

**From:** [Ducoffe, Robert H](#)  
**To:** [Ducoffe, Robert H](#)  
**Subject:** ASAP 25: On Campus Community  
**Date:** Monday, August 29, 2022 7:07:44 AM

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Colleagues,

The fourth goal in the [Academic and Student Affairs 2025 Plan](#) (ASAP 25) is to support our *campus community*, in other words, the faculty and staff at UW-Parkside. In spite of headwinds we face in higher education, I know each of you sets out daily to do your best for our students and you deserve to be well-supported for the important work you do. A quote from Harry Truman (1947) reminds me of this:

“If the ladder of educational opportunity rises high at the doors of some youth and scarcely at the doors of others while at the same time formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.”

What we do strengthens the roots of our democracy and we have much to accomplish together as a campus community. Let’s take a look at what we’ve done (see: ASAP 25 pp. 41-49) and consider what we need to do (pp. 78-80).

#### What we’ve done

- There are a few more us to share the load. Over the past seven years, the number of faculty has increased from 113 to 131, the number of instructional academic staff decreased from 51 to 40, and the number of adjunct colleagues rose from 52 to 72. Overall, the number of full-time employees at UW-Parkside was 515 in 2015 and 518 in 2021, but this excludes outsourced management of 23 staff that maintain our wonderful campus.
- The array of paid development experiences offered to colleagues to support their teaching has expanded.
  - Online Course Developer (and QM) Workshops - Started 2010 - 176 participants
  - Community-Based-Learning Workshop - Started 2016 - 57 participants
  - New Faculty and Staff Colloquium - Started 2018 - 44 participants
  - ACUE - Started 2018 - 118 participants
  - Internship Supervision Workshop - Started 2019 - 46 participants
  - Culturally Responsible Teaching & Learning - Re-started 2019 - 56 participants
  - HIPS in General Education Workshop - Started 2021 - 20 participants
  - Online Learning Consortium – Started 2022 - 3 courses taken
  - PACC Workshop on Online Course Development - Started 2022 - 2 PACC teachers
  - Other instructional development opportunities include: Intermediate and Advanced Online Course Developers Workshops; Wisconsin Teaching Fellows and Scholars; and OPID Faculty College.
- A pattern of regular salary increases has been restored which has prevented us from losing further ground. There were five two-percent pay plan increases across the UW System (2018, 2019, 2020, 2021, 2022), another coming in 2023, 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). One college used salary savings from an unfilled position to augment salaries (CNHS). Another used revenue from enrollment growth to do the same (CBEC).

- The Faculty and Academic Staff Professional Development Fund (\$35,000 annually), the Academic Staff Professional Development Fund (\$8,000 annually), the Undergraduate Research fund (\$40,000 annually), and the Committee on Research and Creative Activity (\$30,000 annually) provide support for travel, research and creative activity, and other professional development costs.
- Support for research and creative activity is maintained by funding faculty half- or full-year sabbaticals. Over the past seven years, 34 colleagues have taken or been approved for sabbaticals that provide additional time for research and renewal. Support for sponsored research and creative activity is provided through our engagement with WiSys that facilitates a research administration partnership among 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). Twenty-one faculty took advantage of this workload policy 40 times from Fall 2017 to Spring 2022.
- UW-Parkside's annual totals in grants and contracts, using FTE students to correct for campus size, are below peers and above the UW comprehensives. To enhance our capacity, and in alignment with the [Strategic Framework](#) priority to establish a center for community research, support from the UW System matched by our campus was used to establish the Center for Research in Innovation and Smart Cities (CRISC). A search for a new director is underway.
- We are doing better at retaining faculty (mean percentage annual retention rate in the mid-90s), followed by limited staff (mean percent rate in the mid-80s) and instructional academic staff, non-instructional academic staff, and university staff (all mean percent rates in the low 80s).
- We have more colleagues of color at UW-Parkside (20 percent), more than double the UW Comprehensives average, and a bit below our peer group average. Within this broader group, however, only about 13 percent identify as either Latino or African American, well below the overall rate for our students.
- Dr. Amber Handy is leading the Center for Excellence in Inclusive Teaching and Learning focusing on instructor development and curriculum change and we've implemented two recent campus climate surveys among students that will generate insights and actions. We've created the Equity, Diversity, and Inclusion Council; the Student Equity, Diversity, and Inclusion Council, implemented student success strategies to close equity gaps and improve success rates of our underrepresented students; and 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 to eliminate gaps in graduation rates among White and historically underserved student populations by 2030.

- The physical infrastructure of the campus has been improved. About half our classrooms are now outfitted with lecture capture and interactive technology. The renovation of Wyllie Hall is complete. Continuing lab upgrades, like the Johnson Integrated Sciences Lab, the Interactive Classroom in Greenquist, 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.

### What we need to do

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- Raise salaries to competitive levels – Salaries among professors and lecturers are not competitive with peers, with the exception of those at the assistant professor level. Non-instructional staff salaries are similar to those across the UW comprehensives. This is probably a long-term project requiring we accept two assumptions. First, the State is unlikely to address this fully given competing needs. Second, our financial strength is connected to how many students we serve and how well we serve them. There also may be limited opportunities to redeploy salary savings from vacant positions to increases for others.
- Continue to strengthen campus culture and climate – We should continue to recruit more colleagues of color, build out the team to assist in the activities of the Center for Excellence in Inclusive Teaching and Learning, and support our readiness to apply for the Hispanic Serving Institution designation. We also need also to systematically and periodically assess the attitudes and satisfaction levels of all colleagues at UW-Parkside to better understand how all of you are doing and, importantly, adjust where necessary. John Standard has identified six qualified survey vendors and I will invite a team to consider our campus aims in advance of arranging open campus-wide presentations with interested firms.
- Develop intentional, overall modality delivery strategies for programs, courses, and for employee workplace expectations - COVID has accelerated 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.
- Facilitate more campus dialogue – The past two years have impacted all of us and we are planning a series of guided conversations, without senior administrators attending, to help ensure all voices are heard and to create spaces colleagues feel comfortable talking about challenges, successes, innovations, and how we can better support you. I appreciate Natalia Taft and Christopher Hudspeth for suggesting this and Amber Handy for developing a plan for how to proceed. Look for more information soon.
- Create an Innovation Grants program – We will consider creating a small grants program available to all colleagues, individually or in groups, to encourage experimentation to continue to improve student outcomes at UW-Parkside. Proposals could involve curriculum, co-curricular activities, or community engagement and could address one or more of the

priorities in the ASAP 25. My thanks again to Natalia and Christopher for suggesting this and to Amber for devising a good approach. We'll update you on this initiative early in the semester as well.

- Engage more regularly with Non-instructional Academic Staff and University Staff – This will help us better understand and respond to your needs and interests including, for example, supporting clearer promotion pathways and increases in support for professional development.

Thank you again for reading this far! As always, your feedback of any kind is welcome. Previous memos in this series are posted on the [ASAP 25 Updates](#) page.

I wish you the best as we begin the fall semester!

- Rob

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