

The UW System's Strategic Framework to *Advantage Wisconsin*

Think Tank #1: Prepare Students Report

In advancing the Growth Agenda for Wisconsin, we've made considerable headway in convincing people that our state faces major challenges, and that a renewed emphasis on higher education is vital to our future. To further this public conversation, we have worked with the Board of Regents, chancellors, faculty and staff, students, external stakeholders, and others on a strategic thinking initiative called *Advantage Wisconsin*.

We have identified seven core strategies the UW System should pursue to deepen our positive impact on the state: Prepare Students, More Graduates, High-Paying Jobs, Stronger Communities, Resources, Operational Excellence, and Collaborations. These seven strategies form an umbrella under which we can work together to enhance the success of each institution.

A series of cross-institution Think Tanks, along with campus groups, have been developing key ideas for how we move ahead with the seven core strategies. Each Think Tank involved external constituents to provide an outside perspective.

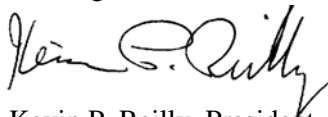
On behalf of the UW System, I would like to thank the dedicated members of Think Tank #1: Prepare Students, for their contribution of ideas and the development of this report. Faculty, staff, business, and community leaders gathered together for brainstorming sessions to develop multiple ideas and concepts regarding better preparing students with the integrative learning skills, multicultural competencies, and practical knowledge needed to succeed in and contribute to our rapidly changing, increasingly global society.

This paper represents the views and ideas of the Think Tank members; these are not findings of fact, but initial thoughts and suggestions. In addition, feedback from multiple University, community, and business entities has been helping, and will continue to help, shape an enriched System-level strategic framework to *Advantage Wisconsin*.

Your input and participation is encouraged. Please consider helping us with this important effort by providing your ideas and perspectives. Use our feedback form at: <http://advantage.wisconsin.edu>

Thank you for your interest and involvement. I look forward to leading *Advantage Wisconsin* in a way that helps every resident feel a personal stake in the success of the UW System, and that places our University system at the top of the list in public universities positively transforming their states.

Best regards,



Kevin P. Reilly, President
University of Wisconsin System

**University of Wisconsin
System Framework to Advantage Wisconsin
Think Tank Number One: Preparing Students**

Think Tank’s Charge: *How can we assure that students are prepared with the integrative learning skills, multi-cultural competencies, and practical knowledge needed to succeed in and contribute to our rapidly changing, increasingly global society?*

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Introduction/Preface

We live in an increasingly global and multicultural society shaped by technological innovation and an uncertain future. Both local and global cultures and environments are interwoven in complex ways, and knowledge and its application are the currency in the economies and societies of the 21st century. The University of Wisconsin System must educate graduates who are prepared for responsible, ethical, and engaged citizenship – locally, nationally, and globally. Our overarching educational goal should be to promote human excellence in professional, civic, and personal life. To be successful global citizens, students need certain knowledge, skills, and habits of mind, along with the flexibility and confidence to apply them in unlimited and unforeseen situations in their futures. Graduates need to understand, appreciate, and be sensitive to multicultural perspectives – to be able to imaginatively and empathically put themselves into *another’s shoes*.

Our approach to learning must be based on an integrative understanding of being human. We educate the whole person, and in doing so we prepare University of Wisconsin graduates to contribute to and live responsibly in a diverse, interconnected, and technologically sophisticated global community. To these ends, we need to design learning environments that fit with how students interact with the world today – using a variety of learning tools, methods, and pedagogies (including technology), and with a focus on student learning and not merely on “delivering” instruction.

Higher education is at the core of American civic discourse and democratic engagement, and of our discussions about how we move forward into the future as a nation of diverse people. Ample data support the notion that college graduates are more engaged citizens and make healthier decisions than others. This means that higher education has a high rate of return for society: a more educated work force means greater tax revenue and a stronger democracy. We’ve known for years that a college education leads to much higher earnings over a lifetime, but there are other key findings. A college education should (and often does) lead to increased civic engagement, in every age category; increased rates of voluntarism; better health and quality of life; and better understanding of people of differing backgrounds. We need to be aware of the wide array of such private and public benefits of a university education.

Thus, we need to work diligently towards improving access and affordability, retention and graduation, so that more of our citizens are prepared to participate fully in the challenges and opportunities of modern life. But we need to be concerned with the “*what*” of college, as well as the “*how*.” In other words, it’s not enough just to get students in and out the door. We also have to pay renewed and deliberate attention to the *kind* of education we give to students, to teaching, and, above all, learning.

A *Wall Street Journal* editorial (August 8, 2007) stated that “*The liberal arts make us ‘competitive’ in the ways that matter most. They make us wise, thoughtful and appropriately humble. They help our human potential to bloom. And they are the foundation for a democratic civic polity, where each of us bears*

equal rights and responsibilities.” The point is not that certain majors are better than others, but, rather, that the very skills, abilities, and habits of mind instilled in students through a liberal education—that more holistic form of education—are those that are most needed in a 21st century global society.

The Association of American Colleges and Universities (AAC&U) has recognized these essential educational values. As part of its Liberal Education and America’s Promise (LEAP) campaign the AAC&U released the report *College Learning for the New Global Century* in January 2007 (http://www.aacu.org/advocacy/leap/documents/GlobalCentury_final.pdf). This report derives in part from the results of survey data from employers regarding workforce needs; those same employers as well as national policy leaders call for renewed focus on the learning college students need for 21st century work and citizenship. As a pilot partner of AAC&U in its LEAP campaign, the UW System has explicitly recognized these needs. Thus, preparing students for 21st century global citizenship means thinking about what students need to **know** and what they are able to **do** as a result of their university educations. It means preparing students for questions, problems, and jobs that do not currently exist; it means preparing them to meet the unknown.

In essence, *all* students need a liberal education, i.e., one that includes broad exposure to multiple disciplines and ways of knowing, along with more in-depth study in at least one field or area of concentration, and the additional learning values and outcomes identified below. These values and outcomes are the domain of every academic program, including general education, majors in liberal arts and sciences disciplines, and professional majors. That is to say, students in the professional programs like engineering, teacher education, business, nursing, allied health professions, and others, need to graduate with the outcomes and values listed below. Infused throughout this liberal education is the imperative that students gain experience with diversity: the diversity of thought, race, ethnicity, religion, social class, ability, sexual orientation, age, and other characteristics that determine identity and define human beings and the groups to which they belong.

In this report, we refer both to learning “outcomes” and learning “values.” This distinction relates in part to the assessment of student learning, recognizing that a liberal education (see below) will instill learning that may be immeasurable, at least in the short term. Such “values” are broad-based, perhaps more “philosophical,” and reflect the entire human being rather than a single, observable outcome or capacity. A liberally educated graduate from the University of Wisconsin will possess both these broad values *and* practical learning skills (outcomes) to be a successful, contributing member of an increasingly knowledge-based society. We want to be clear that we are not diminishing the key importance of authentic assessment of student learning. Indeed, we believe that renewed attention to assessment is essential in advancing the general and specific suggestions we provide below.

BIG IDEA ONE: ADOPT A UNIFORM SET OF EDUCATIONAL OUTCOMES AND VALUES FOR ALL UW UNDERGRADUATE STUDENTS

Graduates of the UW System, irrespective of major or future professional focus, must:

- *Be prepared* with breadth of knowledge and the ability to think beyond one’s discipline, major, or area of concentration. These are graduates who *can*: demonstrate broad understanding of human cultures and the natural world; demonstrate deeper understanding in a concentrated area of study (their major and/or minor); analyze and evaluate quantitative and qualitative data and other information from a variety of sources and media (print, electronic and other); synthesize knowledge and information; apply knowledge of human cultures and the natural world;
- *Value* diversity, equity, and social justice, to thrive as social beings, in the workplace, and for the sustainability of the planet. These graduates *are able to*: interact and work with people from diverse backgrounds and cultures; lead or contribute support to those who lead; practice empathy and

understanding for those who are different than they are; practice environmental stewardship and sustainability.

- *Possess* intellectual curiosity and agility, and *value* both learning for its own sake and learning that is applied practically. These graduates *can*: think critically and creatively; communicate by writing, speaking, and listening well, with strong presentational skills (both with and without technology), and to diverse audiences; problem-solve, both independently and collaboratively; reflect and be self-reflective; take intellectual risks, tolerate ambiguity and deal with uncertainty; be prepared with specific and current skills but also be nimble and ready to adapt to new needs for learning; approach complex issues ethically and learn from mistakes; apply classroom learning beyond the walls of the classroom; think historically and identify recurring patterns of human behavior and activity; ask and seek to answer big questions, both contemporary and enduring.
- *Be able* to engage other cultures effectively, whether “at home” or “abroad.” These graduates *can*: be civically engaged on campus, in their communities, and in their encounters with the world beyond the academy; contribute to a global marketplace of ideas and economies; persuade and be persuaded by, engage with, and show understanding of another’s point of view;

We should expect every student who receives a degree from *any* UW System institution to gain these learning outcomes and values through their education. Thus, our recommendations apply to baccalaureate degrees awarded by the comprehensive and doctoral campuses, and to transferrable associate degrees offered by the 2-year and other campuses. How each UW institution teaches to these outcomes and values will be different, as will the ways each UW institution assesses the learning of its students and the value added by the educational experience provided.

SIGNIFICANT ACTIONS REQUIRED TO ACHIEVE THESE OUTCOMES AND VALUES

Many educational efforts on campuses of the UW System advance these primary learning values and outcomes. However, we can be more intentional, coordinated, systematic, and effective in educating the citizens that our communities, state, and nation need. Herein, we propose four additional “big ideas” (each multifaceted) that, if implemented broadly throughout the UW System, will transform teaching and learning to achieve our primary charge - of preparing students with both breadth and depth of knowledge, the integrative learning skills, multicultural competencies, and practical skills needed to succeed in and contribute to our rapidly changing, global society.

BIG IDEA TWO: LEAP into the 21st Century

As noted above, the AAC&U, through its LEAP initiative and the extensive research on which it is based, has delineated the essential learning outcomes needed for individual and collective success in a knowledge-driven economy and society, and also identified several key “principles of excellence” that should guide modern educational efforts. The learning that we describe above is essentially that of LEAP. We see little benefit in re-inventing the excellent work that AAC&U and its partners have accomplished, along with elements of educational programs that achieve those goals. **We recommend that the UW System and every UW institution adopt LEAP as a common and intentional framework for re-envisioning and transforming our universities and educational offerings.** There is ample latitude within LEAP to allow each UW institution to adapt, teach to, and assess the outcomes consistent with each institutional mission and identity.

Four key ideas for moving forward:

- LEAP materials and perspectives provide clear bases for communication about liberal education and its values in the 21st century. **We recommend that as part of the adoption of LEAP as a system-wide educational framework, the UW System undertake a vigorous and coordinated advocacy**

campaign both internally and externally. The focus of this campaign should be to increase appreciation and support for the essential learning values we have described.

- The LEAP campaign also has identified key educational practices to achieve these learning values and outcomes. They include first-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity and global learning, service learning and community-based learning, internships, and capstone courses and projects. Many of these practices are in use on many UW campuses, but **we need to be systematic and intentional in adopting the practices to educate all students. We also need to adopt and apply the LEAP Principles of Excellence** (“Aim High – and Make Excellence Inclusive”; “Give Students a Compass”; “Teach the Arts of Inquiry and Innovation”; and others; *College Learning for the New Global Century*, pp. 25-44).
- Our think tank members frequently discussed general education programs on our campuses, and there is broad (although not universal) dissatisfaction with the ways that these programs contribute to the education of our students. Reform of general education is notably challenging and time-consuming. Each institution will need to develop the best general education model for its students, mission, and institutional context. At the same time, **we recommend coordinated system-wide support for general education evaluation and reform, while respecting campus autonomy and faculty governance responsibilities for the curriculum including general education.** A concrete form of such support would be to send a multi-campus team to the AAC&U Institute on General Education; the next institute is in May-June 2008 in Minneapolis, and includes a track exclusively for university systems.
- It is a common fallacy to equate general education and liberal education. We dismiss this perspective outright, thus are quick to add that we do not believe that LEAP (or, more broadly, liberal education) values and outcomes can be attained solely through focus on general education. As noted above, **LEAP values need to be better integrated into courses and experiences in the major. Further, there should be more thoughtful integration of general education and major curricula.** The integrative learning that we advocate for should span a student’s entire education, both in and outside of the classroom.

BIG IDEA THREE: Diversify our Campuses to Enhance Learning Outcomes

The UW System must place the highest priority on diversifying the students, faculty, staff, administration, and curricula at its institutions. A diverse campus body is essential to preparing students for the global world in which we live. This is not a luxury, but a necessity. We do our students an enormous disservice if we do not provide them with diverse experiences and learning environments. The essential student values and learning outcomes all depend on this.

Achieving this significant goal means we need to create real opportunities for students to work with and value people of different cultures and backgrounds. We must create more multiculturalism through exposure to far more diverse learning experiences and international education by moving past the boundaries of our individual campuses, and the development of programs that promote discussion and reflection across multiple boundaries, including the communities in which our universities are based. We need to take more creative, bold, and forceful steps to change racial and ethnic demographics at our campuses. We need to go beyond mere exposure, and provide structures to support student reflection and action on multiculturalism, equity, and social justice. New models of assessing and measuring outcomes are needed that will support the integration of diversity and equity goals into broader student learning outcomes. And we need to weave the value of diversity into conversations with students, faculty, staff internally (admissions, first year, majors, and also departments, curricular meetings, etc.), as well as with external constituents such as community and corporate leaders at appropriate levels.

Four key ideas for moving forward:

- **Support and encourage the adoption of the Equity Scorecard or other local culture-of-evidence systems.** Such initiatives help institutions identify and correct specific barriers to retention and success of minority students, and can dramatically change an institution's ability to attract and retain students of color and to foster their academic success.
- Create a new framework and mechanisms to support *majority* students, faculty, staff, and administrators in evaluating attitudes, perspectives, or behaviors that may limit achievement of the diversity, equity, and inclusivity goals that we seek. Thus, **campuses also should be encouraged to invest in and undertake multi-year projects using a cultural competence framework to help them evaluate, understand, and change campus culture and climate.** Such projects will require considerable courage among campus leaders, and care and effort to build internal support for the hard work that they entail.
- Develop a **cross-campus UW-System program of faculty and student exchanges**, modeled after the Fulbright program, to provide diversity experiences and engagement to our faculty, staff, and students, many of whom study and work at campuses that are notably homogeneous.
- Below, we call for expanded professional development for faculty and staff. In addition to the pedagogical focus we emphasize below, **diversity and equity programming should be included as an integral part of the UW System's faculty development work.** Private-sector partners who can speak about the value of an inclusive and diverse workforce might contribute to such efforts.

BIG IDEA FOUR: Support and Value Faculty Work to Achieve Learning Outcomes for Students

Achieving broad adoption of and sound progress on the learning goals outlined above requires that faculty conduct their work, individually and collectively, with new approaches, support systems, and rewards. This cannot and will not happen spontaneously. **Faculty development that respects and engages instructors in their teaching is crucial in this transition to preparing students according to a more defined set of learning outcomes, and to developing engaged pedagogies that lead to deeper learning.** This focus requires keeping learning outcomes paramount, and providing faculty with development opportunities in appropriate methodologies and the tools to assess their influence on student learning.

Faculty development needs to be strengthened at both the campus and the System level. Structures need to be in place to support both individual instructors as well as collective faculty action in achieving institutional goals. Instructors need to be given the tools and the incentives to make new ideas/methods/approaches work for students. **Both faculty and student service/support personnel need to be guided in working together more effectively to achieve shared goals for student learning.** This area intersects importantly with the two ideas framed above, i.e., "LEAP"-ing into the 21st century and diversifying our institutions, and also with our next main point of realigning institutional and system structures and processes.

Key ideas for moving forward:

- A key element of enhanced professional development is **changing priorities in faculty hiring, retention, support, and reward systems.** This includes strengthening the reward structure for faculty research on teaching, pedagogical innovation, and exploration in student learning. If teaching and learning are truly among our primary values we need to direct more resources to those parts of our mission. Faculty development opportunities in themselves can be considered rewards, if they are recognized as a valuable part of faculty work, and if faculty/instructors value what is offered. Summer stipend programs or funded course releases might be part of a plan to expand such development opportunities. Other valuable approaches might be stronger faculty mentoring programs

that create opportunities to observe and interact with “master teachers” at work; faculty learning communities at the campus and System level to allow instructors to work collaboratively on teaching and learning issues; expanded orientation for new faculty; increased support and rewards for interdisciplinary efforts.

- In a separate section below, we note key institutional resources that can be built upon to achieve our goals. One warrants specific notice here. The UW System’s Office of Professional and Instructional Development (OPID) provides highly influential and effective professional development opportunities for faculty and staff throughout the system. **Expanding the staffing and financial resources provided to OPID** so that it can develop new programs and expand/build on existing ones (e. g., diversity, interdisciplinarity, assessment) represents a key opportunity to achieve some of the essential professional development goals. Increasing the effectiveness of OPID may involve reconfiguration of other very effective UW System faculty development programs, such as the Women in Science program, to maximally leverage their capabilities.

BIG IDEA FIVE: Re-examine and Realign Key Institutional and System Practices

Our campus and system-wide environments, structures, and practices need to be coherently aligned to reinforce and advance attainment of essential student learning, and to best direct the talent, energy, and dedication of faculty, staff, and students throughout the system to realizing those values and outcomes. Fundamentally, we need to evaluate and change key elements of how we conduct our work. That includes seeking innovative ways to facilitate collaborative and collective effort aimed at these educational values, and at changing policies and practices that are barriers to collaboration. Such effort should include assessment of opportunities for multi-campus and system-wide collaboration that may be more effective and influential than single-campus initiatives. Moreover, our environments, structures, and practices need to remain nimble and flexible to respond to new challenges and opportunities that will continue to arise in the future.

We offer a limited number of examples to illustrate some of the ways that current organization and practices may impede achievement of the goals we have outlined. The disciplinary boundaries and definitions that characterize significant parts of our organization, while immensely valuable in fostering scholarship and discipline-specific learning communities, may hinder the interdisciplinary collaborative teaching we need. More specific efforts are needed to build these collaborations, either through reorganizing around themes other than disciplinary specialties; developing new modes of interaction among units; fostering stronger commitments beyond the departmental level; or others. Administrative policies (such as those for student-credit-hour generation or faculty workload calculations) may impede interdisciplinary collaboration, the creation of learning communities, and team teaching. Such policies need to be evaluated critically, at all levels including departments and units, colleges, campuses, and UW System Administration.

A significant percentage of today’s undergraduate students move from campus to campus during their careers. Do our transfer policies and curricular requirements reflect this reality? Concerns abound about the preparedness of many high school graduates for university-level academic endeavors. While the PK-12 and university communities have a shared mission in educating the state’s citizens, it is certain that further opportunities exist for collaboration and cooperation to fulfill that mission. Both academic and student affairs units contribute to the education of students in the ways we describe. To what degree do we intentionally coordinate and integrate student and academic affairs functions and role in achieving these values and outcomes?

These examples and others reflect the ways that institutional organization and processes may impede progress towards realizing the educational values we seek. We offer several specific recommendations supporting this overall recommendation:

Key ideas for moving forward:

- Think tank members are aware of the important pedagogical, organizational, and other innovations on some campuses that are significant contributions to the essential learning values in students on those campuses. We also discussed the sometimes duplicated efforts on different campuses to chart the course of needed change, in areas such as general education. While we do not advocate for uniform or standardized educational programs throughout the UW System, we see real advantages in **creating a greater sense of “network” throughout the UW System so that advances and innovations on one campus are shared with others.** Such sharing of innovations related to the LEAP initiative has been achieved by the System Advisory Group on the Liberal Arts, but a more broad-based, systematic, and supported mode of communication is needed. Creating and coordinating such a network of information exchange would represent a very real “value added” contribution of UW System Administration.
- Shared governance policies and practices define the roles and relationships of students, faculty, staff, and administration in decision making, in the context of UW System policies and state statutes. Many of these policies safeguard the primary faculty responsibility for curricular and related academic matters. We are aware of broad concerns that governance policies or the way they are implemented may impede change and progress. We encourage a **careful re-examination of shared governance** to assure optimal working relationships among faculty, staff, and administration, and an environment that fosters productive and positive institutional change, all while respecting and safeguarding key principles and foundations of institutional and academic governance.
- We are struck that the academic community that is so forward-looking, innovative, and willing to undertake bold ideas in its research and scholarship may be distinctively conservative in thinking about change in teaching, pedagogy, and institutional organization. We recommend that we **develop processes for all of us (administration, faculty, staff) to adapt bolder (“research-like”) perspectives as we approach new opportunities and challenges (the scholarship of teaching and learning, interdisciplinary approaches, new models of funding, etc.).** Such innovation should be applied to the re-examination of issues such as the following, with a goal of creating structures and opportunities that generate and sustain new approaches and further collaboration:
 - departmental and all administrative structures and practices;
 - coordination between academic affairs and student affairs;
 - definition of faculty teaching and workloads in team-taught and interdisciplinary courses;
 - tuition structure for enrollment in on-line courses by full-time students;
 - the tuition plateau;
 - campus and system committees, which require significant time investment, to assure that each is a) valuable to the mission and b) structured to best perform its function;
 - Admissions materials that communicate clearly the standards and expectations of a university education that embraces the goals and values identified in this report;
 - Institutional autonomy and inter-institutional collaboration and cooperation in educational programs, degrees, instruction, access, and others.
- **Increase collaboration with the Department of Public Instruction and the PK-16 educational community.** Such collaboration must include efforts to strengthen PK-12 standards and practices so that more students are prepared to achieve the essential learning of a university education. Key issues to be considered and addressed include facilitating successful high school-to-college transitions; pre-service teacher education, in-service continuing education for teachers, how “remedial” needs can be met as early as possible in the education of students, and others. In-service continuing education should focus on bringing teachers up to date in best-practice teaching approaches and in major advances in subject-matter content knowledge. The local and relatively informal networks that have grown between regional K-12 teachers and university faculty at some

campuses could be formalized and expanded. The public advocacy campaign for liberal education noted above might be undertaken as a collaborative effort between the University System and the Department of Public Instruction.

Challenges to Address

In this report, we view “challenges” as systemic or large-scale issues or factors that will make it difficult to advance the major ideas we propose. Some of these are internal to each individual university, while others are external to campuses or the UW System. It is important to recognize these factors as constraints to our progress, and it would be best to address them to the degree possible.

Constraints on PK-12 preparation for university education: As noted earlier, greater collaboration between the University System and the K-12 education community will increase the number of students who enter the state’s universities prepared for success. Some collaboration is underway, and we believe that further opportunities exist to make real progress in preparing Wisconsin students to succeed in university work. However, many issues including poverty, other socioeconomic factors, and limited local support are serious constraints on K-12 education. These are factors that the K-16 educational enterprise may have limited opportunity to influence directly, except over a very long timeframe.

Changing institutional cultures and practices to facilitate new educational models: Achieving the learning values and outcomes we seek for our students will require innovative approaches to pedagogy and learning, curricular reorganization, inter-institutional collaboration, and change management – all of which are key elements of our recommendations above. At the same time, universities nationwide are generally conservative, risk-averse, and slow to change. A key challenge to the strategic framework we are developing is to create an imperative within and among our universities to adapt new models and practices, some of which will grow only out of deeper “cultural” change within the system. Paraphrasing the advice our group received from a UW Provost, we need to shift our thinking away from envisioning change from one static condition to another, and instead develop approaches that let us sustain a dynamic enterprise that is more responsive to changes in context and demands. This challenge will need to be addressed directly at every level, at the same time respecting the traditions of shared governance that have been a key part of building such an exemplary public university system. Articles in the Fall 2007 volume of *Liberal Education* (AAC&U) provide a framework for some of the needed changes (Jerry G. Gaff: *What if the faculty really do assume responsibility for the educational program?*; Adrianna Kezar et al.: *Where are the faculty leaders?*; Richard Keeling et al.: *The Dynamics of Organization in Higher Education*; <http://www.aacu.org/liberaleducation/index.cfm>).

Changing entrenched perceptions about what matters in a university education: A popular and widely held perspective is that the educational values and outcomes advocated in this think tank report are “impractical” in not being tied directly and immediately to careers, employment, and economic development. At the same time, during the past several decades we have seen a diminished understanding and appreciation of the *public* values of a higher education (reflected in some of the learning values we have stressed), as well as the non-economic values of higher education. Using the ongoing AAC&U *LEAP* campaign as a springboard for a public advocacy campaign, as noted above, is a key recommendation of our report. However, we should recognize the strong existing perceptions and views that must be overcome through such a campaign, suggesting that gains may be slow and hard-won. It is worth noting that the AAC&U undertook *LEAP* as a decade-long project, in recognition of the scope and magnitude of what is required to change campus practices and influence public perceptions.

Racial diversity in Wisconsin: Outside of its major metropolitan areas, Wisconsin’s racial diversity is generally low, and it is fair to characterize the state by its “culture of whiteness.” This reality heightens the challenge of creating the diverse campus communities that we need to provide all UW students with the learning experiences they need for the 21st century, and to produce the well-educated citizens and workforce that Wisconsin needs to participate in and contribute to a global economy and society. Recognition of the demographic and cultural context in which we operate should remind the campuses and UW System that achieving the true diversity and equity we seek will require unusual creativity and

diligence, and the development and adoption of different models than we have used previously. Such sober recognition and the additional actions that it should spur will also help our educational system better serve all of the state's citizens.

Resources: While some key steps to advance the educational goals that we outline may be accomplished with little or no additional costs, other efforts will require either new or reallocated resources. To the degree that the initiatives we propose are constrained by current (or reduced) resource levels, progress on these goals will be slowed. Nonetheless, budgetary allocations (at all levels) reflect an organization's values and priorities. The education identified above as essential to every student's university experience can take place only with the strong support of the human and financial resources of the UW System and its campuses.

UW System Assets and Other Opportunities to Seize

As noted above, numerous current initiatives advance the learning values we are advocating. Additionally, a number of campus-level, consortial, or UW System administration organizational structures support the work we envision as being necessary to achieve these goals. These assets can be leveraged or expanded as we pursue these goals, and many represent "model" efforts that can be disseminated more broadly. It is beyond the scope of our work as a "think tank" to inventory all such efforts throughout the UW System, and such an inventory should be part of the implementation of the strategic framework. We cite a few examples:

The Office of Professional and Instructional Development (OPID; UW System) "provides leadership in fostering the pursuit of effective and innovative teaching to enhance student learning and promote academic quality throughout the University of Wisconsin System and beyond" (from the OPID mission statement). OPID plays a key role in faculty and instructional staff development, and represents a key asset for the efforts we envision.

Collaborative Language Program (CLP) is a consortium effort involving 12 UW campuses to deliver less commonly taught languages through hybrid approaches of videoconferencing and web-based course management systems. An expanded CLP could contribute directly to expanded language and global cultural understanding, both important parts of the learning that students need. Furthermore, the CLP may provide a useful model of institutional collaboration that could be followed in developing new programs.

System Advisory Group on the Liberal Arts (SAGLA): Since 2004, SAGLA has been leading work on an initiative entitled "The Currency of the Liberal Arts and Sciences: Re-Thinking Liberal Education in Wisconsin." SAGLA has also been a main point of contact for the UW System's collaboration with the AAC&U on the LEAP initiative. The work of this group has included on- and off-campus advocacy, and its efforts could be built upon and expanded in developing a broader advocacy campaign throughout the state.

Ongoing educational reform: Many UW System campuses have been re-thinking general education, first-year and transitional initiatives, learning communities, team-taught and interdisciplinary courses, and other curricular and co-curricular efforts that support the learning values of this report. These efforts can be built upon to sustain needed educational change.

Equity Scorecard: Adoption of an Equity Scorecard process on additional campuses will be facilitated by the experience gained by other campuses that enacted this process in recent years.