

# Academic Plan Review

Working Draft 5.0

Based on feedback from the Chancellor's Cabinet,  
Provost Leadership Group, Department Chairs and Directors. Academic  
Staff Committee, University Staff Committee

March 2020

BOLD BEGINNINGS.



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# Thank you!

- All of you whose efforts move us forward
- Participants and many colleagues, advisors, and students who provided feedback to build current plan
- Members of the Academic Cabinet for their partnership and leadership
- The Chancellor and her Cabinet for their engagement and support
- John Standard for providing data on which we rely to understand how we are doing

# Aims

1. Share status of Academic Plan efforts
2. Receive feedback to strengthen this assessment
3. Share “what next” ideas
4. Collect additional “what next” ideas
5. Incorporate into 2021-2025 Academic Plan

2017-2020 Academic Plan at:  
<https://www.uwp.edu/explore/offices/academicaffairs/academicplan2017-2020.cfm>

# Discussion Questions

1. What do you like?
2. What's don't you like?
3. What's missing?

- Jump in as we go!
- Focus is on collecting your ideas; not evaluating them

# An example of something missing...

- Why isn't it called the Academic and Students Affairs Plan?

# Background

- Previous academic plan (2012-2020) was based on excellent analyses; 2016 review indicated need for more focus and implementation
- Summary of progress prepared
- Summary of progress and goal-ranking survey distributed to constituents
- Provost and Committee on Academic Planning used input to propose four strategic goals/commitments endorsed by Faculty Senate

# Academic Plan Goals

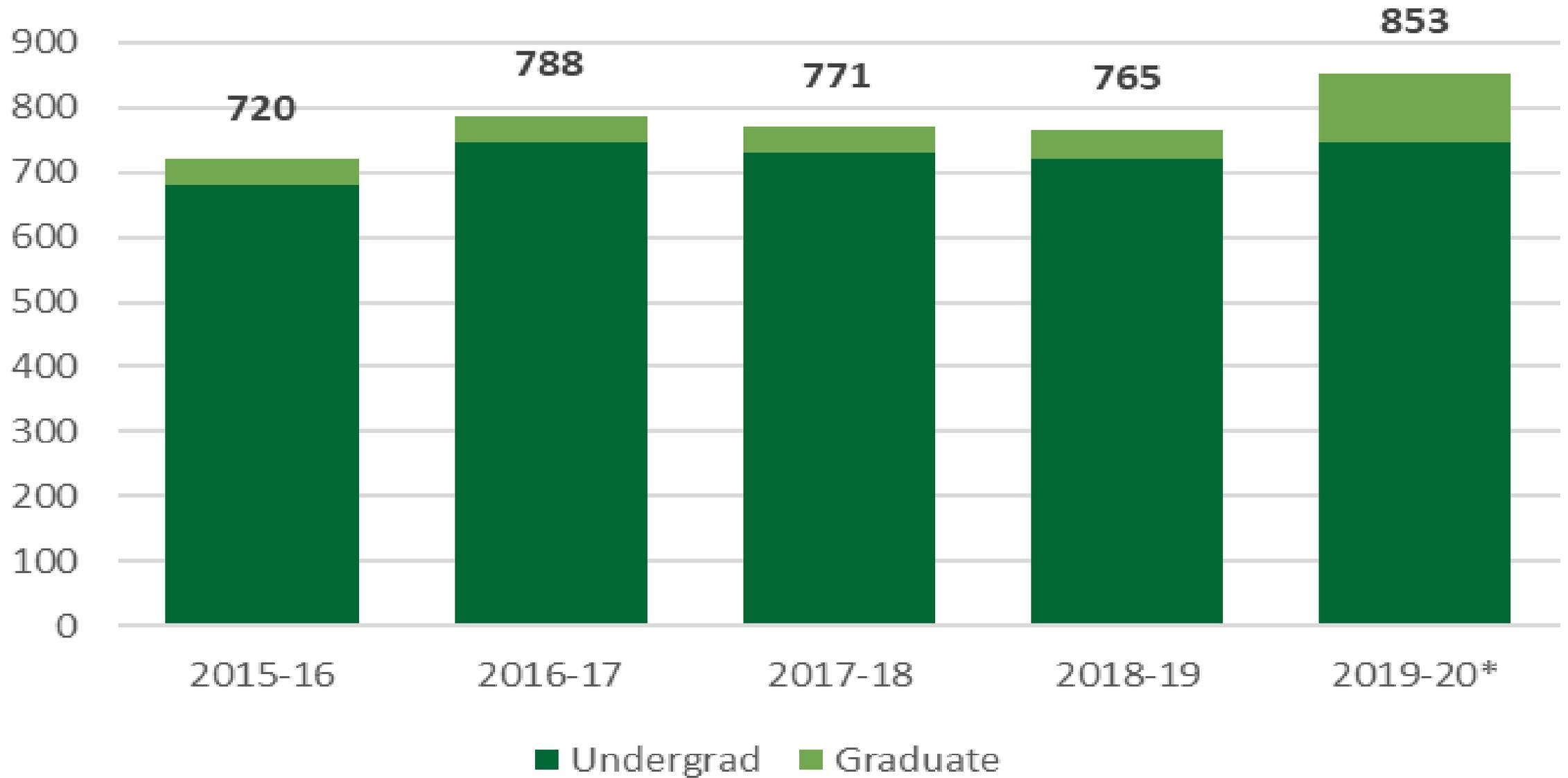
- |                         |   |
|-------------------------|---|
| 1. Student Success      | FT, FT 6-year grad rate of 50%;<br>eliminate achievement gaps |
| 2. Enrollment           | To 5,000 students   |
| 3. Curriculum Relevance | Each undergraduate has at least<br>two high-impact practices  |
| 4. Campus Community     | Improve faculty and staff support                             |

Updates on Academic Plan at:  
<https://www.uwp.edu/explore/offices/academicaffairs/academicplanupdates.cfm>

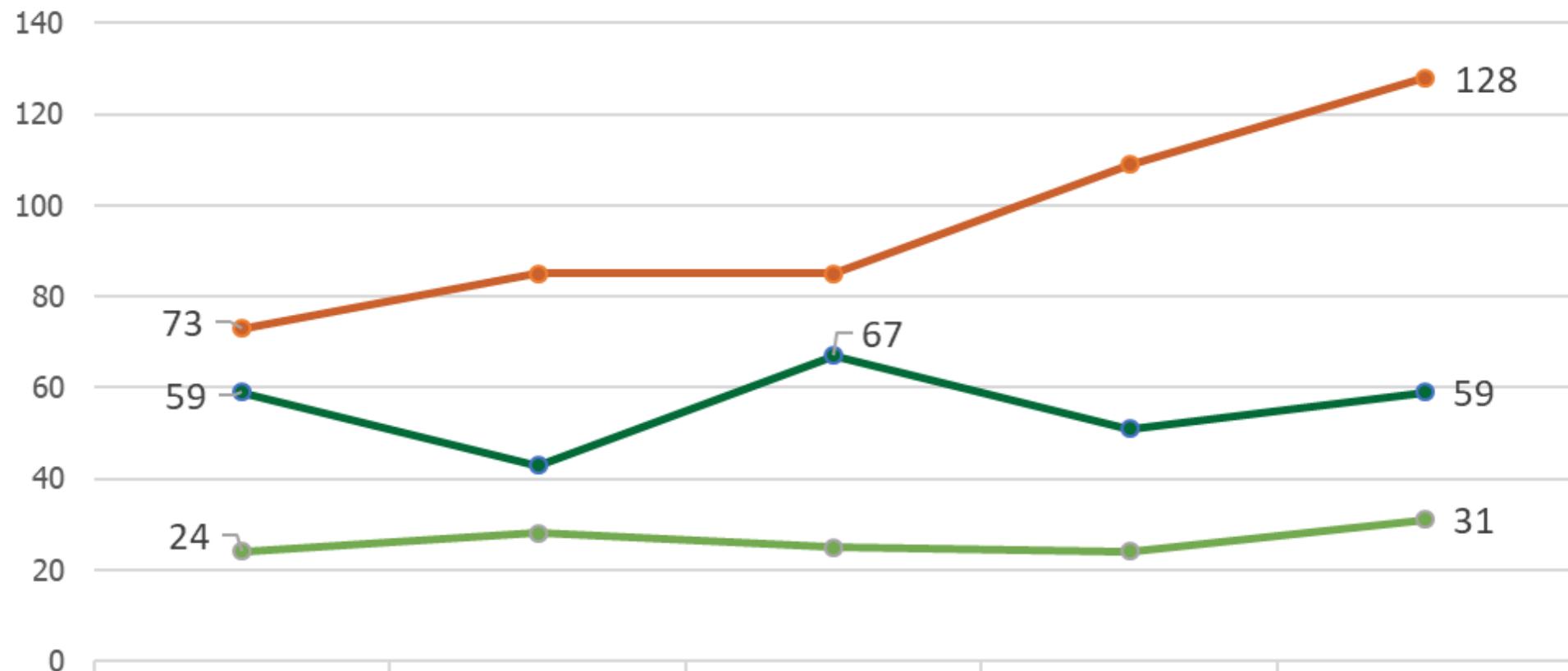
# 1. Student Success Strategies

- 15-to-Finish
- Math Pathways and Co-Requisite Remediation
- Supplemental Instruction and tutoring resources
- Meta majors
- Emergency grants
- Common advising experience for all students
- Stereotype and belonging interventions
- Structured, student-focused scheduling
- Technology to support student success

# Graduates by Academic Year

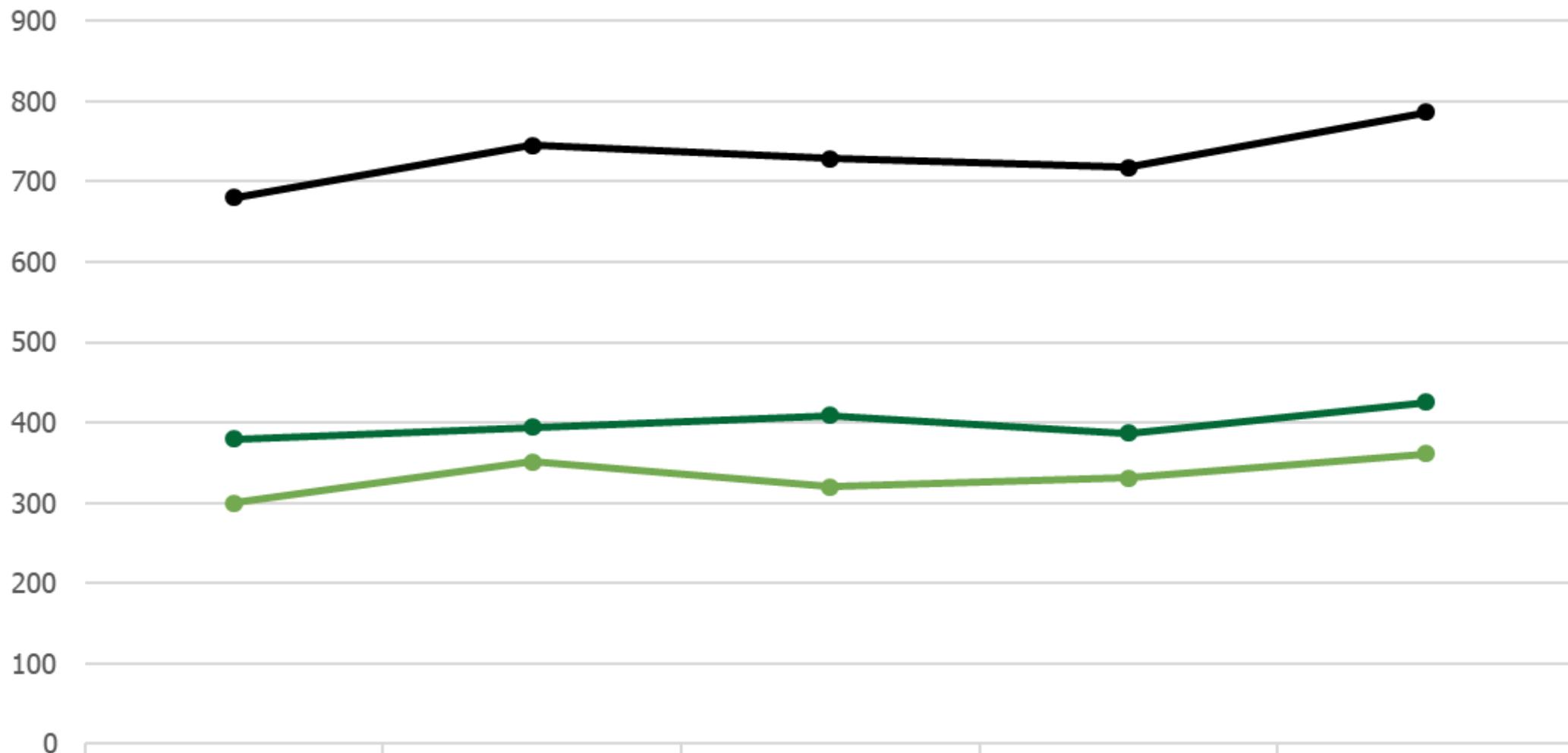


## Bachelor's Degree Recipients by Ethnicity - 2015-16 to 2019-20



	2015-16	2016-17	2017-18	2018-19	2019-20
<span style="color: green;">●</span> African American/Black	59	43	67	51	59
<span style="color: orange;">●</span> Hispanic/Latino	73	85	85	109	128
<span style="color: lightgreen;">●</span> Other URM	24	28	25	24	31
<span style="color: yellow;">●</span> Non-URM	524	589	549	534	569
<span style="color: black;">●</span> Total	680	745	726	718	787

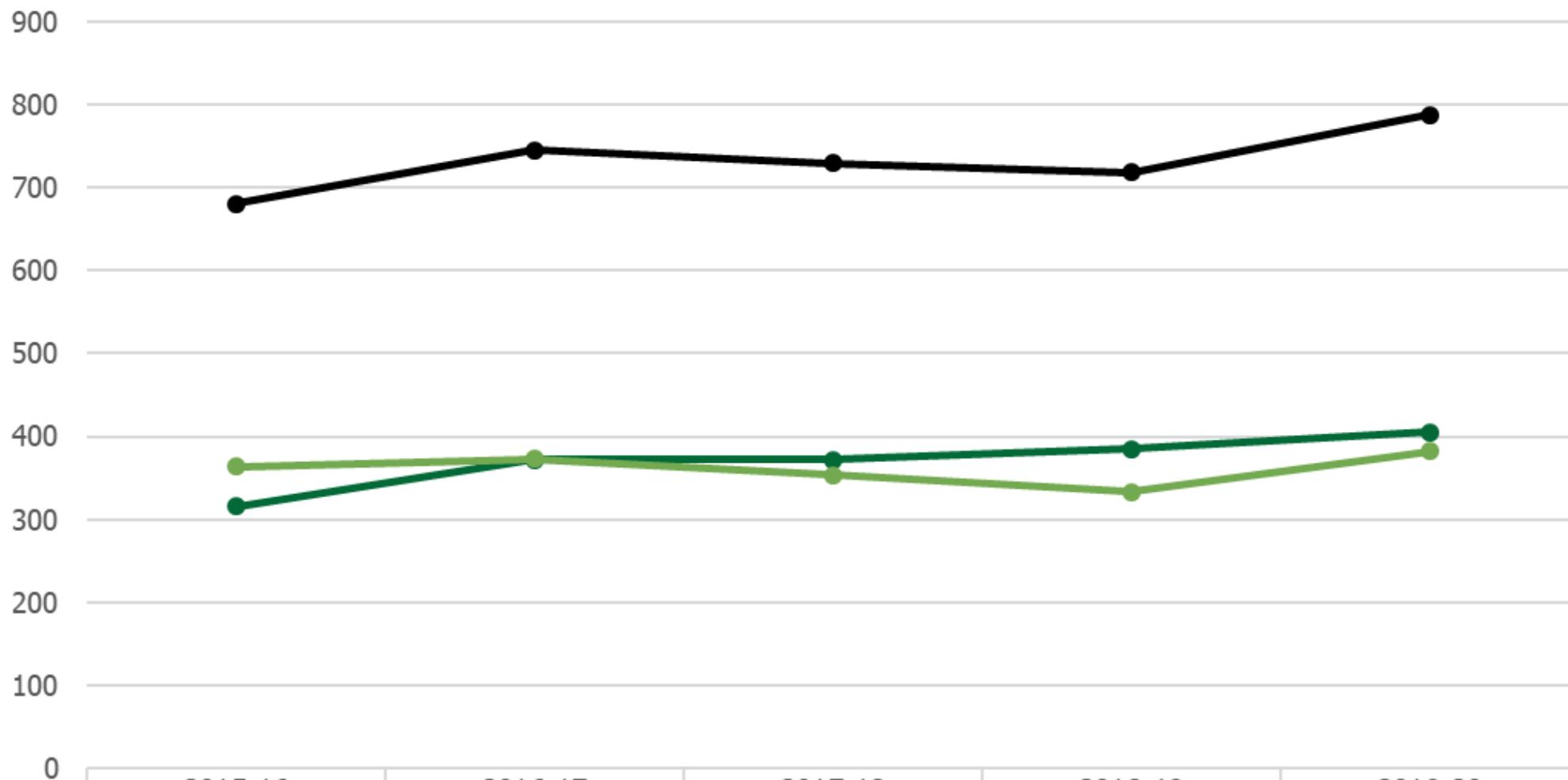
### Bachelor's Degree Recipients by Pell Status (Ever) - 2015-16 to 2019-20



● Pell Recipient  
● No Pell  
● Total

	2015-16	2016-17	2017-18	2018-19	2019-20
Pell Recipient	380	394	409	387	426
No Pell	300	351	320	331	361
Total	680	745	729	718	787

## Bachelor's Degree Recipients by Entry Type - 2015-16 to 2019-20



Transfer  
New Freshman  
Total

2015-16

2016-17

2017-18

2018-19

2019-20

316

372

372

385

405

364

373

354

333

382

680

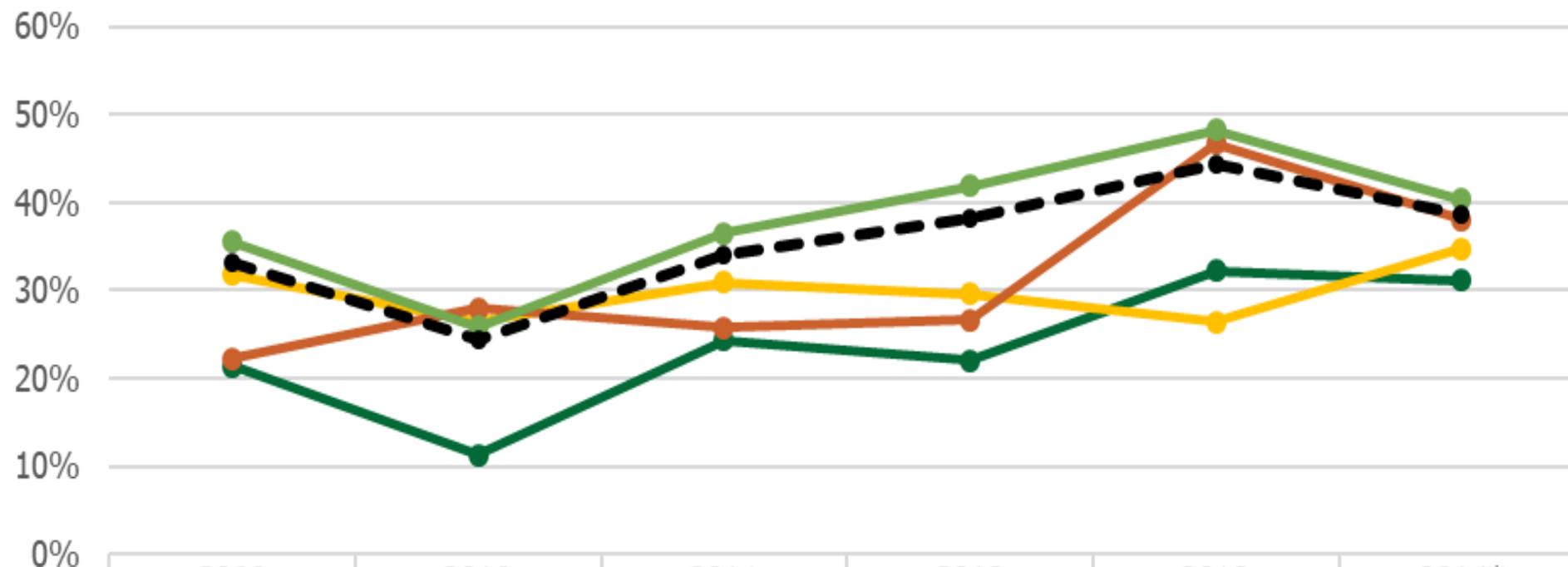
745

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718

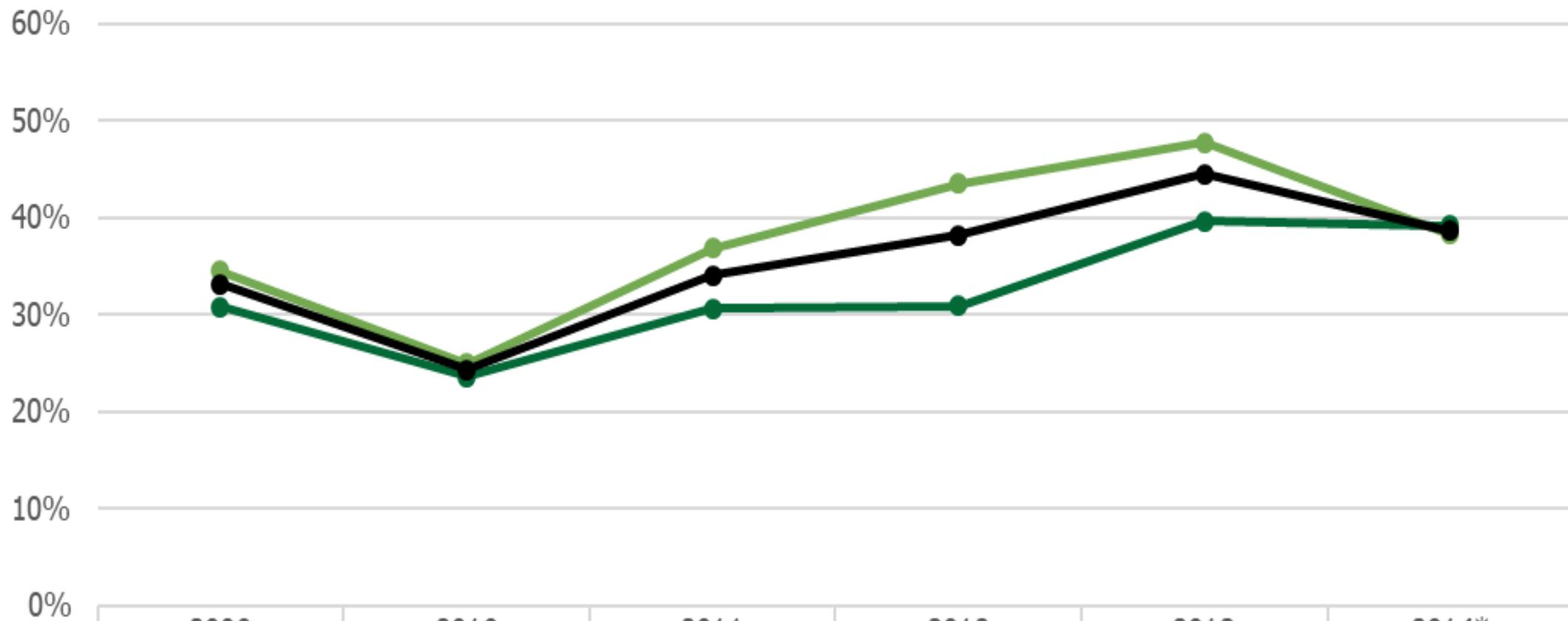
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## Six-Year Graduation Rates by Ethnicity - Fall 2009-2014\* Entrants First-Time, Full-Time Students



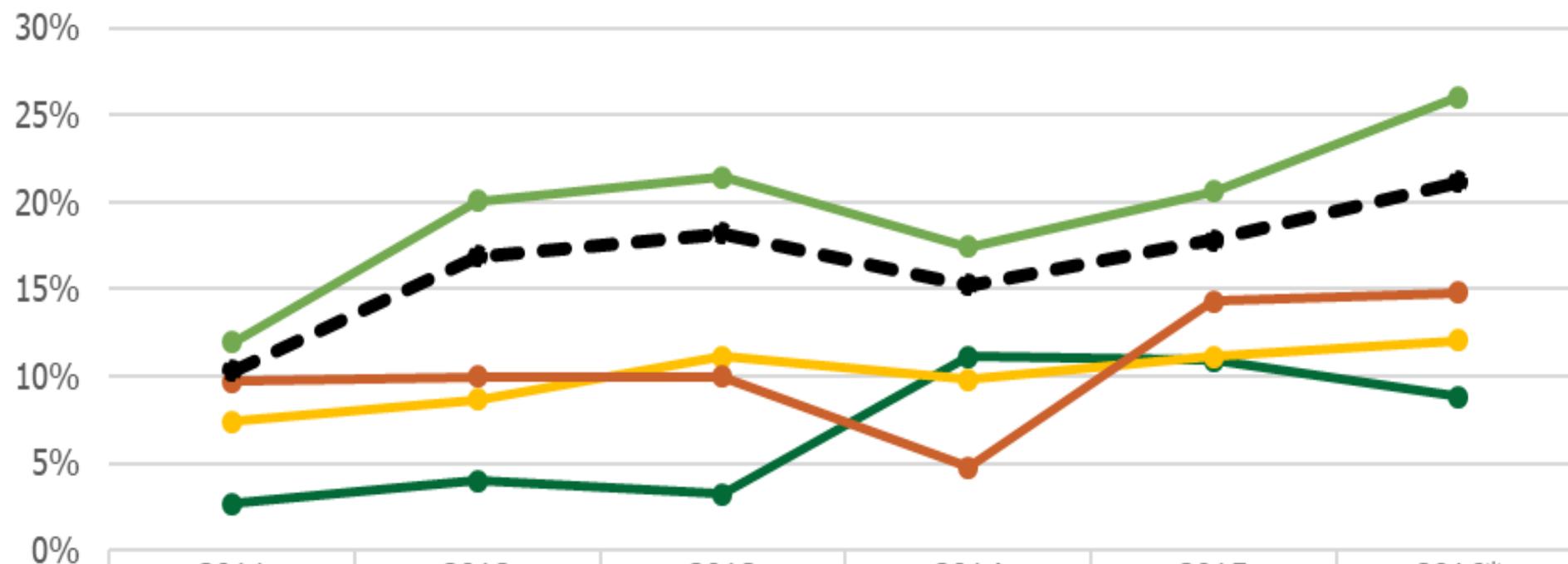
	2009	2010	2011	2012	2013	2014*
—●— African American/Black	21.4%	11.3%	24.3%	22.0%	32.3%	31.1%
—●— Hispanic/Latino	31.8%	26.4%	30.9%	29.6%	26.4%	34.8%
—●— Other URM	22.2%	28.0%	25.8%	26.7%	46.7%	38.1%
—●— Non-URM	35.5%	25.8%	36.5%	41.9%	48.3%	40.3%
—●— Total	33.1%	24.3%	34.0%	38.1%	44.5%	38.6%

## Six-Year Graduation Rates by Pell Status - Fall 2009-2014\* Entrants First-Time, Full-Time Students



	2009	2010	2011	2012	2013	2014*
<span style="color: green;">●</span> Pell Recipient	30.8%	23.6%	30.6%	30.9%	39.6%	39.2%
<span style="color: lightgreen;">●</span> No Pell	34.5%	24.9%	36.9%	43.5%	47.8%	38.3%
<span style="color: black;">●</span> Total	33.1%	24.3%	34.0%	38.1%	44.5%	38.6%

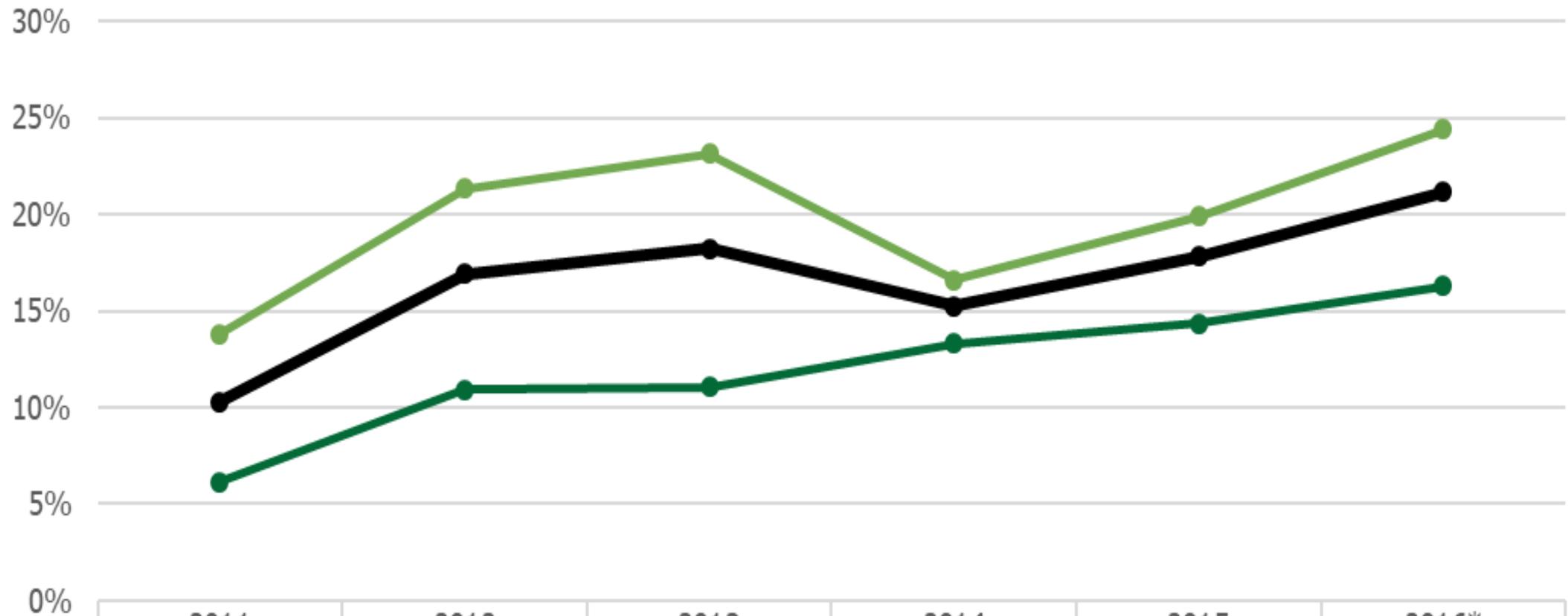
## Four-Year Graduation Rates by Ethnicity - Fall 2011-2016\* Entrants First-Time, Full-Time Students



● African American/Black  
● Hispanic/Latino  
● Other URM  
● Non-URM  
-●- Total

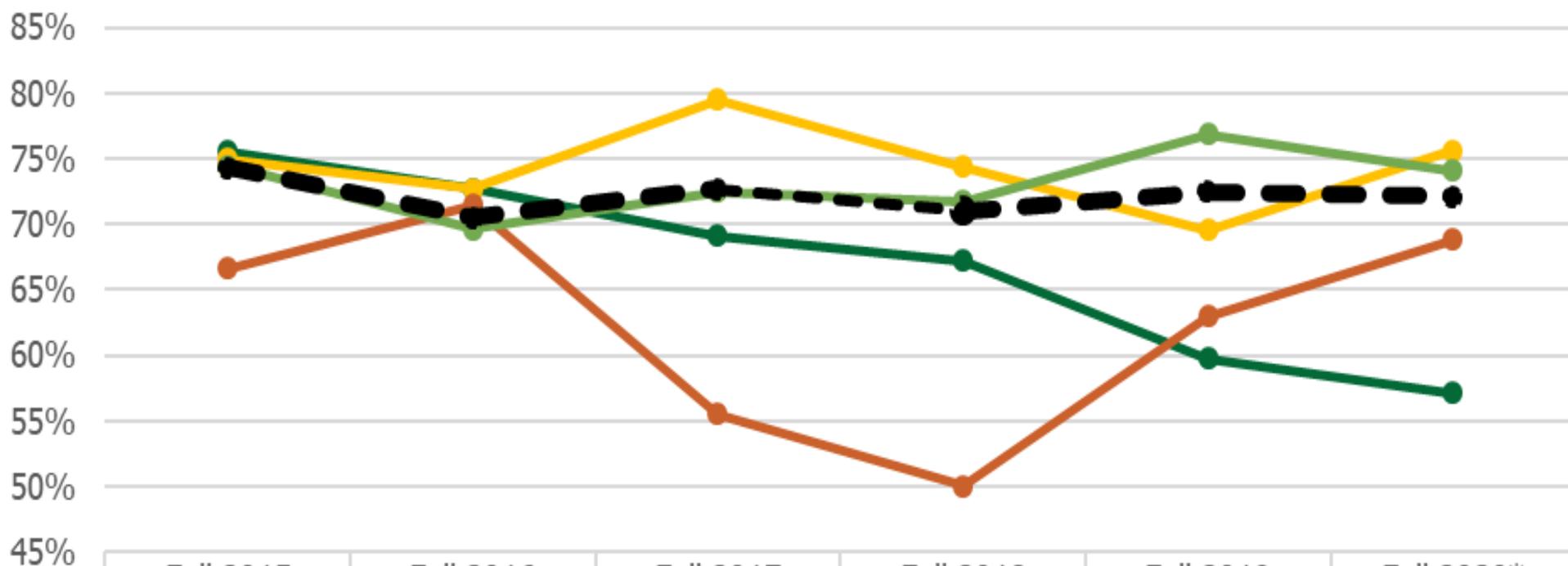
	2011	2012	2013	2014	2015	2016*
African American/Black	2.7%	4.0%	3.2%	11.1%	10.9%	8.8%
Hispanic/Latino	7.4%	8.6%	11.1%	9.8%	11.1%	12.1%
Other URM	9.7%	10.0%	10.0%	4.8%	14.3%	14.8%
Non-URM	12.0%	20.0%	21.5%	17.4%	20.6%	26.1%
Total	10.3%	16.9%	18.2%	15.3%	17.8%	21.2%

## Four-Year Graduation Rates by Pell Status - Fall 2011-2016\* Entrants First-Time, Full-Time Students



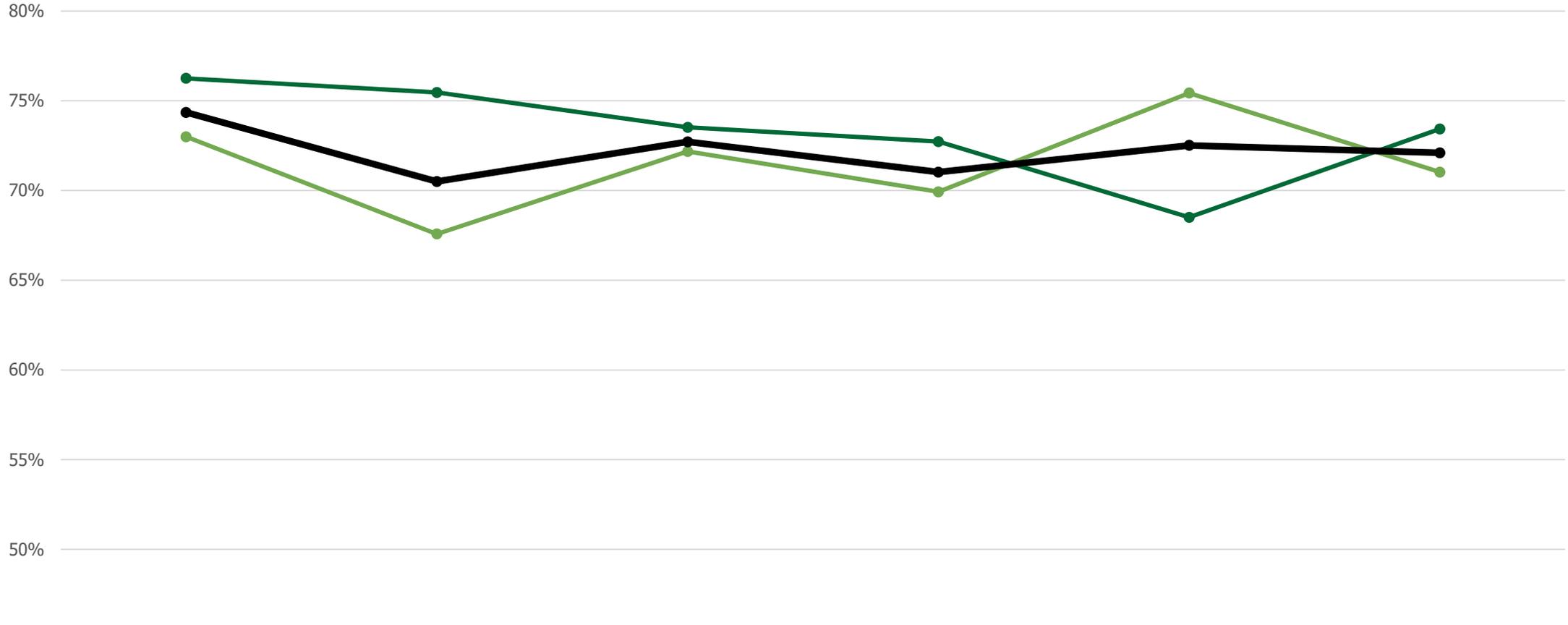
	2011	2012	2013	2014	2015	2016*
<span style="color: green;">●</span> Pell Recipient	6.1%	10.9%	11.1%	13.3%	14.4%	16.3%
<span style="color: lightgreen;">●</span> No Pell	13.8%	21.4%	23.2%	16.6%	19.9%	24.4%
<span style="color: black;">●</span> Total	10.3%	16.9%	18.2%	15.3%	17.8%	21.2%

## Retention Rates by Ethnicity - Fall 2014-2019\* Entrants First-Time, Full-Time Students



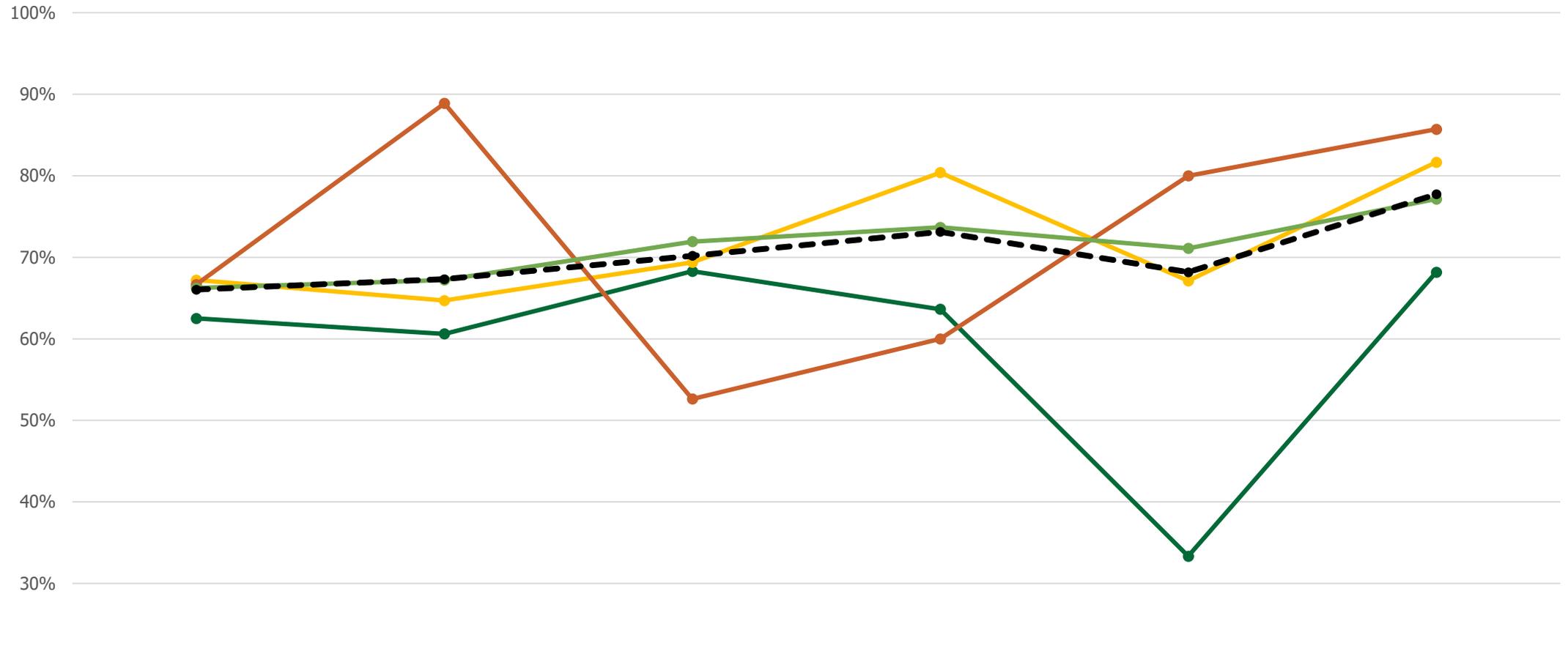
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020*
<span style="color: green;">●</span> African American/Black	75.6%	72.7%	69.1%	67.2%	59.7%	57.1%
<span style="color: yellow;">●</span> Hispanic/Latino	75.0%	72.7%	79.5%	74.4%	69.5%	75.6%
<span style="color: orange;">●</span> Other URM	66.7%	71.4%	55.6%	50.0%	63.0%	68.8%
<span style="color: lightgreen;">●</span> Non-URM	74.5%	69.6%	72.5%	71.7%	76.9%	74.1%
<span style="color: black;">●</span> Total	74.4%	70.5%	72.7%	71.0%	72.5%	72.1%

Retention Rates by Pell Status - Fall 2014-2019 Entrants  
First-Time, Full-Time Students



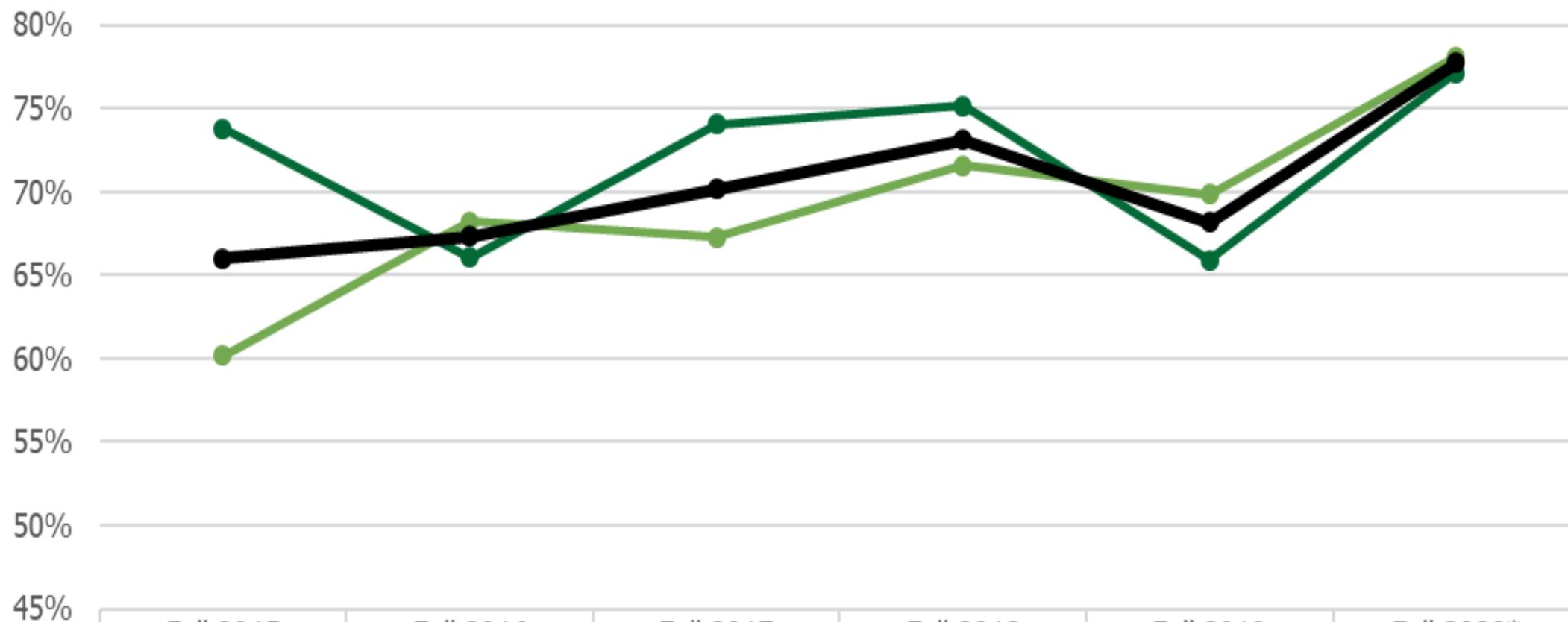
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<span style="color: green;">●</span> Pell Recipient	76.3%	75.5%	73.5%	72.7%	68.5%	73.4%
<span style="color: lightgreen;">●</span> No Pell	73.0%	67.6%	72.2%	69.9%	75.4%	71.0%
<span style="color: black;">●</span> Total	74.4%	70.5%	72.7%	71.0%	72.5%	72.1%

# Retention Rates by Ethnicity - Fall 2014-2019\* Entrants Transfer Students



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020*
<span style="color: green;">●</span> African American/Black	62.5%	60.6%	68.3%	63.6%	33.3%	68.2%
<span style="color: yellow;">●</span> Hispanic/Latino	67.2%	64.7%	69.4%	80.4%	67.1%	81.7%
<span style="color: orange;">●</span> Other URM	66.7%	88.9%	52.6%	60.0%	80.0%	85.7%
<span style="color: lightgreen;">●</span> Non-URM	66.2%	67.2%	71.9%	73.7%	71.1%	77.2%
<span style="color: black;">●</span> Total	66.0%	67.3%	70.2%	73.1%	68.2%	77.7%

## Retention Rates by Pell Status - Fall 2014-2019\* Entrants Transfer Students



● Pell Recipient

● No Pell

● Total

Fall 2015

Fall 2016

Fall 2017

Fall 2018

Fall 2019

Fall 2020\*

73.8%

66.1%

74.1%

75.2%

65.9%

77.2%

60.2%

68.2%

67.3%

71.6%

69.8%

78.1%

66.0%

67.3%

70.2%

73.1%

68.2%

77.7%

# Status of Student Success Efforts

- The number of graduates, a global measure of student success, are increasing and hit all-time high last year
- The number of Hispanic and Pell graduates is increasing; the number of African American graduates is not
- The number of graduates who started as freshman has increased a bit and the number who started as transfers has increased more
- Overall 6-year graduation rates and rates for URM and Pell groups have increased, including hitting all-time highs, though still much room to improve

# Status of Student Success Efforts (cont'd)

- Overall retention rates for first-time, full-time and Pell students are flat, but have declined for African American students
- Overall retention rates for transfer students and rates for Pell and URM transfers have increased

# Next-Level Student Success Efforts

- Elevate equity and create organization roles to support this; more SOC; is OMSA budget sufficient?; don't forget about Black Students Union asks
- Continue implementation and scaling of best practices
- Develop better understanding of attrition among African American (and other) students on why they discontinue their studies; the effects of COVID on student success; the relationship between hours worked and graduation rates; DFW rates; and the effects of 1<sup>st</sup>-year HIPs participation; incorporate insights from students themselves and from advisors; get holistic view from Clearinghouse data
- Develop and implement retention-building plans for lower division students
- Should we restart an Honors Program; can we examine data on students who "intend to transfer"?

# Next-Level Student Success Efforts

- Develop and implement advising assessment plan to better understand contributions to student success
- What can we learn from superior success rates in Athletics
- Get close-to-finish-line students to graduation
- Message on progress as well as need for improvements
- Incorporate peer success rates for context
- Take advantage of classroom tech improvements to better serve students

# Next-Level Student Success Efforts

- Highlight what possible for our 1<sup>st</sup>-Gen students by featuring quality outcomes of their peers; scaling mentoring, for example, could do this
- Increase visibility of career outcomes
- Consider how decreasing traditional, SEG-fee-paying undergraduate enrollment declines are affecting capacity to offer student services

## 2. Enrollment Growth Strategies

- Academic budget allocation model
- Revise existing and develop new programs to meet market needs
- New models to better serve adult students
- Seek Hispanic Serving Institution designation

# New Programs Since 2016

19\*

\* Excludes new majors, concentrations, minors, certificates

BOLD BEGINNINGS.



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# UW-Parkside 10-year Fall Headcount Enrollment

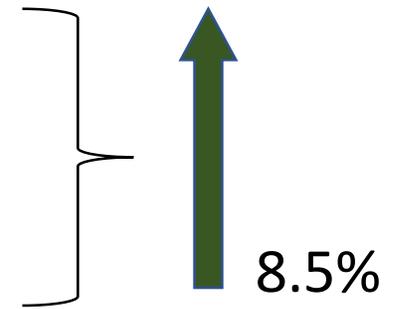
• 2011	-	4,887	• 2016	-	4,399	} ↑ 6.8% 7-yr high
• 2012	-	4,769	• 2017	-	4,308	
• 2013	-	4,617	• 2018	-	4,332	
• 2014	-	4,584	• 2019	-	4,474	
• 2015	-	4,443	• 2020	-	4,599	

\* Census - 9/16/20

# UW-Parkside 10-year Spring Headcount Enrollment

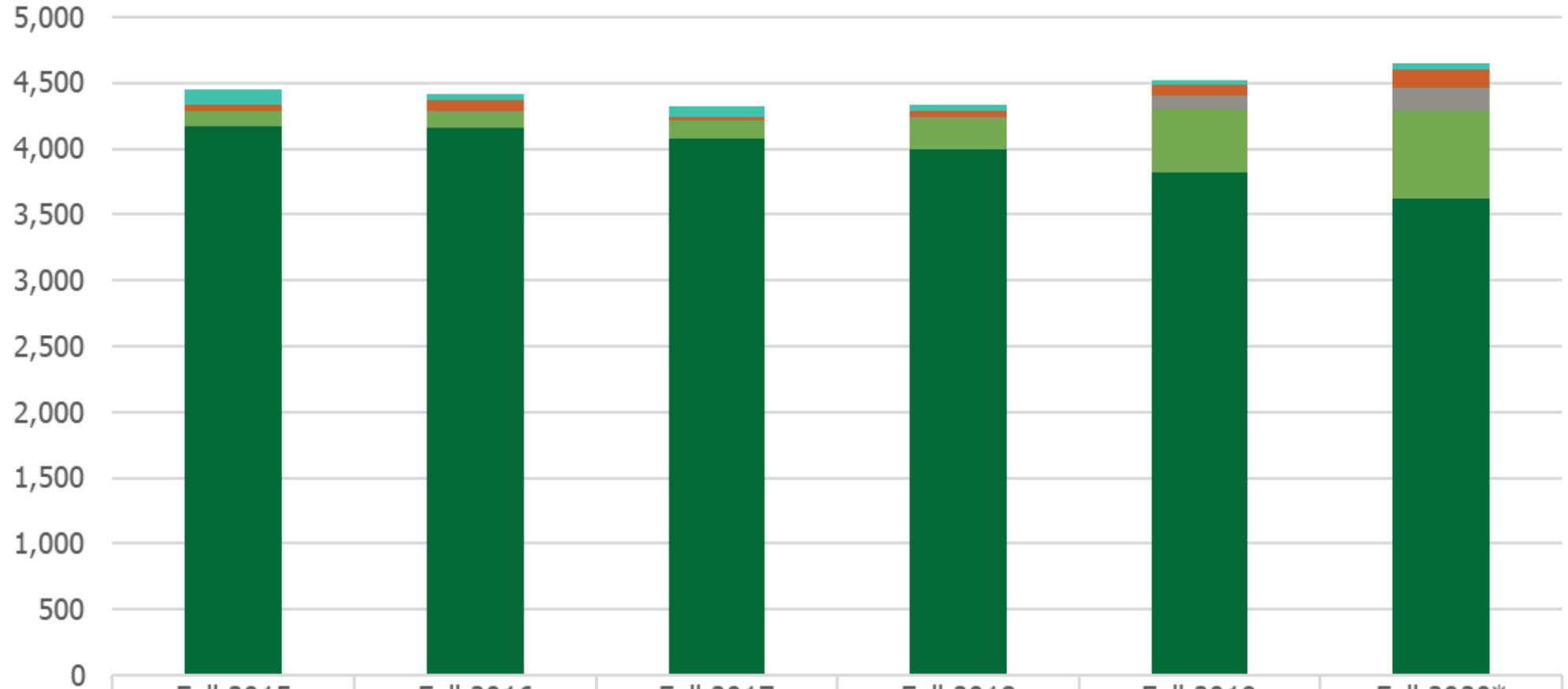
- 2011- 4,581
- 2012- 4,450
- 2013- 4,372
- 2014- 4,284
- 2015- 4,213
- 2016- 4,051

- 2017- 4,054
- 2018- 3,940
- 2019- 4,068
- 2020- 4,296
- 2021- 4,276



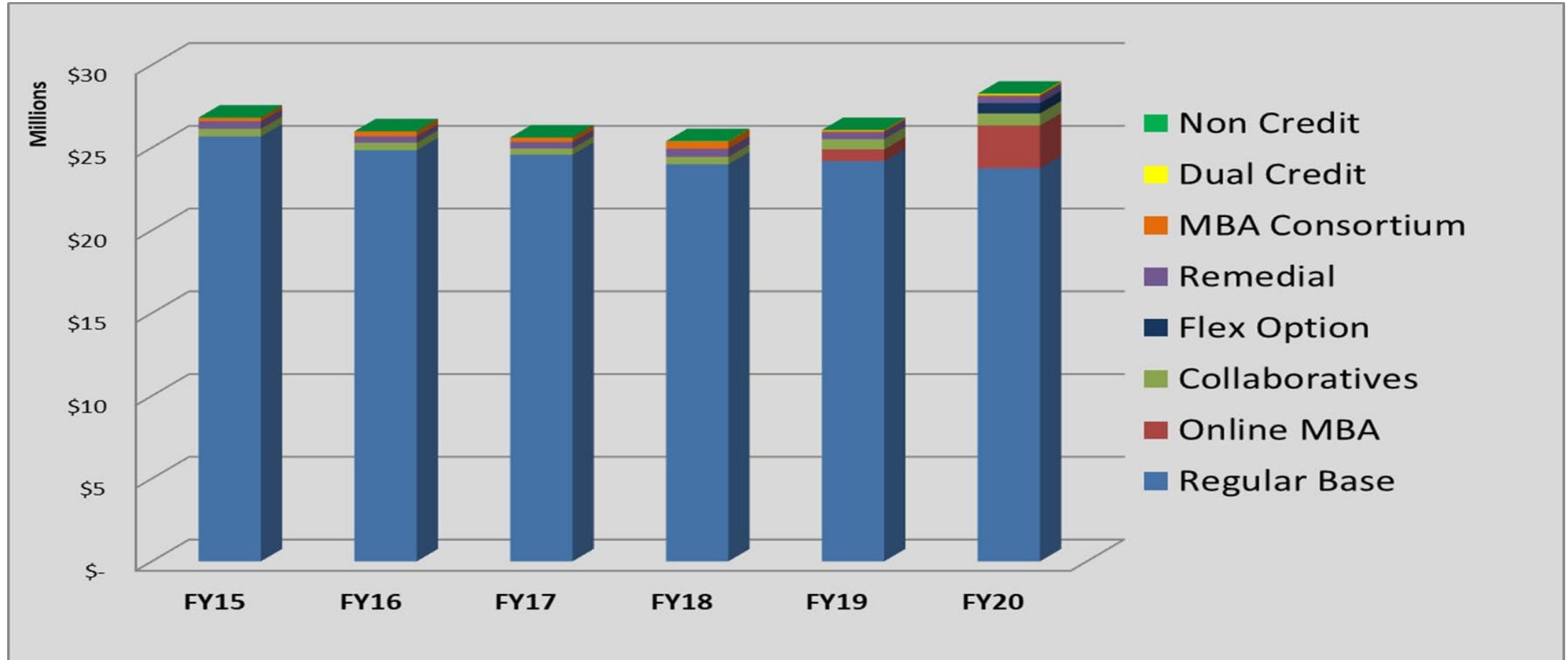
\* 2/28/21

## Fall Enrollment by Type - Fall 2015-2020\*



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020*
Other Non-degree	109	48	82	41	32	41
HS Non-degree	47	74	14	51	87	141
UGRD Flex	1	12	8	5	100	179
GRAD Degree-seeking	119	126	140	235	482	661
UGRD Degree-seeking	4,168	4,154	4,072	3,998	3,819	3,622

# Tuition Trends

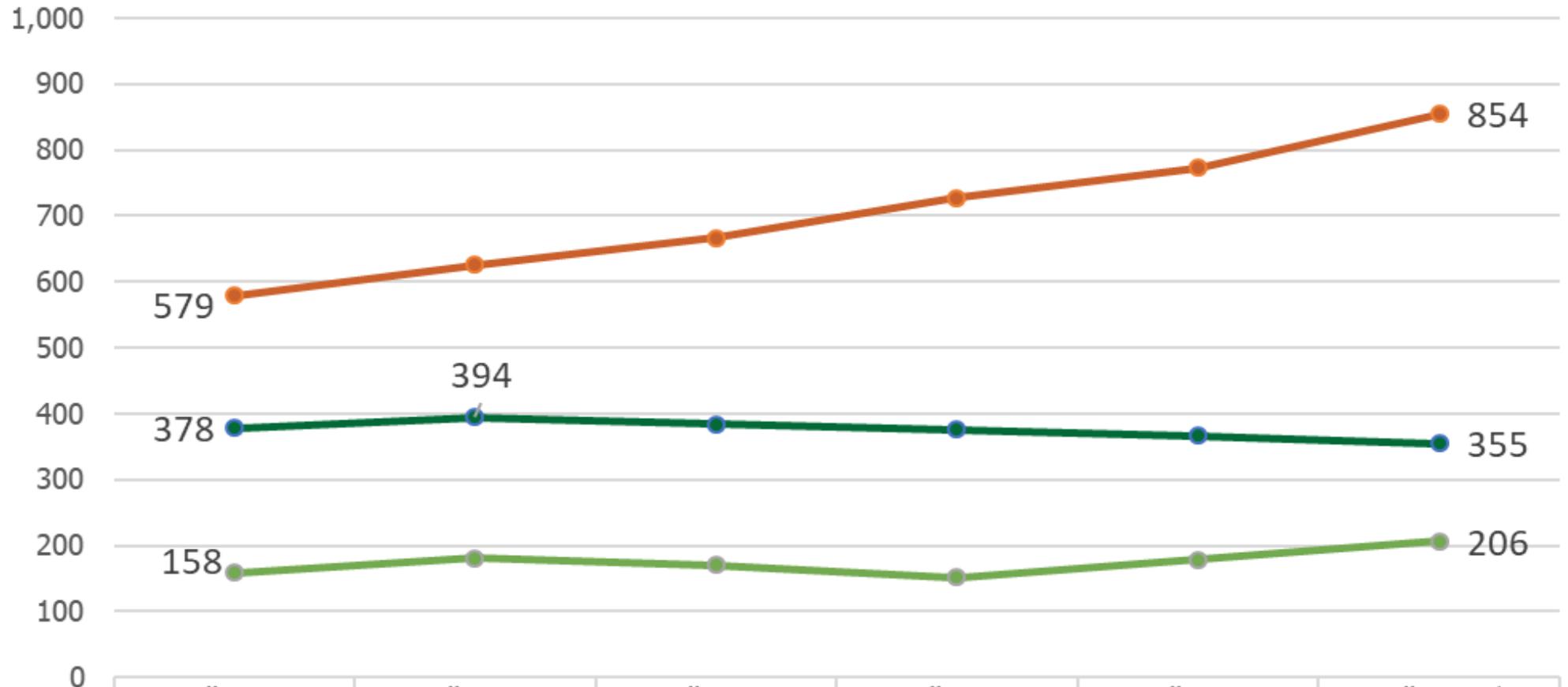


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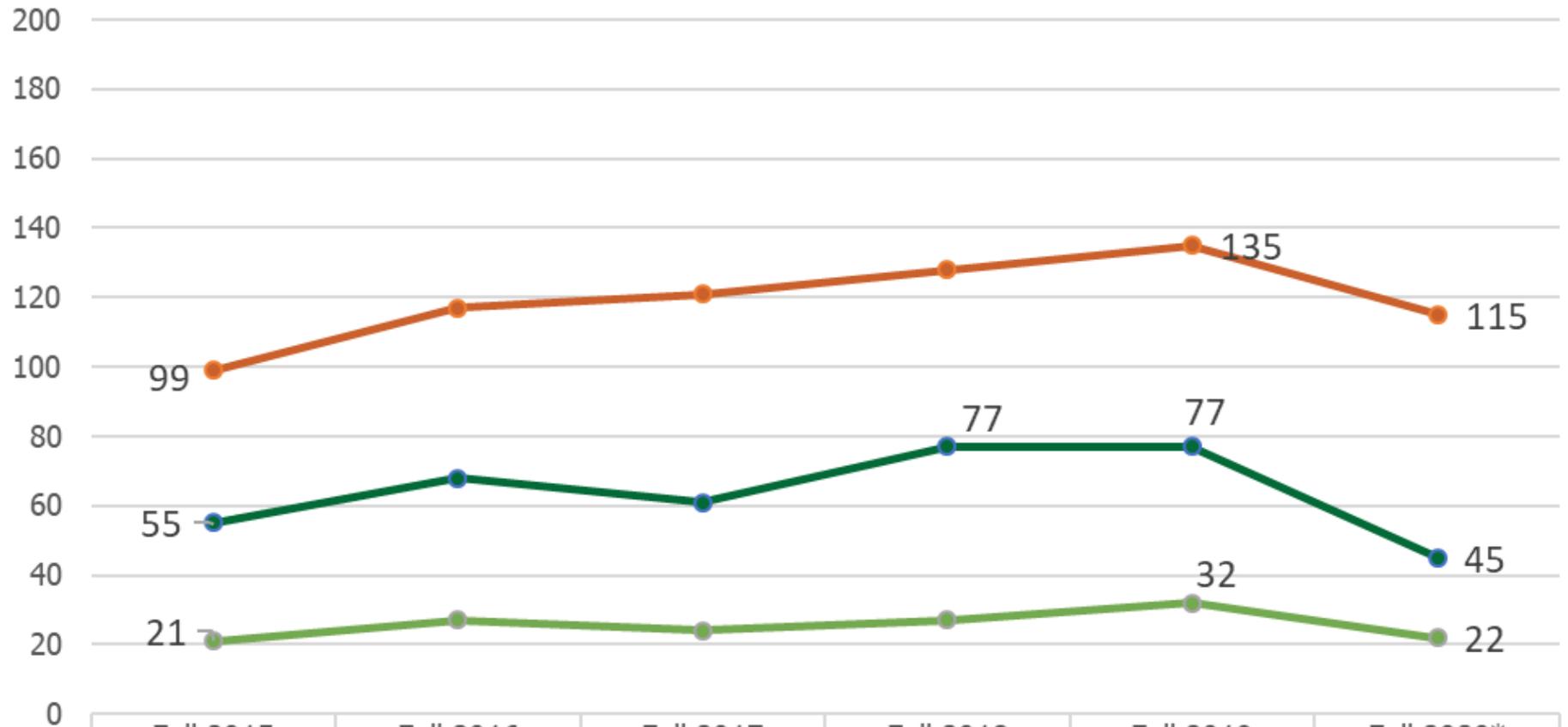
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## Fall Enrollment by Ethnicity - Fall 2015-2020\*



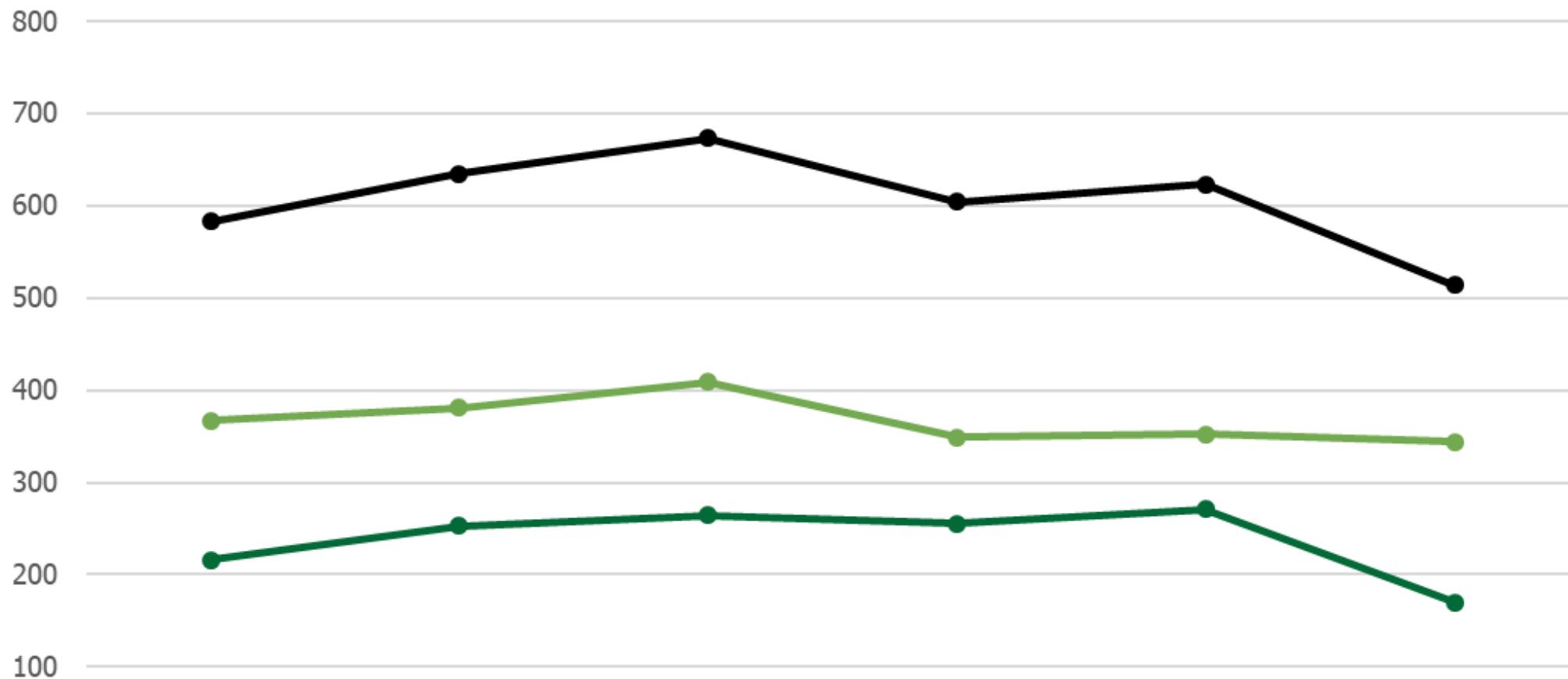
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020*
<span style="color: green;">●</span> African American/Black	378	394	384	376	366	355
<span style="color: orange;">●</span> Hispanic/Latino	579	625	666	727	773	854
<span style="color: lightgreen;">●</span> Other URM	158	181	170	152	178	206
<span style="color: yellow;">●</span> Non-URM	3,329	3,212	3,097	3,075	3,219	3,266
<span style="color: black;">●</span> Total	4,444	4,412	4,317	4,330	4,536	4,681

## First-time, Full-time UGRD Enrollment by Ethnicity - Fall 2015-2020\*



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020*
● African American/Black	55	68	61	77	77	45
● Hispanic/Latino	99	117	121	128	135	115
● Other URM	21	27	24	27	32	22
● Non-URM	408	422	467	372	379	332
● Total	583	634	673	604	623	514

## First-time, Full-time UGRD Enrollment by Pell Status - Fall 2015-2020\*



	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020*
● Pell Recipient	216	253	264	255	271	170
● No Pell	367	381	409	349	352	344
● Total	583	634	673	604	623	514

# PACC 2019 – 2020 Summary Data

	<i><b>Courses</b></i>	<i><b>Schools</b></i>	<i><b>Students</b></i>
2016-2017	1	1	29
2017-2018	4	3	84
2018-2019	6	4	112
2019-2020	12	5	366
2020-2021	15	7	504*

\*The total student enrollment for 2020-2021 is based on actual enrollment for fall 2020 and a projection based on PACC faculty communication with students enrolled in the high school in the PACC course

# Status of Enrollment Growth Efforts

- Fall 2020 and Spring 2020 enrollments at 7-year highs
- Growth driven by new online and master's programs; improvements in graduation rates; decrease in undergrad trend perhaps worsened by COVID
- Master's students 14% of headcount in Fall 2020; 2.6% in Fall 2016
- HS grads in SE WI to decline 5.7% through 2026\*; continue focus on student success
- Demand for lifelong learning imply opportunities in adult undergrad and grad markets
- Bachelors or higher attainment rates lower in our region (Kenosha – 25%; Racine – 24%, WI – 29%; U.S. – 31%):\*\* so our growth is needed to fuel prosperity
- Enrollment growth improves revenue which funds increased faculty and staff support

\* Applied Population Lab, UW-Madison, 2017

\*\*American Community Survey 2018

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# Next-Level Enrollment Efforts

- Continue improving student success
- Continue program innovation efforts; other grad programs; adult-focused offerings (e.g., collaboratives, badges, certificates)
- Continue understanding and efforts to better serve adult students
- Continue efforts to obtain HSI designation
- “Repackage” existing offerings for adult students; assess our portfolio based on market needs

# Next-Level Enrollment Efforts (cont'd)

- Support GTC effort to add AA/AS degrees to their portfolio
- Tell better story about lifetime value of higher education, ROI, financial literacy; recognize cost and risk for returning adults
- Develop financial aid strategy integrated with comprehensive campaign; what are aid opportunities for part-time students?
- Consider increasing marketing expenditures; market to PACC and ECCP students; are there opportunities to market to UW-Madison non-admits
- What's our strategy to build college-going?
- What's our vision for curriculum delivery modality mix?
- Reinforce value of liberal arts

# 3. Curriculum Relevance Strategies

- Bolster high-impact-practices
- Embed career readiness into coursework
- Strengthen learning and career outcomes assessments

# High Impact Practices Initiatives

- Used NASH grant to spur efforts on existing plans
- Developed and implemented CBL course designation process
- Revamped CBL assessment and secured per-course funding
- Renewed and strengthened CBL training for faculty, expanding to staff and students and incorporating equity lens
- Appointed Faculty Director of Internships and hired Internship and Campus Employment Specialist

# High Impact Practices Initiatives (cont'd)

- Inventoried internship participation and practices
- Adopted common internship definition, learning goals, and essential elements
- Launched faculty development internship workshops
- Inventoried campus employment practices
- Launched campus employment as HIPs pilot based on NACE competencies including revised job descriptions and assessments
- Expanded freshman seminar 1-credit courses to scale in CNHS and in Promise Program

# Making Things Work for Working Students

- Study by Center for Research on College-Workforce Transitions at UW-Madison (January 2021)
  - Supporting working students “one of biggest problems facing higher education...”
  - 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...”
  - UW-Parkside students “overwhelmingly” and “proactively” seek “career-congruent” employment experiences

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

<b>CBL Ever</b>	<b>N</b>	<b>Year 2 Retention</b>	<b>Year 3 Retention</b>	<b>Year 4 Retention</b>	<b>4-year Grad Rate</b>	<b>5-year Grad Rate</b>	<b>6-year Grad Rate</b>
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%
<b>Total</b>	<b>6,580</b>	<b>69.12%</b>	<b>52.48%</b>	<b>45.22%</b>	<b>14.30%</b>	<b>30.31%</b>	<b>35.22%</b>

<b>INT/FLD Ever</b>	<b>N</b>	<b>Y2 Retention</b>	<b>Y3 Retention</b>	<b>Y4 Retention</b>	<b>4-yr Grad Rate</b>	<b>5-yr Grad Rate</b>	<b>6-yr Grad Rate</b>
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%
<b>Total</b>	<b>6,580</b>	<b>69.12%</b>	<b>52.48%</b>	<b>45.22%</b>	<b>14.30%</b>	<b>30.31%</b>	<b>35.22%</b>

# Status of Curriculum Relevance Efforts

- Mature CBL program strengthened
- Internship program bolstered
- Strengthening and further scaling campus employment
- Early stages of HIPs in General Education taking shape
- Enhanced student employment opportunities in Athletics

# Next-Level Curriculum Relevance Efforts

- Increase participation in internships; need broader professor and staff support/incentive model to scale
- Remove barriers for working students by expanding academic supervision of (HIP-like) career-congruent work experiences
- Expand access to HIPs for lower division students; balance tradeoffs with SCH emphasis
- Examine grad rate impacts of CBL and internship participation among junior and senior students to reduce effects of student-level
- Expand campus employment program
- Seek synergies with Teaching and Learning Center; expand scope and scale of equity training for faculty and staff

# Next-Level Curriculum Relevance Efforts (cont'd)

- Incorporate career development into students' curricular and co-curricular experiences; define and assess desired competencies; take advantage of employers (for ex., embed in classes)
- How many HIPs do we emphasize? (e.g., include undergraduate research, study abroad?); use inclusive definition to include Arts courses
- Do students need a 4-year HIPs plan?
- Can the Academic Plan integrate more with Civic Action Plan?
- Assess whether new CBL designation process improved quality

# 4. Campus Community Strategies

- Teaching effectiveness programming
- Support for research and creative activity
- Effectively recruit, support, and retain faculty and staff

# Teaching effectiveness programming

- Online Course Developer Workshop Started 2010 | 128 participants
- Community-Based-Learning Workshop Started 2016 | 40 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, professional development via Committee on Research and Creative Activity (\$30k), Faculty and Academic Staff Professional Development Fund (\$35k/yr), and the Academic Staff Professional Development Fund (\$8k/yr); Undergraduate Research support (\$40k/yr).

# Support for research and creative activity

- Research administration partnership with WiSys
- Teaching Equivalencies Plan, CNHS
  - Individualized instruction (e.g., research supervision, independent studies, fieldwork) equivalent to 36 student credit hours equivalent to one section of teaching, or large section classes equivalent to two sections (100+ students)
  - 17 faculty participating from 2017-2020

# Center for Research in Innovation and Smart Cities

- \$1,000,000 to support applied research and training
- Expansion of campus steward of place commitment
- Aligns with economic development plans in Racine and Kenosha
- New director hired

# Base Salary increases

- 10-1-2016      Equity      1.82%
- 7-1-2018      Pay Plan      2%
- 1-1-2019      Pay Plan      2%
- 7-1-2019      Equity      1.6%
- 1-1-2020      Pay Plan      2%
- 1-1-2021      Pay Plan      2%

- CNHS did self-supported pay plan
- Equity increases are average across all employee classes
- \$15 minimum hourly wage

# Base salary increases for promotions

- Since 2016, 15 colleagues promoted from associate to full professor; salary increase increased from \$5,000 to \$6,000 in 2019
- Since 2016, 31 colleagues tenured and promoted to associate professor with salary increased from \$3,000 to \$4,000 in 2019

# UW-Parkside Mean Headcount by Category

	2014	2015	2016	2017	2018	2019
Faculty and IAS	222	216	228	238	250	244
Academic Staff	136	138	139	140	136	147
Limited	43	38	36	39	40	43
University Staff	124	126	122	121	126	127
Total	525	518	525	538	552	561

➤ Decrease of ~15 positions with 2020 base budget cut

# 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%

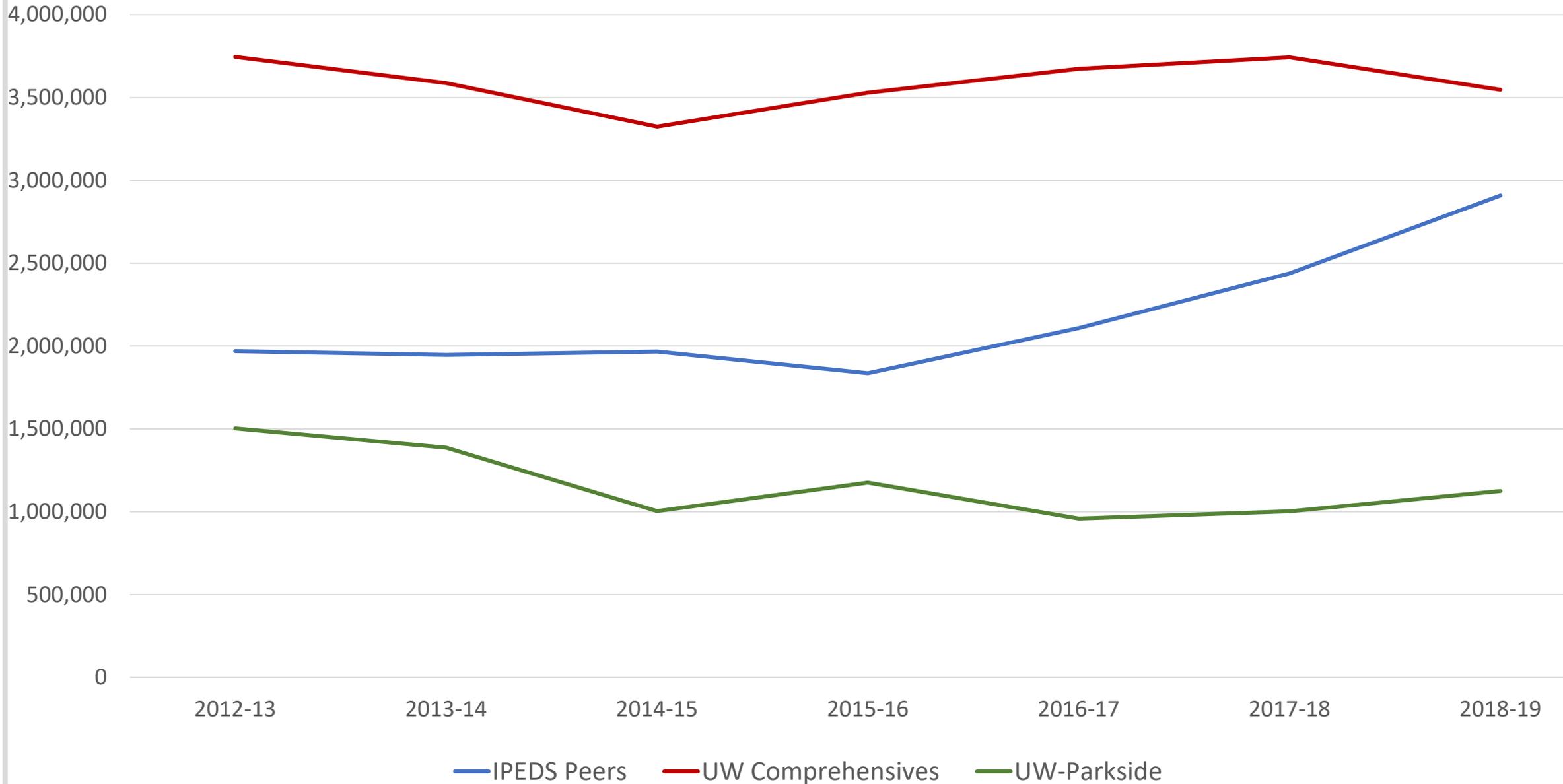
<b>Employees by Race/Ethnicity</b>							
Race/Ethnicity	2014	2015	2016	2017	2018	2019	2020
Black/African American	5.7%	6.4%	6.4%	7.1%	5.5%	5.8%	5.9%
Hispanic/Latino	5.1%	5.2%	4.9%	5.6%	5.8%	6.3%	7.1%
Asian	5.9%	6.2%	6.7%	6.7%	6.5%	6.8%	6.6%
Other/Unknown	6.8%	3.3%	2.6%	1.3%	2.5%	2.4%	2.8%
White, Non-Hispanic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

BOLD BEGINNINGS.



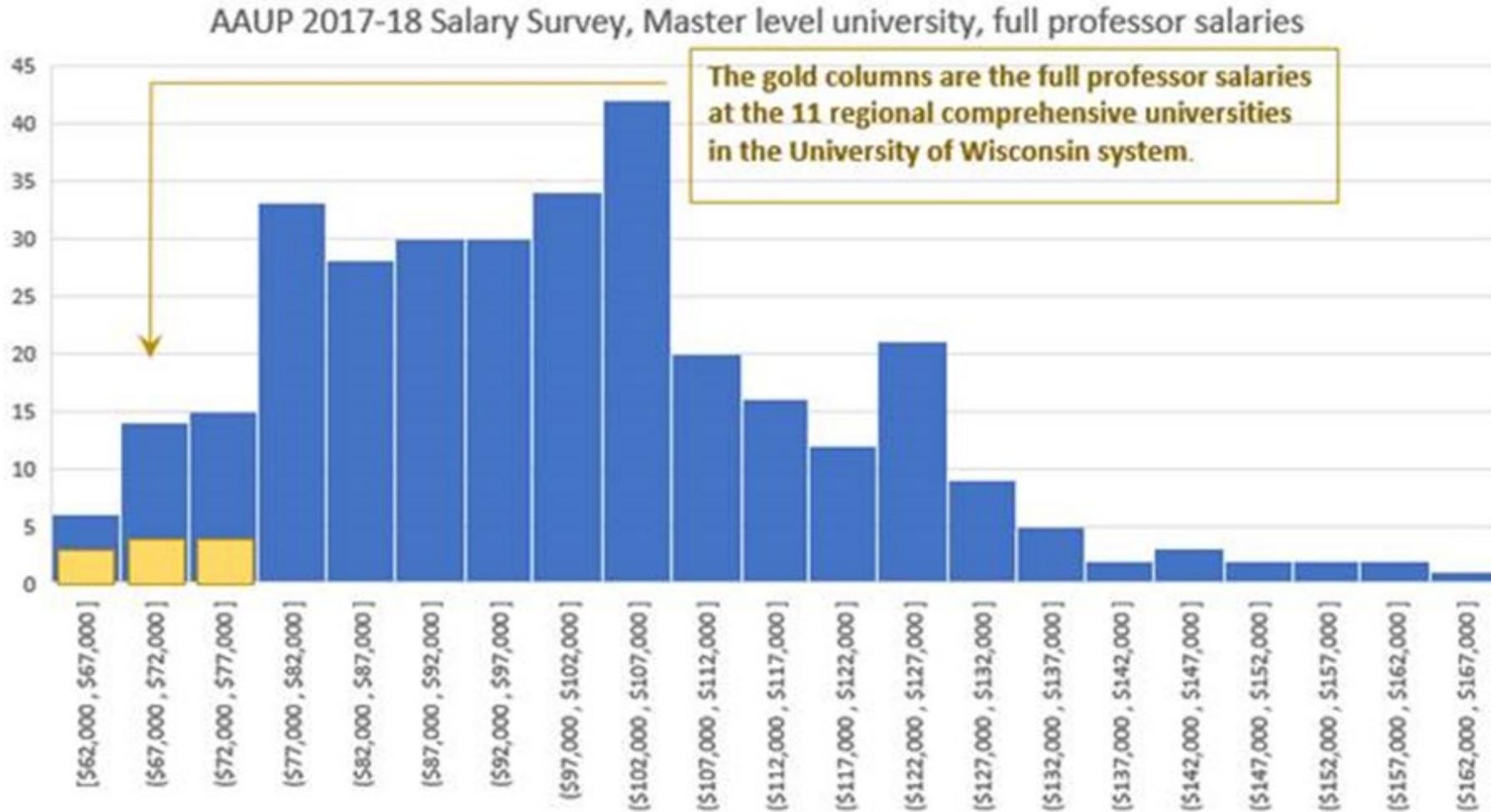
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# Mean Federal Operating Grants and Contracts



<b>SCH per FTE (Faculty and Instructional Academic Staff)</b>										
<b>Campus</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
UW - EAU CLAIRE	304.5	294.9	285.2	281.5	269.1	296.0	310.8	326.6	322.6	315.2
UW - RIVER FALLS	303.5	302.6	290.1	274.4	292.0	294.4	304.7	343.0	315.6	301.5
UW - GREEN BAY	378.9	329.9	347.0	288.0	271.6	268.5	301.5	342.2	346.3	297.5
<b>UW - PARKSIDE</b>	<b>285.8</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>
UW - PLATTEVILLE	307.4	299.1	312.3	302.5	298.8	325.4	334.8	334.0	323.2	291.3
UW - OSHKOSH	280.2	283.2	290.2	283.3	307.1	279.1	273.7	304.9	290.7	291.2
UW - WHITEWATER	323.9	319.7	314.4	301.1	296.6	303.5	298.8	286.9	285.3	283.1
UW - STEVENS POINT	295.1	301.7	299.2	288.1	280.2	289.6	280.6	277.2	276.3	271.9
UW - STOUT	270.0	275.0	259.9	250.8	261.3	283.8	291.0	294.8	267.2	267.7
UW - SUPERIOR	241.1	228.5	224.5	221.3	217.7	220.5	225.7	228.7	239.1	254.1
UW - LA CROSSE	285.8	287.8	272.3	265.2	260.5	255.3	266.1	278.1	259.6	252.7
Mean	297.8	290.0	287.3	275.5	277.9	283.6	289.4	300.7	292.2	283.7
Median	295.1	294.9	290.1	281.5	280.2	289.6	295.8	294.8	288.0	291.2

# UW Comprehensives vs National Salaries: Professors



Source: Ken Menningen, Professor, Physics and Astronomy, UW-Stevens Point

# Average Instructor Salaries at UW-P (2018-19)

	UW-P	IPEDs Peers*
All ranks	\$59,390	\$77,639
Professor	\$73,955	\$92,807
Associate professor	\$64,844	\$77,533
Assistant professor	\$60,079	\$62,685
Lecturer (IAS)	\$44,228	\$58,434

IPEDs Spring 2019 data

# Status of Campus Community Efforts

- Wyllie Hall renovation will be huge improvement in student services and Library
- Expanded instructional development programming; good participation
- Significant expansion in number of technology-equipped classrooms to support distance learning; continuing lab upgrades
- Grants and contract levels flat and lower than peers; partnership with WiSys and CRISC are initiatives to build on; when looking at grants per FTE student, UW-Parkside is above UW comprehensives and below peers
- Recent base salary and Faculty promotion increases welcome but insufficient to close gaps with peers
- Some growth in the number of Faculty and Academic Staff counts
- Retention of Faculty and Limited Staff quite high; lower in other categories

# Status of Campus Community Efforts (cont'd)

- Little change in diversity of faculty and staff has occurred over previous seven years. We're about 1/3<sup>rd</sup> as diverse as our students
- Disaggregate employee data above by racial group, set goals and strategies to achieve them
- Overall teaching productivity increased to 4<sup>th</sup> in UW System

# Next-Level Campus Community Efforts

- Develop and implement salary increase strategy; especially at full, associate, and IAS levels where gaps are biggest; are there different options to compensate faculty for online courses
- Strengthen EDI culture
- Expand scope and scale of EDI in instructional and staff development
- Recruit and retain more colleagues of color

# Spring 2021 Next Steps

- Continue to collect feedback campus-wide
- Draft new plan based on input and circulate for comment
- Finalize and seek endorsement for 2021-2025 Academic Plan



# Academic Plan Review

Working Draft 3.0

Based on feedback from the Chancellor's Cabinet and  
Provost Leadership Group

January 2020

BOLD BEGINNINGS.



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