, MS)	Certificate; degree	Accounting
Business (AS - under AACSB)	Degree - AS	Interdepartmental
Business and Healthcare	Degree	Interdepartmental
Data Fabric	Other	ITSCM
Economic Analysis (Grad; MBA)	Certificate	Economics
Emergency response and Business Continuity	Certificate	OESH
Launching Social, Cultural, and Environmental Enterprises	Minor	Management
Marketing (MS)	Graduate	Marketing
Microcredentials in various business topics	Other	Various Departments in CoBE
Risk Management	Other	OESH

### College of Education and Professional Studies

Heritage Language and Late Bilingual Education	Degree	Continuing Education / Ethnic Studies /Spanish
Informed Instruction and Care	Certificate	Counselor Ed/ Ed Foundations/Special Ed/
Applied Behavior Analysis	Certificate	Special Education
Disability Studies	Degree-BS	Special Education
Program Evaluation and Improvement Research	Certificate	Curriculum and Instruction
Online Teaching and Learning	Degree-MS	Curriculum and Instruction
Online Teaching	Certificate	Curriculum and Instruction
Teaching Adult Learners	Certificate	Curriculum and Instruction
Educational Innovation & Change Management	Certificate	Curriculum and Instruction
Art Therapy	Degree (graduate)	Curriculum and Instruction
Foundations of Education	Major	Educational Foundations
Diversity and Equity in Education	Minor/Certificate	Educational Foundations
Trauma-Responsive Education	Certificate	Counselor Ed/ C&I
Graduate programs	Degree	COEPS

Future Programs	Program Type	Department
<b>College of Integrated Studies</b>		
Business Writing	Concentration - BAAS	Interdepartmental
Engineering	Emphasis - AAS	External Partnership
Engineering - Packaging	Concentration - BAAS	External Partnership
Engineering - Safety	Concentration - BAAS	Interdepartmental & Partnership
Financial Technician	Concentration - BAAS	Interdepartmental
Food Science and Technology	Degree	External Partnership
Human Services	Concentration - BAAS	Interdepartmental
Business	Emphasis - AAS	Interdepartmental
Music	Emphasis - AAS	Interdepartmental
Nursing	Emphasis - AAS	External Partnership
Spanish for Business	Certificate	Interdepartmental
Supply chain management	Concentration - BAAS	Interdepartmental

### College of Letters and Sciences

Actuarial Science	Degree	Interdepartmental
American Sign Language	Degree	Languages & Literatures//WLC
Biracial/Multiracial Studies	Minor	Race & Ethnic Studies//SCA
Cybersecurity (online)	Major	Computer Science
Data Science	UG emphasis	Math
Data Science	Grad emphasis	Computer Science
Diversity Leadership (Graduate)	Certificate	Women's & Gender Studies//RES
Diversity Leadership Certificate	Program Growth	Women's & Gender Studies//RES
Engineering/Physics	Major	Intercampus
Hazard Mitigation	Certificate	GGES
Humanities (e.g., Medical, Digital, Public)	MA Degree	Interdisciplinary
Interdisciplinary Ethics	Growth	Philosophy & Religious Studies
Legal Studies (Online)	Major	Politics, Government & Law
LGBTQ Certificate	Program Growth	Women's & Gender Studies
Liberal Studies	Program Growth	Philosophy & Religious Studies
Participatory Action Research	Certificate	SCA
Pre-health Professions	Program Growth	Interdisciplinary
Professional Writing (Graduate)	Certificate	Languages & Literatures
Public Health	Certificate	Interdisciplinary
Public Policy & Administration	Online Degree	Politics, Government & Law
Social Work (Online)	Program Growth	Social Work
Spanish Heritage	Major	Languages & Literatures//WLC
Spanish/LatinX Culture (Graduate)	Certificate	Race & Ethnic Studies//WLC
Statistics	Degree	Math

# Serving Our Community, State, & Region: UW-W Campus Academic Planning

## Values and Guidance for Academic Planning

The primary purpose of this document as a whole is to articulate the values and guidance for academic planning at UW-Whitewater as well as to outline the process that will bring these values into fruition. Accordingly, any Academic Plan that results, including its specific recommendations concerning program array, should be consistent with the values and principles expressed in this document.

It should be recognized that the factors that impact academic planning decisions are often dynamic and unpredictable, and there may be academic growth in areas at UW-Whitewater that extend beyond the confines of the priorities and processes described here. The academic planning process, including the program array review, is a faculty-centric process informed by faculty expertise, resource availability, student interest, projected workforce and career opportunities, the search for knowledge in current and emerging disciplines, and the larger needs of society. Ultimately, an effective academic planning is an inclusive process that relies upon a collective campus voice and embraces the spirit of shared governance at UW-Whitewater.

To create this document, a committee made up of campus administrators, faculty, staff, and students reviewed the academic program array, the Campus Master Plan, our campus mission and strategic plan, as well as the changing demographics and professional needs of our region, and proposed a set of academic goals that guide our educational programs toward 2025. With this input, we were ever mindful of how best to provide high-quality academic programming for our students that prepares them to become lifelong learners who lead successful lives and productive careers while contributing in positive ways to the economic and social needs of the state of Wisconsin, the nation, and the larger world.

### **The Academic Plan Committee:**

- **Jo-Ellen Burkholder** (Faculty Senate)
- **Greg Cook, co-chair** (Provost's Office)
- **Denise Ehren** (University Staff Council)
- **Ed Frederick** (College of Arts & Communication)
- **Jeff Herriott, co-chair** (College of Arts & Communication)
- **Nadine Kriska** (Academic Staff Assembly)

## PURPOSE

*In the spirit of the Wisconsin Idea, this document is intended to provide direction for sustainable and meaningful campus growth that will prepare students to solve problems and address the concerns of the citizens of Wisconsin in an increasingly diverse and evolving global community.*

- **Elena-Levy Navarro** (College of Letters & Sciences)
- **Seth Meisel** (Graduate Studies & Continuing Education)
- **David Munro** (College of Business & Economics)
- **Annie Stinson** (College of Education & Professional Studies)
- **David Travis, co-chair** (College of Letters & Sciences)
- **Elizabeth Watson** (Student Affairs)

## Introduction

This section provides a vision to guide future academic program planning. It affirms enduring aspects of a UW-Whitewater education even as it acknowledges that a number of factors, including our special mission, the anticipated changes in the student body, and our commitment to a meaningful process of academic assessment and curricular improvement, mean that we must plan for continuous change in order to best serve our students. It fully supports shared governance and the importance of faculty-led

disciplinary expertise and recognizes that the diversity of programs, perspectives, and individual contributions are essential for a thriving university.

As a university made up of multiple academic colleges and other essential units, all of which support the success of our students, faculty, and staff, it is important that we follow a process of academic planning that is inclusive of all potential contributors and allows a proper assessment of resource availability to ensure that current and future programs are properly supported.

## Academic Values & Commitments

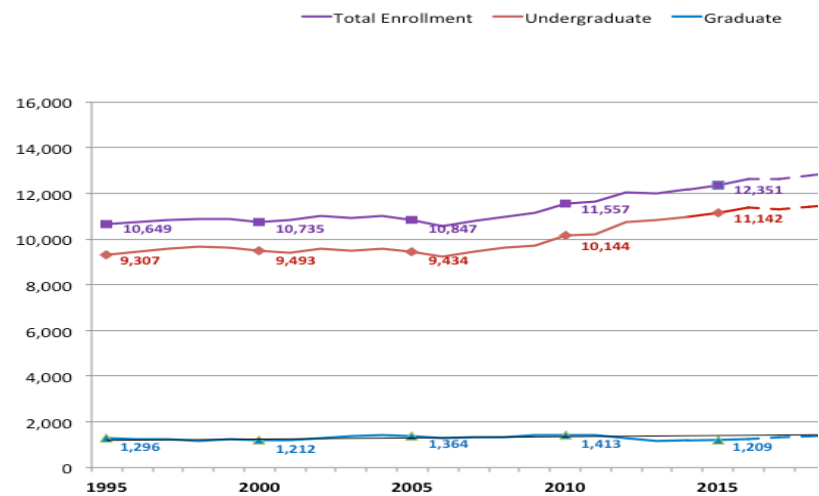
### Anticipated university growth and changing demographics

UW-Whitewater is committed to serving the needs of our region and Wisconsin at large. Using research into the demographics of the region and the college-ready population, we project that UW-Whitewater's enrollment will increase to nearly 14,000 by 2025, with a student population that is increasingly diverse.

## Goals

1. Develop programs to meet the growing needs and changing demographics of the region.
2. Implement contemporary models of student success and faculty/staff development to develop programs that increase retention and graduation rates for all students, with particular emphasis on closing the equity gaps for minority students.

**Student Headcount by Year, estimated to 2**



We actively recruit students who meet our campus mission, including minority students, first-generation students, military veterans, adult-returning students, and students with disabilities.

UW-Whitewater is nationally recognized for serving students with disabilities, with approximately 8% of the undergraduate students identifying as having a disability. An emphasis has also been placed on recruiting more undergraduate students in the portion of the region that extends into northern Illinois and more national and international students, in particular, into our online professional and graduate programs.

To serve this growing and increasingly diverse population, we will need to prepare academic programs that are both immediately appealing and supportive of a variety of needs. UW-Whitewater is committed to adjusting curricular and co-curricular programs proactively to better suit the needs of this changing student population. We are committed to providing an educational environment that supports all student groups, enhancing their success and closing the equity gaps in year-to-year retention and graduation. We will continue to develop programs that incorporate academic study skills, pre-college initiatives, and tutorial services.

We are committed to *Inclusive Excellence* as a principle to assure high-quality education for all students by establishing an intentional, coordinated, and comprehensive support system that focuses specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life. We employ emerging models and technologies to support alternative approaches to delivering programming to a diverse set of constituents. Inclusive Excellence is a central component in providing a high-quality educational environment and addressing the current equity gaps in student access, retention, and graduation.

### Guiding values and principles



The University of Wisconsin-Whitewater is committed to providing a high-quality education that prepares students for careers, citizenship, and life in a world that is becoming ever more complex and diverse. An education at the University of Wisconsin-Whitewater will instill in students depth and breadth of knowledge, creativity, technical skills, integrity, and the ability to pursue scholarly inquiry. This education includes a combination of field-specific knowledge and a broad range of skills developed through both a disciplinary and a general education curriculum emphasizing critical thinking, written and oral communication, intercultural knowledge and competence, aesthetic appreciation, teamwork, ethical decision-making, and the ability to synthesize and apply knowledge in complex real-world settings. Knowledge and skills acquired will not only make graduates ready for their professional lives but also prepare them for lifelong learning and engaged citizenship. For fields that require professional licensing and advanced degrees, the university offers students pathways to meaningful professional credentials and fosters a commitment to continued learning and professional development.

## Goals

3. Improve the integration and support of the LEAP essential learning outcomes beginning in general education and continuing throughout all undergraduate majors and minors to graduation.
4. Provide professional and graduate programs that offer our students the opportunity to develop into professional leaders within specific fields of expertise.

In 2010, the governance groups and campus administration adopted the “Essential Learning Outcomes” associated with LEAP (*Liberal Education & America’s Promise*), which “champions the importance of a twenty-first century liberal education” ([www.AACU.org/leap](http://www.AACU.org/leap)). In support of this, faculty, staff, and students have been working intensively to incorporate the following elements of LEAP into the curricular and co-curricular programs at UW-Whitewater:

- Essential Learning Outcomes
- Principles of Excellence
- High-Impact Educational Practices
- Inclusive Excellence
- The VALUE Assessment Rubrics

We actively engage with LEAP at UW-Whitewater as a way to enhance the quality of education that all students receive as they prepare for citizenship and careers in a world that is ever more diverse, complex, and globally connected.

Our graduate and professional-oriented programs foster in students an ability to apply a combination of discipline-specific skills and knowledge to real-world contexts. We also value highly developed functional skills and behaviors necessary for maturing professionals including self-direction, problem solving, decision-making, collaboration, and the capacity for networking

## Goals

5. Develop innovative programs that are designed to improve student access, reduce time to graduation, and increase likelihood of success for all student groups.
6. Develop academic programs that forge new regional partnerships through short-term, self-supporting credit and non-credit courses and certificates.

and leadership.

UW-Whitewater seeks to increase opportunities for experiential learning by actively engaging students in exploration, scholarship, creativity, and the application of knowledge and skills both in and out of the classroom. This is supported by expanding pathways to participation in high-impact educational practices for all students. We promote meaningful interactions across diverse international and domestic student backgrounds to support the navigation of cross-cultural encounters and to help students explore, foster, and develop cultural literacy and identity. We cultivate student success, co-create learning environments that extend beyond the

classroom, and develop the emotional, social and cognitive aspects of learning. Our work in these areas is driven through innovation, learning, and the use of data and information.

UW-Whitewater embraces the power of technology and innovation as a means to improve education and increase access for all student populations. We strive to be nimble – technologically, pedagogically, and otherwise – to allow us to adapt to the changing needs and opportunities across all disciplines. In particular, for programs that are technologically driven, it is crucial that they be designed to expose students to the latest technology and give them opportunities for hands-on experience.

We maintain and continue to build strong relationships with community and regional partners, allowing our students opportunities to apply newly acquired knowledge in a variety of diverse professional, community-based learning, and community service settings. This is facilitated through programs that mutually benefit students and their community and provide ongoing educational opportunities for citizens at any point in their lives.

## Process for Academic Development and Growth

We are committed to providing a high-quality education that prepares students for careers, social responsibility, and life in a world that is becoming more complex and diverse. Given the fast paced changes in society, our students require specialized knowledge and expertise as well as a wide range of skills demanded by the twenty-first-century employer. These include critical thinking, written and oral communication, intercultural knowledge and competence, teamwork, ethical decision-making, and the ability to synthesize and apply knowledge in complex real-

world settings. Moreover, it is important that students realize their potential to develop into leaders through graduate school, continuing education, and the pursuit of lifelong learning.

In order to fulfill this commitment, the University of Wisconsin-Whitewater engages in a regular process of reviewing its academic programs through Audit & Review every five years. This faculty-based review process ensures maximum program effectiveness while helping to recognize areas where new programs may be needed. It also recognizes where programs may no longer be essential and potentially should be abandoned or substantially redesigned. Audit & Review will continue to be an important part of the Academic Planning process and should inform potential program development beyond the program being reviewed.

To ensure the Strategic Plan's commitment to academic excellence and academic freedom, academic planning must also be an organic, faculty-led process guided by a number of factors including evolving student interests, broad workforce projections, and changing demographics. Moreover, it is important to focus on programs that build the skills necessary for long-term professional and personal growth while ensuring sufficient resources exist to support growth of any sort. To facilitate this process, each academic college should complete a comprehensive program-array review process a minimum of once every five years. This process reviews the array of current programs existing in each college and determines their alignment with that unit's academic priorities. Potential new program needs can thereby be identified and redundancies addressed through revisions made to existing programs. Program Array reviews should be done at the college level both independently and in conjunction with other colleges more frequently to recognize opportunities for interdisciplinary program development.

Because the University of Wisconsin-Whitewater is an inclusive, collaborative, creative, and entrepreneurial learning community, it is essential that we are responsive to regional, professional, and community needs. The University proactively surveys the environment to identify not just the changes needed to keep existing programs strong and vibrant, but also the unmet needs for all future professionals. This includes providing greater access to our programs from previously underserved populations, such as underrepresented minority, veteran, and adult students, at both the undergraduate and graduate levels. In addition, it is necessary to develop programs that are nimble and can provide more specialized training and certifications while still providing the students with the broad educational foundation that is necessary in this ever-changing world.

Growth and development of robust academic programs can only be accomplished through

## Goals

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7. Develop new programs and continuously evaluate the program array in consultation with faculty and departments, adjusting programs as necessary to meet societal, economic, and student demands while continuing to recognize our commitment to a strong liberal education.

## Goals

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8. Work with regional community, business, and nonprofit partners to identify regional needs and to develop mutually beneficial educational and academic partnerships.
9. Use innovative approaches and new technologies for the design and delivery of programs, courses, and pedagogical practices to assure high-quality affordable educational experiences.

proper resource support. It is necessary when doing any academic planning to ensure that the appropriate faculty and staff are in place along with additional resources that would be needed to support the added infrastructure and growth. This includes effective and reliable student support services as well as essential infrastructure support such as the Andersen Library and Instructional Communication and Information Technology (ICIT) facilities. In addition, successful program approval through the curriculum review process on campus requires that appropriate resources be identified.

The following section lists the process that shall be followed in order to arrive at the academic plan. When considering any new program development, it is important to consider the intended audience. This should not only be viewed as serving the on-campus student population, but also other populations that have been traditionally

underserved such as adult students, underrepresented minorities, and students with disabilities. New programs should consider innovative approaches to course design and delivery, program support, and academic advising to ensure maximum accessibility and affordability for a broad range of audiences.

Through consideration of recent program array analyses, societal and economic demands, and student interest, as well as to consider the Academic Values and Commitments provided above, it is anticipated that academic growth will occur in each of the areas listed below.

## **Anticipated Academic Growth Areas (with examples of similar types of current programs)**

### **1. Interdisciplinary Programs**

**\* Programs that are based on collaborations across two or more disciplines or fields of study (e.g., Media Arts & Game Development)**

### **2. Applied Professional Programs**

**\* Programs that are designed to prepare students to go immediately into professional careers (e.g., Early Childhood Education)**

### **3. Certificate and Credentialed Programs**

**\* Programs that provide credentialing opportunities other than traditional bachelor's degrees (e.g., Business Data Analytics)**

### **4. Programs with Innovative Course Delivery Opportunities**

**\* Programs that are designed to utilize alternative course design and/or delivery options to provide greater access to previously underserved populations (e.g., Law Enforcement Degree Completion Program for adult students)**

Although we are confident that growth will occur in some or all of these areas, it is crucial to recognize that there are necessarily many unknowns, including the future societal needs, professional demands, and student interest. Moreover, the past has taught us that because it is not always possible to project future growth areas, the best professionals will be lifelong learners who are nimble enough to adapt to future change. For this reason, the University of Wisconsin-Whitewater commits to promoting in its students those broad skills identified by employers as essential for the twenty-first century, including critical thinking, written and oral communication, intercultural knowledge and competence, teamwork, science literacy, information literacy, ethical decision-making, and the ability to synthesize and apply knowledge in complex real-world settings. We also recognize that the necessary resources needed to support growth may be limited.

## **Conclusion**

The Values and Guidance section should guide the development of future academic plans. Ultimately, UW-Whitewater is committed to providing well-rounded educational opportunities to a broad range of students through curricular and co-curricular programs that are both forward-looking and innovative. Through these programs, we strive to be a source of knowledge, expertise and professional development as well as a center of intercultural understanding, artistic expression, and academic inquiry for our students as well as to the broader public.

## UW-Whitewater Program-Array Review Process

### A. **Background:**

Pursuant to Regent Policy Document 4-12, the program array review process helps to ensure that there is “a robust array of academic programs that will serve the state of Wisconsin by providing a quality education to all students, strengthening communities, and responding to workforce development and societal needs.” At UWW, the program array review process is a faculty-centric process informed by faculty expertise, resource availability, student interest, projected workforce and career opportunities, the search for knowledge in current and emerging disciplines, and the larger needs of society. An effective Program Array Review is an inclusive process that relies upon a collective campus voice and embraces the spirit of shared governance at UW-Whitewater. The UW-Whitewater Program Array Review process described here is guided by, and should be consistent with, the Values and Guidance for Academic Planning section above. Together they comprise the campus academic planning that will result in the Campus Academic Plan.

The Program Array Review process is an integral part of the broader Academic Planning and Review processes at UW-Whitewater. The Program Array Review will be carried out in each of the academic colleges and the School of Graduate Studies by faculty, staff, and administrators working together. A College Program Array Review Committee (CPARC) will be constituted in each college or school to facilitate the review in that unit. A University Program Array Review Committee (UPARC) will also be constituted (see Appendix for details on CPARC and UPARC).

After the completion of one program array review cycle and before undertaking a second round, we will re-evaluate the program-array process to see how we might improve or adjust it to be more effective and better represent campus values.

### B. **Goals of a Comprehensive Array of Academic Programs:** The following is a list of goals for the program array as a whole. The principle guidance for determining the makeup of the program array comes from the UWW Academic Values and Guidance section, detailed above. Moreover, the overall array of campus programs should meet the following goals; it is not expected that each individual program will meet all of these goals.

1. Extend access to high-quality programs to a growing number of potential students in and beyond our region.
2. Provide a broad-based liberal education for all students.
3. Provide equity and inclusion in access and potential success for all students.
4. Provide cost-effective programs that use limited resources responsibly.
5. Anticipate and respond to demographic changes and changing interests of students.
6. Respond to career projections and seek new opportunities.

7. Prepare students with knowledge, skills, and attributes necessary to be successful at all stages of their careers.
8. Prepare students to meet the current needs of communities and society at large as well as to lead and innovate.
9. Leverage disciplinary and interdisciplinary trends, economic forecasts for the region/state, and partnerships with corporations, non-profits, community groups, government, and other entities with an interest in UW-Whitewater.
10. Support the values, mission, and vision of the campus and help the campus achieve its strategic priorities.

**C. Information to Consider:**

The following is a list of the information to be considered. The list that follows is not exhaustive, nor is any one consideration to take priority over the others.

1. Current program array summary
2. Recent program reviews and evaluations
3. Faculty/academic staff disciplines and areas of expertise
4. Current and projected costs and resource allocations
5. Current and anticipated trends in student interest and yield
6. Analysis of disciplinary and interdisciplinary trends
7. Workforce and career projections
8. Relevant partnerships

**D. Process:**

The following are questions to be used to guide the initial pilot of the program-array review process on both the unit and university level. The overall array of campus programs should address the following questions; it is not expected that each individual program will address all of these questions. Use the information specified above to consider the following questions with the understanding that the plan will acknowledge successes as well as identify opportunities:

1. What are the key trends? How are they addressed in the current program array. and what are opportunities for future enhancements and/or growth?
2. What are some ways you might change the program array?

How well is the current program array aligned with the following?

3. College and university strategic plans, in particular those that focus on enrollment diversity and growth, resource diversification, and partnership development.
4. Campus goals to extend access to high-quality programs to more students.
5. Campus goals to provide a broad-based liberal education.
6. Campus goals to provide equity, inclusion, and potential success for all students.
7. Current and anticipated trends in demographics and student interest.
8. Disciplinary and/or interdisciplinary trends.
9. Workforce and career projections.
10. Regional and societal needs.

- E. The CPARCs shall submit answers to Questions 1-10 above and a revised program array (list of academic programs) for your college/school. They shall highlight recommended changes to the array, including a justification for each change using answers from above questions 1-10 as well as the campus-level Values and Guidance for Academic Planning, current and future faculty/academic staff expertise, and resource availability.

Based on input from CPARCs and the campus community, UPARC will identify the academic goals for a five-year period. The plan will include the following:

1. A list of the program array plan for the next five years.
2. A narrative describing why and how we maintain high-quality programs, which may acknowledge significant successes and identify opportunities and/or potential changes to existing programs.
3. A narrative that explains the opportunities represented by the new programs.
4. If relevant, a narrative that explains any proposed suspension or elimination of an existing program(s).

F. **Projected Timeline for Accomplishments:**

**Spring Semester 2018**

- Colleges form their CPARCs (process TBD by each college, see appendix).
- Begin collecting Information to Consider (C above).
- Each CPARC submits its college/school plan for conducting the program array review to UPARC for feedback.

**Fall Semester 2018**

- Colleges answer questions #1-10.
- Complete their program-array reviews (E above).

**Spring Semester 2019**

- Colleges submit reports and recommendations (E above) to UPARC.
- UPARC reviews the reports and recommendations and creates an academic five-year plan, which includes its recommendations on program-array change.

**Fall semester 2019**

- Evaluate effectiveness of program-array review process and recommend any changes.
- Colleges use recommendations and suggestions from CPARC and UPARC reviews to inform program changes/growth.

**Appendix:**

College Program Array Review Committees (CPARC) will be constituted by each of the four academic colleges and the School of Graduate Studies (units).<sup>1</sup> The membership of the CPARCs

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<sup>1</sup>Once the restructuring with UW-Rock is complete, the organization of the committee may be revisited.



will be determined by each unit, with some representation by both tenured and tenure-track faculty and other constituents at the discretion of the unit. The CPARCS will be responsible for completing section E and submitting it to the UPARC. Much of the value of the program array review process will be found by individual CPARC program array reviews of their own unit's programs.

Additionally, a University Program Array Review Committee (UPARC) will be constituted as a Faculty Committee to:

1. Facilitate conversation around academic planning, taking the recommendations from CPARCs to help facilitate conversations across campus.
2. Review and provide feedback on the plans that each CPARC will submit for how the program array reviews will be conducted in each college/school.
3. Review Program Array reports and recommendations from each college/school.
4. Use the college/school plans and related information to create a Campus Academic Plan that identifies key successes in the program array as well as recommend any changes in the program array (Section E above).

The Campus Academic Plan will be used along with the campus Strategic Plan to inform resource allocations, audit and reviews of academic programs, and overall curriculum development across the campus. It will also be part of regular reporting on strategic plan progress to the Strategic Planning and Budget Committee. The development of new academic programs and their approvals will continue to use the existing curriculum approval processes. Additionally, the UPARC shall offer its recommendations to the Faculty Senate, which is charged with the responsibility for evaluating the UPARC recommendations and endorsing or revising them as the campus five-year academic plan. Any recommendations of program discontinuance or suspension that may lead to layoffs or dismissal of tenured faculty members must follow Wisconsin Statute 36.22, UW Board of Regents policy RPD 20-24 and any applicable UWW campus policies.

#### Membership of the UPARC<sup>2</sup>:

1. Provost designee
2. Tenured faculty member, elected by the College of Arts & Communication
3. Tenured faculty member, elected by the College of Business & Economics
4. Tenured faculty member, elected by the College of Education & Professional Studies
5. Tenured faculty member, elected by the College of Letters & Sciences
6. Tenured faculty member, member of the Faculty Senate Executive Committee or designee

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<sup>2</sup> Once the restructuring with UW-Rock is complete, the organization of the committee may be revisited.

7. Tenured faculty member, elected by Graduate Council
8. Tenured faculty member, elected at-large
9. Instructional Academic Staff Member, appointed by the Academic Staff Assembly
10. Student Affairs representative, appointed by Student Affairs
11. University Staff representative, appointed by the University Staff Council
12. Student, appointed by Whitewater Student Government
13. A Dean, appointed by the Provost

Elected faculty members serve two-year terms. Faculty members from the College of Letters and Sciences and the College of Education and Professional Studies will be elected in even years, beginning in 2020. Faculty members from the College of Arts and Communication and the College of Business and Economics will be elected in odd years, beginning in 2021. The at-large faculty representative will be elected in even years, beginning in 2020.

UPARC will be co-chaired by one faculty member and by the Provost designee. Administrative support will be provided by the Provost's Office.