

# ASAP 2025

ACADEMIC AND STUDENT AFFAIRS PLAN







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*We wish to acknowledge Kim Sekas for the fabulous design of ASAP 25.*



**AIM**



The aim of this plan, the Academic and Student Affairs Plan 2025 or ASAP 25 for short, is to continue to focus and align the efforts of the faculty, staff, students, and supporters of the University of Wisconsin-Parkside in achieving the bold goal set out in its 2025 Strategic Framework to increase the number of graduates annually by 50 percent by 2025. <https://www.uwp.edu/explore/offices/chancellor/strategicframework.cfm>

This is the most powerful promise of the UW-Parkside 2025 Strategic Framework and the ASAP 25 sets out the strategies we must successfully implement to keep this promise.

As those historically underserved by higher education continue to make up a larger part of the Southeastern Wisconsin region, achieving this goal requires that we serve more students of color and help them graduate at significantly higher rates. As we continue to do this, we will ensure that the transformative effects of a higher education touch more and more lives in our region and beyond.

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*“I have learned so much at UW-Parkside, and gained so much information about how art can be used in the real world. For example, we had a community-based learning project in which we photographed local Racine businesses so they could be portrayed in a local magazine. The ultimate goal was to increase civic pride and invigorate economic growth.”*

Onorelio Contreras





# PROCESS

## HOW THE CURRENT PLAN WAS DEVELOPED

The current Academic Plan, covering the 2017-2020 period, is entitled *Recommitting to Our Vision: Renewing an Academic Plan to Lead UW-Parkside toward 2020: Aiming High and Making Excellence Inclusive* (See - <https://www.uwp.edu/explore/offices/academicaffairs/upload/Academic-Plan-2017-2020-Web.pdf>). It emerged from an existing plan developed to cover the 2012-2020 period entitled, *An Academic Plan to Lead UW-Parkside Toward 2020: Aiming High and Making Excellence Inclusive*.

The renewed plan had four broad goals – improving student success, growing enrollment, curriculum relevance, and supporting our campus community – that have served as useful foci for our efforts over the past four years with the campus making positive strides in all four areas. An archive of the various initiatives that have been approved and implemented in accordance with the Plan are available at: <https://www.uwp.edu/explore/offices/academicaffairs/academicplanupdates.cfm>.

In the last planning cycle initiated in Summer 2016, Provost Rob Ducoffe met with professor and Committee on Academic Planning (CAP) chair, Lisa Marie Barber, and various individuals and groups to collect feedback from faculty, staff, and governance leaders on the existing plan to understand how it had been used, to gain insights into how the next academic and student affairs plan might build on its progenitor, and to seek feedback on a planning process that participants would consider effective. Feedback meetings were held with the Committee on Academic Planning Chair, Deans, University Committee Chair, Provost Leadership Group, Chancellor's Cabinet, and members of Academic and University Staff.

The following insights emerged from these conversations.

- Many goals in the former plan remained important and relevant. The next plan should therefore build on the existing plan.
- Outcomes of the former plan had not been assessed. Such an assessment was needed to assist in deciding what to do next.

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- The previous plan, did not catalyze goal setting, actions to achieve specific goals, nor funding and other resources required.
- There were too many goals. The next plan needed therefore to focus on a small number of goals that we collectively believed were the most important.

With this context and in consultation with the Committee on Academic Planning, a process to update the existing plan was developed. First, to better understand outcomes that had been achieved in response to the 2012-2020 plan, a summary of progress made on its goals was prepared. Second, the progress report and a brief survey was distributed in Fall 2016 asking faculty, staff, and students to select and rank the five goals individuals believed were most important. We expected these data would help us judge how to narrow the number of goals to focus on in the next plan. The Office of Institutional Research compiled survey results that were summarized and shared with the campus before the end of the Fall 2016 semester.

The CAP and Provost, after reviewing this input, proposed a 2017-2020 plan consisting of four broad goals and received endorsement for this framework from the Faculty Senate on Oct. 24, 2017.



REVIEW OF THE CURRENT PLAN

Given the effectiveness of the current plan, the assumption behind this effort is that subsequent planning ought to build on what has come before as we did in the last planning cycle. In other words, it is assumed that the four goals in the current plan – student success, enrollment, curriculum relevance, and campus community -- will

remain priorities in the next plan. These priorities were developed using a rigorous process and broad consultation with Faculty, Instructional Academic Staff, Noninstructional Academic Staff, Limited Staff, University Staff, and students and these four broad goals align with UW-Parkside’s 2025 Strategic Framework as indicated below (See - <https://www.uwp.edu/explore/offices/chancellor/strategicframework.cfm>).

2017-2020 Academic Plan Goals	2017-2020 Targets	2025 Strategic Framework Goals
Improve Student Success	FT, FT 6-yr graduation rate =50%; eliminate equity gaps	Continuously improve student success
Grow Enrollment	5,000 students	Increase graduates by 50 percent
Enhance Curriculum Relevance	Each undergraduate has two+ high-impact practices	Provide a transformative education
Support Campus Community	Improve salaries; strengthen campus culture, teaching and research support	Be a “best place to work” in Southeast Wisconsin

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In Fall 2020 with the assistance of colleagues in Institutional Research, the Provost prepared a review of progress in these four goal areas. To ensure the fullest understanding of the status of our efforts on the current plan was developed, the Provost met with the following groups in Spring 2021 to review and critique the analysis, strengthen it, and ensure that

- Chancellor's Cabinet
- Provost Leadership Group
- Chairs and Directors
- Academic Staff Committee
- University Staff Committee
- University Committee
- Parkside Student Government

no important issues were missing or received insufficient emphasis. Each of these meetings also included brainstorming on “next-level” priorities so we were looking at where we’ve been as well as where we’d like to go. The ideas generated and input received through these meetings were invaluable.

Two meetings, three hours total  
One meeting, two hours  
Two meetings, three hours total  
One meeting, one hour  
One meeting, one hour  
Two meetings, 30 minutes each  
One meeting, one hour



## STEPS FOR OUR NEXT PLAN

With broad input on the current Academic Plan as well as priorities for ASAP 25 from the above groups, the following steps were adopted for development of the new framework.

1. The Provost drafted a framework that included broad priorities and high-level strategic initiatives in each priority area.
2. The CAP reviewed and critiqued the framework and the Provost revised as appropriate. Thanks are offered to Lisa Marie Barber, chair of the CAP and its members (Dayo Akinlade, Kate Gillogly, Dennis Kaufman, Frannie Mann, Daryl Sauer, and Gary Wood) for their partnership and input, and on the careful review and guidance on earlier versions of ASAP 25 from Chancellor Ford, Tammy McGuckin, and DeAnn Possehl.

3. The revised framework was circulated for campus-wide comment using the following three questions:
  - What do you like?
  - What don't you like?
  - What's missing?
4. The Provost revised the framework based on this campus-wide feedback and shared with CAP for review and approval.
5. CAP and the Provost sought endorsements of the framework from Faculty Senate, Academic Staff Committee, and University Staff Committee.

ASAP 25 is a “framework”. It is intended to be flexible, to set out broad priorities and strategies with the assumption that more detailed planning, consensus-building, approval of relevant governance groups, and funding need to be secured to successfully implement specific initiatives.

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*Since coming to Parkside, I have been involved as a reporter for The Ranger News, with the focus of shining a light on the college of arts and humanities and all the cultural events happening on campus. I have also been involved in The Beat, a music organization on campus. In The Beat, I have held both executive board positions as the Vice President and President. I have helped write and direct original musicals within the club and organize and perform in open mic nights, recitals, and caroling. I have been in every vocal ensemble at Parkside including: University Chorale, Master Singers, Voices of Parkside, Vocal Jazz, Opera Workshop, and Parkside Range.*

Chynna Chung



# **STICKING TO THE PLAN THROUGH THE PANDEMIC**

During the pandemic, we retained our focus on the preeminent goal in our campus strategic framework to produce 50 percent more graduates annually by 2025.

With the proportion of working adults in Wisconsin declining, the number of high school graduates decreasing, and growing demand for employees with higher education degrees, we realize that the most powerful place-based responsibility we have is to increase education attainment in our region, especially among historically underserved populations. This is why we set the bold goal to increase the number of annual graduates from UW-Parkside by 50 percent by 2025. In the demographically slow-growing upper Midwest, this may be audacious, but it is keeping us focused on what we consider most important.

UW-Parkside sits at the center of the communities of Kenosha and Racine, both situated along the Chicago-Milwaukee corridor. After being ranked the third-worst metropolitan area in the U.S. for Black Americans in 2018 and fourth-worst in 2017, Racine has now been ranked as the

second-worst city for Black Americans in the U.S., according to a recent 24/7 Wall St. study (<https://247wallst.com/special-report/2019/11/05/the-worst-cities-for-Black-americans-5/4/>). Milwaukee is the worst. The study consists of eight race-based gaps in socioeconomic outcomes including median household income, poverty, adult high school attainment, bachelor's degree attainment, homeownership, unemployment, incarceration, and mortality. Two of these metrics have to do with educational attainment, and the rest are either predictors or outcomes.

Midway through the spring 2020 semester as COVID-19 reached Southeastern Wisconsin, the UW-Parkside community went into triage mode and prioritized the health of the campus community and student success. On March 13th, University leadership decided to close the campus and start spring break one week earlier to create a few additional days for instructors to transition their courses to remote learning. The governor implemented a “safer at home” order. Most faculty and staff began working from home and many residential students moved out of the

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<sup>1</sup>This section is excerpted from Ducoffe and Ford, “Sticking to the Plan: How We’re Navigating COVID-19 and Racial Equity at the University of Wisconsin-Parkside,” *Journal of Higher Education Management*, forthcoming.



residence halls. The campus was closed to all but essential personnel and all remaining university operations pivoted to remote delivery.

Priority was placed on maintaining the curriculum and support services so students stayed on their pathways to graduation. Faculty and instructional staff converted all their courses to remote delivery over two weeks, 1,566 course sections. These changes affected 85 percent of all undergraduate credit hours and 24 percent of master's credit hours that were being delivered in face-to-face format at the time. Efforts focused on shoring up the overall skill level of faculty, instructional staff, and adjunct colleagues by ensuring maximum access to three foundational modules; 1) Basic Canvas Training, 2) Blackboard Collaborative Ultra to facilitate interaction, and 3) Kaltura that permits video and audio capture. As online learning can be more independent and autonomous than learning in face-to-face settings, extra efforts were made by campus faculty and staff to “stay connected” to students to ensure they felt supported, to understand their needs, and to respond as best as possible to help ensure they persisted successfully through the completion of the

semester. Many instructors adjusted their grading to accommodate the unprecedented nature of the health crisis. A calling campaign was implemented among about 1,500 at-risk students by colleagues who volunteered to reach out regarding financial aid, counseling resources, and grading accommodations by professors.

A series of other academic and student success adjustments were made including expanding use of Credit/No Credit grades, closing residence halls for most students, offering tutoring, Supplemental Instruction, and mental health counseling virtually, removing advising holds for students in good academic standing, canceling study abroad, supplying computers and hotspots to students and staff who needed them, canceling in-person Spring and Winter Commencements and other events, delivering all course evaluations electronically with additional questions to assess transition issues, suspending use of required course evaluation data for personnel decisions, extending the tenure clock, extending admissions deadlines, waiving placement testing exams for incoming students, accepting unofficial transcripts and ACT/SAT scores for admission decisions, reducing the application fee, launching an



emergency grant fund, moving new student orientations online, suspending many position searches, discontinuing many student employment positions, ceasing university-related travel, implementing furloughs among non-instructional staff, and refunding housing, dining, and parking fees.

From mid-March, when the campus was closed and the curriculum was moved entirely online, to the end of the semester, UW-Parkside's net headcount enrollment fell by 20 students, or under .5 percent and remained 5.4 percent above the level from the previous year. The university community responded to COVID-19 in a determined, thoughtful, and collaborative manner and helped students, 80 percent of whom are commuters, stay engaged with their studies in the midst of an unprecedented global pandemic.

On May 16, UW-Parkside celebrated its first virtual Commencement and graduated the largest spring class in its history. The number of graduates had increased 13 percent from 776 in May 2019 to 876 in May 2020. This progress was driven by innovative faculty and staff motivated by the campus's bold strategic goal to graduate more students through new

programs and a continuously strengthening student-centered culture.

By sticking to the Academic Plan, UW-Parkside's enrollment grew steadily and reached a seven-year high in Fall 2020 before taking a COVID-related drop in Fall 2021 due to a dropoff in undergraduate students.. Master's-level enrollment has increased from about 3 percent to 15 percent of overall headcount mostly through growth in online programs in business, healthcare, and information technology that are offered in collaboration with partners.

At the undergraduate level, the primary focus has been on improving graduation rates through implementing best practice strategies at scale in high impact practices, credit momentum, math pathways, co-requisite remediation, meta majors, technology-assisted advising, and emergency financial aid grants. Systems and processes have been changed to remove unnecessary barriers that are not predictive of learning and to provide additional support. Examples include: changes in admission processes that emphasize prior academic performance rather than test-score results, and adoption of multiple measures for determining placement

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in mathematics that have significantly reduced assignment of students to remedial coursework and improved subsequent performance in required math courses. We also launched a Promise program to ensure students with uncovered financial need are supported, and expanded mentoring for freshman students of color to help them persist.

The latest six-year graduation rate is 57 percent above the university's historic average and has set three record highs over the last four years. The graduation rates for African American students have increased substantially and are about double the 10-year average though they remain lower than rates for White and Hispanic students. The overall graduation rate for students of color is at a historic high. Seven-in-ten of our baccalaureate graduates are experiencing two or more high impact practices whose quality we are steadily attempting to evaluate and improve.

We are deepening our effort to mitigate the effects of systemic racism by committing to eliminating equity gaps and improving outcomes for historically underrepresented students. As part of this commitment, UW-

Parkside is increasing enrollment of Hispanic students with the goal of earning a Hispanic Serving Institution (HSI) designation. This work has not been disrupted by the pandemic. UW-Parkside is currently at the "Emerging HSI" level (20 percent Hispanic enrollment), the only public university in Wisconsin with this designation. Once earned, HSI status will further strengthen our ability to serve Latino/a/x students, while being attentive that such efforts not undermine emphasis on African American and other underrepresented minority students.

By summer, we realized the pandemic would continue well into the 2020-21 academic year and budget reductions were needed. Campus leaders engaged proactively in a budget-trimming process to ensure the campus remained financially strong. Long-term reductions in state funding, lower revenues from housing and auxiliaries, fee remissions, and increased expenses from the pandemic made these adjustments necessary. The Vice Chancellor for Finance and Administration led the budget reduction process with the support of the Chancellor's Cabinet. The targeted base budget reduction was nine percent. Academic departments made reductions of six percent. student

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affairs, enrollment services, athletics, and administrative units providing direct service to students reduced their budgets by nine percent. All other administrative units made reductions of 12 percent. These reductions resulted in furloughs, lay-offs, staff restructuring, and in reductions in essential services.

Three federal stimulus bills provided some financial “breathing room” as the pandemic wore on and impacted University operations. While always wrenching, the realignments in our base expenditures helped ensure stability in the six-year financial forecasts we use and, importantly, preserved the budgetary cushion we rely on to support investments in strategic priorities and seed new ideas.

Just before the fall semester, the video of Jacob Blake, a Black man, being shot by a White Kenosha police officer, went viral on social media. Protests began. We went from watching other cities respond to protests, violence, and civil unrest, to finding ourselves in the middle of our own community crisis.

Diversity is a valued part of UW-Parkside’s mission as well as its reality. Currently, 37 percent of our students are people of color,

about 60 percent are first in their families to attend college, and approximately one-in-five are nontraditional aged 25 and older. We celebrate the diversity of our students and how this adds to the richness and engagement students experience when they attend UW-Parkside.

We have increasingly recognized, however, that diversity among our students is insufficient to achieve our goals and, as campus leaders, realize we need to do much more to promote social justice and racial equity. Particularly as a regional, public institution of higher education, we have an obligation to close equity gaps and confront racial disparities. Unfortunately, our efforts have been ad hoc and the burden to influence change has been shouldered by too few of our colleagues. We all have a responsibility to better understand how our actions and inaction contribute to systematic racism and to commit to doing more to resolve these disparities.

To demonstrate our commitment and to more fully consider the structures, policies, and practices that have historically disadvantaged students of color, we revived our Equity, Diversity, and Inclusion (EDI) Council in

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January 2020. This group of faculty, staff, administrators, and students has been meeting to assess our current efforts to improve our campus climate and to contribute to the development of an integrated action plan for equity, diversity, and inclusion. To help assess campus conditions, we participated in a UW System-wide campus climate survey by the Higher Education Research Institute. We must deepen our commitment to being a student-centered campus by removing the barriers that impede the success of our students of color, by recruiting more colleagues of color, and by continuing to build a campus culture that fully realizes these possibilities. More on this is discussed in the section on the campus's efforts and outcomes on supporting campus community.

Amidst the worsening pandemic, we kicked off the fall semester and launched the Ranger Restart Plan. After the May 2020 Commencement, the Provost appointed six planning teams as part of the university's Ranger Restart Plan. The teams worked over the summer and were supported by a master's student who provided additional research assistance. They studied the latest information and best practices on

how institutions were responding to the pandemic. The six teams, comprising a total of 69 faculty, staff, and students, focused on 1) In-person Instruction -- how to safely return to face-to-face classes; 2) Remote Instruction -- how to maintain the quality of online instruction; 3) Student Services, Activities, and Residence Life -- how to provide high quality student engagement while meeting pandemic protocols; 4) Research Continuity -- maintaining on-campus and remote research; 5) High Impact Practice Experiences -- maintenance of and return to participation in HIPs; and 6) Creative and Artistic Practice -- how to deliver our instruction and performances in the arts (including participation from colleagues in Athletics to share their valuable perspectives). By Fall 2020, 25 classrooms, through the efforts of Jeff Zellmer and the CTS team, were outfitted with lecture capture and interactive technology to permit professors and students to participate in classes while simultaneously engaging in-person and remotely. By Fall 2021, the number of classrooms with these capabilities was more than doubled to 52, effectively half of the instructional spaces on campus.



The campus reopened in late August, students moved into the residence halls by appointment over the Labor Day weekend, faculty finalized their course syllabi for virtual and hybrid learning, staff completed modifications to the campus environment, and everyone pledged to do their part in flattening the COVID-19 growth curve. Classrooms looked noticeably different with all chairs at least six feet apart and all students and faculty wearing face coverings. Some professors wore clear face shields making it easier for them to lecture and students to hear their words, monitor their expressions, and read their lips. Even though classrooms were thoroughly cleaned on a daily basis, classrooms were equipped with cleaning supplies to allow students and faculty to clean surfaces between class sessions. The campus required face coverings in all buildings, improved ventilation in campus spaces, increased cleaning regimens, and reduced public access to campus to help reduce the spread of the virus.

In partnership with the University of Wisconsin System, at the start of the fall term UW-Parkside introduced regular COVID-19 testing for residential students and congregant groups. UW System President, Tommy

Thompson, secured federal and state support to expand testing for all students, faculty and staff, as well as the general public, to slow the quickening spread of the virus. In fall 2020, UW-Parkside administered over 3,500 antigen tests to residential students with a 1.4% positivity rate. This positivity rate was significantly lower than those reported by regional public health authorities during the fall and indicated that the testing protocols coupled with contact tracing, isolation, and quarantining practices helped control the spread of COVID-19 on campus.

By preserving the health of the campus community and staying focused on priorities in our Strategic Framework and Academic Plan, UW-Parkside will emerge from the pandemic well-positioned to continue to pursue its aim to extend the benefits of a higher education to more citizens in Southeast Wisconsin.

In the next section, we take a more detailed look at efforts and outcomes within each of the main goal-areas of the current Academic Plan.



*The experiences that I have had at Parkside thus far have only increased my desire to serve the community in this way. I have had wonderful clinical placements in both RUSD and KUSD and have grown so much from these experiences. I know I speak for all Education students here when I say how grateful we are to have the opportunity to teach in these schools. They give us lasting, real life experiences that are so valuable. I have also had the wonderful opportunity to perform in the Jazz Ensemble, Wind Ensemble, Chorale, and Symphony as both a piano accompanist and vocalist. I do not take these opportunities lightly, and I am so grateful for the influences that the music faculty give.*

Abigail Lewis





# **EFFORTS AND OUTCOMES FROM THE CURRENT PLAN**

## IMPROVE STUDENT SUCCESS

Of the goals considered in developing UW-Parkside's current Academic Plan, "increasing retention and graduation rates," how we typically measure student success, was the only goal included in the top five ranking of every constituent group surveyed in 2016: faculty, instructional academic staff, non-instructional academic staff, university staff, students, and senior administrators.

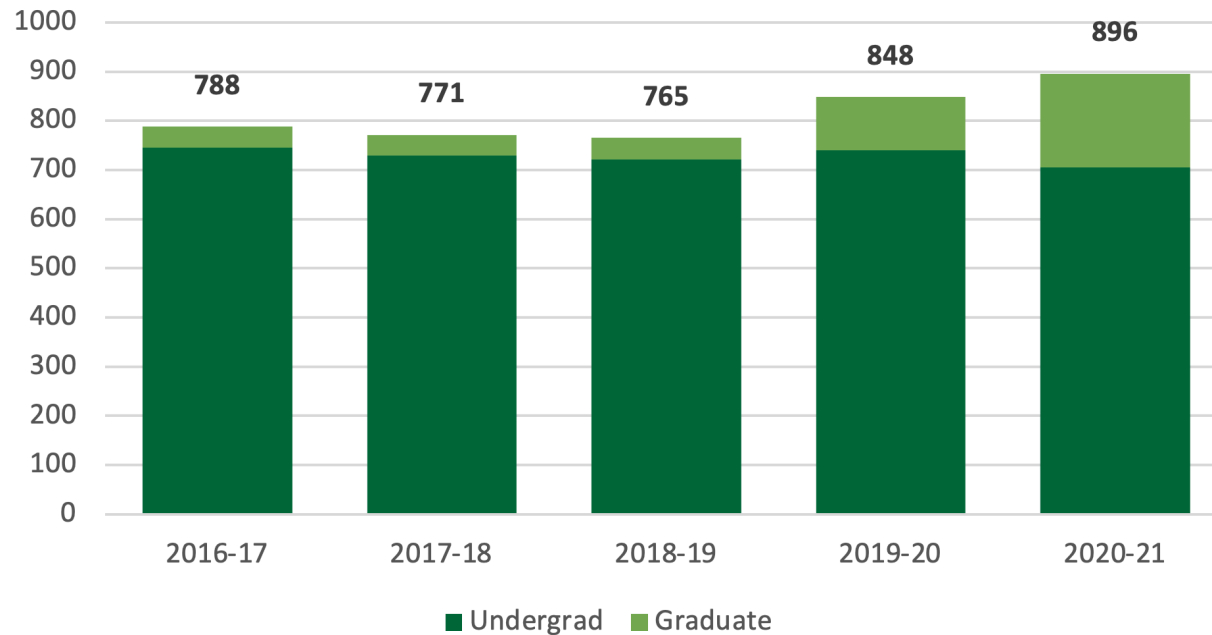
Most students in the U.S. earn bachelor's degrees at public institutions like UW-Parkside, close to where they live. A 2019 report from the American Enterprise Institute demonstrates that over half the low-income students enrolled at 307 comprehensive universities reached the two highest earner quintiles by their early 30s. There were two other relevant findings. First, considerable variation exists in the post-graduate earnings of students from different universities in the sample. Second, the factor most highly associated with differences in earnings is college completion rates.<sup>2</sup> Beyond earning more, college graduates enjoy rich non-monetary benefits including the tendency to be more open-minded, cultured, and rational

and to pass on these traits to subsequent generations.<sup>3</sup> Research also documents a positive relationship between completing a higher education and good health for oneself and one's children.<sup>4</sup> For these reasons, our region needs to increase education attainment of its citizens where bachelors or higher attainment rates are lower (e.g., Kenosha – 26%; Racine – 25%, Wisconsin – 30%; U.S. – 32%).<sup>5</sup>

A broad measure of student success that is also highly relevant to prosperity in our region is therefore the number of annual graduates from UW-Parkside. As noted at the outset, the aim of ASAP 25 is to help achieve the university's bold goal set out in its 2025 Strategic Framework to increase the number of graduates annually by 50 percent by 2025. The chart below captures the progress being made. The number of graduates in 2019-2020 reached a historic high and increased 19 percent from 2015-2016.

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## Graduates by Academic Year



<sup>2</sup> Klor de Alva, J. (2019). Is the University Next Door the Way to Upward Mobility? American Enterprise Institute. <https://www.aei.org/wp-content/uploads/2019/04/Is-the-University-Next-Door-the-Way-to-Upward-Mobility.pdf?x91208>

<sup>3</sup> Rowley, L.L., and Hurtado, S. (2002). The Non-Monetary Benefits of an Undergraduate Education. University of Michigan: Center for the Study of Higher and Postsecondary Education.

<sup>4</sup> Cohn, E., and Geske, T.G. (1992). Private Nonmonetary Returns to Investment in Higher Education. In Becker, W. and Lewis, D. The Economics of American Higher Education. Boston, MA: Kluwer Academic Publishers.

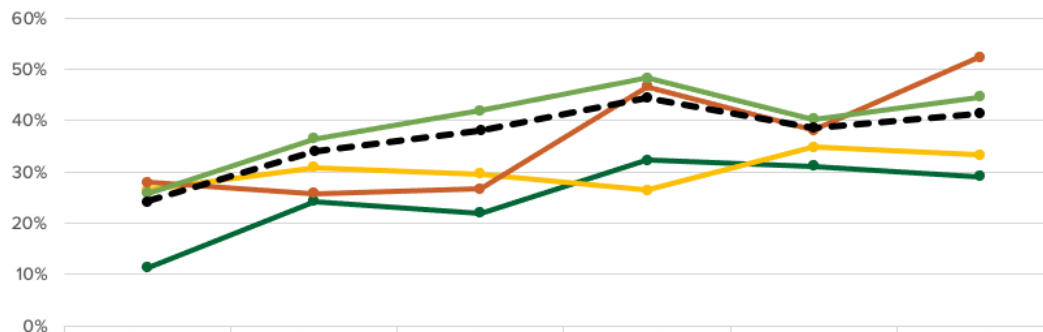
<sup>5</sup> American Community Survey. (2019) U.S. Census Bureau. <https://www.census.gov/acs/www/data/data-tables-and-tools/data-profiles/2019/>

The commonly-used metric to track student success is the six-year graduation rate for first-time, full-time freshmen. The average six-year graduation rate since UW-Parkside's first graduating class in 1973 has been 26.7 percent. The six-year rates for three of the four most recent annual cohorts have set new record highs: 34.0 percent, 38.1 percent, 44.5 percent, and 38.6 percent. The average graduation rate over the current Academic Plan period of 38.8 percent is 45 percent above the historic average.

While these improving rates are encouraging, they remain below most of the six-year national averages (e.g., 61 percent at public institutions; 67 percent at private nonprofit institutions; 25 percent at private for-profit institutions). Further, gaps do remain amongst different student populations. The latest six-year rate at UW-Parkside is 29.1 percent for African American students, and 33.3 percent for Hispanic students.

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Six-Year Graduation Rates by Ethnicity - Fall 2010-15\* Entrants  
First-Time, Full-Time Students



	2010	2011	2012	2013	2014	2015*
African American/Black	11.3%	24.3%	22.0%	32.3%	31.1%	29.1%
Hispanic/Latino	26.4%	30.9%	29.6%	26.4%	34.8%	33.3%
Other URM	28.0%	25.8%	26.7%	46.7%	38.1%	52.4%
Non-URM	25.8%	36.5%	41.9%	48.3%	40.3%	44.6%
Total	24.3%	34.0%	38.1%	44.5%	38.6%	41.5%



As an example of what's possible: In 2003, Georgia State's six-year graduation rates for African American and Hispanic students were 25.6 percent and 22.0 percent, respectively. From 2008 to 2017, students of color went from 53 percent to 67 percent of their enrollees. Over the same period, the percent of their students eligible for Pell grants went from 32 percent to 59 percent, average SAT scores declined 33 points, and state appropriations decreased by \$40 million. In spite of trends typically associated with lower graduation rates, Georgia State increased the number of degrees awarded annually by 67 percent, and increased six-year graduation rates for African American and Hispanic students to 77.5 percent and 76.7 percent, respectively!<sup>6</sup>

The list of strategies that Georgia State and universities across the U.S. are adopting, include those in UW-Parkside's Academic Plan including:

- "15-to-finish" to ensure sufficient credit momentum to support timely graduation;
- Math pathways that tailor students' math requirements to their majors;
- Co-requisite remediation that reduce students' sense that they're starting out "behind" by scheduling developmental math work concurrent to the credit-bearing requirement;
- A new advising model and data analytics platform (EAB Navigate) to support more effective and efficient interventions;
- The Parkside Promise Plus Program to attract and support students least able to afford a higher education;
- Enhanced mentoring focusing on students of color;
- Meta-majors to make initial choices easier and help ensure subsequent and inevitable changes are less likely to result in wasted credit, added time, and added cost;
- Stereotype threat reduction and belonging-increasing interventions because students' sense of belonging affects their performance; and
- A full complement of faculty and staff development programming to support these initiatives.



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<sup>6</sup>Renick, T. (2018). Transforming Student Success through Data and Analytics. Georgia State University. University of Wisconsin Advising Conference, Madison, WI. Presentation available by request. These estimates include students who transferred out and graduated from other institutions.

To continue to improve the career and life prospects of all our students, improving their chances of graduating -- especially students from groups historically underserved by higher education -- is necessary. Consider as well that 43 percent of the incoming fall 2019 class at UW-Parkside were students of color.

Conventional six-year graduation rates do not include transfer students. This is a significant population at UW-Parkside where, in a typical year, about 50 percent of bachelor's degrees earned are awarded to students who started as transfers. Also, transfer students' six-year graduation rates averaging about 42 percent, are consistently and slightly higher than the rates for students who begin as first-time, full-time freshmen.

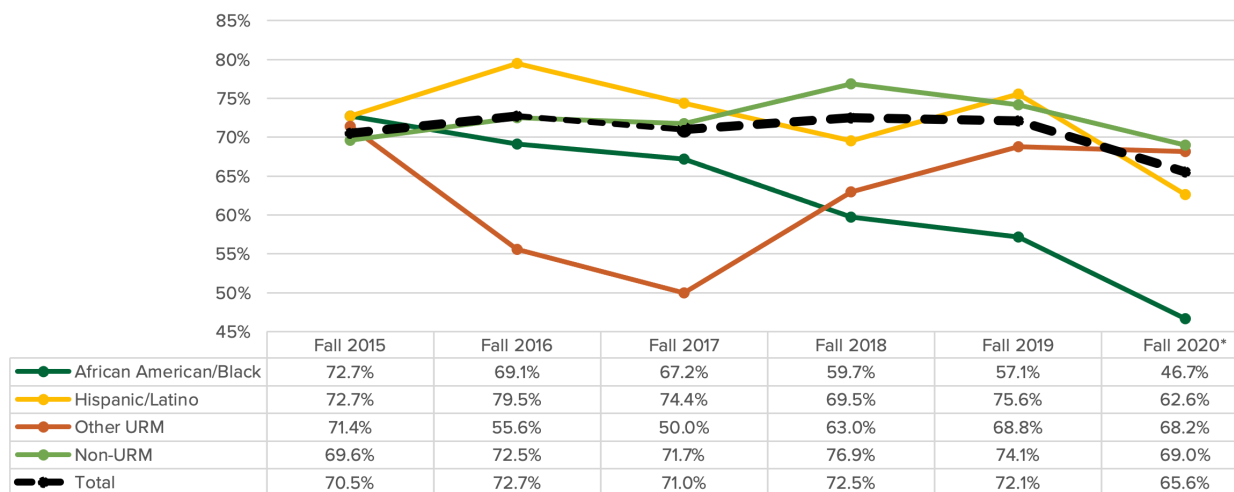
While the UW comprehensive campuses serve differing student populations, the four-year (on-time) graduation rate for UW-Parkside students is well below the rates at our sister campuses. UW-Parkside's highest ever four-year graduation rate of 21.1 percent for the most recent class is a bit lower than UW-Milwaukee's and well below the rates at all the other UW comprehensive institutions.

Also, adult students who attend UW-Parkside graduate at significantly lower rates. Over the past six years, the average six-year graduation rate for adult students was 15.5 percent. Adult students, because of their busy lives and responsibilities, are often unable to study full-time and are less likely to persist in their programs. We must continue efforts through the Center for Adult and Returning Students (CARS) to become more adult friendly in our services and expand support and coaching efforts.

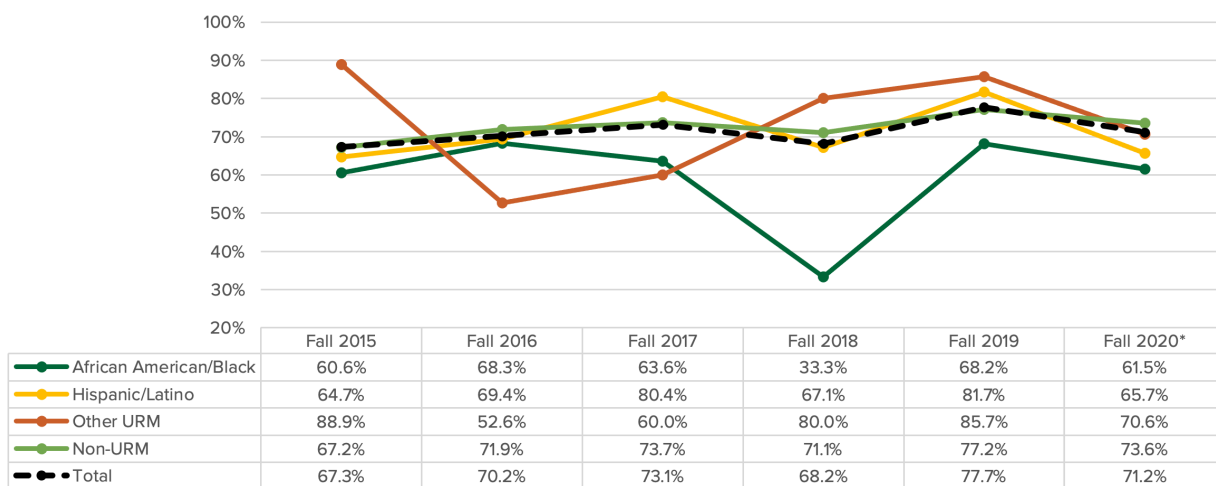
There is little doubt that six-year graduation rates for first-time, full-time students have increased as a result of efforts in the current Academic Plan. Retention rates, however, have remained flat. Retention rates measure the percentage of students who begin as either first-time, full-time freshmen or transfers and who continue to enroll in subsequent semesters. Typically, we focus on first-to-second year persistence as a measure of retention. These data are included in the following tables.

Conventional six-year graduation rates do not include transfer students. This is a significant population at UW-Parkside where, in a typical year, about 50 percent of bachelor's degrees earned are awarded to students who started as transfers.

Retention Rates by Ethnicity - Fall 2015-2020\* Entrants  
First-Time, Full-Time Students



Retention Rates by Ethnicity - Fall 2015-2020\* Entrants  
Transfer Students



We must continue efforts through the Center for Adult and Returning Students (CARS) to become more adult friendly in our services and expand support and coaching efforts.

Recent efforts underway should impact first-to-second year retention rates. The Parkside Promise Plus Program covers unmet financial need for eligible students and creates a structure and support services to help meet students' academic as well as non-academic needs. Enhanced professional advising assisted by the EAB Navigate platform enables advisers to more proactively communicate with students based on their academic risk profiles. An expansion in freshman seminars, in the Promise Plus Program and at scale in the College of Natural and Health Sciences are strategic efforts to improve retention. So is the effort, led by the Director of the General Education program, to expand opportunities to incorporate HIPs or HIP-like pedagogy in General Education courses. As these engagement-building strategies are shown to have positive effects on student success, disproportionately benefiting underserved students,<sup>7</sup> this initiative has significant promise to help reestablish growth in retention rates that have been flat in recent years. And the ongoing efforts of colleagues in the Office of Multicultural Student Services to create a

welcoming environment for our students of color must be further scaled and supported.

In sum, student success outcomes from the current Academic Plan indicate:

- The number of graduates, a global measure of student success, is increasing and hit an all-time high in 2019-2020.
- Overall six-year graduation rates and rates for underrepresented student groups have increased, including hitting all-time highs, although equity gaps remain and there is still much room to improve rates for all groups.

We have made progress on reaching the 50 percent six-year graduation rate goal by 2025. With the latest six-year (unofficial) graduation rate for the class graduating in 2021 of 41.5 percent, reaching 50 percent by 2025 will require annual gains in graduation rates of 2.1 percentage points.

Our goal to eliminate equity gaps in

If we use the pre-COVID (2019) six-year graduation rate gap between African American and White students of 16.1 percentage points as a baseline, we estimate needing to reduce the gap by about 1.5 percentage points each year. For Hispanic students, the pre-COVID (2019) six-year graduation rate gap of 22.0 percentage points will need to decline by 2.0 percentage points each year to be eliminated by 2030.

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<sup>7</sup> Kinzie, J. (2012) High-Impact Practices: Promoting Participation for All Students. Association of American Colleges and Universities. Fall, Vol.15, No.3. <https://www.aacu.org/publications-research/periodicals/high-impact-practices-promoting-participation-all-students>.



graduation rates in collaboration with EAB and the Moon Shot for Equity campuses has an end date of 2030. If we use the pre-COVID (2019) six-year graduation rate gap between African American and White students of 16.1 percentage points as a baseline, we estimate needing to reduce the gap by about 1.5 percentage points each year. For Hispanic students, the pre-COVID (2019) six-year graduation rate gap of 22.0 percentage points will need to decline by 2.0 percentage points each year to be eliminated by 2030.

- Overall retention rates for first-time, full-time students are flat, but have declined for African American students.
- Overall retention rates for transfer students have increased with rates for African American students lower than others.
- Six-year graduation rates for adult students remain well below rates for traditional-aged students.



## GROW ENROLLMENT

In the decade from 2009-2010 to 2018-2019, growth in annual graduates from UW-Parkside was 2.6 times greater than growth across the UW System (25.2% vs 9.7%). From 2008 to 2017, while our annual graduates grew, headcount enrollment fell 16.6% (5,167 to 4,308 students) while headcount enrollment across the UW System comprehensive campuses grew 4.7 percent (85,779 to 89,769). Fall 2017 enrollment at UW-Parkside was below its lowest enrollment recorded in the University of Wisconsin Factbook of 4,366 in 1972 ([https://www.wisconsin.edu/download/publications\(2\)/Fact-Book.pdf](https://www.wisconsin.edu/download/publications(2)/Fact-Book.pdf), p. 25), four years after our campus opened. UW-Parkside enrolled the largest number of students in its history, 6,064, in 1983.

Since 2017, the trend reversed and levels crept up. UW-Parkside's headcount enrollment in Fall 2020 of 4,599 was up 6.8 percent over Fall 2017 hitting a seven-year high before a COVID-related drop in undergraduates.

Three principal causes seem responsible for the increases we saw from 2017 to 2020. First, undergraduate students are persisting through to graduation at historically high rates and this is stabilizing undergraduate

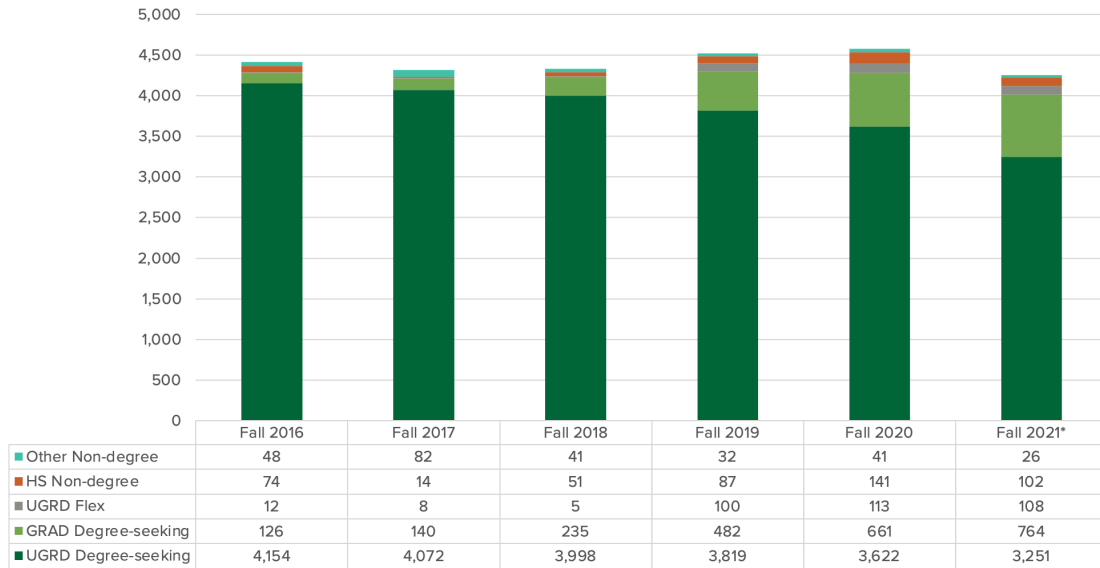
enrollment even amidst smaller incoming cohorts. Second, the number of Hispanic students increased 48 percent from Fall 2015 to Fall 2020 (579 to 854). Looking ahead, the Applied Population Lab at UW-Madison projects the number of high school graduates to be flat in Kenosha and decline 4.0 percent in Racine through 2026 (<https://www.wisconsin.edu/education-reports-statistics/reports-by-topic/wisconsin-high-school-graduate-projections/>). As we draw most of our enrollments from these counties, continuing to focus on helping every student succeed is therefore sound enrollment management as well as a moral imperative. The third reason enrollments are trending upward is that master's program enrollments have almost quintupled.

In Fall 2017, UW-Parkside enrolled 140 master's students or 4.5 percent of its total student headcount. By Fall 2020, 661 master's students were enrolled representing 14.3 percent of campus headcount. Enrollment growth has strengthened the university's tuition revenues as well.

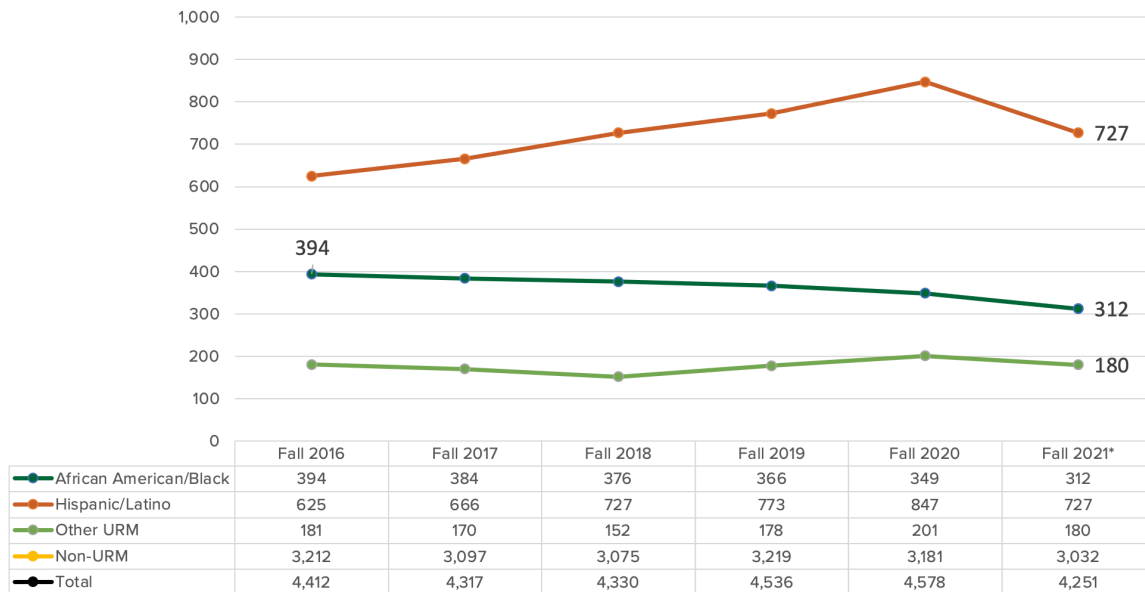
The COVID-related drop in undergraduate student enrollment will require a full analysis and likely also previously not-contemplated adjustments in strategy.

In the decade from 2009-2010 to 2018-2019, growth in annual graduates from UW-Parkside was 2.6 times greater than growth across the UW System (25.2% vs 9.7%).

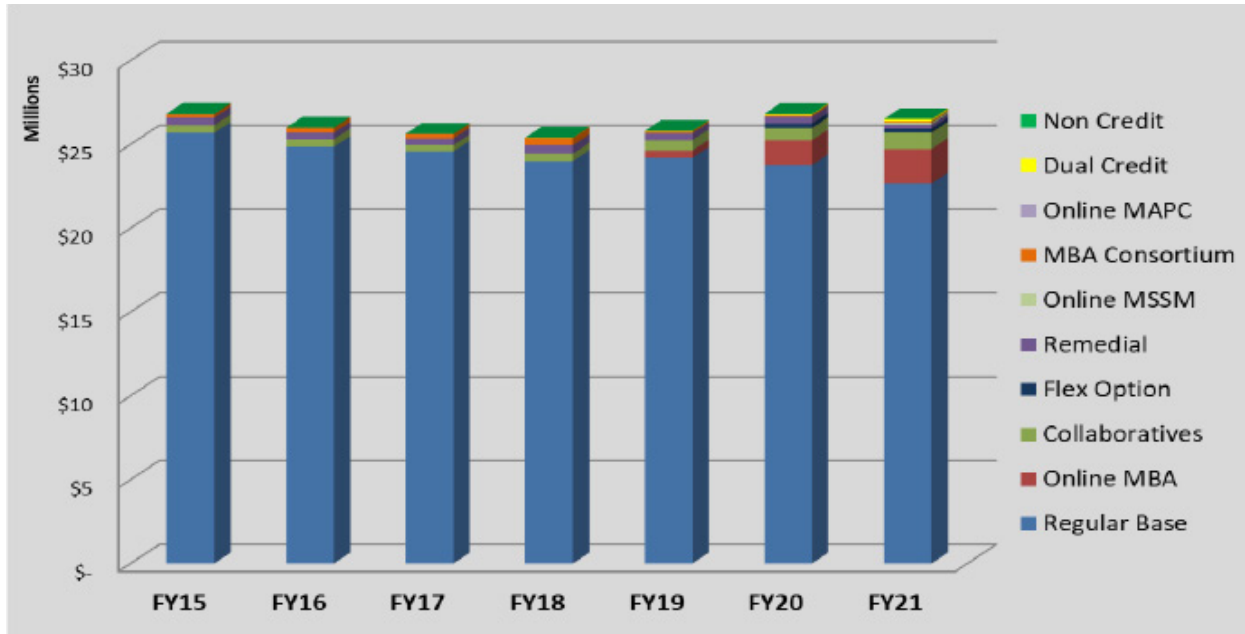
Fall Enrollment by Type - Fall 2016-2021\*



Fall Enrollment by Ethnicity - Fall 2016-2021\*



## TUITION REVENUES



The strategies helping UW-Parkside grow enrollment include an academic budget allocation model that aligns funding changes in our four colleges with changes in their respective enrollments, an active and consistent effort by faculty to revise existing and develop new programs to meet regional needs (19 new programs since 2016<sup>8</sup>), an emphasis on new models and partnerships to better serve adult students (e.g., UW Extended Campus, Academic Partnerships,

and ReUp), and campus efforts to serve growing numbers of Latinx/a/o students through pursuing the Hispanic Serving Institution designation (See: <https://www.uwp.edu/explore/aboutuwp/hsi/hsi.cfm>).

While enrollments grew from 2017 to 2020, with the Fall 2021 decrease, we will need to reassess strategy to get ourselves back on track to achieving our 5,000-student goal.

<sup>8</sup> This excludes new majors, concentrations, minors, and certificates





## ENHANCE CURRICULUM RELEVANCE

ASAP 25, in emphasizing curriculum relevance, must also acknowledge the liberal arts are a central, essential, and mission-based role of an undergraduate education at UW-Parkside. In fact, employer surveys by the American Association of Colleges and Universities, consistently show “that employers and educators are largely in agreement when it comes to the value of a contemporary liberal education—provided it is described using language that is common and accessible to both stakeholder groups.” (See: How College Contributes to Workforce Success: Employer Views on What Matters Most, Ashley Finley, AAC&U, 2021.)

There was alignment among students and other campus constituent groups, and with leaders of the state and the UW System, that building career knowledge and career planning into our curricula and increasing career relevance were among the most important goals of a higher education. The

2016 survey of Academic Plan goals indicated that four of the six constituent groups placed the merged goals, “Build career knowledge and planning into curricula/Increase career relevance of programs” into their top five (students, instructional staff, non-instructional staff, and the other (senior administrators) group.

The 2020 FWD UW System Strategic Framework highlights the essential nature of post-graduate career outcomes to Wisconsin’s future. “Based on the changing workforce and areas of economic growth, unless the state can increase the number of returning adults and first-generation students who receive higher education degrees and are connected to businesses in areas of state need, the economy will be unable to grow.”<sup>9</sup>

Our students attend college to prepare themselves for careers and the State supports public higher education as a part of its economic development efforts, attitudes that are prevalent across the U.S. For example, the 2019 annual survey of U.S. freshman conducted by the Higher Education Research Institute, shows that 83.5% of students

Ninety percent say they are “much more or somewhat more likely” to consider hiring candidates who have had an internship or apprenticeship. Eighty-eight percent are much or somewhat more likely to consider hiring candidates who had experiences in community settings with people from diverse backgrounds or cultures. Ninety percent are much or somewhat more likely to hire graduates who participated in a work-study program or other had another form of employment during college, and 89% are much or somewhat more likely to hire graduates with a portfolio of work showcasing skills and integrating college experiences.

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<sup>9</sup> 2020FWD: Moving Wisconsin and the World Forward, Strategic Framework of the University of Wisconsin System, 2016, [https://www.wisconsin.edu/2020FWD/download/2020FWD-Framework\\_spreads.pdf](https://www.wisconsin.edu/2020FWD/download/2020FWD-Framework_spreads.pdf).

indicated “To be able to get a better job” as a “very important” consideration in deciding to go to college, the highest percent of any consideration. Demonstrating students’ search for relevance when they choose to attend college, “To learn more about things that interest me” was considered very important by 83.4 percent of respondents, the second highest among the factors and virtually tied with the job-focused aim.<sup>10</sup>

To understand employer perspectives, the Association of American Colleges and Universities (AAC&U) conducts a periodic survey of employers’ views of workforce preparedness, educational outcomes and experiences they value most when hiring.<sup>11</sup> Ninety percent say they are “much more or somewhat more likely” to consider hiring candidates who have had an internship or apprenticeship. Eight-eight percent are much or somewhat more likely to consider hiring candidates who had experiences in community settings with people from diverse backgrounds or cultures. Ninety percent are much or somewhat more likely

to hire graduates who participated in a work-study program or other had another form of employment during college, and 89% are much or somewhat more likely to hire graduates with a portfolio of work showcasing skills and integrating college experiences.

The 2017-2020 Academic Plan set out three strategies to enhance curriculum relevance: bolstering high-impact-practices, embedding career readiness into coursework, and strengthening learning and career outcomes assessments. Over the last four years, with assistance from a grant from the National Association of System Heads (NASH), we focused on high impact practices with the following outcomes.

- A new course designation process was developed and implemented thus far for 50 CBL courses including required professional development and course design guidance.
- CBL learning assessment was revamped, new expectations established, and per-course funding was secured to support



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<sup>10</sup> Stolzenberg, E.B., Aragon, M.C., Romo, E., Couch, V., McLennan, D., Eagan, M.K., Kang, N. (2019) The American Freshman: National Norms. Higher Education Research Institute. University of California, Los Angeles. <https://www.heri.ucla.edu/monographs/TheAmericanFreshman2019.pdf>, p. 42.

<sup>11</sup> Association of American Colleges and Universities. 2021 Report on Employer Views on Higher Education. <https://www.aacu.org/2021-report-employer-views-higher-education>.

instructors doing this work.

- CBL Fellows funding was renewed and strengthened by incorporating an equity lens.
- A Faculty Director of Internships was appointed and the Office of Community and Business Engagement hired an Internship and Campus Employment Specialist.
- Campus-wide internship participation and practices were inventoried.
- A common definition for internships along with learning goals and essential course design elements were developed and approved by the Faculty Senate.
- A new internship workshop was launched for faculty and staff.
- Campus-wide student employment practices were inventoried.

- A “campus employment as HIPs” pilot was launched based on NACE competencies and including revised job descriptions and assessments.
- Freshman seminar 1-credit courses were expanded and implemented at scale in CNHS and in the Promise Plus Program.

Data in the tables below demonstrate that participation in CBL or internships is highly associated with students’ likelihood of graduating. In other words, participation in these activities is a part of successful students’ academic and co-curricular experiences. As most CBL and internship experiences occur when students are juniors or seniors and more likely to graduate, additional analysis that breaks these data out by class level will allow us to better discern their independent effects on graduation rates.

### Retention and Graduation Rates by CBL and INT/FLD Class History

CBL Ever	N	Year 2 Retention	Year 3 Retention	Year 4 Retention	4-year Grad Rate	5-year Grad Rate	6-year Grad Rate
CBL	2,301	89.00%	79.99%	76.16%	24.68%	54.83%	66.22%
No CBL	4,279	58.42%	37.19%	27.95%	8.50%	17.33%	19.87%
Total	6,580	69.12%	52.48%	45.22%	14.30%	30.31%	35.22%

INT/FLD Ever	N	Y2 Retention	Y3 Retention	Y4 Retention	4-yr Grad Rate	5-yr Grad Rate	6-yr Grad Rate
INT/FLD	938	97.12%	96.22%	93.54%	40.31%	77.22%	88.16%
No Int/FLD	5,642	64.46%	44.46%	35.37%	8.99%	20.30%	23.60%
Total	6,580	69.12%	52.48%	45.22%	14.30%	30.31%	35.22%





Three years of data in the table below capture participation in CBL and internships or fieldwork by different student populations. Two primary observations include:

- A bit over one-in-five students experienced a CBL course in each of the three years studied and the gaps in participation rates among students of color, Pell students, and others, are small and actually slightly higher for these typically at-risk groups. This suggests that CBL experiences are equitably distributed across student groups.
- Only six-to-eight percent of students, depending on group, participated in an internship or fieldwork for credit in the three years studied. The rates for white students were higher than for students of color or Pell students but all rates were very low.

It is commonly understood that internships (or fieldwork) are critical gateway career-building experiences for students. For

example, business alumni of a northeastern U.S. public university indicated significant early career advantages for undergraduates with internship experience including less time to obtain first position, increased monetary compensation, and greater overall job satisfaction.<sup>12</sup> For students interested in social, life, and earth science disciplines, field experiences are integral to scholarship and their opportunities to explore settings that may attract them to pursue research in these disciplines.<sup>13</sup>

Unfortunately, these data on participation in internships (and fieldwork) indicate they are not accessible for most UW-Parkside students and illustrate that we may need to reconsider to what extent we are currently able to embed career readiness into coursework, a key curriculum relevance-enhancing strategy.



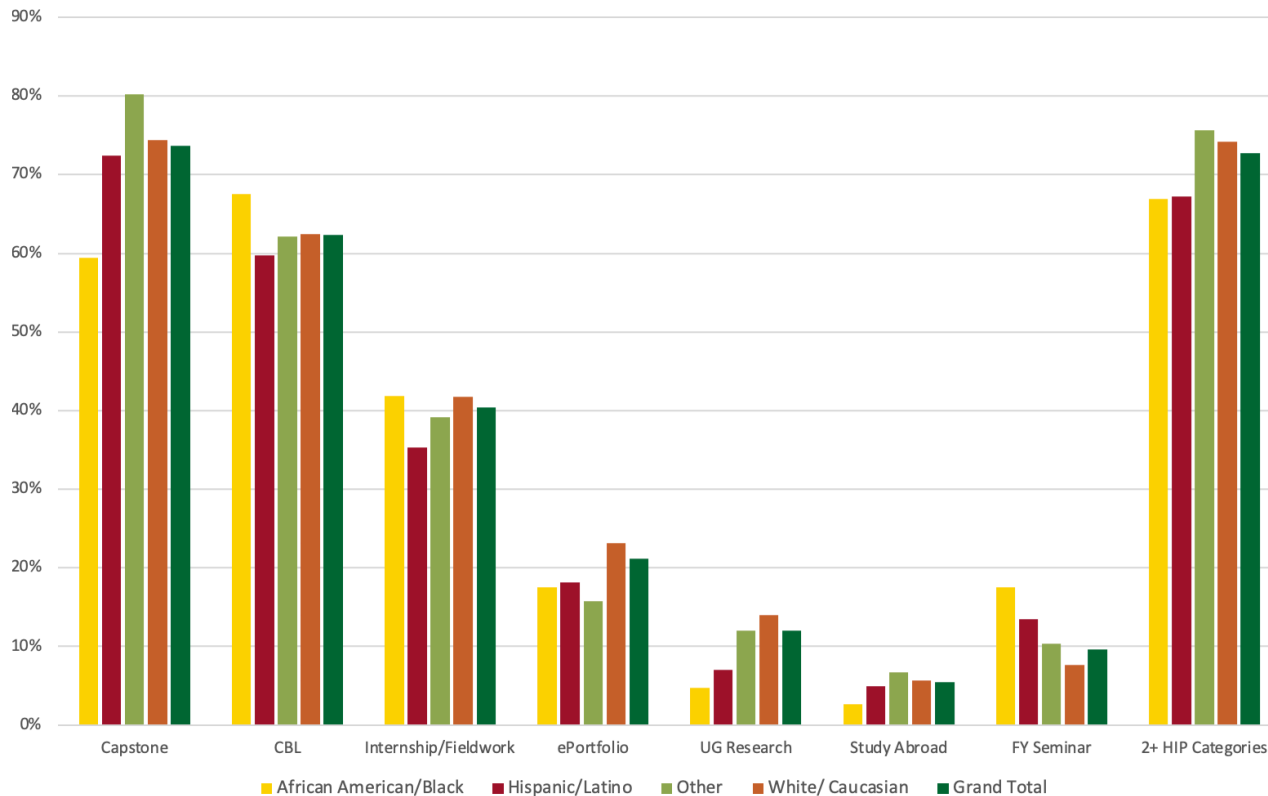
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<sup>12</sup> Gault, J., Redington, J., Schlager, T. (2000) Undergraduate Business Internships and Career Success: Are They Related? Journal of Marketing Education. <https://doi.org/10.1177/0273475300221006>. Volume: 22. Issue: 1, page(s): 45-53.

<sup>13</sup> Clancy KBH, Nelson RG, Rutherford JN, Hinde K (2014) Survey of Academic Field Experiences (SAFE): Trainees Report Harassment and Assault. PLoS ONE 9(7): e102172. <https://doi.org/10.1371/journal.pone.0102172>.



## High Impact Practice Participation 2018-19 to 2020-21 Graduates



To develop a better understanding of how UW-Parkside students manage their academic and career experiences, the Provost commissioned a study by the Center for Research on College-Workforce Transitions

at UW-Madison.<sup>14</sup> Their report noted that supporting working students is one of the biggest problems facing higher education and included two key findings:

<sup>14</sup> John Fischer, J., Hora, MT., Grinsfelder, M., Anaya, E. (2021) College Students at Work: Exploring the Career Development Experiences of Working Students at UW-Parkside in 2020. Center for Research on College-Workforce Transitions Wisconsin Center for Education Research, University of Wisconsin-Madison.



- Over 40 percent of UW-Parkside students that have full-time or near full-time work commitments may not have time or resources to engage in HIPs such as internships.
- When seeking work that they must do to afford their educations, UW-Parkside students “overwhelmingly” and “proactively” seek “career-congruent” employment experiences.

In the Next Steps section of the ASAP 25, an initiative underway to explore the feasibility of expanding our definition of the kind of work experiences that qualify as learning platforms for credit is discussed.

In terms of the overall curriculum relevance goal of having each graduate experience two or more HIPs by graduation, three years of data in the chart below on HIPs Participation indicates that over seven-in-ten graduates do, with a noticeable gap for Hispanic students.

In summary, in the curriculum relevance area of the current Academic Plan:

- A mature CBL program has been strengthened.
- The internship program has been bolstered and a study about the nature of UW-Parkside student work was conducted that sheds light on new possibilities to expand career relevant learning.
- Strengthening and scaling campus employment as a HIP practice is underway.
- A HIPs in the General Education program initiative (discussed in the Improving Student Success section) is underway that will expose lower division students to HIPs earlier in their degree programs, enhance engagement, and contribute to improved retention rates.

When seeking work that they must do to afford their educations, UW-Parkside students “overwhelmingly” and “proactively” seek “career-congruent” employment experiences.

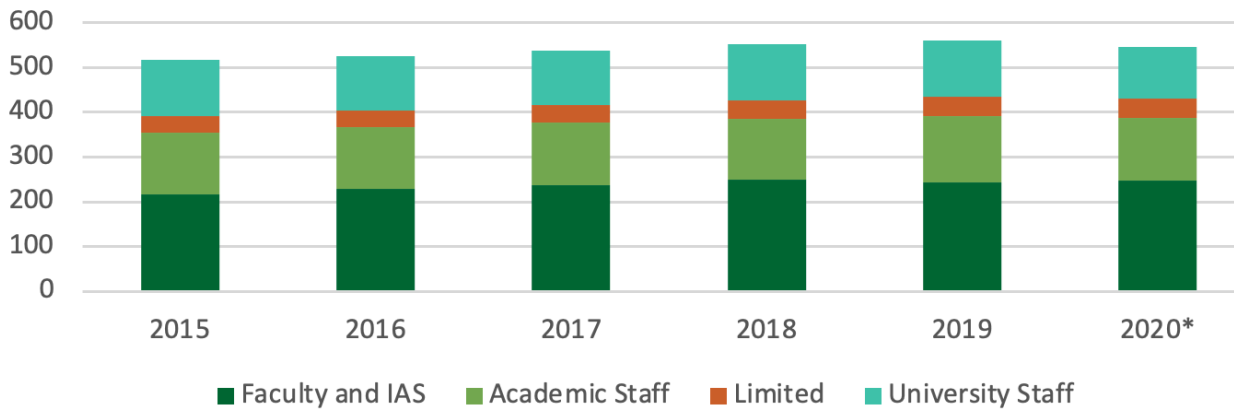
# SUPPORT CAMPUS COMMUNITY

The purpose of the campus community goal is to support the continual nourishment of a learning community where people collaborate to realize the mission of our university and achieve the goals set forth in the Academic and Strategic plans. This aligns with the Strategic Framework goal of “becoming a best-place to work in Southeast Wisconsin.”

To accomplish this, three areas were identified in the current Academic Plan: support for teaching, support for the teacher/ scholar model, and improving campus climate, including compensation.

Over the past six years, the overall size of the campus community has increased by four percent including the positions given up in the 2020 COVID-driven budget cut.

UW Parkside Headcount by Occupational Category



Good progress has been made in facilitating the continuing professional development of our faculty and instructional academic staff. With funding from campus administration,

workshops in various areas were renewed or initiated. UW-Parkside offers the following experiences to colleagues on an ongoing basis.



Online Course Developer Workshop	Started 2010   128 participants
Community-Based-Learning Workshop	Started 2016   42 participants
New Faculty and Staff Colloquium	Started 2018   32 participants
ACUE	Started 2018   71 participants
Internship Supervision Workshop	Started 2019   30 participants
Culturally Responsible Teaching & Learning	Re-started 2019   33 participants

Other paid professional development opportunities include: Intermediate and Advanced Online Course Developers Workshops; Online Learning Consortium courses; Quality Matters Reviewer Training; Wisconsin Teaching Fellows and Scholars; OPID Faculty College; support for travel, research expenses, and professional development via the Committee on Research and Creative Activity (\$30,000 annually), Faculty and Academic Staff Professional Development Fund (\$35,000 annually), the Academic Staff Professional Development Fund (\$8,000 annually), and Undergraduate Research support (\$40,000 annually).

Support for research and creative activity is maintained through the campus's approval of annual faculty half- or full-year sabbaticals. Over the past five years, 28 colleagues have taken sabbaticals that have provided much-needed time for research and renewal.

Additional support for sponsored research and creative activity is provided through our engagement with WiSys that facilitates a research administration partnership among three UW comprehensive campuses. The teaching equivalencies plan adopted by the College of Natural and Health Sciences compensates colleagues who supervise 36 student credit hours of individualized instruction (e.g., research supervision, independent studies, fieldwork) as equivalent to one section of teaching, or large section classes equivalent to two sections (100+ students). Seventeen faculty benefited from this workload policy from 2017-2020.

The following chart indicates UW-Parkside's annual totals in grants and contracts track below peers and the UW comprehensives. Correcting for campus size presents a different picture. Using FTE students as in the table below, UW-Parkside totals are

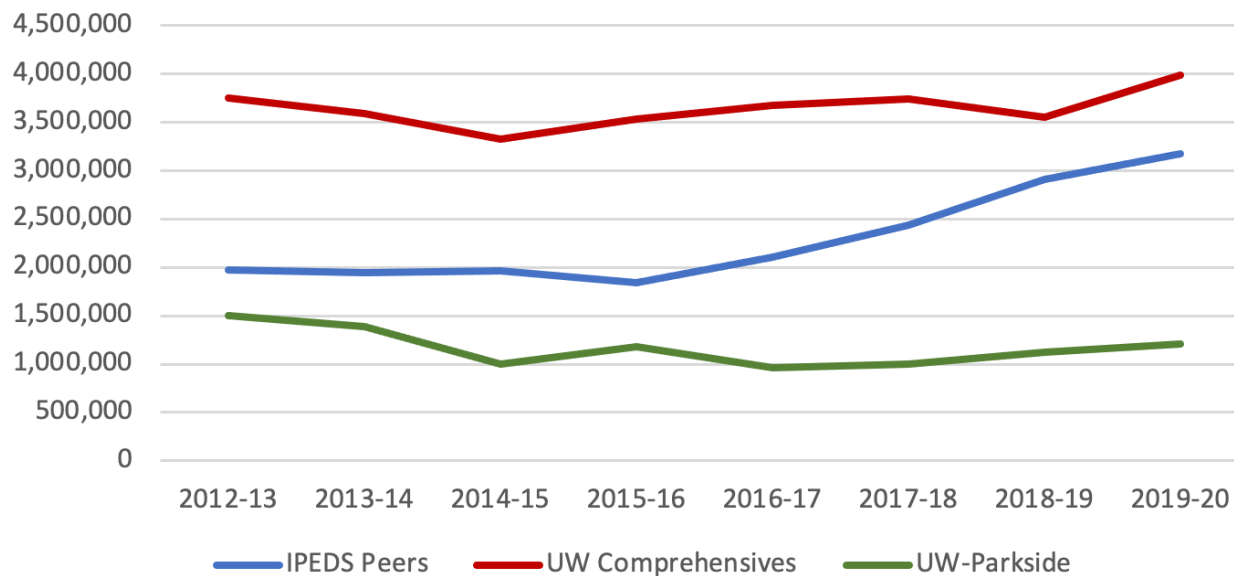




below peers and above UW comprehensives in productivity. To enhance UW-Parkside's capacity in this area, and in alignment with the Strategic Framework priority to establish a center for community research to complement successful efforts in teaching,

support from the UW System matched by our campus was used to establish the Center for Research in Innovation and Smart Cities (CRISC). A founding director was hired and plans and activities for the CRISC are under development

## Mean Federal Operating Grants and Contracts



## Average of Federal operating grants and contracts

Group	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
IPEDS Peers	1,970,156	1,946,455	1,967,696	1,836,748	2,108,827	2,438,084	2,908,734	3,169,986
UW Comprehensives	3,745,438	3,586,815	3,323,914	3,529,569	3,672,752	3,742,125	3,547,428	3,985,791
UW-Parkside	1,503,568	1,386,817	1,004,640	1,175,626	958,901	1,002,531	1,125,716	1,206,673





Teaching productivity at UW-Parkside, relative to UW comprehensive peers, is solid. The table below indicates that, based on student-credit-hours taught per faculty or instructional academic staff member, UW-Parkside colleagues are currently sixth in the UW System on the basis of data supplied for the 2019-2020 academic year and, on average, teach a bit under 100 (3-credit) students per fall semester. This seems perfectly adequate collectively and suggests that our productivity-related efforts ought to focus on minimizing unnecessarily small classes where possible. We believe this is best managed by deans and department chairs in consultation with faculty and teaching staff colleagues.

When disaggregating teaching productivity among colleagues with Faculty and Instructional Academic Staff titles, the data indicate UW-Parkside IAS colleagues rank third highest and Faculty third lowest among UW System comprehensive campuses. Given this balance, and our understanding that many other campus IAS colleagues teach fewer sections per year, it would not be unreasonable to consider whether replacing a portion of IAS teaching loads with other activities could have net positive benefits for students and/or UW-Parkside in other areas.

... based on student-credit-hours taught per faculty or instructional academic staff member, UW-Parkside colleagues are currently sixth in the UW System on the basis of data supplied for the 2019-2020 academic year and, on average, teach a bit under 100 (3-credit) students per fall semester.

#### SCH per FTE (Total)

Campus	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
UW - EAU CLAIRE	294.9	285.2	281.5	269.1	296.0	310.8	326.6	322.6	315.2	322.6
UW - GREEN BAY	329.9	347.0	288.0	271.6	268.5	301.5	342.2	346.3	297.5	314.4
UW - RIVER FALLS	302.6	290.1	274.4	292.0	294.4	304.7	343.0	315.6	301.5	300.1
UW - WHITEWATER	319.7	314.4	301.1	296.6	303.5	298.8	286.9	285.3	283.1	299.7
UW - PLATTEVILLE	299.1	312.3	302.5	298.8	325.4	334.8	334.0	323.2	291.3	291.2
<b>UW - PARKSIDE</b>	<b>268.0</b>	<b>265.1</b>	<b>273.9</b>	<b>301.5</b>	<b>303.5</b>	<b>295.8</b>	<b>291.7</b>	<b>288.0</b>	<b>294.2</b>	<b>288.5</b>
UW - STEVENS POINT	301.7	299.2	288.1	280.2	289.6	280.6	277.2	276.3	271.9	282.3
UW - STOUT	275.0	259.9	250.8	261.3	283.8	291.0	294.8	267.2	267.7	277.6
UW - OSHKOSH	283.2	290.2	283.3	307.1	279.1	273.7	304.9	290.7	291.2	268.0
UW - LA CROSSE	287.8	272.3	265.2	260.5	255.3	266.1	278.1	259.6	252.7	262.1
UW - SUPERIOR	228.5	224.5	221.3	217.7	220.5	225.7	228.7	239.1	254.1	229.5
Mean	290.0	287.3	275.5	277.9	283.6	289.4	300.7	292.2	283.7	285.1
Median	294.9	290.1	281.5	280.2	289.6	295.8	294.8	288.0	291.2	288.5

Any discussion of supporting our campus community must account for our ability to effectively recruit, support, and retain faculty and staff. The following table suggests we

are doing well retaining faculty and limited staff and may have room to improve among instructional academic staff, academic staff, and university staff.

... we are doing well retaining faculty and limited staff and may have room to improve among instructional academic staff, academic staff, and university staff.

## Average Annual Non-Retirement Retention – 2016-2019

	Ave annual FTE	Ave annual retention
Faculty	118	97%
Instructional Academic Staff	46	87%
Academic Staff	128	86%
University Staff	146	89%
Limited	30	96%

Salaries among professors are not competitive with peers, with the exception of those at the assistant professor level, as

indicated in the table below. We would benefit from a comparative analysis of peer salaries for non-instructional staff positions.

## Average Instructor Salaries at UW-Parkside – 2019-2020

	UW-Parkside	IPEDs Peers*
All ranks	\$63,065	\$76,456
Professor	\$78,967	\$96,633
Associate professor	\$67,227	\$77,563
Assistant professor	\$65,395	\$66,535
Lecturer (IAS)	\$45,803	\$50,500

\*IPEDs Spring 2020 data

In the past five years, thankfully, a pattern of regular salary increases has been implemented which has likely prevented us from losing further ground in relation to peers. There were four two-percent pay plan increases across the UW System (2018, 2019, 2020, 2021) and two campus-based equity increases, one in 2016 (1.8 percent) and another in 2019 (1.6 percent). Base salary increases were implemented in 2019 for faculty promotions from associate to full professor (\$5,000 to \$6,000) and for those who obtain tenure and promotion to associate professor (\$3,000 to \$4,000).

With respect to strengthening campus climate, our commitment to equity, diversity, and inclusion is deepening. We have:

- allocated resources for faculty and staff to participate in training on implicit bias, inclusion, equity, cultural competencies, and equitable teaching and learning practices;
- approved a plan to fill the vacant position in the Teaching and Learning Center with an equity, diversity, and inclusion leader to focus on instructor development and curriculum change with the support of a

small team also approved to advance this work;

- in partnership with other UW campuses, implemented a campus climate survey in spring 2021;
- supported the Equity, Diversity, and Inclusion Council in developing EDI action plans;
- committed to increasing the diversity of our workforce to reflect the composition of our student population (it's currently about half as diverse as our student body);
- implemented student success strategies to close equity gaps and improve success rates of our underrepresented students;
- partnered with University of Wisconsin-Milwaukee, Carthage College, Milwaukee Area Technical College, and corporate partner EAB as the first region in the nation to join the Moon Shot for Equity, an initiative to eliminate gaps in graduation rates among White and historically underserved student populations in our region by 2030;



- created the “Ranger Reach Out” effort to connect the campus community to cleanup and rebuilding efforts in the city of Kenosha;
- used the Al Guskin Center for Community and Business Engagement as a point of contact for business and community partners seeking support from the university and coordinating community-based learning projects; and
- offered a Community Conversation Series on Rebuilding Kenosha by faculty

member, Dr. Jonathan Shailor, a colleague and clergy member from Carthage College, Kara Baylor, and students in the Certificate Program in Conflict Analysis and Resolution.

We realize that this work cannot be effectively done without also increasing the proportion of colleagues of color at UW-Parkside. The chart below suggests little progress in this regard with about 12 percent of our faculty and staff colleagues currently identifying as people of color, about a third the rate of our students.

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## Employees by Race/Ethnicity

Race/Ethnicity	2014	2015	2016	2017	2018	2019	2020
Black/African American	5.7%	6.4%	6.4%	7.1%	5.5%	5.8%	5.9%
Hispanic/Latino	5.1%	5.2%	4.9%	5.6%	5.8%	6.3%	7.1%
Asian	5.9%	6.2%	6.7%	6.7%	6.5%	6.8%	6.6%
Other/Unknown	6.8%	3.3%	2.6%	1.3%	2.5%	2.4%	2.8%
White, Non-Hispanic	76.4%	79.0%	79.4%	79.4%	79.8%	78.7%	77.7%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>



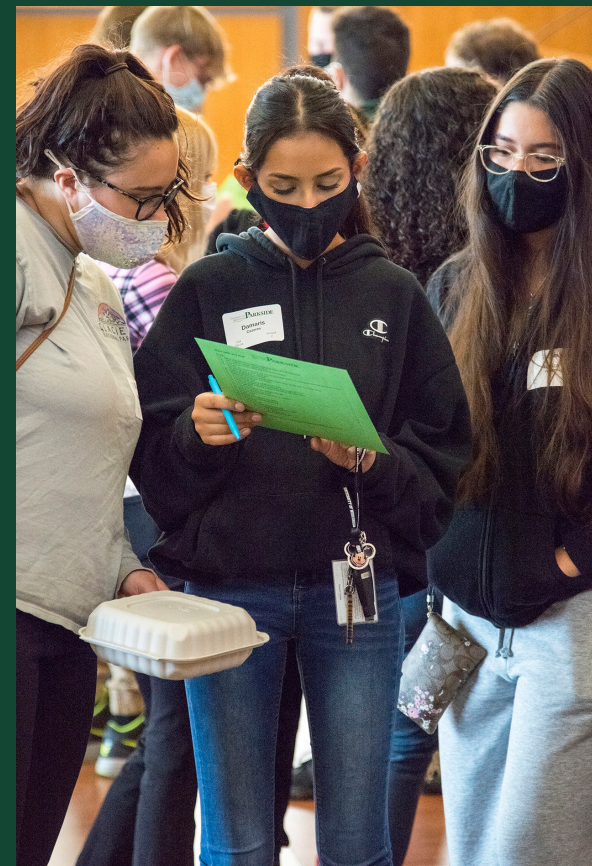
Finally, the physical infrastructure of the campus is being strengthened. By Fall 2021, about half the classrooms on campus will have been outfitted with lecture capture and interactive technology to permit professors and students to participate in classes while simultaneously engaging in-person and remotely. The renovation of Wyllie Hall will be completed in 2022 and will be a huge improvement to the physical environment in student services and the Library. The D1 Level and L1 spaces are being redone and reorganized to improve wayfinding, accessibility, and efficiencies to permit better collaboration and better service for student-facing operations

In summary, the following efforts and outcomes have been made in the campus community goal area.

- The Wyllie Hall renovation is nearing completion and will be an exciting improvement to the physical environment in student services and the Library.
- About half the classrooms on campus have been outfitted to support distance learning.
- Continuing lab upgrades, like the Johnson

Integrated Sciences Lab, the App Factory, the Geographic Information Systems (GIS) Factory, and the soon to be developed space for the Center for Research in Innovation and Smart Cities, are continuing to improve learning spaces.

- The overall number of faculty and staff has grown modestly.
- Retention of faculty and limited staff is quite high but lower in other employee categories.
- There have been gains in the percent of employees of color but still about half the rate of our students.
- The campus's commitment to EDI has deepened and broadened including plans to elevate our capacity to support teaching and learning and curriculum development through an equity and antiracist lens.
- Recent base salary and faculty promotion increases are welcome but insufficient to close gaps with peers.
- A recent and significant equity adjustment was made among senior faculty across CBEC and funded through enrollment-





driven revenues mostly from the Online MBA program.

- Instructional development programming has expanded with good participation from faculty and staff.
- Overall teaching productivity is 6th in the UW System, perfectly adequate given our student population.
- Grants and contract levels are flat, lower than peers, but greater than UW comprehensive levels on a per capita basis. We are making the most of our partnership with WiSys. The CRISC has the potential to increase campus research and innovation activities and impacts.



*My journey at the University of Wisconsin-Parkside has been such a wonderful experience and will be a chapter of my life that I will look back on fondly. Thanks to your continued support toward my academic careers and goals, I would like to share a few of my accomplishments. During Spring 2018, I attended “WritersCon” as a featured creator and then was nominated to help plan and design the conference for the following Spring 2019. In the Spring and Fall of 2019, I had the opportunity to be an editor on the Straylight Literary Arts Magazine, and have my artwork featured on the television show, “Modem Family,” In addition to my featured artwork, I worked on the Art Departments magazine, created by Professor Kristen Bartel called ‘The Root Magazine.’ The magazine was made in part with Visioning a Greater Racine, a community initiative, along with students from Advanced Photography, where we highlighted local businesses around the Racine area.”*

Jessica Cole



**WHAT NEXT?**

The current Academic Plan has functioned well as a framework for planning and action. We anticipate this to continue for ASAP 25. Specific plans that emerge from this framework are developed, considered by appropriate governance and other groups, budgeted, and approved by the campus Budget Team. This method has provided the right balance of strategic focus, flexibility to respond to broad priorities, and nimbleness to develop and execute new initiatives.

We do need to create a straightforward way to track progress on ASAP 25, perhaps a high-level dashboard, that is accessible to internal and perhaps external campus constituents as well.

## ELEVATE EDI

Since our founding, the average six-year graduation rate at UW-Parkside is 26.4 percent. The culture that made that acceptable, in some measure, remains a part of us today in spite of significant progress in improving graduation rates. Thus, as we see ourselves as student-centered, the overarching goal in ASAP 25 needs to be to shed any remaining vestiges that it is acceptable for large proportions of our students to exit without a degree. To do this requires we accept that the needs of historically underserved students are also those we have commonly failed to meet. This commitment is expressed in multiple statements of intent.

*“The University of Wisconsin-Parkside is a dynamic learning community grounded in academic excellence and focused on student success, diversity, inclusion and community engagement...”*

UW-Parkside Vision Statement - [https://www.uwp.edu/explore/aboutuwp/mission\\_vision.cfm](https://www.uwp.edu/explore/aboutuwp/mission_vision.cfm)

*“Improving student success is at the foundation of the UW-Parkside 2025 Strategic Framework. Integrated, equity-focused, best practices will be implemented for maximum impact.”*

UW-Parkside 2025 Strategic Framework - <https://www.uwp.edu/explore/offices/chancellor/strategicframework.cfm>

Specific plans that emerge from this framework are developed, considered by appropriate governance and other groups, budgeted, and approved by the campus Budget Team. This method has provided the right balance of strategic focus, flexibility to respond to broad priorities, and nimbleness to develop and execute new initiatives.



*“Improving graduation rates and eliminating graduation-rate gaps for those who are historically underrepresented in postsecondary education will continue to be a point of focus of the UW-Parkside 2025 Strategic Framework.”*

UW-Parkside 2025 Strategic Framework - <https://www.uwp.edu/explore/offices/chancellor/strategicframework.cfm>

*The current Academic Plan, covering the 2017-2020 period, is entitled Recommitting to Our Vision: Renewing an Academic Plan to Lead UW-Parkside toward 2020: Aiming High and Making Excellence Inclusive.*

<https://www.uwp.edu/explore/offices/academicaffairs/upload/Academic-Plan-2017-2020-Web.pdf>

*“Increase retention and graduation rates” was the only goal included in the top five ranking of every constituent group surveyed; faculty, instructional academic staff, non-instructional academic staff, university staff, students, and the “other” (senior administrators) group. This reflects consensus at UW-Parkside that this is our most important aim.”*

Recommitting to Our Vision: Renewing an Academic Plan to Lead UW-Parkside toward 2020:

Aiming High and Making Excellence Inclusive - 2017-2020, <https://www.uwp.edu/explore/offices/academicaffairs/upload/Academic-Plan-2017-2020-Web.pdf>

*“As President Kennedy set out his vision for the United States to land an astronaut on the moon within a decade, we are committing to achieving equity in student success in our region by 2030, an ambitious but attainable goal. Given the worst-in-the-nation quality of life differences among African American and white residents in Milwaukee and Racine, where better to make this commitment?”*

On the inspiration for the Moon Shot for Equity initiative from a UW-Parkside memo to campus from the Provost, October 20, 2020,

The overarching strategic intent in ASAP 25 is therefore to finally and fully deliver on this commitment as we continue to improve graduation rates and eliminate equity gaps. This section sets out “what we should do next” given the efforts and outcomes of the current Academic Plan.

Thus, as we see ourselves as student-centered, the overarching goal in ASAP 25 needs to be to shed any remaining vestiges that it is acceptable for large proportions of our students to exit without a degree. To do this requires we accept that the needs of historically underserved students are also those we have commonly failed to meet.

## Strengthen EDI Campus Culture in Academic and Student Affairs

- Recruit and retain more colleagues of color

To strengthen EDI culture, we need to recruit and retain more colleagues of color at UW- Parkside. We are stuck at about 12 percent of our faculty and staff who identify as African American or Hispanic, about a third the overall rate of our students. We need a new plan with administration and faculty buy-in and we need to stick to it. Options to consider might include: connecting directly with colleagues at HBCUs to identify promising doctoral candidates, creating an annual invitation-only, expenses-paid, professional development symposium for doctoral candidates of color hosted at UW-Parkside, implementation of special hiring funds to encourage recruitment of black, Hispanic, and Native American colleagues modeled after the Target of Opportunities fund at UW-Madison (<https://facstaff.provost.wisc.edu/faculty-diversity-initiative/#:~:text=TOP%20Support,diversity%20of%20an%20>

[academic%20department](#)).

- Elevate the vacant teaching and learning position, recruit an individual to lead next-level EDI efforts, and build out a team to support this work

This individual will lead professional development for all faculty and staff related to teaching and learning, including: the development of innovative and inclusive pedagogies, course and curriculum design, new faculty orientation and the New Faculty Colloquium, and the appropriate use of technology to facilitate student learning. The teaching and learning center will continue to be seen as an academic resource built on a strong intellectual foundation, supported by the administration, but ‘owned’ by faculty.” This position will consult with groups who are instituting or altering policies related to curriculum change and innovations intended to create high quality engagement with social justice, anti-racism, equity and inclusion. The individual in this role will collaborate with administrative units and campus

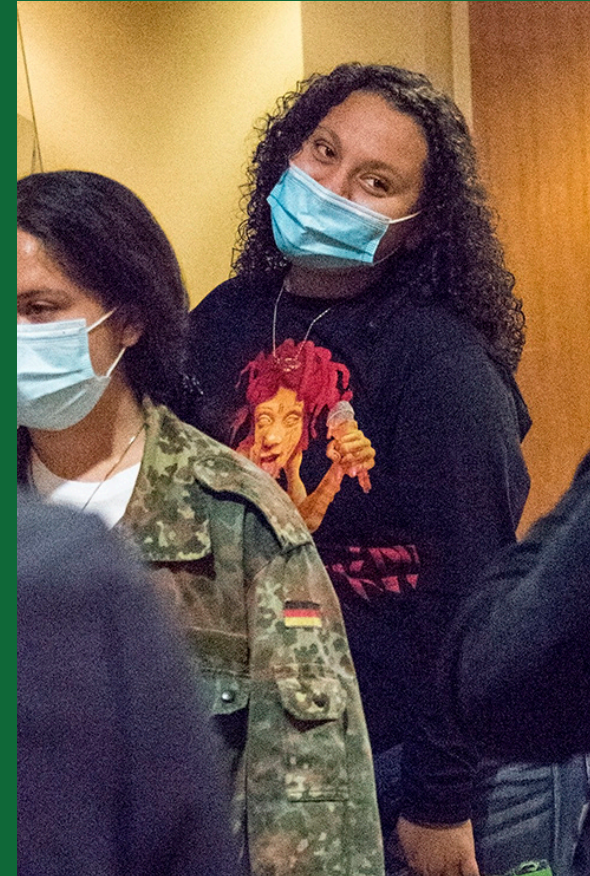


governance groups that support EDI, such as the EDI Council, the Center for Community and Business Engagement, the Office of Multicultural Student Affairs (OMSA), and others.

Once hired, this individual will build out an EDI team in Academic and Student Affairs including:

- a faculty member to facilitate teaching and learning programming;
- a faculty member to facilitate curriculum change;
- a staff member to support campus HSI efforts; and
- administrative support as necessary

This team will closely coordinate its efforts with the EDI Council, the Associate Vice Chancellor for Human Resources and EDI, and the Diversity and Inclusion Manager. This plan received the support of the Faculty Senate and approval of funds to implement it by the campus Budget Team. Continued leadership, focus, educational efforts, and consensus-building for specific actions will be critical to realizing the campus's aspirations to achieve its student-centered vision.





## CONTINUE TO IMPROVE STUDENT SUCCESS

### Increase annual graduates by 50 percent by 2025

The most powerful promise of the UW-Parkside 2025 Strategic Framework is a commitment to producing a significantly greater number of highly valued graduates.

UW-Parkside produced 801 graduates in 2016-2017, a record and historic high. We are using this as the highest possible baseline to set the most aggressive goal. The annual goals below include master's, bachelor's, and (a very few) associate degrees and assume equal gains annually to reach 1,200 graduates in 2025 (800 \* 1.5).

Base year 2016-17

- 801 graduates in 2016-2017 was a record; a historic high; using this as base is setting the highest possible baseline and therefore the most aggressive goal

- Data include master's, bachelor's, and (a very few) associate degrees
- Goal  $800 (1.5) = 1,200$  graduates
- Milestone goals assume equal gains annually (from latest level) to reach objective

Annual number of graduates and milestone goals to reach objective

Year	Graduates
2017-18	883
2018-19	900
2019-20	946
2020-21	997 (milestone)
2021-22	1,048 (milestone)
2022-23	1,099 (milestone)
2023-24	1,150 (milestone)
2024-25	1,200 (goal)

Source: <https://www.wisconsin.edu/education-reports-statistics/degrees/>





## Increase 6-year graduation rate to 50 percent by 2025

### Base

- Average historic 6-year graduation rate – 25.4%; this estimate includes FTFT classes starting in Fall 1973 (graduating 1979) through Fall 2010 (graduating 2016)
- Improving student success (e.g., 6-year grad rate) elevated as key goal in 2017-2020 Academic Plan
- Milestone goals assume equal gains annually (from latest level) to reach objective

Annual 6-year graduation rate milestone goals: Class beginning

Beginning (graduating)	Graduation Rate
Fall 2011 (2017)	34.00%
Fall 2012 (2018)	38.10%
Fall 2013 (2019)	44.50%
Fall 2014 (2020)	38.10%
Fall 2015 (2021)	40.50% (milestone)
Fall 2016 (2022)	42.90% (milestone)
Fall 2017 (2023)	45.30% (milestone)
Fall 2018 (2024)	47.70% (milestone)
Fall 2019 (2025)	50.00% (goal)

Source: <https://www.wisconsin.edu/education-reports-statistics/retention-and-graduation/>



## Eliminate gaps among whites and students of color by 2030

(to align with Moon Shot for Equity time-frame)

Beginning (graduating)	African American	White	Gap
Fall 2011 (2017)	24.3%	37.3%	13.0%
Fall 2012 (2018)	22.0%	41.4%	19.4%
Fall 2013 (2019)	32.3%	48.4%	16.1% (Baseline) <sup>1</sup>
Fall 2014 (2020)	31.1% (milestone)	39.5%	8.4%
Fall 2015 (2021)	36.2% (milestone)	49.4%	13.2%
Fall 2016 (2022)	38.2% (milestone)	49.9%	11.7%
Fall 2017 (2023)	40.2% (milestone)	50.4%	10.2%
Fall 2018 (2024)	42.2% (milestone)	51.0%	8.8%
Fall 2019 (2025)	44.1% (milestone)	51.5%	7.4%
Fall 2020 (2026)	46.1% (milestone)	52.0%	5.9%
Fall 2021 (2027)	48.1% (milestone)	52.5%	4.4%
Fall 2022 (2028)	50.0% (milestone)	53.0%	3.0%
Fall 2023 (2029)	52.0% (milestone)	53.5%	1.5%
Fall 2024 (2030)	54.0% (goal)	54.0%	0.0%

Beginning (graduating)	Hispanic	White	Gap
Fall 2011 (2017)	30.9%	37.3%	6.4%
Fall 2012 (2018)	29.6%	41.4%	11.8%
Fall 2013 (2019)	26.4%	48.4%	22.0% (Baseline) <sup>2</sup>
Fall 2014 (2020)	34.8% (milestone)	39.5%	4.7%
Fall 2015 (2021)	31.4% (milestone)	49.4%	16.0%
Fall 2016 (2022)	33.9% (milestone)	49.9%	14.4%
Fall 2017 (2023)	36.4% (milestone)	50.4%	14.0%
Fall 2018 (2024)	39.0% (milestone)	50.9%	11.9%
Fall 2019 (2025)	41.5% (milestone)	51.5%	10.0%
Fall 2020 (2026)	44.0% (milestone)	52.0%	8.0%
Fall 2021 (2027)	46.5% (milestone)	53.0%	6.5%
Fall 2022 (2028)	49.0% (milestone)	53.5%	4.5%
Fall 2023 (2029)	51.5% (milestone)	54.0%	2.5%
Fall 2024 (2030)	54.0% (goal)	54.0%	0.0%

<sup>1</sup> Milestone goals assume equal gap reductions annually (from pre-Covid level) to reach objective. Large fall-off in graduation rate for white students, small reduction for AA students, and large gain for Hispanic students combine to make graduating Class of 2020 gaps unusually small for use as baseline.

<sup>2</sup> Milestone goals assume equal gap reductions annually (from pre-Covid level) to reach objective. Large fall-off in graduation rate for white students, small reduction for AA students, and large gain for Hispanic students combine to make graduating Class of 2020 gaps unusually small for use as baseline.



## Continue implementation and scaling of best practices

- Get students off to a better start. Continue to focus on building momentum in the first year through the development of a comprehensive, holistic first-year program (e.g. freshman seminars, expanded cohort-based learning communities like Summer Bridge, SSS/Promise, financial literacy support), expansion of high impact activities within General Education courses, focused efforts to reduce DFW rates in targeted first year courses, continued analysis of scheduling and course caps for first year courses, elevation of career exploration within our meta majors structure, and ongoing refinement of proactive advising and early alert efforts.

There is also an important opportunity to consider how the Office of Multicultural Student Affairs' (OMSA) co-curricular programming can be integrated in these efforts to achieve greater scale and impact. For example, OMSA offers numerous events celebrating multicultural groups that, with a bit of advanced planning and coordination with faculty and

instructors, could be programmed into course syllabi to ensure larger numbers of students benefit from synergies between curricular and co-curricular offerings at UW-Parkside.

- Continue our leadership role in the Moon Shot for Equity with the aim to close equity graduation gaps by 2030. In partnership with EAB, UW-Parkside is part of the first regional consortium of institutions to commit to this goal along with UW-Milwaukee, Milwaukee Area Technical College, and Carthage College. We will implement agreed upon Moon Shot for Equity best practices including but not limited to equity mindedness training, hold reform, retention and completion grants, and transfer pathways.

Efforts on the Moon Shot have focused on retention grants, hold reform, transfer pathways, equity mindedness trainings, holistic care, and continuing to further the adoption and use of the EAB Navigate platform.

Highlights of Moon Shot efforts thus far have included: donor-contributed and federal stimulus funds deployed





to eliminate small student debts to encourage continued matriculation during COVID; many holds, built up over time and subjected to a systematic review, were eliminated; study of transfer experiences among students is underway to develop a better understanding of how it can be made more seamless; and an on-going year-long series of monthly equity trainings led by the University of Southern California Race and Equity Center is underway.

- Continue build-out of advising model. With the successful expansion of professional advising across campus and in all four colleges, we need to complete this framework by fully developing and then supporting adoption of expectations for faculty and instructor roles within this revised framework. Topics to consider include use of existing governance structures including the recently dormant Committee on Advising, the degree of centralization (university-wide) versus decentralization (department-specific) approaches, adoption of the EAB Navigate technology platform by faculty and instructor advisors to communicate with students in their disciplines, and

maintenance of up-to-date and accurate student major/minor lists.

- Develop success coaching initiatives (hopefully with Title III grant support) that focus on both underserved populations (i.e. African American, Hispanic, first-generation) and new incoming students (first-year and transfers) to provide individualized support and referral services.
- Expand access to mentoring through the expansion of the Promise Program, peer-to-peer mentoring (e.g. Always Reaching Upward, Wisconsin Scholars), Title III grant application, and the development of expectations and support for faculty, staff, and community members to serve as mentors.
- Increase support for black, Hispanic and low-income students to close equity gaps and in support of our efforts to become a Hispanic Serving Institution.
- Continue implementation and scaling of student success technologies including Academic Advising Report and Academic Planner (progress toward graduation),





Navigate (proactive student success management), CourseLeaf (course and curriculum management), Peoplegrove (networking and career development), and Handshake (internships and employment).

- Develop a specific set of strategies focused on helping get students close-to-finish-line to graduation.
- We ought to analyze major requirements along with current course offerings and identify opportunities to simplify requirements.

In completing this process, it will be important that departments identify hidden prerequisites and embed them within majors, streamline options for how to complete majors, analyze frequency of offerings to ensure required courses are offered on a regular basis (e.g., fall and spring terms) and, most importantly, provide students the opportunity to explore degree options and still complete in a timely way.

This will provide clearer paths for students, reduce or eliminate barriers to completion, allow students time to

select or confirm a major choice and still graduate in a timely way, increase access for underrepresented populations to highly structured disciplines (e.g. STEM), reduce excess credit accumulation, improve time to degree, and ultimately reduce student debt accumulation. In addition, it will be easier for the institution to manage limited resources in a more efficient manner and create a more consistent experience for students.

- Strengthen support for adult undergraduate students in programs we offer without strategic partners (e.g., UW Extended Campus or Academic Partnerships) and where student persistence and graduation rates will improve with the redesign of courses, programs, and services and the addition of success coaches. Continue to rely on the Center for Adult and Returning Students (CARS) to advocate for adult students and lead these efforts.

### Assessment

The student support that the Counseling Center provides should be evaluated. Mental and physical health issues are



mostly being addressed by reactive means. While this needs to continue, limited staffing leaves inadequate time for outreach, education, early intervention, and prevention efforts to mitigate mental health issues that negatively impact student retention and matriculation.

Utilizing the “Return on Investment Calculator for College Mental Health Services and Programs” provides insight on the impacts mental health may have on retention as well as revenue losses. See: Return on Investment Calculator for College Mental Health Services [https://umich.qualtrics.com/jfe/form/SV\\_6xN9QUSIFgtRQh](https://umich.qualtrics.com/jfe/form/SV_6xN9QUSIFgtRQh).

- To support continual improvement in student success efforts, develop a better understanding of attrition among African American (and other) students. Why do they discontinue their studies? What are the ongoing and longer-term effects of COVID? How do the number of hours worked by students affect graduation rates? What are the effects of high DFW rates in gateway courses? How does participation in HIPs affect persistence by student-level? Also, we should incorporate

student success rates from peer institutions to put our outcomes in context and look to Athletics to better understand what learnings can be applied from the higher success rates of student athletes at UW-Parkside.

- Ample evidence exists about the career-focused aims of students who attend college. We should therefore bolster how we track and report on post-graduate career outcomes of our students. These data are also critical in responding to criticisms about the return-on-investment from a university education. We expect that, among graduates, the lifetime benefits of completing a quality university education attractively priced as is the case at UW-Parkside, are strongly positive and evident in the data.
- Develop and implement an advising assessment plan to better understand contributions of the new advising model and staffing to student success.
- Assess transfer out rates among high-performing students and develop appropriate responses.



- Continue to assess effectiveness of Promise/Summer Bridge programs to determine if interventions are having a positive impact on student success.
- Evaluate alignment of Orientation & First-Year Programming, OMSA, and Campus Activities & Engagement by assessing student engagement.
- While the focus on improving student success has been devoted to undergraduates, master's-level enrollments across a range of new programs at UW-Parkside have increased markedly in recent years. We should examine student persistence and graduation rates, including disaggregating these data by strategic populations, to assess existing success levels. We should also assess policies, quality metrics, and staffing support levels for these adult-serving programs and consider appropriate adjustments where appropriate. Examples to consider include bolstering career services for master's students as well as writing support for international or ESL students.

### Messaging

- Continue to build momentum and support for student success initiatives by celebrating progress and success stories across campus and balancing this with reminders of the ongoing need for continuous improvements in graduation rates and reductions in equity gaps.
- Highlight what is possible for our first-generation students by featuring quality outcomes of peers and increasing visibility of 4-year career development curriculum.





# CONTINUE TO GROW ENROLLMENT

## Develop Enrollment Management Plan

- Given steady incremental declines in undergraduate enrollment for many years, the recent sharp decrease likely due to the pandemic, and unfavorable demographic projections, we should develop an enrollment management plan that is bolder and more ambitious in scope. It should include ongoing efforts to improve student success, revise program array, increase college-going, identify efforts in student markets where there is greater potential for growth, consider existing and new partnerships, and incorporate plans to optimize financial aid and recruitment strategies and tactics.

## Continue improving student success

- Continuing to increase retention and graduation rates will increase the rates that students persist through to graduation. Boosting reenrollment and lessening attrition are sound enrollment management strategies and will help

shore up undergraduate enrollment within what is expected to be a flat to declining regional market through 2025 and drop off substantially after that.

- Five years ago, graduate programs represented one-fifth of current student enrollment (3 percent vs 15 percent). With enrollment growth at the master's level, we should examine whether policy, practice, or organizational changes are required to ensure we are serving students well and providing our colleagues the support they need.

## Continue program innovation efforts

- Recent enrollment growth at UW-Parkside is attributable to faculty launching new programs, mostly online and at the master's level. Strategic partnerships with UW Extended Campus in offering collaborative online programs and with the online program management firm, Academic Partnerships, are yielding gains especially, for example, in the Online MBA. The Flex BSBA program, a competency-based program tailored to the needs of adult students and the only one of its kind in an AACSB-accredited business school, holds much promise as well. A partnership





with ReUp is helping us systematically communicate with individuals who left without completing their degrees and, through active coaching, helping them return to complete what they started. We ought to continue to encourage program innovation, especially in expanding adult and degree completion markets with offerings including additional collaboratives, badges, certificates, and returning student initiatives.

We should be attentive to preserve the curricular dynamism incentivized by locating personnel decision-making authority within our colleges and maintaining a budget model that funds them based on the number of students they effectively serve.

Also, as the pandemic eventually subsides, we should develop a longer-term strategy for determining which courses and programs ought to be delivered via face-to-face, hybrid, or online modalities and ensure these decisions prioritize the needs and preferences of students. Also, do the 52 classrooms outfitted with distance learning technology during COVID give

us additional longer-term capacity we can take advantage of for remote course delivery opportunities? Should we consider equipping all our classrooms similarly and what would be the benefits?

While overall enrollment increased from 2017-2020, the number of segregated fee (SEG fee) paying undergraduates in traditional programs has continued a long-term decline and we need to reevaluate how SEG fees are charged. We rely on SEG fees to fund student services and activities that help create enriching and engaging student life on campus, a critical part of student success strategy. For example, SEG fees fund student organizations and athletics, concerts and lectures, student government, student-focused facilities like student unions, and personnel that provide student health and other services. Also, with the successful elimination of developmental courses in math, we will lose 136 funds from these courses that are used to cover costs in our tutoring office, Parkside Academic Resource Center (PARC). An alternative funding source will be required here.



### **Support Gateway Technical College's effort to add AA/AS degrees**

- Our largest feeder institution is Gateway Technical College. About 100 students transfer each year and 30 eventually graduate. In comparison, almost half the students that transfer from other two-year colleges go on to complete. The reason for the difference is that the courses Gateway students take are mostly not intended for nor are they eventually accepted as transfer credits toward our bachelor's degree programs. This leads to wasted time and money for students and causes higher attrition. To improve the transfer pipeline, we are working with Gateway as they seek approval to add traditional Associate of Arts and Associate of Science degrees that are intended for students who wish to eventually earn bachelor's degrees.

Milwaukee Area Technical College (MATC), a feeder to UW-Milwaukee (UWM), offers both technical college as well as traditional associate degrees. In a recent five-year period, over six times the number of students transferred from MATC to UWM after earning a traditional associate degree as compared to a

technical college degree (284 vs. 47). Further, the transfers with traditional associate degrees graduated at almost double the rate (73 percent vs. 38 percent). These data from MATC and other two-year colleges suggest we should expect the number of transfers to UW-Parkside and the rates at which they graduate to increase if Gateway is authorized to add traditional associate degrees. Further, we expect this to disproportionately benefit students of color.

To fully realize the benefits of these improved pathways, UW-Parkside and Gateway have signed an MOU that will help ensure Gateway students who express an interest in a four-year degree are advised into the appropriate pathways and that there will be a staff presence by UW-Parkside to assist in these efforts.

### **Continue efforts to prepare to apply for HSI designation**

- Hispanic students make up about 20 percent of enrollment at UW-Parkside and this proportion is steadily growing. The Hispanic Serving Institution (HSI) designation requires 25 percent Latinx/



a/o enrollment with benefits including government advocacy by the Hispanic Association of Colleges and Universities, access to grants, conferences that facilitate networking and best-practice sharing among member institutions, and internships, scholarships, and conferences for students. The designation, once earned, would further strengthen UW-Parkside's ability to attract and retain Latinx/a/o students.

There is a Spanish major and minor that plays a part in appreciation, recognition, and support of Latinx/a/o heritages. Those who teach Spanish courses also plan and contribute to campus activities celebrating Hispanic and Latin American cultures, and offer “comfortable spaces” for many Spanish speaking students.

Significant and varied efforts are ongoing to prepare the campus. There is a campus-wide HSI Committee, staff support and programming through the Office of Multicultural Student Affairs (OMSA), a comprehensive HSI website (<https://www.uwp.edu/explore/aboutuwp/hsi/hsi.cfm>) and bilingual website content for the College of Social Sciences and Professional Studies. Staff participates in

the HSI Network of Wisconsin institutions working to achieve this designation. Program offerings, too long to fully list here, include Parkside Presente!, a podcast providing updates to Spanish speaking students and the community during the pandemic; Universidad para Padres, information sessions for Hispanic parents on higher education; Descubre Parkside, Spanish-only campus visit events for middle-school students and their families; Yo Soy Parkside, an annual visit day for prospective Spanish-speaking high school students and their families; “We’re Here for You” en Español, recorded video messages for Hispanic students and their families; a grant-funded program for high school students and teachers titled, “Uncovering an Alternative Historical Narrative: A Hispanic American Perspective;” and numerous other events, attendance at conferences, and celebrations of Spanish heritage.

To ensure the sustainability and scaling of this significant programming and that UW-Parkside is prepared to apply for the HSI designation within the next three years, hiring an additional staff member will be necessary.





## Financial aid strategy

- State funding now provides for only about 25 percent of UW-Parkside's budget needs. There is potential to expand scholarships to support recruitment, retention, and graduation of students and the bold goal of 50 percent more graduates annually. Many students struggle to afford college often experiencing a "gap" between aid available to them and the remaining costs of their education. Many work several jobs that slow their academic progress as they balance work, school, and family responsibilities. Often they rely on loans. In 2018-19, UW-Parkside students who took out loans graduated with an average of about \$25,000 in debt. Others may put their education on hold for financial reasons and may never return to complete their college degree. Scholarships can change this picture for UW-Parkside students and why fundraising to support these are a central aim of the university's comprehensive campaign.

During the early months of the ASAP 25 implementation, we will also continue to make best use of remaining federal

stimulus funds to support student persistence, graduation, and perhaps recruitment as permissible.

- The Parkside Promise Plus Program is a financial aid (and student support initiative signified by the "Plus") that covers the gap between what is provided by financial aid packages and the cost for tuition and segregated fees. Students with limited financial resources are eligible for up to four years of support and program participants receive additional attention, support, and access to services that lead to better persistence and graduation rates. A priority within ASAP 25 should be to expand the Promise program to benefit more students who qualify. This will also disproportionately benefit students of color. Could we also consider an "adult promise program" tailored to the needs of non-traditional learners but still providing much-needed financial aid?
- There are many thousands of students who attended UW-Parkside and did not complete their degrees. Additional efforts to reengage these many individuals are needed. A recently-launched partnership with ReUp, facilitates outreach to





individuals with incomplete degrees and, through pre-enrollment counseling and post-enrollment advising and coaching, has helped almost 100 students return to their studies at UW-Parkside. We should continue such efforts and also consider financial aid strategies for returning part-time students that permit them to eliminate unpaid balances through sustained satisfactory academic performance.

- An open educational resources (OER) effort is being piloted through the leadership of the campus Library. An initial group of ten colleagues are developing adoption plans for their classes that should save students significant costs especially if additional professors become engaged. In preparation for the 2021-22 academic year, instructors will complete a brief Canvas course to become familiar with OER, collaborate with a librarian to identify OER resources appropriate for their classes, incorporate selected resources into course design and resolve technology issues, use the materials in

courses during the 2021-22 academic year, complete assessments to document instructor and student experiences, and receive small stipends.

### College-going

- Polling data indicates only half of American adults think colleges and universities are having a positive effect on the way things are going in the country these days and almost four-in-ten (38%) say they are having a negative impact, up from 26% in 2012.<sup>15</sup> In spite of data indicating the substantial monetary, health, cultural, and civic benefits of a higher education, an increasing proportion of the public is skeptical. With data-driven confidence in the value of a higher education, it is our responsibility to make the case more effectively in our region including the lifetime value of a four-year college degree, opportunities to save time and money by earning college-credit while in high school via the Parkside Access to College Credit (PACC) Program, and the Parkside Promise Plus Program



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<sup>15</sup> Parker, K. (January 30, 2019). The Growing Partisan Divide in Views of Higher Education. Pew Research Center: Social and Demographic Trends. [https://www.pewresearch.org/social-trends/2019/08/19/the-growing-partisan-divide-in-views-of-higher-education-2/#:~:text=Gallup%20found%20a%20similar%20shift,\(68%25%20to%2062%25\).](https://www.pewresearch.org/social-trends/2019/08/19/the-growing-partisan-divide-in-views-of-higher-education-2/#:~:text=Gallup%20found%20a%20similar%20shift,(68%25%20to%2062%25).)

that meets the needs of students with limited financial means.

Taking this on will be advanced through further cross-institutional collaboration with member institutions in the Higher Education Regional Alliance, the collaborative of 18 higher education institutions in Southeast Wisconsin. Continuing partnerships with Kenosha and Racine Unified School Districts, Higher Expectations, and Building Our Future to strengthen college-going culture in our community will also be essential. There may also be opportunities for joint marketing of improved educational pathways between UW-Parkside and Gateway Technical College that could engender positive attitudes. Funding from the UW System to launch a college navigator initiative in local high schools will assist in reaching high school students directly. We should also consider application for a TRIO precollege grant. Succeeding in these efforts ought to have positive effects on college-going rates in our region.

The Parkside Access to College Credit Program, started four years ago, served about 500 students in the 2020-2021

academic year by offering high school students courses that earn them college credit. Fifteen courses and seven high schools are currently participating and the PACC Program continues to grow. Many students who take PACC courses end up matriculating at UW-Parkside after realizing they are capable of performing at the college-level. We need to ensure the PACC Program continues to grow and may need to respond with changes in how we price our courses. At almost \$100-per-credit, PACC courses are half the cost of in-state tuition but still inaccessible to many of the students we wish to serve who would benefit by having access to them. Taking concurrent enrollment courses increases the likelihood of college attendance, a critical need in our region. Evidence of the likely effect of such a change is the scale of the concurrent enrollment program at Gateway which enrolled about 7,000 students in fall 2021 and whose courses are offered at no charge to students.

Finally, to make college-going more attractive, we should collaborate with strategic partners to assemble career pathways that can be presented to high school students as opportunities that link



career interests with relevant concurrent enrollment courses in high school, scholarships to attend UW-Parkside in aligned majors, field experience while in college and post-graduate employment, including incentives to remain in the region to work and to purchase housing. In high-need fields in the region like teaching, criminal justice, and nursing, such efforts would address talent shortage needs as well as quality of life equity gaps that are particularly troublesome in Southeastern Wisconsin.

We should also consider whether there are changes to our admissions processes that would encourage college-going by making UW-Parkside more welcoming to BIPOC students who are less likely to attend university.



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<sup>16</sup> Complete College America. <https://completecollege.org/purposefirst/>



# CONTINUE TO ENHANCE CURRICULUM RELEVANCE

## An updated vision for a UW-Parkside education

Priorities in ASAP 25 suggest we need an updated vision for undergraduate education at UW-Parkside. We prioritize inclusive pedagogy and content, the need to thoughtfully define a program delivery modality mix that balances the needs of students and positions the campus to grow, and that responds to the career-focused motivations for why students attend university and how this reflects the value they (and others) ascribe to the experience.

Is there an opportunity to redefine how we position the liberal arts and sciences that doesn't emphasize the traditional structure of our academic disciplines but rather the learning and skills aims of our students? For example, effective written and oral expression, critical thinking, teamwork, and personal and social responsibility are career-long skills for advancement and also learning aims of

General Education and bachelor's degree programs. What can we do to help us communicate this to our constituents?

These, and other values, should be integrated in a future-focused exercise that has as its goal, setting out an integrated vision for a UW-Parkside undergraduate education in the coming years.

### Purpose First

- The current Academic Plan emphasizes enhancing curriculum relevance by further embedding career development knowledge and skills in students' curricular experiences. While not a strategic focus in the past four years, it should be in ASAP 25 and it should include co-curricular activities as well. A rationale for such efforts is advocated for by Complete College America. Institutions should: "Empower students with resources to make informed, early choices of majors and programs of study, building early academic momentum and ultimately increasing their likelihood of success and completion." Starting with the recruitment and admissions process,





through an onboarding that includes meta-major selection, and on to first-year experience courses and career-aligned co-curricular experiences, students are more likely to discover their purpose and attain the momentum they need to carry them through the first year when they are often most vulnerable to discontinuing their studies. This is sorely needed as the latest available data indicates that we still lose close to 50 percent of first-time, full-time freshman by their junior year!

We should implement a comprehensive, four-year career exploration and professional development plan that guides students through reflection and exploration, preparation, and application aimed toward helping students identify interests, skills, and values; decide on a major; explore internship opportunities; and ready them for post-graduation opportunities.

Our majors are sometimes designed with a scaffolding and prerequisite structure that inhibits exposure to courses of interest until the junior year. The time and money students are required to invest before they gain access to their majors

leads to higher attrition. Is it possible for more majors to expose students to courses in the freshman year? Complete College America recommends nine credits as the objective. This, as part of a Momentum Year, includes taking 30 credits, completing required math and English courses, and selecting a major. With co-curricular career exploration opportunities layered in, more students would discover their purpose and direction and develop momentum that would improve retention rates to the second year and beyond.

#### **Internships, campus employment, and student work**

- With significant foundational progress made in strengthening internship and campus employment at UW-Parkside, efforts in ASAP 25 should focus on scaling these efforts to engage more students and supervisors.

For internships, encouraging more colleagues to incorporate internship courses into majors is a preferred strategy as it integrates this high impact and relevance-enhancing experience



with courses students are taking in their disciplines. It also makes them more accessible to most of our students with jobs and who are less able to participate in co-curricular activities. It is also a sustainable teaching model financially as it recognizes instructor effort within workload duties. Existing courses in Communication, Criminal Justice, and Applied Health Sciences offer helpful models. The approach adopted by the College of Natural and Health Sciences that accounts for individualized instruction is helping scale efforts as well. What can we do to support more of these efforts?

The campus-employment program has established a learning and quality-enhancing approach through the collaboration of the Office of Community and Business Engagement, Human Resources, and various Student Affairs units. It was interrupted by COVID but should expand with continued recruitment and support of supervisors that wish to upgrade student learning experiences as well as the (already significant) value of their contributions to the work of UW-

Parkside. Doing this as part of a plan to raise students' hourly wages would also benefit attraction and retention of students into important roles as tutors, peer advisors, admissions ambassadors, and other student, staff, and community-facing roles across campus.

### **Remove barriers for working students by expanding academic supervision of career-congruent work experiences**

An important gateway experience to prepare students for postgraduate employment, internships for most UW-Parkside undergraduates just don't work. Each year, six-to-eight percent of our students do internships for credit. In a 2018 survey conducted by the Center for Research in College-Workforce Transitions at UW-Madison, 61 percent of UW-Parkside student respondents indicated the biggest barrier to doing internships is "having a job."<sup>17</sup> UW-Parkside students regularly demonstrate their ability to find and maintain paid jobs because they need them to pay for their education.



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<sup>17</sup> John Fischer, J., Hora, MT., Grinsfelder, M., Anaya, E. (2021) College Students at Work: Exploring the Career Development Experiences of Working Students at UW-Parkside in 2020. Center for Research on College-Workforce Transitions Wisconsin Center for Education Research, University of Wisconsin-Madison

What if, with learning goals specified, a set of academic deliverables, faculty and staff supervision that is compensated and where the onus on finding employment rests with students, and with the engagement of employer supervisors, we would award academic credit for selected non-internship work our students already do?

This would remove the structural barrier our students face in obtaining academically guided work experience for credit, help them progress toward degree-completion, and strengthen university-employer collaboration in talent development, a critical economic development challenge in our region. A team of faculty and staff, led by the Faculty Director of Internships, is working on this equity-building strategy.

### **Continue building out, scaling, and assessing HIPs strategies**

The excellent work the campus has done in CBL, internships, and campus employment should continue to mature, scale, and engage more colleagues and benefit more students.

In ASAP 25, a major effort will be to expand access to HIPs for lower division students through the General Education curriculum. Under the leadership of the General Education director, strategies being considered include integrating high-impact practices into existing Gen Ed courses, creating a required Gen Ed course focusing on interdisciplinary learning and problem-solving, creating first-year Gen Ed learning communities, and creating a one-credit capstone course for the Gen Ed curriculum focusing on thinking beyond the classroom and on the value of Gen Ed courses for students' majors and future careers. We should be explicit in how we balance expectations for scaling HIPs with the countervailing need to appropriately manage class sizes to ensure sustainability of these efforts.

We should continue efforts to assess the learning and other impacts of recent improvements in the CBL, internship, and campus employment areas to discover whether the intended outcomes are evident in the data and to continuously seek to improve. One important opportunity is to examine HIPs participation by level (e.g., freshman,





sophomore, junior, senior) to see if there are differences in success rates (e.g., persistence, graduation rates) among participants and non-participants.

We should also broaden our definition of HIPs as there are disciplinary pedagogies without such labeling that possess engagement-building traits, for example, those in the arts. Using a more inclusive construct will give us a fuller and more accurate view of the overall quality of our curriculum by capturing more of our teaching that is truly “high impact”.

According to the AAC&U, “writing-intensive courses” are a high impact practice, and written communication skills regularly place near the top of traits that employers want and expect from college graduates (NACE 2021). At this time, UW-Parkside students are only required to complete a basic writing skills requirement. Depending on placement, students may have to complete ENGL 100 (Fundamentals of English) and ENGL 101 (Composition and Reading), only ENGL 101, or in rare cases may place out of the requirement altogether via a placement score or AP credit. Currently

UW-Parkside has no requirement for any additional mid or upper-level writing-intensive course, either within the majors or in a more general Writing Across the Curriculum program. In contrast, many other UW campuses do have an additional writing requirement (such as the Comm B requirement at UW-Madison), a writing competency requirement in each major (UW-Whitewater), or the completion of required “Writing Emphasis” courses (UW-La Crosse, UW-Green Bay). Our campus should explore such options to make sure all students across the university experience writing-intensive courses beyond the level of ENGL 101.

- Should we also develop an overall HIPs strategy that identifies other practices for additional support and investment like, for example, undergraduate research, writing across the curriculum, learning communities, study abroad or exchange programs (e.g., in-country opportunities for underrepresented minority students offered by the National Student Exchange Program), as well as those that are worthy but outside the list of options that can be meaningfully funded?





For example, we know that undergraduate research supervised by a faculty member is a powerful learning experience. The Provost Office, in collaboration with the deans and faculty, could develop a proposal-driven course-reassignment opportunity that would permit selected and significant-scale projects to be planned and implemented without having to build a bank of accumulated individualized instruction credits as is the (laudable) current method used in the College of Natural Sciences. Finally, should we develop four-year model HIPs plans as guides for students to use as they think about their plans?

### **Enhance access among external users to university labs**

UW-Parkside has millions invested in labs across campus disciplines that are critical curriculum relevance-enhancing and research-supporting facilities for students and professors. The Center for Research in Innovation and Smart Cities will study the feasibility of expanding access to these labs by external organizations and start-ups, and supporting the colleges

in building staffing to do this. The App Factory, which has dedicated staff and activities integrated with the curriculum, is a current example of what may be possible in other labs across campus.



## CONTINUE TO STRENGTHEN CAMPUS COMMUNITY

### Develop and implement long-term salary increase strategy

- In the past five years, regular salary increases have returned, there were two small equity-increases, and small additional increments have been added for faculty promotions to associate and full professor. One college used salary savings from an unfilled position to augment salaries. Another used revenues from enrollment growth to do the same. It is important to note as well that many professors earn supplementary pay through overload teaching assignments. Still, there are significant base salary gaps with peer institutions for our full professors (\$18,852), associate professors (\$12,689), and instructional academic staff (\$14,206). With recruiting at close-to-market rates in recent years, the gap at the assistant professor level is smaller (\$2,606).
- The data we have available permits us to understand some of the challenge. If we focus on the colleges and exclude non-

college units, we are able to estimate the cost to bring all salaries to peer averages. The average cost per student-credit-hour for peers in the Delaware Cost Study is \$222. The average annual student-credit-hours generated at UW-Parkside (over the past two years) is 99,148. Multiplying annual credit hours at UW-Parkside by the average cost-per-student-credit for peers yields \$22,001,835, or what our colleges would collectively cost if they were funded at the average level among peer institutions. The actual total cost of our four colleges is currently \$18,765,981, \$3,235,854 less than what it would be if they were funded at the peer average. Since about 97 percent of the costs of our colleges are personnel, a reasonable estimate of the cost of bringing all salaries to market rates would be a 17 percent increase in annual budget. Of course, this does not include costs to address gaps that may exist for non-instructional colleagues.

- Within the UW System, average non-instructional salaries in 2020 at UW-Parkside for unclassified and professional academic staff colleagues are similar to the averages across all the comprehensives. (Unclassified - UW-Parkside - \$86,339, Comprehensives



- \$86,226; Non-instructional Academic Staff - UW-Parkside - \$53,006, Comprehensives - \$51,829).

- Raising salaries to competitive levels will require a long-term approach including, possibly, a revision in the Budget Model for our four colleges that are all underfunded relative to peers. We should develop such an approach in ASAP 25 and put ourselves on a sustainable path toward closing these gaps.

#### **Follow through on EDI plans**

- Strengthen the inclusivity of campus culture and climate by following through on EDI plans discussed above to recruit more colleagues of color, hire a new Associate Vice Provost to lead the Center for Excellence in Inclusive Teaching and Learning, building a team to assist in this work in programing developmental activities for faculty and staff, facilitating anti-racist curriculum change, and supporting the campus's capacity to successfully apply for the Hispanic Serving Institution designation.

- We should clarify current levels of diversity among strategic populations at campus, college, and department levels and then set specific diversity recruiting and retention goals and monitor efforts.
- We need also to assess the attitudes and experiences of current colleagues of color at UW-Parkside, understand why they are or are not retained and/or satisfied, and then modify our practices accordingly.

#### **Develop program modality delivery and place-of-work strategies**

- Develop student-centered modality delivery strategies for programs, courses, and for employee workplace expectations recognizing that COVID has caused changes unlikely to be reversed. There is also an important opportunity to better consider the needs of caregivers. A 2021 report by the Caregiving Task Force based on a UW System-wide survey of caregivers indicates that colleagues with these responsibilities, more than anything else, seek greater flexibility in work arrangements.





### **Increase engagement with Academic Staff and University Staff Committees**

- The Provost should engage more consistently and intentionally with Non-instructional Academic Staff and University Staff Committees, better understand and, over time, seek to better respond to their interests and needs.
- Initiatives to consider for additional support include developing clearer promotion pathways for Instructional and Non-instructional Academic Staff and University Staff; increases in funding and encouragement for professional development including tuition support for continuing education; and an assessment of salary competitiveness with national peers.





*I'm a returning student who came back to school and changed her career path. It has taken me many years to come to the realization that I am both capable of and want to pursue a career in science. As a returning student who can no longer rely on her parents for financial support, the Future Focus Scholarship made it possible for me to attend UW-Parkside and lessen the burdens of student loans. Your generosity has not only made my new-found aspirations attainable, but it has also motivated me to work harder than ever. In addition, I feel inspired to one day pay your kindness forward to future students who, like me, would benefit immensely from the altruism of others."*

Christiane Laskowski







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