

# UW-River Falls Faculty/Academic Staff Handbook

## Chapter I: Introduction to UW-River Falls

### Chapter Organization

#### **1.1 History**

#### **1.2 University of Wisconsin System**

- 1.2.1 Board of Regents
- 1.2.2 System Administration

#### **1.3 Mission Statements**

- 1.3.1 University of Wisconsin System Mission
- 1.3.2 University Cluster Core Mission
- 1.3.3 Select Mission of UW-RF
- 1.3.4 Shared Vision and Expectations of the Academic Community
- 1.3.5 Reach for the Future Initiative

#### **1.4 The Educational Design at River Falls**

- 1.4.1 Educational Objectives
- 1.4.2 Plan 2008: Educational Quality Through Ethnic and Racial Diversity
- 1.4.3 General Education Objectives

#### **1.5 Academic Organization**

- 1.5.1 The College of Agriculture, Food and Environmental Sciences
- 1.5.2 The College of Arts and Sciences
- 1.5.3 The College of Education and Graduate Studies
- 1.5.4 The School of Graduate and Professional Studies
- 1.5.5 The School of Business and Economics

#### **1.6 Accreditation**

#### **1.7 American Association of University Women**

#### **1.8 West Central Wisconsin Consortium**

#### **1.9 UW-RF Foundation**

#### **1.10 Financing**

#### **1.11 Equality of Opportunity**

## **1.1 History**

The University of Wisconsin-River Falls was established by legislative act in 1874 as the fourth State Normal School in Wisconsin and the first in the northwestern part of the state. The first building was dedicated in the fall of 1875, and the school opened as *River Falls State Normal School (1875-1927)* with an enrollment of 104 students in the Normal Department and 155 pupils in its model school.

When the original Normal School building burned in 1897, the community offered

churches, lodge rooms and other buildings as meeting places so that students missed only half a day of classes. That original building was replaced in 1898 by what is now known as South Hall.

The school experienced slow but steady growth in curricula and enrollment until 1912 when enrollment accelerated with the establishment of the Department of Agriculture. The addition of a four-year curriculum in 1926 foreshadowed the name change *River Falls State Teachers College (1927-1951)* the following year.

In 1951, with the addition of liberal arts courses, the institution was designated *Wisconsin State College at River Falls (1951-1964)*. In 1964, after graduate courses were offered, the name was changed to *Wisconsin State University-River Falls (1964-1971)*. The present name, *The University of Wisconsin-River Falls (1971-present)*, came in 1971 with the merger of the state's institutions of higher education to form the University of Wisconsin System with a single Board of Regents. The title of the chief administrative officer was changed from president to chancellor after the merger.

Although enrollment began to increase dramatically at the close of World War II, it did not exceed 1,000 until 1956. It passed the 2,000 mark in 1963, reached 3,000 in 1965, 4,000 in 1968, and 5,000 in 1979.

## 1.2 University of Wisconsin System

### 1.2.1 Board of Regents:

The Board of Regents of the University of Wisconsin System consists of 17 members, including the State Superintendent of Public Instruction, the President of the Board of Vocational and Adult Education, 14 citizen members appointed by the Governor with approval of the Senate for staggered seven-year terms, and a student from within the System appointed by the Governor with the approval of the Senate for a two-year term. The Board of Regents is responsible for establishing policies and rules for governing the System; planning to meet future state needs for university education; appointing the executive head of the UW System; and appointing the chancellor of each institution in the System, each of whom serves at the pleasure of the Board. It sets admission standards and policies, reviews and approves University budgets and establishes the regulatory framework.

### 1.2.2 System Administration:

The President of the University of Wisconsin System has full executive responsibility for the operation and management of the System, carrying out the duties prescribed in the Wisconsin statutes and implementing policies set forth by the Regents. This includes management and coordination of the operations of the central administrative office and the units of the System; responsibility for fiscal control; maintaining management-planning information; developing a single budget; and coordinating academic program review, evaluation and development on all campuses.

# 1.3 Mission Statements

## 1.3.1 University of Wisconsin System Mission:

The University of Wisconsin-River Falls shares in the mission of the University of Wisconsin System. The mission of this System is to: develop human resources; discover and disseminate knowledge; extend knowledge and its application beyond the boundaries of its campuses; and serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose.

Inherent in this broad mission are methods of instruction, research, extended education and public service designed to educate people and improve the human condition. Basic to every purpose of the System is the search for truth.

## 1.3.2 University Cluster Core Mission:

As institutions in the University Cluster of the University of Wisconsin System, the University of Wisconsin (UW)-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-River Falls, UW-Stevens Point, UW-Stout, UW-Superior, and UW-Whitewater share a core mission. Within the approved differentiation stated in their select missions, each university in the Cluster shall: offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement; offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and through University-sponsored cultural, recreational and extra-curricular programs; offer a core of liberal studies that supports university degrees in the arts, letters, and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level; offer a program of preprofessional curricular offerings consistent with the University's mission; expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its approved mission statement; promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity; participate in interinstitutional relationships to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources; serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff; and support activities designed to promote the economic development of the state. (as amended by BR Res. 6/10/88)

## 1.3.3 Select Mission of the University of Wisconsin- River Falls

In addition to System and core missions, the select mission of the University of Wisconsin-River Falls is that it:

provides an excellent environment for learning, emphasizing the importance of faculty-student interaction in classrooms, laboratories, academic advising, and co-curricular activities; offers liberal arts programs and degrees to meet regional needs in the arts;

humanities; mathematics, natural and physical sciences; and social and behavioral sciences. The liberal arts also strengthen and broaden programs in the agricultural sciences, teacher education, and business administration; offers professional programs and degrees in teacher education with special emphasis in early childhood, elementary, middle, and secondary education; offers programs and degrees in the agricultural sciences, agri-business and agricultural teacher education; offers graduate programs in education, agriculture, and other areas clearly associated with its mission. Development of cooperative graduate instructional programs with appropriate institutions is encouraged; expects scholarly activity, including research, scholarship, and creative endeavor, that supports its programs at the associate and baccalaureate level, its selected graduate programs, and its select mission; continues to develop interinstitutional relationships in cooperative research, graduate training, and undergraduate programs within the state, region, and world. As a border institution, the University promotes interstate cooperation; provides students opportunities to develop an appreciation of the richness and diversity of American culture and is committed to representing this diversity in its staff and student body; offers students the opportunity to increase their global awareness and sensitivity to other cultures. It also has a continuing commitment to provide opportunities for students to live, study, and travel abroad and to increase the number and diversity of international students on campus; provides public service by using its resources to address problems and concerns throughout the state and region. Special emphasis is placed on cooperative extension and economic development outreach; and offers enrichment to the citizens of Western Wisconsin and the St. Croix River Valley by providing artistic, scientific, and other cultural events, programs, and exhibitions. (as amended by BR Res. 6/10/88)

#### **1.3.4 Shared Vision and Expectations of the Academic Community at River Falls:**

The University of Wisconsin-River Falls is an academic community composed of students, faculty, staff, and administrators. This academic community shares a common vision of working together to provide an excellent environment for learning, emphasizing the importance of faculty-student interactions in academic advising, classrooms, laboratories, and co-curricular activities. In conjunction with our motto, "Where the Free Spirit Prevails," our campus community supports the expression of individual beliefs and ideals.

As with any community, there is a shared vision that is subscribed to by all members. This vision ensures common purpose within the academic community. This shared vision protects, enhances, and empowers individuals, while fostering a positive learning environment. As members of the University of Wisconsin-River Falls campus community, our vision is to: treat others with honesty, trust, and respect; interact with others in a spirit of congeniality, openness, and support; recognize and honor each person's talents and unique qualities; operate collaboratively with students, faculty, staff, and others in our community; foster relationships individually and in teams that promote enthusiasm, unity, motivation, and encouragement; be committed to excellence; continuously seek to improve the quality of all that we do; promote each other's development and engagement in the learning process; support an environment that nurtures students, one another, and other members of our community; be viewed as

leaders and role models in the educational process; and share our expertise and resources across the campus and community.

The achievement of this shared vision is the responsibility of the entire academic community. It is the academic community as a whole that determines the quality of education at the University of Wisconsin-River Falls. Our daily actions as individual members should be in accordance with the shared expectations of the academic community. Therefore, all members of the academic community have a shared expectation to: prepare thoroughly; meet obligations punctually; participate fully and constructively; display appropriate courtesy; adhere to deadlines and timetables; provide constructive feedback; respect the confidentiality of information shared or exchanged; and challenge each other intellectually.

This documentation of expected behaviors and actions at the University of Wisconsin-River Falls is presented in the united spirit of an academic community with a shared vision. By focusing our energy and attention toward fulfilling the ideals presented in this document, we, as an academic community, will be able to achieve an excellent learning environment. We cannot mandate that these expectations be upheld, but adherence to these shared expectations will ensure that the rights and privileges of individuals and groups are preserved. [FS 93/94 #31]

### **1.3.5 Reach for the Future Initiative:**

#### *Vision:*

The following vision statement is an integral component of the University's Reach for the Future strategic planning initiative:

The University of Wisconsin-River Falls will be recognized as an exceptional undergraduate university with national acknowledgment of, or excellence in, select undergraduate programs while providing outstanding graduate programs in selected professional disciplines.

#### *Values:*

The following values form the basis for decision-making processes and operating procedures at UW-River Falls, establishing the foundation for University policies and actions. The University values: a tradition of shared governance; free inquiry and expression; respect for individuality and the preservation of dignity and privacy; empowering each member of the University community to attain his or her fullest potential; and an environment that is free of harassment and discrimination.

#### *Goals:*

The University's ambitious and comprehensive Reach for the Future planning effort includes 12 strategic goals designed to strengthen virtually every component of the University and position the institution for excellence in the 21<sup>st</sup> century.

Goal I: The University will continue to improve the recruitment, retention, and graduation rate of high quality students.

Goal II: The University will infuse technology throughout the curriculum and the University to ensure technological and computing skills appropriate for all the members

of the University community.

Goal III: The University will continue to recruit and retain high quality faculty and staff.

Goal IV: The University will build a greater sense of community among students, faculty and staff.

Goal V: The University will enhance career development and services to students.

Goal VI: The University will expand opportunities for students, faculty, staff, and constituents to work collaboratively and build internal and external alliances for the purposes of generating external funds and advancing areas of common interest.

Goal VII: The University will refine the curriculum to meet the needs of a rapidly changing society and increasing enrollment and educational needs of the community, region, and state.

Goal VIII: The University will continually review its operations and identify and allocate resources to achieve long-range goals in light of budget realities.

Goal IX: The University will maintain an attractive and safe campus environment for the use and enjoyment of faculty, staff, students, and visitors.

Goal X: The University will offer outreach programs designed to meet the needs of individuals and profit, not-profit, and public sector organizations.

Goal XI: The University will develop a long-range plan to determine major equipment needs, identify sources of funding for major equipment, and allocate resources with the goal of supporting and maintaining the quality of academic programs.

Goal XII: The University will develop a long-range plan to determine the resource needs of the Library and identify funding necessary to provide the resources to maintain quality academic programs.

These 12 goals are grounded in the University's select mission and vision statements.

Collectively they encourage the maintenance of an efficient and high-performing learning organization prepared to address its needs.

## **1.4 The Educational Design at River Falls;**

The University of Wisconsin-River Falls believes that its function is to offer the opportunities of college to each student who earnestly desires a higher education and who demonstrates the ability to benefit from it. The University believes it must serve as a center for those who search for truth--that it must maintain an atmosphere of free inquiry in which the examination of conflicting ideals and ideas is not only permitted but encouraged. Within the limits of its resources and facilities, the University also has a responsibility to serve as a center for educational leadership, intellectual stimulation, adult education, and other specialized educational services for the region.

The University views the student as the major reason for its existence, and its courses, programs, and activities are designed to that purpose. To attain them, faculty and students work together in partnership.

### **1.4.1 Educational Objectives:**

The society evolving at the turn of the century demands a better informed and more sophisticated citizenry than ever before. It will be a society characterized by rapid change, by continued rapid expansion of knowledge, and by social diversity and mounting complexity. It will present its citizens with both enormous opportunities and great challenges. Attendance at a college, and especially graduation therefrom, can present students with opportunities to develop their personal resources in order to participate in, contribute to, and find meaning in this society.

Though fulfillment of objectives cannot be guaranteed, the University of Wisconsin-River Falls strives to provide the intellectual and social climate, environment, and facilities by which students may attain skills, attitudes, and values that will: aid in the fulfillment of their potential as productive and responsible United States and world citizens; and help them attain maturity in their personal and professional lives that will make continuing self-education possible.

To these ends, the University will help students to acquire: familiarity with the major disciplines of knowledge and ability to see the interrelationships of these; vocational and professional competence involving deep understanding of some one organized discipline or area of human interest; the ability to think critically and to identify and solve problems; attitudes such as appreciation of human dignity, tolerance for differing points of view, and respect for evidence, even when it conflicts with prejudices and preconceptions; competence in communication skills; interests upon which they can build to make their leisure time satisfying and creative; the ability to meet the requirements demanded of those who wish to enter professions for which there are established criteria; and a commitment to work toward solving the problems of the current and future environment.

#### **1.4.2 Plan 2008: Educational Quality Through Ethnic and Racial Diversity**

It is a major goal of the University of Wisconsin System and the University of Wisconsin-River Falls to prepare students for lives in a society characterized by racial and ethnic diversity. To fulfill this goal, the University strives to reflect this diversity in its student body, faculty and staff, to provide a campus climate conducive to diversity, and to include the study of diversity and related issues in its curriculum.

In recognition of the need to institute a strong and effective diversity component within its curriculum, a specific program has been developed. In addition to the infusion of diversity material by the faculty into their courses, special attention is given to the infusion of diversity content into all General Education courses. Each student is also required to take an approved General Education course which deals primarily with issues of race and ethnicity.

Plan 2008 is a ten-year initiative to further racial and ethnic diversity on the UW campuses. The University of Wisconsin-River Falls is placing the highest priority on the following goals: to increase the number of Wisconsin high school graduates of color who apply, are accepted and enroll at our institution; to close the gap in educational achievement by bringing retention and graduation rates for students of color in line with

those of the student body as a whole; and to increase the amount of financial aid available to needy students and reduce their reliance on loans.

### **1.4.3 General Education Objectives**

The General Education Program is designed to develop essential academic skills, to acquaint students with their cultural heritage, and to provide them with a broad base of liberal studies in the humanities, mathematics, and the social and physical sciences. This program will serve as a foundation for study in a major. Further, it will develop breadth of knowledge and will cultivate the critical judgment necessary for mature and responsible lives in work, in leisure, and as citizens of the nation and the world.

*Skills to be developed include:* reading, writing, speaking, and listening effectively; understanding mathematical reasoning, interpreting numerical data, and performing mathematical operations; and thinking critically, analyzing problems systematically, and integrating knowledge from the humanities and the social and physical sciences.

*Breadth of knowledge to be developed includes:* understanding historical perspectives; understanding important literature of past and contemporary cultures; understanding ways in which artistic forms and styles represent and interpret human experience; understanding principles and methods of basic physical and life sciences, including laboratory work; understanding concepts and methods of inquiry in the social sciences; and understanding the importance of one's physical and psychological well-being. [FS 93/94 #16]

*Elements of critical judgment to be developed include:* understanding the impact of technology upon contemporary culture; gaining a global perspective of human culture, recognizing that the present time requires such perspective; developing a sense of ethical and social responsibility.

## **1.5 Academic Organization**

For academic purposes the University of Wisconsin-River Falls is organized into three academic Colleges and one School--the College of Agriculture, Food and Environmental Sciences, the College of Arts and Sciences, the College of Education and Graduate Studies, and the School of Business and Economics.

### **1.5.1 The College of Agriculture, Food and Environmental Sciences**

*Degrees:* The College of Agriculture, Food and Environmental Sciences offers the Bachelor of Science; Bachelor of Science in Agricultural Education; and Bachelor of Science in Geology degrees. It has responsibility for the pre-professional program in veterinary medicine.

*Departments:* Departments within the College of Agriculture, Food and Environmental Sciences include Agricultural Economics, Agricultural Education, Agricultural Engineering Technology, Animal and Food Science, and Plant and Earth Science.

*Majors:* The College of Agriculture, Food and Environmental Sciences offers



departmental majors in: agricultural business, agricultural education, agricultural engineering technology, agronomy, animal science, biotechnology, broad area agriculture, conservation, dairy science [FS 99/00 #4], food science and technology, geology, horticulture, land use planning, marketing communications, and soil science. An interdisciplinary major is offered in environmental science [FS 99/00 #18]. Several majors also offer options and a variety of emphasis areas for increased specialization. Courses in agricultural communications and marketing can be taken as part of the marketing communications major.

*Minors:* In addition to the areas listed above, minors are also offered in agricultural economics, dairy science, environmental studies, farm management, outdoor education, earth science, and hydrogeology. Two-year programs designed to prepare students in different aspects of the agricultural sciences are also offered.

*Other Responsibilities:* Responsibilities of the College of Agriculture, Food and Environmental Sciences also include: operation of the University Laboratory Farms; operation of an extensive cooperative education/internship program.

*Objectives:* The constant and rapid changes in the science and technology of agriculture have brought about important changes in the economic, political, and sociological aspects of this field. The College of Agriculture, Food and Environmental Sciences recognizes these problems of change in the following statements of general objectives: to provide a curriculum broad enough in the field of general and liberal education that the graduate in agriculture can successfully cope with the problems of living in today's democratic world; to provide a curriculum sufficiently intensive to assure the graduate of a good educational foundation upon which to build a successful career in the fields of agriculture, food and environmental sciences; to enable the student to recognize the inter-relationships of the various subjects in the broad field of agriculture; and to enable the student to recognize the role of agriculture, food and the environment in American and world society.

### **1.5.2 The College of Arts and Sciences**

Degrees: The College of Arts and Sciences offers the Bachelor of Arts and Bachelor of Science degrees in Liberal Arts; the Bachelor of Fine Arts (art major only); and has responsibility for administration of pre-professional programs.

*Departments:* Departments within the College of Arts and Sciences include Art; Biology; Chemistry; English; Geography and Mapping Sciences [FS 99/00 #29]; History (includes Philosophy); Journalism; Mathematics and Computer Systems; Modern Language; Music; Physics; Political Science; Psychology; Sociology, Anthropology and Criminal Justice, and Speech Communication and Theatre Arts.

*Majors:* The College offers majors in: art, biology, biotechnology, chemistry, computer systems, English, geography, history, journalism, marketing communications, mathematics, modern language (French, German and Spanish), music, physics, political science, psychology, sociology, and speech communication, teaching English to speakers

of other languages [FS 99/00 #2], Theater Arts [FS 01-02#9]. Broad field majors are offered in fine arts, music, science and social studies. The College offers a dual-degree program (in collaboration with UW-Madison and the University of Minnesota) in physics, chemistry and engineering. The College also offers pre-professional programs in: engineering, law, medicine, optometry, pharmacy, and veterinary medicine. A broad area major in English is available to students majoring in education.

*Minors:* In addition to the areas listed above the College also offers minors in: anthropology, business communication, computer science, criminal justice, geographic information systems and cartography, mass communication, philosophy, professional writing, and theatre; and interdisciplinary minors in decision sciences, ethnic studies, film studies, international studies, musical theatre, and women's studies. Additional minors available for students majoring in education include: language arts, general science and social science.

*Objectives:* The College of Arts and Sciences has as its objectives: to provide an academic experience resulting in education of the complete person, education for a productive life, education for leadership and citizenship, education for lifelong learning; to provide, when possible, courses in various academic areas as requested for the students of the other Colleges and School; to cooperate with the College of Education and Graduate Studies and College of Agriculture, Food and Environmental Sciences in their efforts to provide the highest quality teacher education and to aid in all practical ways the improvement of the teaching of the various specialties in the public schools; to encourage departments to systematically review their philosophies, methods, and offerings to ensure continued improvement of instruction; to help students identify their capabilities and limitations in order to properly choose courses and academic specialties; and to encourage, promote, and provide service and leadership to students and to the region through consultants, extension courses, special events (visiting speakers, conferences, etc.), and all-University events or other practical means.

### **1.5.3 The College of Education and Graduate Studies**

*Degrees:* The College of Education and Graduate Studies offers the .i.Bachelor of Science degree in Elementary Education and Secondary Education, the degree of Bachelor of Social Work ;and the degree of .i.Bachelor of Music Education;. The degree in secondary education is offered in all disciplines in which the University offers a major and which are taught on a middle or secondary level.

*Departments:* Departments within the College include Communicative Disorders, Counseling and School Psychology, Health and Human Performance, and Teacher Education.

*Programs:* Programs within the College include Social Work.

*Majors:* The College offers majors in communicative disorders, elementary education, middle/secondary education, health and human performance, and social work.

*Minors:* The College offers minors in athletic coaching, early childhood education, dance education, communicative disorders, health education, and outdoor education.

*Other Responsibilities:* Responsibilities of the College of Education and Graduate Studies also include: offering instructional technology services in the Educational Technology Center; offering NCAA Division III athletic participation and a comprehensive wellness program.

*Vision:* The College of Education and Graduate Studies has adopted and strives to achieve the following vision statement: We believe that "there is a central quality which is the root criterion of life and spirit" (Christopher Alexander, *The Timeless Way of Building*). Therefore, we recognize, reward and measure our success by the quality of our activities, programs, and graduates.

We believe that people have the power to control their future through vision, leadership and participation in life. Therefore, we provide visionary leadership, function as change agents in society and prepare our graduates for such roles.

We believe in the collective power of people working for the betterment of society.

Through cooperation, teamwork and shared responsibility, our intellectual and physical resources multiply. Therefore, we provide leadership in establishing and maintaining collaborations and partnerships, participate vigorously in them and prepare our graduates to do likewise.

We believe that "the community is the heart of a civilized society" and in a community spirit of "helpfulness, consideration, accommodation and mutual respect." (*The Royal Bank Letter*) Therefore, we value, preserve and cultivate the community in which we live. We believe in and value cultural and ethnic diversity. Therefore, we demonstrate respect and appreciation for diversity, provide opportunities for our students to appreciate and understand diversity and provide leadership for living in a global society.

We believe that scholarship, intellectual pursuits and education provide the individual and society the means for growth and self fulfillment. Therefore, we promote and value knowledge, ideas, intellectual discourse, rational decision making and lifelong learning. We believe in the totality of the individual and the interrelatedness of the mind, the body and the spirit. Therefore, we promote and value the total well-being of the individual.

Teacher education and professional studies is a University-wide mission and involves faculty from all three Colleges. Professional education faculty across campus have identified four characteristics or beliefs that define the nature of professional education programs at the University of Wisconsin-River Falls: individual and developmental differences of students are valued and nurtured in the academic and social environment of the University that supports those differences; content knowledge, pedagogical knowledge, and the critical examination of both become the basis for students making informed decisions and acting on those decisions as professional educators; carefully structured and supervised field experiences in partnership with effective schools or agencies in which students can demonstrate and reflect upon their emerging pedagogical competencies are critical to the development of the reflective practitioner; and students must be prepared to live and work as citizens in a pluralistic, multicultural society.

Underlying these characteristics is a strong belief that faculty provide the model for students' thinking and acting as professional educators. Since its founding in 1874 as the fourth State Normal School in Wisconsin, the University of Wisconsin-River Falls has been committed to excellence in teaching. In this context, professional education faculty participate in the broader vision of the University community in which all faculty serve as teaching models.

*Program Goals and Outcomes:* The professional education programs are characterized by innovative education, critical pedagogy, and emancipatory teaching. Student learning experiences involve ethnographic studies, journal writing, action research and field experiences designed to foster critical reflection and pedagogy. The program goals, objectives, and outcomes are designed to develop graduates that we characterize as "emerging reflective practitioners."

#### **1.5.4 The School of Graduate and Professional Studies**

*Organization:* The School of Graduate and Professional Studies is a part of the College of Education and Graduate Studies. The deliberative and policy-making arm of the graduate faculty is the Graduate Council, comprised of thirteen elected members and the Dean and Associate Dean of the College of Education and Graduate Studies. The other Deans and Directors sit ex officio, as does the Provost & Vice Chancellor or designee.

*Degrees:* The School of Graduate and Professional Studies offers the following degree patterns and areas of specialization: Master of Science (MS) with programs in Agricultural Education and Communicative Disorders ; Master of Science in Education (MSE) with programs in Counseling, Elementary Education, Reading, School Psychology, and Secondary Education. Emphases in Secondary Education include Language and Literature, Social Studies, Science, Math, and Fine Arts; Teacher certification only in Elementary Education and Secondary Education. Emphases in Secondary Education include Language and Literature, Social Studies, Science, Math, and Fine Arts.

Specific policies and procedures of the School of Graduate and Professional Studies may be found in the Graduate Catalog and the Graduate Faculty Handbook.

#### **1.5.5 The School of Business and Economics**

*Degrees:* The School of Business and Economics offers the Bachelor of Science Degree.

*Departments:* The departments in the School include Business Administration and Economics.

*Majors:* The School of Business and Economics offers majors in accounting, business administration, economics, marketing communications, and management information systems (option within the computer science major). The School offers business administration options in finance, management, management information systems, and marketing.

*Minors:* The School offers minors in business administration, decision sciences, and economics.

*Other responsibilities:* The Director of the School is also responsible for the coordination of the University's outreach initiatives. These include Continuing Education, Distance Learning, General Extension, National Student Exchange, Pigeon Lake Field Station, Regional Development Institute, Small Business Development Center, Senior Outreach Studies, and Weekend and Evening Programs.

*Vision:* The School of Business and Economics at the University of Wisconsin-River Falls will be a regional leader in the acquisition, application, and transfer of business and economic knowledge.

*Mission:* The faculty and staff of the School of Business and Economics are professionals dedicated to being quality teachers; being accessible to students; furthering knowledge through research; and serving as valuable resources to the University and community. Our mission is to provide quality business and economic education through undergraduate and continuing education programs. A key strength of our School is providing professional expertise through personal contact between students and our faculty and between faculty and members of the community.

*Values:* We are committed to achieving our mission and vision through: Establishing an environment of ethical behavior, collegiality, mutual respect, trust, fairness and good will toward our students, colleagues and members of the community; Empowering our students, colleagues, and members of the community to attain their fullest potential; Diligently pursuing our personal, professional, and institutional growth and development.

*Goals:*

*Curriculum:* The School will design and deliver coherent and rigorous degree programs to meet the needs of students, employers (business, industry, government), society, and the standards of professional associations.

*Integrity:* The School will seek accreditation by the American Assembly of Collegiate Schools of Business (AACSB) while maintaining the unique strengths of the partnership between the Business and Economics departments.

*Physical Facilities:* The School will provide the faculty and staff with suitable space for instruction and convenient access to classrooms and laboratories.

*Faculty Development and Evaluation:* The School will support, reward, recruit and retain faculty who support and contribute to the achievement of the mission, vision, and goals of the School.

*External and Special Funding:* The School will increase efforts to obtain external and special funding for the improvement of the School.

*External Relations (Service):* The School will utilize a comprehensive marketing approach to maintain, strengthen, and promote the outreach programs with local, regional, and state agencies and firms to enhance economic development in the University's service region.

University Relations: The School will foster environments which encourage cooperation and collaboration with other units in the University.

## **1.6 Accreditation**

The University of Wisconsin-River Falls is accredited by:

North Central Association of Colleges and Secondary Schools

American Association of Colleges for Teacher Education

American Association of State Colleges and Universities

American Council on Education

National Commission on Accrediting

American Chemical Society

American Speech-Language-Hearing Association

Institute of Food Technologists

National Association of Schools of Music

National Association of School Psychologists

Council on Social Work Education

International Reading Association

National Association for the Education of Young Children

The Council for Exceptional Children

National Council of Teachers of Mathematics

American Alliance for Health, Physical Education, Recreation and Dance/National

Association for Sport and Physical Education

National Council for Social Studies

## **1.7 American Association of University Women**

The University is recognized as an approved institution by the American Association of University Women;

## **1.8 West Central Wisconsin Consortium**

The University of Wisconsin-River Falls is a member of the West Central Wisconsin Consortium (WCWC) which also includes UW-Eau Claire, UW-La Crosse, and UW-Stout, and UW-Superior. The purposes of the Consortium are to promote academic excellence and educational opportunity; meet the educational, economic, and cultural needs of the people in the West Central Wisconsin region and the state; achieve operating economic and administrative efficiency; and enhance development of member institutions.

Some activities of the consortium include joint academic programs, resource and facility sharing, cooperative outreach efforts, and Wisconsin in Scotland.

The decision-making groups for WCWC are the Commission and the Board of Trustees. The Commission is comprised of one faculty member from each institution selected by the respective Faculty Senate and by the Provost & Vice Chancellor of each member institution. The Board of Trustees consists of the Chancellors of the four institutions. The Trustees must formally approve all actions and decisions of the Commission.

## **1.9 UW-RF Foundation**

In 1948, President Eugene H. Kleinpell, knowing that alumni support would be needed if the institution were to expand, established the River Falls State Teachers College Foundation. The initial plan of the Foundation was to build a fieldhouse using contributions from alumni, faculty and other friends of the school. Although the campaign did not accomplish its goal, the Foundation became a viable force which has helped to shape the school, and continues to make an increasing impact on students and faculty.

The mission of the Foundation is to raise private funds on behalf of, and for the sole use of, the University of Wisconsin-River Falls. It is a non-profit corporation.

A sample of projects currently funded by the Foundation include: student scholarships; faculty grants for improving classroom instruction; Visiting Professor Program; emergency student loans; financial awards to the Distinguished Teacher of the Year, faculty chosen as outstanding teachers of the year in the three Colleges, and the Chancellor's Award for Excellence presented to a non-instructional academic staff member.

Capital projects made possible through the Foundation have included the Kleinpell Carillon Tower, the Melvin Wall Amphitheatre, Ramer Field bleachers, and an addition to the W. H. Hunt Arena.

Support by the UW-River Falls Foundation is made possible through the generosity of faculty, staff, alumni, and other friends of the University

## **1.10 Financing**

University of Wisconsin System administration prepares a biennial budget request with input from each institution in the System. The biennial budget includes continuing costs, a faculty and staff compensation package, and new initiatives from each campus and from the System as a whole. The budget request is guided by direction from the Board of Regents.

The UW System annual budget development process begins with the System's Office of Budget Planning sending budget guidelines to each campus in January. Each institution identifies budget priorities based on System-wide and institutional strategic plans, taking into account existing and proposed rules, regulations, and directives from the Board of

Regents, as well as additional state and federal agencies. The UW System Office of Budget Planning scrutinizes each institutional annual budget using a comprehensive set of analytical procedures. Next, the Board of Regents formally adopts the annual budget at their June meeting. Following Board action, the budget request is sent to the Legislature for approval. After legislative passage, it is sent to the Governor for final approval.

At the local level, the annual budget process takes approximately six months, beginning early in the calendar year and culminating during the summer months. The Chancellor initiates the process by sending each budget manager necessary forms and instructions for requesting funds for the upcoming year. Within each College or School the Dean or Director coordinates the budget with the department chairs.

*Department Budgets:* Each departmental budget is detailed into the following categories: travel, services and supplies, capital, limited term employees, and student assistants. Annual unclassified pay plan increases are distributed according to the guidelines approved by the Faculty Senate and the Chancellor. The Budget Director compiles the budget requests and prepares analyses and summaries for use by the Cabinet (Chancellor, Provost & Vice Chancellor, Vice Chancellor for Administration and Finance) in making budget allocations. Budget meetings are held with each Dean, Director and heads of other administrative units as deemed necessary.

The Cabinet members distribute the funds available among their major areas of responsibility, i.e., to each academic Dean and Director and the heads of other administrative units for their distribution to departments. The Deans, Director, and unit heads allocate dollars by department and communicate that information to the Budget Director, who coordinates and oversees the finalized campus budget, that is then submitted to System Administration and the Board of Regents. Upon receiving Regent approval, each departmental budget is returned to the respective manager for implementation.

## **1.11 Equality of Opportunity**

In fulfilling its mission to improve the human condition, the University of Wisconsin System is committed to equal opportunity for all persons. This statement is published in accordance with the requirements of Title IX of the 1972 Education Amendments and of Section 503 and 504 of the Rehabilitation Act of 1973 (as amended) regarding nondiscrimination on the basis of sex or handicap.