

## PART C: UW INSTITUTIONAL STATEMENTS

### University of Wisconsin-Eau Claire Institutional Statement

#### Part B: Transactional Documents

##### Academic Integrity

Phase I (academic year 2018-2019): Courses at the UW-Barron County branch campus will continue to be scheduled and offered in keeping with centralized UW-Colleges practices. Assessment processes will also be retained, with campus or centralized assessment staff from the Colleges reporting results to the main campus.

Phase II (academic year 2019-2020 and beyond): Faculty on the UW-Barron County branch campus will be integrated into the main campus process for setting academic requirements and approving curriculum. On the main campus, the course approval process is initiated at the level of the individual faculty member, and moves through department and college curriculum committees. If the course is intended to serve as a liberal education experience, the University Liberal Education Committee also approves the course. The academic program development process begins at the department or program level, and moves through department and college curriculum committees, and the Academic Policy Committee (See Appendix G for additional information regarding UW Eau Claire Academic Policy Committee). Faculty at the branch campus will be eligible to serve on all of the above-mentioned committees.

The main campus academic assessment process includes assessment of academic programs and the Liberal Education curriculum (See UW-Eau Claire Item 2.). Where relevant, branch campus faculty will participate in program assessment in keeping with the established assessment plans of their associated program. They will be included in the assessment rotation for Liberal Education through the established rotation of the main campus department or program with which the course is affiliated or with a rotation established by academic leadership at the branch campus. Barron County branch campus faculty will be eligible to serve on the University Assessment Committee (See Appendix G for additional information regarding University Assessment Committee).

The associate degree program will be assessed as part of the Liberal Education assessment, as the degree and the Liberal Education program have common student learning outcomes (See Appendix G for additional information regarding Liberal Education Assessments).

##### *Item 2: Governance Documents*

Faculty and academic staff on the UW-Barron County branch campus will be part of a local governance unit that will follow its current structure. Two members of that governance group, one faculty member, and one academic staff member will be elected by the UW-Barron County governance group to serve as senators on the existing UW-Eau Claire University Senate. UW-Barron County campus senators will have all of the same voting rights and committee membership options as main campus senators as established in the University of Wisconsin-Eau

Claire Faculty and Academic Staff Rules and Procedures (See Appendix G regarding Faculty and Academic Staff Rules and Procedures governance statements University Senate and Committees).

Members of the university staff serving at the branch campus will participate in a local chapter of the University Staff Council. The local council will elect representation to the main campus University Staff Council. Representation numbers are pending, though it has been determined that the minimum representation will be one.

The Student governments of UW-Eau Claire and the Barron County branch campus will work together in the shared governance process to make sure all students will be accurately represented on each campus. The student governments will operate separately on each campus while coming together monthly to discuss the representation of the whole institution. There will be opportunities for representation for Barron County students in full campus student committees and on Eau Claire's campus whenever there is a necessity. The campuses will have separate segregated fees and therefore will have separate Segregated University Fee Advisory Committee (SUFAC) committees in order to make decisions on their own programs.

#### Tenure:

During Phase I (Academic Year 2018-2019), for the purposes of personnel actions including "recruitment, appointment, periodic review, reappointment, granting tenure, and promotion in rank," as well as post-tenure review, all tenured faculty members at the branch campus will comprise the Department Personnel Committee (See Appendix G for Faculty and Academic Staff Rules and Procedures tenure and academic staff employment policies). Existing branch campus personnel policies, as amended to align with the establishment of a single Department Personnel Committee, will serve as the Department Evaluation Plan until such time that the branch campus department submits requested revisions to the academic affairs division on the main campus. As necessary, tenured faculty on the main campus who possess appropriate disciplinary expertise will assist with the evaluation of branch campus faculty by serving as members of a reviewing body. However, main campus faculty who serve as members of a reviewing body will not participate in voting on personnel recommendations. The branch campus academic administrator will serve the role of the department chair (See Appendix G for Faculty and Academic Staff Rules and Procedures tenure and academic staff employment policies). Once the branch campus academic administrator has made a personnel recommendation, the recommendation will continue through to the Associate Vice Chancellor for Academic Affairs on the main campus, who will serve the role of dean, thereafter following the established main campus channels as identified in the Faculty and Academic Staff Rules and Policies (See Appendix G for Faculty and Academic Staff Rules and Procedures tenure and academic staff employment policies).

Leading up to Phase II (academic year 2019-2020 and beyond), in keeping with UW-Eau Claire's commitment to shared governance and to ensure engagement of internal constituents, a rapid action task force of faculty and administrators from the proposed branch and main campuses

has been assembled to address the issue of tenure. That group's task includes outlining a permanent model of tenure, promotion, and post-tenure review for faculty from the branch campus (See Appendix G regarding Rapid Action Task Force structure and report template). Branch campus faculty will be integrated at some level into main campus procedures as they currently exist (See Appendix G for Faculty and Academic Staff Rules and Procedures tenure and academic staff employment policies).

#### *Item 7: Organizational Charts*

Please see Appendix C for current UW-Eau Claire organizational chart.

Please see Appendix C for a draft organizational chart including the Barron County branch campus reporting lines on the main campus for UW Eau Claire.

In Phase I, it is anticipated that the campus administrator and associate dean located at the Barron County branch will continue to be responsible for the management of the Barron County branch campus. Staffing for student services functions will be maintained through a combination of local staffing (existing Solution Center) and the continuation of regional services through Phase I. The Solution Center currently offers the following services: admissions, advising, registration, career development, financial aid, placement testing, UCard processing and transfer information system support.

### **Part C: Institutional Statements**

#### *Item 1: Alignment of Missions*

The joining of UW-Eau Claire and the Barron County campus is consistent with the UW-Eau Claire's Board of Regents approved mission statement as currently addressed. Specifically, adding a branch campus in Barron County allows UW-Eau Claire to support "rigorous, intentional and experiential undergraduate liberal education for life and livelihood" to a larger geographic and demographic population, thus engaging in "educational opportunities responsive to the needs of our communities, state, region and beyond." The degree currently offered at the Barron County branch campus is consistent with those outlined in the current mission statement (See Appendix B for current mission statement for UW Eau Claire).

UW-Eau Claire Mission:

*We foster in one another creativity, critical insight, empathy, and intellectual courage, the hallmarks of a transformative liberal education and the foundation for active citizenship and lifelong inquiry.*

*We fulfill our mission through a pervasive university commitment to provide:*

- *Rigorous, intentional and experiential undergraduate liberal education for life and livelihood;*

- *Strong, distinctive professional and graduate programs that build on and strengthen our proud tradition of liberal education;*
- *Multicultural and international learning experiences for a diverse world;*
- *Exemplary student-faculty research and scholarship that enhance teaching and learning;*
- *An inclusive campus community that challenges students to develop their intellectual, personal, cultural, and social competencies;*
- *Educational opportunities responsive to the needs of our communities, state, region and beyond; and*
- *Academic leadership in transforming liberal education.*

*The University offers undergraduate programs and degrees in the arts, humanities, social sciences, health sciences, sciences, select engineering fields, education, nursing, and business. The institution also offers graduate programs related to areas of strength within the institution, including business, education, nursing, human sciences, humanities, and sciences.*

*UW-Eau Claire mission statement amended by UWS Board of Regents Res. 8623, adopted 11/8/2002; Res. 9774, adopted 6/11/2010; and Res. 10716, adopted 6/10/2016*

## ***Item 2: Continuity of Educational Programs***

UW-Eau Claire is currently authorized to grant an Associate of Arts and Sciences degree.

Phase I (Academic Year 2018-2019): As the UW System Restructuring Steering Committee has affirmed, the process for fully joining the receiving campuses (e.g., UW-Eau Claire) with the branch campuses (e.g. UW Barron County) will take place over a period of two years. In Phase I, the UW College's associate degree will be maintained centrally as is it currently. Thus, course offerings, modifications, approvals, assessment, etc., will be monitored through the established and accredited UW Colleges' process. Throughout Phase I, UW-Eau Claire will work with its regional rapid action task force for academic affairs (co-chaired by David Leaman, Dean, College of Arts and Sciences, and Jayant Anand, Regional Associate Dean, UW-Colleges) to integrate these processes into its main campus structure as described below.

By Phase II (Academic Year 2019-2020 and beyond), the associate degree offered on the Barron County branch campus will be fully integrated into the UW-Eau Claire processes and procedures for setting academic requirements and approving curriculum. The course approval process will be initiated by the faculty and will move through the appropriate college's curriculum committee and, if appropriate, the University's Liberal Education Committee (See Appendix G for curriculum chart).

Currently, UW-Barron County is one of six UW Colleges accredited to offer the Bachelor of Applied Arts and Sciences (BAAS) degree. In Phase I UW-Eau Claire plans to conduct a program review to determine the future of the BAAS degree. Should the BAAS degree be continued, UW-Eau Claire would propose a notice of intent and seek authorization to offer the degree through the UW System Board of Regents (BOR). Concomitantly, the University would submit a formal change request for the BAAS to the Higher Learning Commission (HLC).

UW-Eau Claire may consider offering one or two baccalaureate programs already approved on the main campus at the branch campus in the future. These degrees would use the facilities, faculty, and staff currently in place at the branch campus. In addition, when that decision is made, the University will seek the requisite BOR and HLC approvals.

Faculty on the Barron County branch campus will also be integrated into the main campus process for assessment of student learning beginning in Phase II (with the assumption that assessment remains centralized in year one using the Colleges assessment plan). The main campus academic assessment process includes assessment of academic programs and the Liberal Education curriculum. Branch campus faculty will be expected to participate in program assessment in keeping with the established assessment plans of their associated program as guided by the Colleges assessment plan. They will be included in the assessment rotation for Liberal Education through the established rotation of the department by which the course is offered or through a rotation established by the Barron County Campus. Barron County branch campus faculty will be eligible to serve on the University Assessment Committee (See Appendix G for assessment calendar and committee constitution).

The associate's degree program will be assessed as part of the Liberal Education assessment, as the degree and the Liberal Education program have common student learning outcomes (See Appendix G for liberal education assessment outcomes).

#### *Item 4: Post-Restructuring Enrollments*

Post-restructuring enrollments are presented in the UW System Statement Item 4 in Appendix G.

#### *Item 5: Revised Enrollment and Recruitment Projections*

Revised enrollment and recruiting projections for each institution following the transaction by semester and modality are presented in the UW System Statement Part C Items 4 & 5.

#### *Item 7: Revised Planning Processes*

Since UW-Eau Claire's last HLC review in 2009, even under continuing, extremely challenging fiscal circumstances, UW-Eau Claire has received numerous honors and distinctions at the institutional, departmental, and individual levels. While the University would never claim that individual and institutional accolades "prove" that the institution's resource base is sufficient to ensure high educational quality, we do think such accomplishments signify something important about the way we marshal institutional resources.

On the main campus, enrollment and enrollment projections are monitored by the Enrollment Management Team consisting of leadership from the Advising, Retention and Career Center; Institution Research; and University Admissions. The team reports regularly to the chancellor. This team will also monitor enrollments and projections for the branch campus. Working under guidelines established in the academic master plan (See Appendix G for resource allocation and program array sections), resource allocations on the main campus are directly tied to enrollment information.

When faculty positions on campus become vacant or new resources are identified for faculty positions, they are filled through an intentional, data-informed process. Data on the following metrics are gathered from any unit (academic department or program) requesting a position: student credit hours (SCH) generated by the unit, SCH per full time equivalent (FTE) faculty member, numbers of undergraduate and graduate majors, minors, and certificate students in the unit, number of students enrolled for liberal education credit in courses offered by the unit, number of first-year students declaring the major, number of high impact practices (HIPS) per faculty FTE, percentage of majors participating in HIPS, student progression metrics, student demographic metrics, and post-baccalaureate success metrics. The provost considers this data and consults with the academic deans and staff from academic affairs in determining how faculty positions are allocated.

Should the need for a new instructional position be identified on the branch campus, the campus academic administrator would submit a position request including the relevant data (e.g., enrollment in the associate degree program rather than major enrollment) and participate in the main campus consultation process. Semester-to-semester enrollment fluctuations are handled through the process of adding sections of high-demand courses and hiring per-course instructional academic staff. This function is coordinated by deans on the main campus, and would be handled by the campus academic administrator on the branch campus.

The financial planning process for UW-Eau Claire originates externally. UW System Administration prepares a biennial budget request based upon input from each institution. The UW Board of Regents (BOR) formally adopts the UW System budget in June. The BOR then sends the System budget to be included in the state budget and approved by the governor. Not unlike the aforementioned external origins of the institution's budget, the budget for the restructuring of UW-Eau Claire and the Barron County branch campus will come from UW System Administration.

In an email sent Sunday, December 17, 2017, at 9:27 AM, UW-Eau Claire was provided with draft budget planning materials—FY17/18 to FY18/19 Funding Crosswalk Eau Claire, Barron County; FY18 UW Colleges' Redbook—Regional and Select Consolidated Services and Institutional Programs: Named Salaries (Final); and FY18 UW Colleges Redbook-UW-Barron County: Named and Vacant Budgeted Staff. Funds which support operations at UW-Barron County currently come from three sources—local, regional, and centralized (available in the UW

System budget narrative and appendices). UW System is providing an allocation to UW-Eau Claire to assist in the restructuring. These funds reflect UW-Barron County faculty and staff salaries and proportional shares of consolidated/regional services, pooled expenses, institutional programs, and governances. (Costs for centralized administration such as chancellor's office, provost's office, and administration and finance, as these UW Colleges' functions/personnel will stay in place through Phase I and likely Phase II.) The transfer of these funds from UW System Administration will assist in maintaining the financial integrity/viability of the Barron County branch campus.

Reviewing the aforementioned UW-Barron County positions report for FY18, it appears UW-Eau Claire will transition 20.63-budgeted FTE many of whom "hold" multiple responsibilities and "split" appointments. Amongst these split appointments, several involve adjunct/no-intent-to-renew instructors whose teaching is entirely dependent on enrollment, including enrollment of high school students in an early college credit model.

As more information becomes available through UW System Administration, several substantial issues emerge, chief among them maintaining enrollment on the Barron County branch campus. Currently, the overall changes represent \$250,000 in tuition revenue for UW-Barron County and 1,317 credit hours that are at risk. UW-Eau Claire is working with UW System Administration's efforts to mitigate this new early college credit legislation's impact on enrollment at Barron County branch campus.

With the goal of sustaining the enrollment on the Barron County branch campus, UW-Eau Claire's admission office is working with a UW Colleges' regional recruiter housed on the UW-Barron County campus to recruit for both institutions by offering opportunities for students who would normally not be eligible for immediate admission to UW-Eau Claire to be admitted to the Barron County branch campus to start their academic careers where success on the branch campus could mean admission into UW-Eau Claire. (UW-Eau Claire is a selective institution, but, with the kind of supplemental instruction offered at the Barron County branch campus, Barron County students could meet the selectivity requirements for admission into UW-Eau Claire.)

There is little doubt maintaining (or increasing) the Barron County branch campus enrollment is absolutely essential. The most recent academic master plan (completed 2016; see <http://www.uwec.edu/AcadAff/academic-master-plan/>) was conceived and executed as a flexible plan, designed to adapt to changes in the academic environment while maintaining focus on clear goals. In addition to the plan itself, which was published electronically, academic affairs maintains a series of spreadsheets to identify intermediate steps in achieving master plan goals and track progress toward those goals. The spreadsheets allow for new projects that support overall plan goals to be added as needed, and are available to all staff and faculty on campus. The spreadsheets will reflect the ways in which the activities of the Barron County branch campus will be integrated into the main campus in order to pursue the objectives of the academic master plan.

In sum, UW-Eau Claire has taken very intentional steps to work with UW-Barron County. Accordingly, the University anticipates putting together, for lack of a better word, an MOU with UW Colleges. Items for consideration for an MOU could include providing immediate access to student database and information systems; providing access to website content (recruitment/marketing); and granting Barron County faculty and instructional academic staff access and use of their online course content. The preliminary list of regional staff would include portions of the academic officer, the campus administrative officer, the recruiter, and two instructional technology support people. Up to this point, UW-Eau Claire has discussed only moving veterans' services, IT Helpdesk, and all marketing to the main campus in an effort to reduce Barron County branch campus expenses. Plans have already been made to discuss more operational efficiencies in the month of January 2018.

### *Item 8: Short-Range and Long-Range Strategic Plans*

#### *Long-Range Strategic Plans*

UW-Eau Claire developed three important new strategic plans (AY 2016-2017) which together will guide institutional decisions through 2020: the University 2020 Strategic Plan (Creating Our Future); the Academic Master Plan (Claiming Our Value); and the Equity, Diversity, and Inclusivity Plan. The University Strategic Plan provides a defined pathway forward for the entire university. It lays out a clear vision and identifies a limited number of strategic goals and a range of strategies in support of them.

The restructuring and addition of a branch campus aligns with many of the goals of the current strategic plan such as implementing an enrollment plan, growing community partnerships, and fostering a fiscally resilient university. The University Planning Committee (UPC) meets monthly; membership on the Committee will include a representative from the branch campus (See Appendix G for Summary of University, Academic, and Equity, Diversity, and Inclusivity Plans).

Even more than the University's Strategic Plan, the University's Academic Master Plan provides ample evidence of where the addition of a branch campus will make significant contributions to the realization of the plan's priorities. The Academic Master Plan sets the priorities for the academic mission and is the foundation for the University's Strategic Plan. It serves as a roadmap for how the University will identify opportunities for programmatic changes, meet its four guideposts, and set priorities that will strengthen the University's commitment to academic excellence and student success.

In the Academic Master Plan, twelve goals provide direction, discipline, and inspiration for the University's continued commitment to a student experience that is transformational, anchored in student-faculty relationships, and committed to liberal education. (See Appendix G for

#### **Our Guideposts**

- 100% of students participating in two high-impact learning experiences
- 90% of our entering students retained to their sophomore year
- 50% of our students graduating



Summary of University, Academic, and Equity, Diversity, and Inclusivity Plans ). The addition of a branch campus will expand the reach of UW-Eau Claire to engage faculty and students working with community partners to strategically identify and research community needs and apply the knowledge, skills, and energy of the now greater campus community to address them (civic engagement), for example. The Academic Master Plan Implementation Team, comprised entirely of faculty, will extend an invitation to the branch campus to elect a representative from the branch campus.

Likewise, the Equity, Diversity, and Inclusivity (EDI) Plan is central to both the University's Strategic Plan and the Academic Master Plan, and its goals are echoed in both. The EDI Plan reflects the University's unwavering commitment to educational equity and mission responsibility to serve an increasingly diverse region. Because the Barron County campus has a more diverse student body than the main campus, building strong connections with students at the branch campus and in the larger Barron County community should allow UW-Eau Claire to advance opportunities for some new groups of students, and further advance priorities in the EDI Plan.

Currently, sixteen percent (16%) of students seeking an associate degree at UW-Barron County are underrepresented students of color as compared to UW-Eau Claire's nine percent (9%). Additionally, fifty percent (50%) of UW-Barron County degree-seeking students are Pell-eligible; sixty percent (60%) are first-generation. Again, UW-Barron County's statistics reflecting the aforementioned student-need are nearly double UW-Eau Claire's.

The Barron County campus currently has relationships with an immigrant population from Somalia, North Cedar Academy (international students), and the Lac Courte Oreilles tribal population. UW-Eau Claire, through the branch campus, will have significantly better access to these communities to encourage enrollment in the branch campus's 2-year program (with options to transfer to UW-Eau Claire) and UW-Eau Claire's 4-year programs.

All three of the plans have measurable outcomes and comprehensive measures for assessing progress toward and attainment of goals for each plan. Ultimately, the UW-Eau Claire community with its branch campus will attain (if not surpass) the widely understood four guidepost goals.

### Short-Range Strategic Plans

Once the restructuring of UW Colleges was announced, UW-Eau Claire and UW-Barron County faculty, staff, and students immediately organized into six "rapid action task forces"—academic affairs and curriculum; shared governance; operations; student affairs/student life; communications and external relations; and campus and department leadership—all coordinated by a steering committee. (Each task force is composed of UW-Eau Claire and UW-Barron County

#### Transition Principles

1. Put students first
2. Preserve and strengthen our distinct missions
3. Operate with transparency
4. Proceed with focused speed
5. Strengthen inclusive

staff and students.) (See Appendix G for Rapid Action Task Force Structure). Every task force and the steering committee are co-chaired by an individual from UW-Eau Claire and one from UW-Barron County whose responsibilities are reflected in the name of the task force. For example, Beth Hellwig, UW-Eau Claire's Vice Chancellor for Student Affairs, and Brittany Nielsen, UW-Marshfield's student affairs officer, co-chair the student affairs/student life task force. [It should be noted Brittany Nielsen has a split appointment between UW-Barron County and UW-Marshfield.]

The steering committee chaired by UW-Eau Claire's David Leaman, dean of the College of Arts and Sciences, and Brittany Nielsen, campus administrator for UW-Barron County, is responsible for supporting the transition principles, fostering connections, drafting communication updates, and overseeing the rapid action task forces. The membership of the steering committee is comprised of task force co-chairs, student body presidents, and three faculty members. In addition to its administrative responsibilities, the steering committee has been charged with two strategic tasks: develop a sustainable organizational structure and oversee mission, vision, and strategic planning for the restructuring of UW-Eau Claire and the Barron County branch campus.

Within a period of six weeks, the rapid action task forces are to have completed a list of priority initiatives, an analysis of each priority issue or initiative, a list of at least two options for moving forward with each priority, a proposed implementation timeline, and a description of implementation implications (e.g., positive or negative potential outcomes.) (See Appendix G for Rapid Action Task Force Report Template). From the task forces' reports, the steering committee will prioritize initiatives necessary to: 1) be completed before July 1, 2018; 2) be the focus for AY 2017-2018 (Phase I); and, 3) be held in a "parking lot" (UW-Barron County's preferred description for items which eventually will need to be discussed but are not urgent).

#### *Item 9: Explanation of the Impact of the Revised Structure*

The joining of campuses will have minimal impact on existing governance and organizational structures on the main campus, other than incorporating additional voices in the governance process, and adding two direct reports to the supervision duties of the provost.

Preliminary enrollment data indicate approximately 300 total FTE students would be added to the total enrollment at UW-Eau Claire, an increase of 3 percent. The total fall 2018 estimated headcount of approximately 460 Barron County branch campus students would lead to an enrollment increase of 4.3 percent at UW-Eau Claire.

Faculty at the Barron County branch campus have strong experience teaching online. The joining of the campuses may make additional online courses available to main campus students. In addition, faculty and staff at the Barron County branch campus have experience administering and teaching college coursework to high school students in a variety of formats. These resources may help the main campus offer opportunities to additional high school students, serving both a recruiting function, and allowing the institution to better serve the needs of the community as indicated in the mission statement.

Initially, the existing AAS degree will be available on the Barron County branch campus. In later phases of the joining of the branch campus and the main campus, select degree programs may be extended to the branch campus from the main campus depending on regional demand and available resources.

The restructuring will allow UW-Eau Claire to identify new approaches to meeting some goals of the University Plan and Academic Master Plan. An existing Barron County relationship with Lac Courte Oreilles Ojibwa Community College offers an opportunity to strengthen and expand UW-Eau Claire's partnerships with the Ojibwa community, supporting the strategic goal of increasing student, faculty and staff diversity. The Barron county campus also has a partnership with North Cedar Academy, an international high school, which may allow UW-Eau Claire to pursue the strategic goal of recruiting additional international students.

#### *Item 13: Continued Compliance with HLC*

Institutional Statement: During the 2009 visit, UW-Eau Claire was found to have met all criteria without concerns.

### **University of Wisconsin-Green Bay Institutional Statement**

#### **Part B: Transactional Documents**

##### *Item 2: Governance Documents*

##### *Academic Integrity*

The basis for developing curricula, setting academic requirements, program review, and assessment of student learning will remain the same as UWGB's current procedures and policies.

Faculty at the branch campuses will be fully integrated into the four-year university's academic departments and interdisciplinary units. As such, they will be integral to the oversight and development of curricula, academic requirements, program review, and assessment.

Our procedures for the development of curricula and academic requirements requires the review and approval by the faculty involved, the dean, the Academic Affairs Council (acting on behalf of Faculty Senate), and the Provost. In cases of significant curricular or other academic changes, the University Committee and Faculty Senate may be addressed directly. As members of academic departments and units, faculty at branch campuses will be engaged in the development of the curricula and academic requirements as they affect the departments and units to which they belong. In addition, faculty will have the opportunity to serve on committees that oversee these processes, including the Academic Affairs Council and Faculty Senate.

UWGB maintains a policy and procedure for regular program review, which occurs on a seven-year cycle. Program reviews evaluate the effectiveness of programs and suggest appropriate modifications. The process of academic program review begins with faculty members of the

academic program writing a self-study that addresses core issues. All units have access to standard data sets maintained by the Office of Institutional Research and Assessment (OIRA) and updated each February. The Academic Affairs Committee (AAC) and the program's academic dean review the self-study. As fully integrated faculty, faculty at the branch campuses will participate in the process of program review.

Likewise, faculty at branch campuses will be engaged in regular assessment of learning outcomes. The University Assessment Plan describes the current practices for the assessment of learning outcomes. Achievement of student learning is assessed in the academic programs, general education, co-curricular programs and resources, and via innovations in teaching and learning. All academic programs at UWGB assess and report the Student Learning Outcomes (SLO) for their specific programs. Each year, academic programs develop an annual assessment plan in which they identify program SLOs to be assessed and the methods for assessing these outcomes. During the academic year, programs carry out the assessment plans they have developed, and at the end of the year submit Assessment Reports in which they record their results and outline appropriate curricular and programmatic changes as suggested by the results. In the following year, the Academic Program Assessment Subcommittee (APAS) reviews annual assessments submitted by the academic programs and provides feedback and recommendations. General education learning outcomes are assessed on a staggered, rotating schedule of embedded assessment for each general education learning outcome.

Faculty and staff are critical to the success of the University Assessment Plan, and play an essential role on the University Accreditation and Assessment Council. The Council develops and monitors the implementation of the University Assessment Plan, and promotes and supports the institution-wide assessment activities related to assessment of student learning and the seven-year academic program review cycle. The Academic Program Assessment Subcommittee (APAS) reviews annual assessments submitted by the academic programs and provides feedback and recommendations.

Documentation:

1. Academic Program Review Policy and Procedures
2. University Assessment Plan

### Integration of Branch Campus Faculty, Staff, and Students into Governance

Faculty, staff, and students will be fully integrated into the governance structures described below. Faculty, staff, and students will have representation – through departments, units, and committees – at the main campus and may serve on committees and governance bodies.

In addition, some direct representation may be necessary. For example, it is likely that we will elect a certain number of senators to serve on Faculty Senate to represent the branch campuses regardless of their department, unit, or domain. It is likely that a position on the University Committee also will be dedicated to branch campus representation. Such procedures will need to be developed through shared governance.

In addition, it is likely that governance bodies will need to be maintained at each campus to oversee the particular issues relevant to that campus. For this purpose, we will maintain the existing faculty and staff governance committees.

Finally, some deliberation will be necessary to determine the best governance structure for students. Should there be a single Student Government Association that covers all four campuses or would individual associations for each campus be better? Such procedures will need to be developed in consultation with the students. In the meantime, we will maintain separate associations for each campus while integrating student representation in UWGB's Student Government Association.

#### Shared Governance Committees and Structures in Need of Expansion:

1. Faculty Senate
2. University Committee
3. Academic Affairs Council
4. General Education Council
5. Personnel Council
6. Academic Staff Committee
7. University Staff Committee
8. Student Government Association

#### Documentation:

3. Statement on Governance excerpted from UWGB's Assurance Argument

#### Branch Campus Governance

Please see the response for item #2 above for a description of shared governance at UWGB and the planned integration of faculty, staff, and students at the branch campuses. We intend to maintain existing campus governance structures at the branch campuses, including faculty steering committees, staff committees, and student government. In addition, we plan to integrate faculty, staff, and students into existing governance structures at UWGB, so that branch campuses have representation.

With regard to the amendment of existing institutional policies and processes, handbooks will need to be updated to incorporate appropriate representation of branch campus faculty, staff, and students on existing governance bodies as well as the existence of appropriate local branch-campus bodies such as faculty and staff steering committees and student government associations. Such changes will need to proceed through shared governance and will be in progress over the next few semesters.

#### Tenure

Tenure and rank will be preserved for faculty at the branch campuses. Faculty will be tenured into appropriate departments and units as fits their field of expertise and scholarly interest.

The branch-campus faculty members, the academic departments and units, and the academic deans will make these decisions.

Tenure-track faculty will be allowed to pursue tenure at UWGB. Expectations for tenure at UWGB are similar to those at UW Colleges, and we do not anticipate having to amend tenure criteria.

Documentation:

#### 4. UWGB Statement on Tenure

#### *Item 7: Organizational Charts*

Each branch campus will be administered by a Campus Administrator (CA), much as in the current College structure. CAs will report directly to the Provost and Vice Chancellor for Academic Affairs. They also will have (dotted-line) reporting responsibilities to the Vice Chancellor for Business and Finance and to the Vice Chancellor for Student Affairs & Campus Climate.

Each CA will oversee the Student Affairs, Business & Finance, Facilities Management, Communications, and Athletics operations of his or her campus directly, with the understanding that the CA also must coordinate these operations with the University's Student Affairs and Business & Finance operations.

As described above, faculty and IAS will report through departments to the deans of the University's colleges and school. Faculty also will be expected to report to the CA, as the CA will have input with regard to hiring faculty and staffing courses among other duties. (This detail is not shown on the org charts as the lines became confusing.)

The Assistant Vice Chancellor for Enrollment Services will administer recruiting, admissions, and advising for each campus. The Assistant Vice Chancellor for Information Technology and Library Services will administer the library and information technology at each campus. The Executive Director for Continuing Education and Community Outreach will administer continuing education opportunities at each campus.

A few operations may yet need to be altered. For example, at the College campuses, student success operations (CASE, Solution Centers) are situated in Student Affairs while these operations report to the Associate Provost at the University. Likewise, advising operations seem located in Student Affairs at the College campuses while they are located in Enrollment Services at the University. The best organizational structure for these operations (and others) will need to be determined.

Documentation:

5. UWGB Organizational Chart, Fall 2017
6. UWGB Organizational Chart, Proposed Fall 2018
7. UW Manitowoc Organizational Chart, Proposed Fall 2018

8. UW Marinette Organizational Chart, Proposed Fall 2018
9. UW Sheboygan Organizational Chart, Proposed Fall 2018

## Part C: Institutional Statements

### *Item 1: Alignment of Missions*

The Mission, Goals and Vision of the UW Colleges align well with the Mission and Vision of UW Green Bay. Among other points, both sets of statements:

- emphasize the importance of high quality education and student success
- emphasize the importance of access to education
- emphasize the importance of lifelong learning
- emphasize the value of individual and community growth and enrichment,
- position their respective institutions as intellectual, cultural, and economic resources for their communities
- emphasize the value of scholarly achievement of their faculties and staves
- recognize the importance of diversity and of global perspectives

We do not anticipate having to alter the University's Mission or Vision to accommodate the addition of the College campuses.

It should be noted, however, that Chancellor Miller announced in the summer of 2017 that UW Green Bay would review its mission in the near future, the first time the Mission has been reviewed in over a decade. During that process, representatives from the branch campuses will be engaged to ensure that the values of the Colleges are reflected in any new documents that are developed.

Documentation:

10. UW Green Bay Mission
11. UW Green Bay Vision
12. UW Colleges Mission, Goals, and Vision
13. Chancellor Miller's Statement on the University Mission

### *Item 2: Continuity of Educational Programs*

*Associate Degree:*

UW Green Bay currently offers an Associate degree and intends to continue offering the Associate degree at both the main campus and at each of the branch campuses.

*BAAS Degree:*

UW-Green Bay currently offers a BAS degree. Students who attend the branch campus and were enrolled in the BAAS degree, may complete that degree or transition to the BAS degree if they desire.



### Curriculum Oversight and Governance:

Current UW Green Bay policies regarding curricular development and oversight will be extended to the branch campuses. The University has a well-developed set of procedures governing the development of courses, majors, minor, emphases, certificates, and academic units. (See the Curriculum Guide.) Most of these procedures make use of the CourseLeaf software package that routes proposals at all levels through the appropriate governance pathway, ensuring that proposals are reviewed by the faculty, dean, Academic Affairs Council, and Provost's Office. As this is an electronic software package, extending the procedures to the branch campuses should not be difficult.

As stated above in response to Part B, branch campus faculty will be fully integrated into academic departments and units, allowing them to weigh in on curricular issues at that level as well as propose appropriate changes. In addition, branch campus faculty will be eligible to serve on governance committees, including the Academic Affairs Council, allowing their input at that additional level.

An additional level of oversight will need to be developed to oversee curricula that may be particular to the AAS degree and the branch campuses. As stated above in response to Part B, we intend to maintain the current Faculty Steering Committees to oversee issues that pertain to the local campuses. One such issue may be curricular development. Likewise, it is likely that the Campus Administrator will need to weigh in on curricular issues as they pertain to the branch campus. An additional step may be added to the relevant sections of the Curriculum Guide, indicating that curricular proposals need to be taken to the Campus Steering Committee or to the Campus Administrator, and appropriate routing may be added to CourseLeaf.

Likewise, faculty will be involved in the regular review of their programs as members of academic departments and units. The AAS degree likewise will need regular, periodic review. The Campus Steering Committee(s) may act as the Executive Committee for this purpose with the Campus Administrator(s) providing decanal level review.

### Documentation:

14. Statement on Program Review excerpted from UWGB's Assurance Argument (4.A.1)
15. Statement on Curricular Assessment excerpted from UWGB's Assurance Argument (4.B.2 & 3)
16. Statement on Curricular Development excerpted from UWGB's Assurance Argument (4.A.4)
17. Statement on Evaluation of Students excerpted from UWGB's Assurance Argument (4.A.6)
18. Statement on Distance Delivery excerpted from UWGB's Assurance Argument (3.B.3)
19. Academic Affairs Council (AAC) Charge
20. University Accreditation and Assessment (UAAC) Charge
21. (Includes Academic Program Review Subcommittee (APAS))
22. Curriculum Guide



#### *Item 4: Post-Restructuring Enrollments*

Post-restructuring enrollments are presented in the UW System Statement Item 5.

#### *Item 5: Revised Enrollment and Recruitment Projections*

Revised enrollment and recruiting projections for each institution following the transaction by semester and modality are presented in the UW System Statement Item 5.

#### *Item 7: Revised Planning Processes*

##### *Planning and Budgeting*

UWGB's planning and budgeting procedures are fully described in Criterion 5 of its Assurance Argument (which is excerpted in the Statement on Budgeting in the attached Documentation). Briefly, UWGB's budget development process is determined by state statute and UW System policies. Campuses are able to develop their own internal budget development and allocation processes. UWGB's Budget Director oversees and coordinates the annual budget process. Currently, UWGB uses an incremental budget model for most financial allocations. The Strategic Budgeting Committee, created in 2017, is advisory to the Chancellor and provides leadership in the development and coordination of internal planning processes, including strategic planning and budgeting. Departments monitor revenue and expenses, with some review centrally by Business and Finance. Reports review program revenue account balances, and the Controller's staff contact departments to review and address deficits prior to the fiscal year end.

##### *Planning and Budgeting at the Branch Campuses*

With regard to the integration of branch campuses into our planning and budgeting procedures, we intend to keep our current structure and add appropriate representation. There will need to be one representative from each campus on the central Strategic Budgeting Committee. As outlined in our proposed organizational charts, each Campus Administrator is analogous to a Dean of one of the academic colleges. As the deans sit on the Strategic Budgeting Committee, the most logical representatives of the branch campuses will be the Campus Administrators. The Strategic Budgeting Committee includes representatives from shared governance constituencies (faculty, academic staff, university staff, and students); branch campus faculty, staff, and students will be eligible to serve on this committee as well.

Each branch campus will maintain a separate budget and will have an appropriate Fund Code assigned to it, again analogous to the structure of academic colleges, though branch campuses will need to incorporate a variety of student affair, business, facility operations and the like. Some areas (e.g. Veterans Services, Libraries, Financial Aid, etc.) may be administered directly by the main campus. While Campus Administrators report directly to the Provost and Vice Chancellor for Academic Affairs, they also will report to the Vice Chancellor for Business and Finance.

Each Campus Administrator will oversee the budget for his or her campus, in consultation with UWGB's Budget Director, Controller, and the Strategic Budgeting Committee. While final budget decisions will reside with the Chancellor, the Campus Administrator will have significant budgetary oversight. Each campus will maintain a budget committee to address local budgetary issues.

The process outlined above is similar to the current process used by the UW Colleges, where each campus budget is the responsibility of the Regional Associate Dean for Administration and Finance (RADAF). The RADAF works with departments to create those budgets, which are submitted to the central UW College office in mid-March. Each campus has a committee that functions as a budget committee and provides input and recommendations regarding primarily the Supply and Expense aspect of campus budgets.

Incorporating three branch campuses will add new dimensions to our budget plans, but additional factors may arise when engaging in the process. The structure and process in place should allow for the branch campuses to have input into both the budget planning for the individual campuses and the overall budget procedure, allowing the issues facing the branch campuses to be addressed by the University.

#### Planning and Monitoring Related to Enrollment

Enrollment is a key priority at UW Green Bay. The University has made a concerted effort over the past three years to reverse declining enrollments and indeed to significantly increase the institution's enrollment. The Chancellor's current goal calls for the University to grow to 10,000 students at the UW Green Bay campus. Enrollment Services has developed a detailed Recruitment Plan to meet this goal, emphasizing several key initiatives, including focusing on business, health careers, engineering technology, and psychology programs; focusing on recruiting local (Green Bay and Brown County) students; developing and strengthening online programming; developing new programs in high-demand fields (such as Health Communication, Cyber Security, Mechanical Engineering, Arts Management); and growing graduate enrollment.

The branch campuses will be included in this recruitment planning. The branch campuses offer several opportunities for improving enrollment rates, including:

- Expanding the University's reach into several new communities
- Opening opportunities to partner with high schools near the branch campuses
- Taking advantage of the expertise of branch campus faculty with alternative modalities to reach new student markets
- Improving transferability between College campuses and the University

At the moment, the branch campuses are faced with significant declining enrollments. This is a significant challenge, but we have some plans to address the issue:

- Coordinated marketing and recruiting efforts between the University and the branch campuses to ensure that students attend the best institution for their needs. The

branch campuses now will offer access to a baccalaureate-granting institution to many students who may be place-bound. The opportunity should attract more students.

- Hire regional recruiter(s). We intend to hire an individual in our Admissions office who will focus attention on recruiting for the three branch campuses. We may hire additional recruiters as resources allow.
- Deliver upper-level curricula to the branch campuses. As soon as possible, we intend to offer 300- and 400-level courses at the branch campuses. We know that many students in these communities are place bound – or at least, it is difficult for many of them to travel to Green Bay. Offering upper-level courses will allow them to enroll at a local campus.
- Extend baccalaureate degree programs to the branch campuses. The most likely programs to be extended first include business, nursing and health science, engineering, and environmental science. Each of the branch campuses has resources that support one or more of these fields and there is demonstrated need for these fields in several communities. The opportunity to develop baccalaureate-level skill sets in a region with a historically low degree-attainment rate should be very attractive to many people and businesses in these communities.
- Staffing at the branch campuses will need to be reviewed to make sure that appropriate curricula and support services are available to students. This is particularly important for student success initiatives. The branch campuses have very limited resources to support student success efforts, and it is likely that additional resources will need to be provided.

Setting enrollment milestones for the branch campuses will be difficult until we are able to review the challenges and opportunities facing the campuses. Enrollment Services has set a goal of increasing enrollment at the UW Green Bay campus by 5% for fall 2018. This would result in a freshman class of 1,023 and a transfer class of 698. The enrollment projections provided by UW System for the three branch campuses all indicate a decline in enrollment for fall 2018, declining approximately 7.5% for UW Manitowoc, 17.5% for UW Marinette, and 12% for UW Sheboygan. If we set 5% increases for each campus for the following year, our enrollment milestones might look like these:

- UW Green Bay            1,074 freshmen, 732 transfers
- UW Manitowoc        317 students
- UW Marinette        233 students
- UW Sheboygan        513 students

Documentation:

23. Statement on Budgeting

24. Report on Planning and Budget Processes For UW Colleges Campuses and Regions by the Regional Associate Deans for Administration and Finance (RADAF)

25. FY17/18 to FY18/FY19 Funding Crosswalk Green Bay, Marinette, Manitowoc, Sheboygan

- 26. FY2018 UW Colleges Redbook Summary, All Funds Detail with distributed Fringe
- 27. Strategic Enrollment Management Plan 2016 – 2020

### *Item 8: Short-Range and Long-Range Strategic Plans*

#### *Long-Range*

UWGB's current Strategic Plan, adopted in 2011, lists seven key themes:

1. Academic Programs and Enrollment
2. Commitment to Community
3. Diversity and Institutional Environment
4. Finance, Budget, Resources
5. Identity, Image, Marketing
6. Meeting the Needs of Students
7. Sustainability

The addition of three branch campuses aligns particularly well with three of these themes: Academic Programs and Enrollment, Commitment to Community, and Meeting the Needs of Students. The branch campuses bring with them opportunities to expand academic programs and increase enrollment. The addition of new faculty means that we may now have access to expertise that we did not have previously, which may allow the development of new curricular offerings. The branch campuses also have resources that may support existing programs well, including ties to businesses such as Acuity and Kohler, engineering programs (at UW Sheboygan), and environmental science (at UW Manitowoc). In addition, the branch campuses have expertise in different modalities of curricular development, which may allow the delivery of existing programming to new audiences. As mentioned above, the addition of the three branch campuses extends the University's reach into several new communities, allowing the University to collaborate with those communities and provide a variety of services and cultural activities that may not have been available previously. Finally, the creation of a stronger relationship between UW Green Bay and these three campuses will allow the University to meet more needs of students by offering new curricula at the branch campuses, extending upper-level and perhaps baccalaureate programs to the branch campuses, improving transferability between the campuses, offering opportunities for internships and other high-impact practices to students who did not have that access before, and likely providing education at a lower tuition than previously.

Two other areas of the Strategic Plan potentially align well with the addition of three branch campuses: Diversity and Institutional Environment and Sustainability. The branch campuses offer a more diverse student population, including more non-traditional students who offer real world experience working and raising families. This will provide opportunities and expanded perspectives to UW Green Bay's more traditional student population as the campuses begin to work more collaboratively. Likewise, UW Manitowoc has impressive environmental resources in the form of its Sea Grant office, one of 33 across the state. Sea Grant is a statewide program of basic and applied research, education, and technology transfer dedicated to the wise

stewardship and sustainable use of Great lakes and ocean resources. The office will be able to contribute to UW Green Bay's sustainability efforts in the region as well as offer a significant resource for research and teaching.

Taking advantage of several of the opportunities mentioned in the previous sections, however, should allow for enrollment growth and with it the growth of all four campuses. Likewise, determining the institution's identity will require discussion. Eventually, we want to have a single university with four campuses, but how that institution will be branded and marketed will need to be worked out.

### Short-Range

UW Green Bay has several short-term goals for the branch campuses:

1. Integrate all three branch campuses into a single institution with UWGB.
2. Increase enrollment at all three branch campuses.
3. Increase degree attainment.
4. Deliver expanded curriculum, particularly upper-level coursework, to the branch campuses.
5. Deliver baccalaureate programs at the branch campuses.
6. Foster a common community between all four campuses.
7. Expand community relationships with the branch campuses.

The first goal will be an ongoing project, probably for several years, as issues arise and are addressed. UWGB has developed and implemented a Project Management structure to meet these challenges. The structure allows for working groups to be developed as new issues are identified. Success may be difficult to measure in such a complex undertaking, but the resolution of the currently identified issues (e.g. Admissions, General Education, Shared Governance, Inclusivity & Diversity, Financial Aid, Budget, High School Relations, etc.) would be one way of tracking progress in this area.

Other areas may be easier to measure:

- 2) Enrollment
  - a) Enrollment numbers at each campus.
- 3) Degree Attainment
  - a) Number of AAS degrees awarded
  - b) Number of Baccalaureate degrees awarded
  - c) Number of student who begin study at a branch campus and complete their degree at UWGB
- 4) Delivery of Curricula
  - a) Number of courses offered
  - b) Number of upper-level courses offered
  - c) Number of students enrolled by course
  - d) Number of student credit hours delivered

- 5) Baccalaureate Programs
  - a) Number of programs offered by campus and department
  - b) Number of students enrolled by major
  - c) Number of Baccalaureate degrees awarded
- 6) Community Relationships
  - a) Number of high school students enrolled at branch campus
  - b) Number of high school students enrolled in college credit in high school courses
  - c) Number of college credits awarded to high school students
  - d) Number of technical college partnerships
  - e) Number of internships with local businesses
  - f) Number of community partnerships
  - g) Economic impact assessment for each campus

Fostering a common culture is another goal that may be difficult to measure. One way to review this goal would be to examine the number and character of cross-campus interactions. These may be formal efforts in terms of teaching courses or research (which might be measured by the number of co-taught courses or number of publications) or informal efforts such as departmental gatherings.

Documentation:

28. UWGB Strategic Plan- Themes and Goals (2011)
29. UWGB Strategic Plan - Goals and Objectives (2011)
30. Project Coastal Management Structure

#### *Item 9: Explanation of the Impact of the Revised Structure*

The impact of restructuring in terms of governance, organizational structure, enrollment and program or course offerings are integrated within other responses in this narrative. As noted above in Part C Item 2, UW Green Bay currently offers an AAS degree and plans to continue offering the AAS degree currently delivered by UW Colleges. In addition, UW Colleges recently approved a new AAS degree that significantly modifies portions of the College AAS. Implementation of the new AAS degree has been postponed until fall 2019. However, consideration of the four different iterations of AAS degree (UWGB, current UW College, new UW College) will need to be reviewed for compatibility and a plan for continued delivery will need to be developed. The AAS degree will also be delivered online and through a collaborative model across the UW System.

As mentioned above in Part C Item 7.4, UW Green Bay plans to offer upper-level curricula and eventually baccalaureate programs at the branch campuses. The specific curricula offered will need to be developed by the faculty and deans of each college and campus to coordinate appropriate offerings at each campus and through various modalities. Likely areas of early development, however, include business, nursing, health sciences, engineering, and environmental science. There also are significant opportunities for collaboration and student internships in art and theatre.

UW Green Bay also plans to take advantage of faculty expertise at the branch campuses with regard to alternative delivery modalities, including online education and the UW Colleges NODE (Non-Online Distance Education), a point-to-point distance education program. UWGB has all of the technology and software necessary to offer curricula in various modalities, but faculty experience is lacking. The potential exists to significantly expand the University's distance education offerings, both through the branch campuses and by developing professional development opportunities of UWGB faculty.

General Education requirements will need to be reviewed to make sure that the curricula offered at the branch campuses and for the AAS are in alignment with the requirements at UW Green Bay.

Part B Item 2 discusses the integration of faculty and staff into UW Green Bay's operations. As planning continues in phase 2, the university review the need for additional faculty at the branch campuses, though it is clear that some vacant positions will need to be filled. Full assessment of the faculty at all four campuses will need to be done in order to consider the best array of faculty expertise for the University's Vision, the individual campuses, and individual departments.

Our intention is to keep the current faculty and staff. We want to develop and expand staff in the following areas:

a) Campus Administrators

Campus Administrators currently are funded regionally and will need to be transferred to each campus.

b) Regional Recruitment

We will develop a position description for a regional recruiter to work with all four campuses.

c) Student Success

In order to enhance the level of student support serves across the branch campuses, we intend to maintain faculty and staff positions currently dedicated to student support services, including library services, counselling services, tutoring services, academic advising, and CASE associates. These services will be coordinated with UWGB's own services. Individual campuses will have the opportunity to develop programming to fit the needs of the individual campuses, but efforts will be made to coordinate resources to maximize the benefits at all campuses. UWGB's Director of Student Success and Engagement will oversee the development of new and appropriate programming as is possible. In addition, UWGB intends to develop a new position of Regional Student Success Coordinator to coordinate branch campus student success centers.

## Budget

See the detailed response in Part C Item 7 on planning and budgeting. The integration of three branch campuses will present some significant opportunities and challenges. We will address these by:

- a) Integration of the budgeting process at four distinct locations into a single process that functions efficiently. Campus Administrators will be responsible for maintaining the budget at each branch campus. In order to integrate branch campus budgeting with the main campus, each Campus Administrator also will sit on our Strategic Budget Committee. Campus Administrators will work with UWGB's Budget Director to ensure that budgets are in alignment between all four campuses and that appropriate resources are available for each campus. Success will be apparent in the ability to maintain appropriate levels of service, the ability to reduce budget deficits, and the ability to assign additional resources for innovative program development.
- b) The development of a responsibility-centered management structure that accounts for all four campuses. UWGB has been working toward this model for the past year and a half; now we will have to extend it to the branch campuses. The Provost's Office in collaboration with Business & Finance has developed an initial RCM model for the UWGB campus. For purposes of this model, each branch campus can be counted as equivalent to one of UWGB's academic colleges with its own budget. Success will be apparent in the ability to maintain appropriate levels of service, the ability to reduce budget deficits, and the ability to assign additional resources for innovative program development.
- c) Reversing declining enrollments at the three branch campuses. UWGB sees opportunities for increasing enrollments at the branch campuses by delivering upper-level courses and eventually baccalaureate degree programs at those campuses. There are place-bound students in these communities who have difficulty completing baccalaureate work because they cannot commute to another institution, even one as close as UWGB. Providing additional programming to meet this need should attract additional students. In addition, community businesses have need of additional education and training. Offering additional programming in business, engineering, nursing, and similar fields will generate additional local enrollments. In addition, UWGB is making a concerted effort to coordinate marketing and recruiting efforts for all four institutions. Success may be measured by increasing enrollment statistics.
- d) Resolving the outstanding deficit at the branch campuses while eliminating UW Green Bay's deficit. In the past three years, UWGB has undertaken numerous efforts to improve its financial situation. These initiatives include the development of stronger data-driven decision making processes; the review and revision of its budget processes, leading to the development of an RCM model that we plan to implement in 2018-2019; the development of an innovative array of programming appropriate to the Northeast Wisconsin regions (including business, engineering and computer science, nursing and health sciences, and the arts); the adoption of a new vision that emphasizes an access-driven, urban-serving comprehensive university; and the development of community relationships. These



strategies have been successful in reducing UWGB's financial deficit, and they will be extended to the branch campuses. Success may be measured by decreasing budgets and increasing revenues for each campus.

- e) Application of differential tuition based on locality, modality, or degree level. There are some interesting opportunities dependent upon tuition - such as lowering tuition for baccalaureate programs and improving recruitment – but there are some potential challenges as well. For example, an increase in the number of students earning AAS degrees at lower tuition before moving on to a baccalaureate program could drastically reduce revenue generated in general education courses.

### *Item 13: Continued Compliance with HLC*

UW Green Bay recently completed its 10-year accreditation cycle, having hosted a site visit at the beginning of October 2017 and accepting the HLC's Final Accreditation Report in early December 2017. The report was good, with the HLC noting only two areas of concern:

1. Inconsistencies in syllabi. While the HLC team noted that the syllabi were appropriate for the coursework offered, they noted that there was more variance in the information provided on the syllabi, especially with regard to learning outcomes. This was particularly apparent with regard to multiple sections of the same course, differences between the same course offered in different modalities, and in courses cross-listed as undergraduate and graduate courses. (Report due 2019)
2. Assessment. While the HLC recognized the progress UWGB has made with assessment procedures, it noted that some review of the procedure applied to general education assessment would be valuable. More significantly, the HLC noted the need to “close the loop” and make changes based on data collected during assessment. (Report due 2021)

Neither of these criticisms came as a surprise, and the Associate Provost already had planned to work on improving these areas. The University Accreditation and Assessment Committee (UAAC) will be tasked with developing or improving policies and procedures in this regard. Discussions of syllabi checklists and templates already have been proposed as an initial way to address the first criticism. The General Education Council (GEC) will be asked to review the procedure used to assess general education courses and to propose improvements. Finally, the creation of an Assessment Coordinator position has been proposed. The Assessment Coordinator would be a half-time faculty position with the responsibility of overseeing the assessment process but also of working with departments to improve assessment techniques and helping them implement curricular changes based on assessment results.

The HLC Evaluation Team Final Accreditation Report on the UW Colleges indicated only one area of criticism:

1. Assessment: The HLC noted concerns with how the Colleges were using assessment data to institute curricular reforms. (Due 2019)

This is the same criticism the HLC offered of UW Green Bay.

It appears that the Colleges already have strong practices regarding the development of syllabi, so apart from improving the practices at UW Green Bay, no additional work should need to be done for the branch campuses, though branch campuses will be covered by expectations and procedures moving forward. It may be that UW Green Bay will be able to adapt practices already used at the branch campuses in this regard.

Improving assessment is a more difficult issue, but as both the branch campuses and UW Green Bay need to address the same issue, it should be easier to coordinate our approach. As noted above, the GEC will be reviewing general education assessment and will consider the role of the branch campuses (especially as they offer a lot of the general education curriculum). Using assessment results to institute curricular change will take more work, but the branch campuses will be included in the consideration of this issue and will have the opportunity to participate in developing solutions to it.

While the HLC Report on the UW Colleges asked for a report by 2019, the branch campuses now will be on UW Green Bay's accreditation cycle. Since UW Green Bay's Accreditation Report indicated a response due for 2021, we do not anticipate needing more time to address these issues.

The addition of three campuses, of course, will pose new challenges with regard to accreditation. Chief among these will be the integration of three new campuses into our accreditation reporting. However, these campuses already have strong track records with regard to accreditation, as noted above, and we do not anticipate the need to change much in our procedures beyond the inclusion of the campuses.

UW Green Bay already offers an AAS degree. While the numbers of students earning this degree may increase, we do not anticipate any curricular difficulties with accreditation due to the addition of these campuses. The increased number of AAS graduates, however, will necessitate thorough review and assessment of the program as we move forward.

#### *Item 15: Additional Information*

We have no other issues we believe the HLC should consider regarding how the UW College Restructuring will affect UW Green Bay.

Disclaimer: Please note that the previous statements are tentative and are dependent on numerous subsequent decisions as well as institutional and shared governance approvals, as appropriate. The statements here indicate only the direction the University intends to take as of the composition of this document.

#### *UW-Green Bay Documentation Summary*

For current and post restructuring organizational charts, see Appendix C: Organizational Charts. For mission statement, see Appendix B: Mission Statements. For all additional supporting evidence, see Appendix G: Supporting Evidence.

## University of Wisconsin-Milwaukee Institutional Statement

### Part B: Transactional Documents

#### *Item 2: Governance Documents*

##### Overview:

UW-Milwaukee (UWM) will approach the restructuring in two phases.

1. The initial phase is aimed at the change of structure for UW-Waukesha (UWW) and UW-Washington County (UWWC) on July 1, 2018 and assuring continuity of programs, academic integrity, governance, and planning in compliance with HLC criteria. In this phase, UWM seeks to accomplish the transfer of control using as much of the existing structures and policies as possible. Since UWW and UWWC are HLC-approved branch campuses of UW Colleges (UWC), structures and processes currently exist at these campuses for assuring integrity and quality of the programs. Continuity of operations such as academic offerings, personnel, student and facilities services will be maintained in the 2018-19 academic year:
  - to enable students at the two branch campuses to progress toward completing their degrees,
  - to assure compliance with the Criteria for Accreditation, and
  - to maintain federal compliance programs.

The tenured and tenure-track faculty and the budgeted support staff at the branch campuses will continue in their positions and functions. The main change in this phase is that these two campuses will become branch campuses of UWM. Since all of these institutions have the same governing board (the University of Wisconsin Board of Regents), the same Regent policies apply to each campus.

2. The second phase of the restructuring, after July 1, 2018 leading up to July 1, 2019, will be to develop a shared vision of a new, regional campus collaboration that capitalizes on the opportunities that restructuring presents for combining the strengths of UW-Waukesha, UW-Washington County and UW-Milwaukee. In the second phase, the work will be led by the UWM Regional Campus Transition Committee (<http://uwm.edu/uw-colleges-restructuring/>), which includes a number of functional teams with membership drawn from UWM, UWW, and UWWC as well as others (such as community representatives from Waukesha and Washington counties).

##### Branch Campus Governance

In the initial phase of the restructuring of UWW and UWWC as branch campuses of UWM, the regional model developed in 2014 by the UW Colleges will be extended to UWW and UWWC in their relationships with UWM. This model has the following features:

- Currently, the campus administrator at UWW functions as the academic lead and the campus administrator at UWWC functions as the lead for student affairs at both branch

campuses. Beginning July 1, 2018, the academic lead will report to the Provost (similar to all the Deans of the schools/colleges currently at UWM), and the student affairs lead will report jointly to the Provost (for academic advising) and to the Senior Student Affairs Officer at UWM. This extends the current arrangement in the Southeast Region of UWC.

- For planning and governance purposes, the two branch campuses will be considered as one college within UWM (which has 14 schools/colleges). Currently, the Dean of each school/college is responsible for the budget and academic planning within the unit in the context of institutional goals and planning processes. The school/college level plans are subject to approval by the Provost. The same model will be extended to the new college comprising of the branch campuses. In spring 2018, all approvals for creating a new college within UWM, including the approval by the Board of Regents, will be sought. See <http://uwm.edu/schools-colleges/> to view schools/colleges.

### Integration of Branch Campus Faculty, Staff, and Students into Governance

Governance for faculty, academic staff, university staff, and students at the branch campuses will be integrated with governance at UWM.

- Faculty and staff participation in UWM governance committees including the Faculty Senate, Academic Staff Senate, and the University Staff Council will be determined in the same way as it is for all existing schools/colleges and faculty divisions at UWM. For example, the number of faculty senators is determined in proportion to the number of faculty in each division. Since the elections for the committees occur in the spring semester (prior to the transfer of control), an ad hoc arrangement will be made to include faculty and staff in the branch campuses in the committees for 2018-19 with representatives elected by the faculty and staff at the branch campuses. See <http://uwm.edu/secu/governance/> to view UWM governance committees.
- UWW and UWWC have existing committee structures. These would function as college/department level committees that exist at UWM currently. These committees will provide input/oversight on curriculum, assessment, academic integrity, personnel matters, and planning. Appendix I contains a listing of the committees that exist at UWW and UWWC for 2017-18.
- At UWM, faculty are also organized into four Divisional Committees which establish divisional criteria for tenure and promotion, and participate in the process by reviewing the faculty portfolio and rendering recommendations to the Dean of the school/college. At the initial phase, the faculty at the branch campuses will be organized into their own Division (approval for the addition of another division is planned in the Spring semester by the UWM Faculty Senate) in order to provide continuity of operations as of July 1, 2018. See <http://uwm.edu/secu/faculty/divisional/> to view divisional committees.

### Documentation

Appendix I: UWC and UWWC Committees

## Tenure and Promotion

The UWM process for approval of tenure and promotion of faculty will be extended to the branch campuses. The initial decision is made by the executive committee of the department (or the school/college if the school/college is non-departmentalized). Upon a positive recommendation, the file is forwarded to the Dean who will seek the advice of the appropriate Divisional Committee prior to forwarding the file for campus-level review by the Provost. The Board of Regents must approve all tenure appointments. The existing committees at UWW and UWWC for review of faculty for tenure and promotion will function as the departmental executive committees in the first phase (2018-19) using the current tenure and promotion criteria applicable for faculty at these campuses (which are different than the criteria at UWM). The faculty at UWW and UWWC will elect their divisional committee to function in the role of UWM Divisional Committees in the tenure and promotion process. The academic lead for the new college will function in the role of the Dean and forward the tenure/promotion file to the UWM Provost for institutional approval.

These arrangements ensure an equitable representation in governance by the branch campuses in comparison with the existing schools/colleges at UWM. Based on the work of the functional teams of the UWM Regional Campus Transition Committee, appropriate changes to UWM governance documents will be made following the internal approval processes.

## Academic Integrity

As noted in UWM's Academic Approval Matrix, all actions related to curricular matters are initiated by faculty and are reviewed by school/college-level and campus-level faculty governance committees prior to approval. This applies to all new courses, degree or certificate programs and sub-majors as well as to changes to degrees, sub-majors, certificates, and courses. New degrees also require the approval of the Board of Regents. The multilevel process helps ensure that UWM's academic offerings are consistent with the mission, and programs have sufficient faculty strength and institutional support. The existing committees in the branch campuses will function as the school/college level committees in this process. The tenured and tenure-track faculty and the budgeted support staff at the branch campuses will continue in their positions and functions. See [http://www4.uwm.edu/secu/docs/other/S\\_0.5\\_Academic\\_oval\\_Matrix.pdf](http://www4.uwm.edu/secu/docs/other/S_0.5_Academic_oval_Matrix.pdf) to view UWM's academic approval matrix.

UWM is authorized to offer bachelors, masters, specialist, and doctoral degrees. UWC has been authorized to offer associates degree and one bachelor's degree. In a separate change request, UWM will seek the approval for adding the associate's degree to its program offerings.

## Documentation

See Appendix G - UW-Milwaukee for Appendix II: UWM Academic Approval Matrix.

### *Item 7: Organizational Charts*

As mentioned in the Overview section above, the two branch campuses will be considered as one college within UWM (which has 14 schools/colleges). Currently, the campus administrator at UWW functions as the academic lead and the campus administrator at UWWC functions as the lead for student affairs at both branch campuses. Beginning July 1, 2018, the academic lead will report to the Provost (similar to all the Deans of the schools/colleges currently at UWM), and the student affairs lead will report jointly to the Provost (for academic advising) and to the Senior Student Affairs Officer at UWM. The current director of facilities planning and management located in UWW will continue to provide this function at the two branch campuses and will report to the Vice Chancellor for Finance and Administrative Affairs or designee. This extends the current arrangement in the Southeast Region of UWC. Administrative functions (finance, accounting, budgeting, safety), which are currently provided from the central UW Colleges administration, will be assumed by the Division of Finance and Administrative Affairs at UWM.

#### **Documentation**

See Appendix G - UW-Milwaukee for Appendix III: Current organizational chart for UWM and the proposed organizational chart for oversight of UWW and UWWC campuses in 2018-19.

### **Part C: Institutional Statements**

#### *Item 1: Alignment of Missions*

Although the nature of the two institutions are different, there is excellent alignment of the mission of the UW Colleges with that of UW-Milwaukee. The elements articulated in the mission statement of the UW Colleges are a subset of those found in the mission statement of UW-Milwaukee. The mission of the UW Colleges includes the following elements:

- High quality educational programs
- Preparing students for success
- Providing education that is accessible and affordable
- Serving the people of the state and the communities that support its campuses

The mission of UW-Milwaukee includes these aspects in addition to its specific mission related to its status as a doctoral institution with a Carnegie classification of Highest Research Activity. UW-Milwaukee is also recognized by the Carnegie Foundation as being among the top national universities for community engagement.

In Appendix IV, the highlighted sections from the two mission statements demonstrate the mission alignment. As such, there is no need for any change to the mission of UW-Milwaukee as it assumes control of UW-Waukesha and UW-Washington County.

#### **Documentation**

See Appendix B for mission statements of UWM and UWC.

## *Item 2: Continuity of Educational Programs*

For the 2018-19 academic year, the program and course offerings at the branch campuses will continue in the same way they have in the past couple of years. There are 68-tenured/tenure track faculty currently in the branch campuses that are expected to continue in their positions. Additionally, budget allocations include funds for hiring adjunct instructors at the levels appropriate for the expected enrollments in 2018-19. Current advising and counseling staff, library staff, and other instructional and student support professionals will continue to perform their regular duties in 2018-19. During the next academic year, the work of the UWM Restructuring Committee and its functional teams will inform the optimal ways to combine the strengths of the main and branch campuses to maintain the educational programs at the branch campuses.

At the present time, UWM is not authorized to offer an Associate degree. A separate change request will be submitted for the approval to offer the Associate of Arts and Science degree at the UWW and UWWC branch campuses. The current intention is to offer the Associate degree only at the branch campuses. It is anticipated that the curriculum, faculty, evaluation, and financial aspects of the Associate degree programs will remain as they currently are as programs of UW Colleges. The assessment and evaluation processes will be aligned with such processes at UWM. The enrollment planning will be included as part of UWM's Strategic Enrollment Plan. Resources such as facilities, library, and student services currently existing at the branch campuses will be maintained.

Additionally, a change request to HLC will be submitted in the spring semester of 2018 to add the BAAS degree to UWM's program array.

Initially the faculty at the branch campuses will continue to offer and teach the courses needed for the associate and BAAS degrees. After obtaining approval of the change of structure of the branch campuses, teams of main and branch campus faculty will work together to align the curricula and courses to streamline the course offerings and expand the offerings to students at all three campuses.

UWM's approach to assessment of student learning in academic programs is rooted in the philosophy that meaningful and rigorous evaluation by faculty is the key to assessing and improving student achievement. The faculty in each degree program have developed learning goals/outcomes unique to the program consistent with faculty judgment and informed by disciplinary norms. Programs that have specialized accreditation have learning outcomes consistent with accreditation standards. The program learning outcomes are mapped to the Shared Learning Goals adopted by the UW Board of Regents where possible. Faculty members in each program determine how the learning outcomes are assessed in the program. Assessment strategies and methods, curricular locations for collecting assessment data, analyzing assessment data, and making improvements based on the analysis are activities under the purview of the program faculty. Relevant summary information from these processes is gathered centrally in a web-based assessment information management system.



In general, the assessment processes in the programs employ standard practices used in higher education involving the following steps taken by program faculty:

- formulation and articulation of student learning outcomes
- identification of the places in the curriculum where the outcomes are developed
- identification of sources of assessment data
- setting the criteria for acceptable levels of achievement of the outcomes
- establishing priorities for assessment of student learning outcomes in a given academic year
- evaluating assessment data and drawing conclusions from the analysis
- developing and implementing action plans as necessary (based on information from assessment processes and/or from other sources)

The assessment processes in the UW Colleges parallel this approach. The assessment processes used in the UWW and UWWC campuses will be continued in 2018-19 with support services provided under an MOU to be developed for support of assessment activities and student data with central UW Colleges services. During 2018-19, work will be undertaken to integrate the assessment processes at the branch campuses with those at the main campus. It is anticipated that the integration will happen in a seamless way given the guiding principles and strategies employed are similar. The program assessment processes will also extend to the assessment of general education at all campuses.

As mentioned in the Overview section, UWM Academic Approval Matrix (Appendix II) will be followed for curricular and program oversight at the branch campuses. The committees at the branch campuses (see Appendix I) will function as department/school level committees per the approval matrix.

The program reviews at the branch campuses will be integrated with the program review schedule at UWM. The program review for branch campus programs will reflect the same policies and processes as those of the main institution.

#### *Item 4: Post-Restructuring Enrollments*

Post-restructuring enrollments are presented in the UW System Statement Item 5.

Enrollment at the Waukesha and Washington County campuses are on a declining trend. It is projected that the enrollment in Fall 2018 will be about 10% lower at both campuses. As such, there is no anticipation that additional sections will be needed at the branch campuses in 2018-19. The current marketing and recruitment activities for the branch campuses are described below and will continue for recruiting the Fall 2018 class at each campus. If fewer sections are needed at the branch campuses in 2018-19, hiring fewer adjunct instructors will occur.

#### *Marketing*

The UW Colleges marketing and enrollment office provides all marketing in support of enrollment for UW-Waukesha and UW-Washington County with the primary goal of



maintaining or increasing applications. The UW-Waukesha and UW-Washington County target market is defined by zip code and generally covers a 40-60 mile radius around the campus. The three major components of the strategic marketing plan are:

- General awareness campaigns to produce prospect leads
- Support of four campus preview events
- Advertising to drive application activity for the fall, spring, winter, and summer terms.

These components are supported by the following marketing activities: digital marketing, social media, online video, search engine marketing, streaming radio, local radio, billboards/transit, direct mail, email marketing, publications, television, and local/sponsorship opportunities.

### Recruiting

The statewide recruiting office provides high school recruitment for the 13 campuses. The College Resource Counselor assigned to the UW-Waukesha and UW-Washington County campuses provides direct services to approximately 60 high schools from September – May. The services include: high school visits, college planning presentations, application workshops, college fairs, junior/senior planning events and admission counseling to students. A successful core component is to assist the students in a college-neutral way, via college, major, and career exploration processes, while also communicating what the UW-Waukesha and UW-Washington County campuses has to offer. From June-August the College Resource Counselor works directly with students to complete applications and move students from applicant to admit within a shortened timeframe.

The functional team on enrollment management will review the marketing and recruitment activities at the branch campuses and the Chancellor's Enrollment Management Action Team will oversee these functions.

### *Item 5: Revised Enrollment and Recruitment Projections*

Revised enrollment and recruiting projections for each institution following the transaction by semester and modality are presented in the UW System Statement Item 5.

### *Item 7: Revised Planning Processes*

The planning and budget development at UWM is achieved through processes that involve a broad range of constituencies. In each school/college, the process is led by the Dean who consults with the school/college academic planning committee. The Provost provides the guidelines and framework for the development of the budget for the next fiscal year as well as a rolling projection over a few years. The units are provided with key data including enrollment, student credit hours, student success rates (retention and graduation rates), enrollment of underrepresented students, achievement gaps, and research and scholarly productivity. The units are also asked to reflect on their efforts and achievements in community engagement, fostering an inclusive climate, program reviews, assessment of student learning, and innovative strategies in teaching and learning. The Provost hosts an

annual budget meeting for each school to review the data and to discuss the needs articulated by each school/college in determining the resource allocation for the following year.

UWM's current resource allocation model is an incremental model, with the prior year's budget serving as a starting point for the new fiscal year. Increments are then added or subtracted to accommodate state budget increases or reductions for the coming fiscal year. The current budget model also contains formula-driven allocations (such as tuition revenue generated), as well as a discretionary portion of the model, the central campus pool, that allows for resources to be directed as determined by campus priorities.

UWM has processes and structures in place to ensure that resources are allocated in support of the mission. The Chancellor, Provost, and the Vice Chancellor for Finance and Administrative Affairs work closely with other members of the Chancellor's cabinet, governance groups, and Deans to make resource allocation decisions that are aligned with, and in support of, campus priorities. For example, the Provost and the Vice Chancellor of FAA recommend to, and consult with, the Chancellor in regard to allocations from the campus central pool of funds. The central pool supports special campus needs and school/college programmatic needs, enabling the UWM to respond to changing circumstances and opportunities. Campus governance bodies, such as the Academic Planning and Budget Committee (APBC) also play a role in ensuring that resources are aligned with campus priorities. The APBC also reviews and makes recommendations to the faculty senate and to campus administration regarding short-range and long-range academic plans for the campus that are consistent with the campus mission and fiscal realities.

Moving forward, beyond 2018-19, the new college that consists of the two branch campuses will be brought into the same processes for planning and budgeting with the same due consideration of the unit level data. As mentioned earlier, in 2018-19, faculty and staff from the branch campuses will participate in the governance committees that are involved in the planning processes. Fluctuations in enrollment and tuition revenues at the unit level will be managed as they are done in the current main campus planning and budget processes. Typically, declines in enrollment result in fewer sections being offered. UWM has been able to manage such challenges in the recent past through a reduction in the number of adjuncts and/or using attrition to reduce permanent staff over the long term. With relatively stable enrollments in the main campus, it is anticipated that projected enrollment declines in the branch campuses could be managed using the similar strategies. With the potential offering of some of the main campus programs at the branch campuses, the enrollment projections at the branch campuses need to be reevaluated in the context of UWM strategic enrollment plan. This is expected to be an important task for the UWM Restructuring Transition Committee, the Chancellor's Enrollment Management Action Team, and the relevant faculty and staff governance bodies in 2018-19 and beyond.

The Controller's Office serves the university community in maintaining an accounting, budget control, and accounts payable system for UWM. The system records budgets, encumbrances,

receipts, and disbursements. The system is designed in accordance with the applicable policies and procedures of the State of Wisconsin, UW System, and UW-Milwaukee. Financial reports are provided in accordance with nationally accepted standards, Federal/State/University requirements, and campus needs.

The campus structure includes formal administrative roles within each school/college/division to provide budget and financial expertise and consistent implementation of budgeting and financial policies and procedures. Each unit has a unit business representative (UBR) who is responsible for building the budget and monitoring expenses for the unit. The UBR works closely with the Controller's office in monitoring their monthly and year-end financial statements to resolve any reconciling issues to ensure that the financial statements are done in an accurate and timely manner. Following a review of the positions and personnel at the branch campuses, UWM Vice Chancellor of FAA will assign the UBR role to an appropriate staff person.

Standard tools and support are provided to campus units for financial monitoring – including enterprise systems (PeopleSoft financials), financial personnel data warehouse environment, and Hyperion reporting tools. These structures, processes, and tools will be extended to the branch campuses.

#### *Item 8: Short-Range and Long-Range Strategic Plans*

##### *Long-Range*

As a result of the most recently developed plan for future success as a premier urban research university, UWM has articulated its strategic directions as encompassing the following:

- Student success
- Research excellence
- Community engagement
- Culture and climate, and
- Brand, visibility and image

Working groups are developing action plans and implementation strategies on these dimensions. An examination of the mission statements of the main and branch campuses (also provided in Appendix IV) shows how these strategic priorities organically support both missions. The various initiatives already undertaken at the branch campuses are aimed at advancing these priorities. Both UWW and UWWC have a high degree of engagement with the communities in those counties, as is UWM with the communities in Southeastern Wisconsin. The complementary strengths of the faculty at the main and branch campuses will position UWM to expand the geographic reach of the community outreach and partnership activities as well as enhancing the scope of such engagement encompassing activities such as educational activities, fine arts performances, internships, research, K-12 outreach, and collaborations aimed at enhancing the economic well-being of the communities served by the campuses. The deeper relationships between the Associate degree program at the branch campuses and the

bachelor's degree programs at the main campus will enable students to successfully navigate pathways through the combined educational offerings in the most affordable way. The UWM Restructuring Transition Committee and its functional teams will identify the various opportunities to achieve success in implementing the strategic plan at the branch campuses.

The branch campuses will be engaged in implementing action plans in support of the strategic priorities using existing structures and processes in the same way all other schools/colleges at UWM. Participation of faculty and staff from the branch campuses in institution level planning committees will be determined as described in the Overview section.

There is no immediate plan for expanding the academic offerings including the 4-year degree programs at the branch campuses. Decisions will be made considering market data and an assessment of needs in Waukesha and Washington counties. The Chancellor's Enrollment Management Action Team (CEMAT), relevant governance groups, program faculty, support services staff, and administrators involved in the process. The decisions will be based on an assessment of institutional capacity to deliver instruction at the branch campuses, assess student learning, provide the needed support for faculty and students, and financial considerations.

### **Short-Range**

In the short term, the plan is to continue the academic offerings for the associate degrees at both branch campuses and the bachelor's degree at the Waukesha campus. UWM will monitor enrollment at these campuses using the processes developed by CEMAT. Enrollment at the Waukesha and Washington County campuses have been on a declining trend and these will be managed using strategies such as reduction in the number of adjuncts and/or using attrition to reduce permanent staff.

### **Documentation**

See Appendix G - UW-Milwaukee for Appendix V: UWM Strategic Priorities Statement

### ***Item 9: Explanation of the Impact of the Revised Structure***

The restructuring process will present challenges and opportunities for the institution. The branch campuses have operated as units of UW Colleges, which has its policies and procedures and an institutional culture. While many of these policies and processes are similar to those at UWM, achievement of full alignment of operational framework requires the collaborative work of faculty, staff, and administration at all the campuses. Alignment of governance policies and procedures, development of a viable framework for faculty collaboration between the main and branch campuses, streamlining curricula and assessment processes, faculty and staff development programs, and coordination of student support services need to be achieved to maintain a productive and supportive environment for faculty and staff and to enable student success. The synergy that will be created by the combined strengths of faculty and staff presents the best opportunity for a successful restructuring process that can impact positively the enrollments, student achievement, faculty and staff productivity, and service to the

community. UWM, UWW, UWWC, and the community leaders are committed to work together for the successful outcome.

*Item 13: Continued Compliance with HLC*

UWM's reaffirmation evaluation in 2015 resulted in a "Met with Concerns" in Criterion 4.B with an embedded monitoring as part of the mid-cycle review in 2019 on assessment of student learning including verification of advancement of student learning in general education, clarification of graduate level program assessment, and advancement in the assessment of co-curricular learning. UWM faculty and staff have been working on advancing progress made in these areas. The processes in place at the branch campuses for assessment of learning in general education and co-curricular activities will enhance the ways in which UWM will make progress in these areas. We anticipate the restructuring will have a positive impact on the ability to address the identified challenges.

For planning and governance purposes, the two branch campuses will be considered as one college within UWM (which has 14 schools/colleges). Currently, the Dean of each school/college is responsible for the budget and academic planning within the unit in the context of institutional goals and planning processes. The school/college level plans are subject to approval by the Provost. The same model will be extended to the new college comprising of the branch campuses. Initially, the current campus administrators at Waukesha and Washington County campuses will report together to the Provost for these purposes. Going forward, the work of the Restructuring Committee will inform the model used for integrating planning for the branch campus with that of the main campus. See <http://uwm.edu/schools-colleges/> to view schools/colleges.

UWM's division of University Relations and Communications led by a Vice Chancellor ensures that all information about degrees offered is accurate. The same office will oversee the information about offerings at the branch campuses.

Currently, oversight of instruction at the branch campuses occurs locally through the campus level committees and campus administrator for academic affairs. Initially, the same personnel and processes used to provide the oversight will function in those same ways. The work of the academic functional team of the Restructuring Committee will inform the alignment of curriculum and oversight of curriculum delivered at the branch campuses.

UWM has a policy on faculty qualifications approved by the faculty senate. In 2018-19, the policies in place at the UW Colleges will be employed to ensure faculty and instructional staff are appropriately qualified. During that year, the transition will be made to use the UWM policy and criteria for hiring instructors at the branch campuses.

The quality and effectiveness of programs at UWM are monitored through the regular program reviews and annual assessment of student learning in each program conducted by the program faculty. Similar processes exist at the branch campuses, which currently report to the central

administration of the UW Colleges. After the restructuring, these functions will report to the appropriate existing governance and administrative bodies at UWM.

In the initial period, the curriculum for the associate degree will be what exists currently at the branch campuses. During the 2018-19 year, faculty groups will work on achieving alignment of curricula and courses among all campuses. Going forward, all courses taught at all locations will be UWM courses and the overall monitoring of the curriculum will be the responsibility of the appropriate program faculty, staff, governance committees, and academic administrators in the same way these functions are performed at the main campus.

The assessment processes in the UW Colleges parallel the approach taken at UWM with faculty at the center of formulating outcomes, selecting assessment methods, analyzing assessment data, and using the results to improve the program as indicated by data. After the transfer of control, UWM will integrate the assessment processes at the branch campuses with those at the main campus. It is anticipated that the integration will happen in a seamless way given the guiding principles and strategies employed are similar. The program assessment processes will also extend to the assessment of general education at all campuses.

#### Item 15: Additional Information

##### UW-Milwaukee Documentation Summary

For current and post restructuring organizational charts, see Appendix C: Organizational Charts. For mission statement, see Appendix B: Mission Statements. For all additional supporting documentation, see Appendix G: Supporting Evidence.

## University of Wisconsin-Oshkosh Institutional Statement

### Part B: Transactional Documents

#### *Item 2: Governance Documents*

##### *Academic Integrity*

In support of HLC core component 5.B.3, new courses and modification of existing courses (change in credits, prerequisites, etc.) at UW Oshkosh must be approved by three levels of faculty review (Department, Division, College Curriculum Committee) and two levels of administrative review (Dean, Provost). The Graduate Council must also approve graduate level courses. University Studies Program (USP – our general education) courses are also approved by the USP Committee. Program curriculum modifications (including erection of new programs) must be approved by five levels of faculty review (Department, Division, College, Academic Policies Committee, Faculty Senate) and three levels of administrative review (Dean, Provost, Chancellor). The Graduate Council is inserted as another level of faculty review where appropriate for graduate curriculum approvals. Because faculty and instructional academic staff at the partnering two-year campuses (UW-Fond du Lac and UW-Fox Valley) will be fully integrated into existing academic departments, they will contribute at the initial level of review, along with other eligible department members. (At UW Oshkosh, some instructional staff are eligible to vote on curricular matters and serve on departmental committees along with tenure-track faculty.) After the re-organization, any faculty at the branch campuses who meet the criteria for graduate faculty will also be eligible to serve on the Graduate Council.

At the program level, faculty are responsible for assessing learning outcomes (HLC core component 4.B.2). Each academic program is required to have an assessment plan that is created, supported, and regularly reviewed by the faculty (HLC core component 4.B.3) and to report their assessment results biennially to the Faculty Senate Committee for Assessment of Student Learning. Finally, each program undergoes a comprehensive Program Review every seven years. This review is approved and commented on by several levels of review, including the College Program Review Committee and the Academic Policies Committee.

UW-Fond du Lac and UW-Fox Valley faculty will be expected to contribute to the assessment of learning outcomes on the program level as department members. In addition, they will be eligible to serve on College or University-level curriculum and assessment committees. UW-Fond du Lac and UW-Fox Valley faculty and academic staff will be especially encouraged to serve on the USP (general education) committee, since many classes taught on those campuses will be integrated into the general education curriculum (HLC core component 3.B).

In the 2018-2019 academic year, during the first phase of the re-organization, no by-laws or policies will need to be changed to allow representation at any of these levels by faculty or eligible instructional staff at the branch campuses. As they will officially become faculty and instructional staff with “home” departments, the privileges attached to those designations will be automatically bestowed.

During this first phase of the restructuring, the Faculty Senate will work on the staffing of committees to ensure that the partnering campuses are adequately represented on the appropriate committees, with the goal of implementing these changes beginning in the 2019-2020 academic year. These changes will require revisions to the Faculty and Academic Staff Handbook, which require approval from appropriate governance bodies. It will be imperative that both UW-Fond du Lac and UW-Fox Valley faculty serve in this capacity to broaden the University oversight over program offerings (HLC core components 4.A, 4.B, and 4.C).

### Integration of Branch Campus Faculty, Staff, and Students Into Governance

#### Branch Campus Governance

##### Governance representation and/or structures:

UW-Fond du Lac and UW-Fox Valley faculty will be full members of their respective new academic departments, and they will be fully integrated into the department structure and involved in department decision-making and committees. All faculty, staff, and students will have the same rights and privileges as their counterparts at the host campus in governance participation and will be eligible to run in elections and become voting members of their respective governance bodies (Faculty Senate, Senate of Academic Staff, University Staff Senate, and Oshkosh Student Association). All governance members, regardless of their campus location, will have full privileges in setting academic requirements, policy, and processes. It is expected that UW-Fond du Lac and UW-Fox Valley will have a minimum number of representatives on each shared governance body. The number of minimum seats will be determined in the future, after a robust discussion and assessment of campus needs and the capacity to staff open seats. The constitution and by-laws of each governance group will be modified to reflect this new membership structure.

In addition to integrating UW-Fond du Lac and UW-Fox Valley faculty, staff, and students into the governance bodies that currently exist at UW Oshkosh, we recommend that each branch campus maintain its current Collegium structure. The Collegium is a body that includes faculty, staff, and students, and is intended to deal collaboratively with local issues in an efficient (and often time-sensitive) manner. Moreover, it will help provide a local support network for members of the branch campus who might feel disconnected from the hosting institution.

#### Tenure

It is expected that as a result of the re-organization, UW-Fond du Lac and UW-Fox Valley tenured faculty will have their tenure transferred to the corresponding UW Oshkosh department in their primary discipline(s). In the absence of a direct correspondence of disciplines, tenured faculty members will be placed in a UW Oshkosh department aligned with their credentials and terminal degrees. If there is no department aligned with the experience and credentials of a Colleges tenure-track faculty member being transferred to UW Oshkosh, the closest academic equivalent department will be assigned, upon consultation with the faculty member, by the Provost and Vice Chancellor. Any stoppages of the tenure clock or



leaves (FMLA, catastrophic or family leave, etc.) will follow UW Oshkosh policies as outlined in the Faculty and Academic Staff Handbook.

It is anticipated that the criteria for tenure will not be changed for ranked tenure-track professors currently in their probationary periods at UW-Fond du Lac and UW-Fox Valley, as well as new faculty starting in the 2018-19 academic year (and perhaps beyond). At the time of their tenure review at UW Oshkosh, probationary faculty on the tenure track at UW-Fond du Lac and UW-Fox Valley will be evaluated according to the criteria for tenure in effect at their point of hire at the UW Colleges. UW Oshkosh departments likely will have two sets of tenure guidelines in effect for a transition period not to exceed 7 years:

1. The department criteria for probationary faculty who were hired directly at UW OSHKOSH, and
2. A separate set of criteria for probationary faculty from the UW Colleges that were assigned to the respective departments as a result of the restructuring.

The UW Oshkosh Faculty and Academic Staff Handbook outlines, in Chapter 6, the evaluation of ranked faculty. It includes detailed faculty evaluation process steps and the post-tenure review process descriptions. Criteria for appointment, renewal, tenure and promotion related to the evaluation of instruction are also delineated in the UW Oshkosh Faculty and Academic Staff Handbook in the following chapters: Appointment (FAC. Chapter 3); Renewal and Tenure (FAC. Chapter 4); and Promotion (FAC. Chapter 5, Parts A, B, C). These sections will need to be modified following the restructuring to account for any permanent changes to the review process. Soon after July 1, 2018, the combined faculty will begin discussing these issues, with the goal of completing any changes to these policies by the end of the 2018-2019 academic year. See [https://www.uwosh.edu/provost/MainHighlight/handbooks/Handbook\\_Moment\\_in\\_Time062817.pdf](https://www.uwosh.edu/provost/MainHighlight/handbooks/Handbook_Moment_in_Time062817.pdf) to view UW Oshkosh faculty and academic staff handbook.

### *Item 7: Organizational Charts*

For current and post restructuring organizational charts, see Appendix C: Organizational Charts.

For the first phase of restructuring, UW Oshkosh will connect the administration of the UW-FOX and UW-FDL campuses to our institution through the current regional dean, Martin Rudd. The attached organizational charts illustrate the existing (effective December 2017) UWO campus organization at the cabinet level, then further elaborates each cabinet member's organization to the next level. The organizational charts effective July 2018 chose the same organizations with changes highlighted. Additional staffing integrations at lower levels are projected but not illustrated herein.

- Dr. Martin Rudd will join the Chancellor's cabinet as an Assistant Chancellor for Research and Community Outreach, focused especially on the two-year communities and economic partnerships.

- The current Campus Administrators on the FOX and FDL campuses, Bill Bultman and Bethany Rusch respectively, will continue to report to Dr. Rudd and remain positioned on their campus. Dr. Rudd's current executive assistant Renee Anderson will continue to support him.
- As we move through the restructuring process, academic affairs on the two-year campuses will operate under the oversight of the Provost. No organizational changes will occur among the Provost's direct reports at this time. The three campus libraries, which already work closely together, will continue to collaborate. The offices of Online and Continuing Education likewise will collaborate on joint and complementary programs.
- Regional Director of Facilities Planning and Management Rich Haen will join Administrative Services reporting to Vice Chancellor Jim Fletcher.
- Regional Associate Dean of Student Affairs Carla Rabe will join our Student Affairs division as Associate Dean of Student Affairs for Colleges. All student services presently serving the FOX and FDL campuses will remain intact, in their effective "one-stop shop" model. Academic oversight of Tutoring and Advising will continue as it presently does on all three campuses.
- Regional Director of Communications Laurie Krasin will join University Marketing and Communication as Senior Director of Public Relations and Institutional Events.
- No organizational changes are planned at this time for Information and Technology, Intercollegiate Athletics or Economic Development. Future changes may be undertaken following guidance from the NCAA or other considerations.

## Part C: Institutional Statements

### Item 1: Alignment of Missions

#### UW Oshkosh Mission Statement:

*The University of Wisconsin Oshkosh provides a high-quality liberal education to all of its students in order to prepare them to become successful leaders in an increasingly diverse and global society. Our dedicated faculty and staff are committed to innovative teaching, research, economic development, entrepreneurship and community engagement to create a more sustainable future for Wisconsin and beyond. High quality academic programs in nursing, education, business, social sciences, natural sciences, humanities, fine and performing arts, engineering technology, information technology, health sciences and applied and liberal studies—all delivered in an innovative and inclusive learning environment—lead to degrees at the associate, baccalaureate, master's and professional doctorate levels.*

#### UW Colleges Mission Statement:

*The University of Wisconsin Colleges is a multi-campus institution committed to high quality educational programs, preparing students for success at the baccalaureate level of education, providing the first two years of a liberal arts general education that is accessible and affordable, providing a single baccalaureate degree that meets local and individual needs, and advancing the Wisconsin Idea by bringing the resources of the University to the people of the state and the communities that provide and support its campuses.*

Both mission statements highlight the liberal arts and the importance of serving the community and the state through high quality educational programs, outreach, and community engagement. The UW Colleges mission statement highlights the accessibility and affordability of its programs, and we are dedicated to maintaining these two important features of the branch campus programs. Therefore, working with faculty, staff and administrators from all three campuses, we will assess the current UW Oshkosh mission statement and collaboratively determine whether it should be revised to better reflect the goals of all three campuses. As a starting point, we will submit the following revised mission statement to a broad array of constituencies for review and input:

*The University of Wisconsin Oshkosh provides **an accessible, affordable**, high-quality liberal education to all of its students **on all of its campuses** in order to prepare them to become successful leaders in an increasingly diverse and global society. Our dedicated faculty and staff are committed to innovative teaching, research, economic development, entrepreneurship and community engagement to create a more sustainable future for Wisconsin and beyond. High quality academic programs in nursing, education, business, social sciences, natural sciences, humanities, fine and performing arts, engineering technology, information technology, health sciences and applied and liberal studies—all delivered in an innovative and inclusive learning environment—lead to degrees at the associate, baccalaureate, master's and professional doctorate levels.*

## **Item 2: Continuity of Educational Programs**

### **Associate Degree:**

UW Oshkosh is already authorized to offer an Associate of Arts and Science degree. During the 2018-2019 academic year, the Oshkosh campus will continue to offer the Associate degree, and the branch campuses will continue to offer their current Associate of Arts and Sciences degree. Over the next year, we will discuss the possibility of offering an AAS degree only at the branch campuses, not at the Oshkosh campus. The mission of the branch campuses will continue to consist primarily of offering Associate degrees and preparing students for upper-level coursework in baccalaureate programs.

### Curriculum Oversight and Governance:

All proposals for new courses, new programs, and changes to existing courses or programs undergo a rigorous review process at UW Oshkosh, and the same process will be applied to courses and programs delivered at the branch campuses. The following table outlines the levels of review for each type of curriculum change.

	Department	College	Faculty Senate	Provost	UW System
New Degree Programs	X	X	X	X	X
Changes to Existing Degree Programs	X	X	X	X	
New Courses	X	X		X	
Changes to Existing Courses	X			X	

At the branch campus, proposals for new programs and courses, as well as proposals for changes to existing programs and courses, will undergo the same established review process. Faculty review will be conducted by faculty committees that are already established at UW Oshkosh, on which faculty from the branch campuses will be eligible to serve.

All academic programs at UW Oshkosh undergo a biennial assessment to determine whether students are reaching proficiency in the learning outcomes established and approved for that program. In this process, the faculty for each academic program submit an assessment of the program's effectiveness, following specified criteria and expectations provided by the Faculty Senate Committee on Assessment of Student Learning. The Committee reviews these assessments and, together with a representative from the Provost's office, provides feedback on the methodology, analysis, and results of each program's assessment. This process places an emphasis on continual improvement, requiring each program to specify what changes will be made based on its assessment.

All academic programs will continue to undergo this required assessment, regardless of the mode or location of delivery. Under this policy, academic "programs" include the university general education program, and it will include associate degree programs offered at the branch campuses.

In addition to the biennial assessment of learning outcomes, every academic program is required to schedule a comprehensive program review every seven years to ensure that the curriculum is current, the faculty and staff are well qualified and engaged, and that adequate resources are available to deliver quality programs and to support students' academic efforts. This review consists of a rigorous self-study, interaction with advisory committees, student and graduate surveys, and an independent review by one or more external consultants. Several

programs undergo specialized accreditation processes that also provide for feedback about program currency, rigor, and student performance.

All of these assessment processes will continue after the re-organization and will apply to all programs delivered at any of the UW Oshkosh campuses, including Associate degree and general education programs. External consultants will be asked to evaluate the quality of instruction and of support services and the adequacy of resources at all campuses, which participate in the delivery of an academic program.

## References

### Faculty Senate Handbook

- a) GOV 3.1. Academic Policies Committee
  - <http://www.uwosh.edu/provost/Main%20Highlight/handbooks/online-faculty-staff-handbook/governance/faculty-governance/gov-3-faculty-senate-committees-1/gov-3-1-academic-policies-committee>
- b) GOV 3.4. Faculty Senate Committee on Assessment of Student Learning
  - <http://www.uwosh.edu/provost/Main%20Highlight/handbooks/online-faculty-staff-handbook/governance/faculty-governance/gov-3-faculty-senate-committees-1/gov-3-4-faculty-senate-committee-on-assessment-of-student-learning-fscasl>

### Academic Program Review Process

- <http://www.uwosh.edu/provost/Main%20Highlight/handbooks/online-faculty-staff-handbook/appendices/appendix-b-academic-program-review/academic-program-review-process>

### *Item 4: Post-Restructuring Enrollments*

Post-restructuring enrollments are presented in the UW System Statement Item 5.

### *Item 5: Revised Enrollment and Recruitment Projections*

Revised enrollment and recruiting projections for each institution following the transaction by semester and modality are presented in the UW System Statement Item 5.

### *Item 7: Revised Planning Processes*

See UWOSH section of Part B, Item 6: FY19 and FY20 Pro Forma Fiscal Year Budgets.

UW Oshkosh has established budget processes and reporting practices in place to ensure that the institution has appropriate support for its operations for all programs and services. The University's budget information is available to the public through the UW System's Redbook, which includes summaries of expenses and revenues about programs and operations.

A large portion (67% in 2016-2017) of the UW Oshkosh main operating budget comes from tuition revenues. The authority to set tuition is documented in Wisconsin State Statutes, and tuition is set by the UW System Board of Regents and the Wisconsin Legislature.

In addition to tuition revenues gained from General Purpose Revenue programs, the University seeks program revenue and other sources of income. The University has adopted a cost recovery program model designed to provide the maximum amount of flexible funding for colleges and administrative divisions. Cost recovery programs are mainly academic programs that will either enhance existing partnerships or create new partnerships, targeting the development of high demand, innovative and self-supporting academic programs. These programs contribute additional resources to the University's operational budget, thereby providing funding for initiatives during difficult financial times when State funding is declining.

As part of the UW System, the majority of UW Oshkosh's budget development process is established by a UW System biennial budgeting process. Each campus follows System policies to prepare the annual budget submission. UW System provides oversight and guidelines to the campus budget office, which then distributes the instructions to campus for budget development. The System allocates general purpose revenue, and the campus distributes these funds to campus units

UW System provides guidance for the development of the University's annual budget, and the UW Oshkosh Division of Administrative Services provides instructions to each budget unit across campus on how to develop its own annual budget. The overall campus annual budget is reviewed by UW System for consistency with System guidelines and policies, which identify how funding is to be used at the campus level.

Monitoring institutional revenue and expenses takes place at the campus and System levels. The University has a process in place to monitor transfers of funding between System and the campus and among campus entities. UW Oshkosh general purpose revenue distribution is developed annually and changes incrementally based on new funding received or budget reductions. Program revenue budgets are also developed annually and include a five-year budget model with a 10-year capital planning spreadsheet. All budgetary decisions are driven by strategic plan priorities in coordination with the University's mission.

During the 2015-2016 year, the Chancellor charged a Budgeting Structures Study Group to provide targeted and focused review of operational models and approaches to university budgeting systems. This group's white paper in Spring 2015 influenced the budget model changeover for UW Oshkosh from the longstanding incremental budget model. The Chancellor has charged this same group, now called the University Budget Development Committee, to fully develop the details of this model. The new budget model incorporates research on best practices for funding and staffing campus services. The new model, formally titled the Operating Budget Allocation Model (OBAM), consists of service agreements that will be implemented by cost centers to add transparency for both the provider and service recipients. The new budget model will be piloted in the 2018-2019 fiscal year. Starting in the spring of 2018, we will provide a complete overview of the new budget model to all personnel at the branch campuses; we will provide more in-depth training on the model to the appropriate personnel on those campuses.

The OBAM is governed by the Budget Process Committee (BPC), which provides an inclusive process through which shared governance representatives help maintain and improve OBAM. The BPC will make advisory recommendations to the Chancellor concerning the operating features of OBAM, and in that capacity will, among other duties:

- Participate in the Annual Budget Request Process to help contextualize budget requests by interpreting peer/aspirant benchmark studies
- Review budget language from UW System
- Contribute to ongoing OBAM training processes
- Work with the Faculty Senate Academic Policies Committee (APC) on Academic Quality Indicators (AQIs)
- Facilitate the drafting and modification of OBAM Service Level Agreements
- Submit a stylized annual report
- Commission a comprehensive review of OBAM once every six years.

We will ensure that the membership of the Budget Process Committee includes appropriate representation from the branch campuses as we move forward with implementing the new model.

Beginning immediately, we will work closely with the branch campuses to gain an understanding of their revenue generation capabilities. We will also work closely with UW-Colleges staff in the central Madison office to gain a full understanding of their current planning processes. Armed with that information, we will develop planning processes to maximize the potential to generate revenue on all three campuses individually and that identifies areas in which shared services among the three campuses can maximize efficiencies where appropriate.

We see value in gaining a more detailed understanding of how the branch campus revenue target has been assigned, the impact of those targets on the annual budget process, and the campuses' historical ability to meet or exceed their assigned targets. In addition, we hope to gain an understanding of how their current budget processes align with the components of our new budget model. Together we will obtain a future-focused, nimble, centralized management approach that ensures each new initiative returns revenue and supports student success.

Monitoring of budgets at the branch campus can be accomplished within the current UW System Shared Financial System (SFS) chart of accounts. The auditing structure that has been established by our campus and by UW System for comprehensive universities will be applied to the branch campuses.

Staff members and administrators have access to a shared financial software system for UW System called WISDM to execute core business processes. Our new budget model operating manual also contains an additional financial statement that will be prepared at the unit level. A reorganization within UW Oshkosh is currently being completed with the goal of improving lines of communication and increasing central oversight of unit budgets on an ongoing basis. All budget units at the branch campuses will be folded into this new model

As outlined in the UW Oshkosh Operating Budget Manual, the primary mode for participation in budget planning is through membership on the Budget Process Committee. However, the manual explicitly encourages all faculty and staff to learn the budget model and suggest improvements. In addition, individuals on the branch campus will participate in the development of service agreements, and all faculty and staff members on all three campuses will be eligible to develop and forward proposals for strategic initiatives for funding, working through their respective departments and divisions.

### Planning and Monitoring Related To Enrollment

The University of Wisconsin Oshkosh office of University Marketing and Communication will provide all institutional marketing in support of future enrollment for UW- Fond du Lac and UW-Fox Valley campuses with the primary goal of maintaining or increasing applications of high school students and adult students from the northeast Wisconsin counties of Fond du Lac, Winnebago, and Outagamie. The UW- Fond du Lac and UW-Fox Valley target market will be defined by zip code and will cover an approximately 40-60 mile radius around each of the two campuses. The three major components of the strategic marketing plan will be to increase enrollment:

1. General awareness campaigns to produce prospect leads
2. Support of four campus preview events per campus location
3. Strategic advertising to drive application activity for the fall, spring, winterim and summer terms.

The strategic marketing plan will be supported by the following outreach and marketing activities: digital marketing, social media, online video, search engine marketing, streaming radio, local radio, billboards/transit, direct mail, email marketing, publications, television, and local/sponsorship opportunities.

In regards to high school recruitment efforts, the College Resource Counselor(s) assigned to the UW-Fond du Lac and UW-Fox Valley campuses will provide direct services to approximately 60 high schools within the Lake Winnebago region from September – May each year. The services will include high school visits, college planning presentations, on-site admission visits, application workshops, college fairs, junior/senior planning events and admission counseling to students. A successful core component of the College Resource Counselor's role is to assist prospective students in a college-neutral way, via college, major, and career exploration processes, while also communicating what the UW- Fond du Lac and UW-Fox Valley campuses have to offer. From June-August each year, the College Resource Counselor(s) will work directly with prospective students to complete applications and move students from applicant to admit status as quickly as possible.

For the 2016 – 2017 recruitment cycle, the above intentional and strategic outreach and recruitment initiatives resulted in an 8% increase in prospective student applications within one year of implementation at the UW College System level. Additionally, these intentional and strategic outreach and recruitment efforts resulted in a 15% increase in prospective student



applications at the University of Wisconsin Oshkosh for the 2016 – 2017 recruitment cycle. By utilizing similar recruitment and outreach efforts, we are confident that the positive enrollment trends for all three locations will continue.

The University of Wisconsin Oshkosh is currently developing a strategic enrollment plan in conjunction with industry expertise from Ruffalo Noel-Levitz. The goal of this process is to produce a five-year strategic enrollment plan that will enable the institution to stabilize and ensure predictable enrollments year after year. As a part of the strategic enrollment planning process, the University of Wisconsin Oshkosh is currently developing a model to help predict enrollment given the institution's market size over time and existing market share within Wisconsin, northern Illinois, and the upper peninsula of Michigan. These strategic enrollment planning processes will also be applied to the new branch campuses and will positively impact enrollments at all three campuses. Finally, a Strategic Enrollment Management Team, consisting of personnel from all three campuses, will be utilized to develop, review, and monitor institutional enrollment goals set forth by the comprehensive Strategic Enrollment Management Plan.

It is extremely important to us that students at the branch campuses continue to have access to the appropriate types and level of support services to enable their continued success. We plan to keep the current support services at each location in place at their current levels of staffing and funding. We currently assign two staff members from the Department of Admissions to regularly visit the UW-Fox and UW-Fond du Lac campuses to work with potential transfer students. For at least the first year of the transition (2018-2019), these staff members will remain in place to ensure that students at the branch campuses are receiving accurate and consistent information to guide them through their associate and baccalaureate programs.

In the 2018-2019 academic year, the branch campuses will continue to deliver the UW Colleges programming that they currently offer. During the transitional period, we will assess the best way to deliver our entire array of programs across the three campuses. We expect that some baccalaureate and graduate programs will be offered at the branch campuses, but final decisions program arrays have not yet been made.

#### **References:**

UW Oshkosh Operating Budget Manual:

[https://chancellor.uwosh.edu/wp-content/uploads/2017/01/OBAM\\_Manual\\_52-2.pdf](https://chancellor.uwosh.edu/wp-content/uploads/2017/01/OBAM_Manual_52-2.pdf)

#### ***Item 8: Short-Range and Long-Range Strategic Plans***

##### ***Long-Range***

UW Oshkosh has recently completed a comprehensive strategic planning process, including the development of several strategic goals and many sub-goals. We are currently in the stage of

developing action plans in order to implement our strategic plan and to accomplish our strategic goals.

These goals can be found on the following web pages:

<https://strategicplan.uwosh.edu/plan/strategic-priority-a/>

<https://strategicplan.uwosh.edu/plan/strategic-priority-b/>

<https://strategicplan.uwosh.edu/plan/strategic-priority-c/>

<https://strategicplan.uwosh.edu/plan/strategic-priority-d/>

None of our strategic goals will be fundamentally re-written as a result of the re-organization, but our strategies for achieving some of them will need to be broadened and redefined.

Absorbing the two branch campuses will complicate the achievement of some of these goals but also provide exciting new opportunities for achieving many of them.

For example, one of our sub-goals is to “eliminate barriers impeding access to higher education.” The UW Colleges have an open admission policy, and we intend to keep that policy in place on the branch campuses. This will allow UW Oshkosh to offer an open admission to students who do not currently qualify for admission into our university. After being awarded an Associate degree at the branch campus, these students will then be eligible to enter a bachelor’s degree program without the need to transfer between institutions.

Another of our goals is to “provide best practice student support services” in order to increase retention and graduation rates. As stated in a C.7 of this report, all student support services will stay in place at each campus through the 2018-2019 academic year, during which we will discuss strategies for using our combined resources to strengthen these services even further.

Another goal is to “create mutually beneficial relationships between the university and our community partners and industry.” Absorbing the branch campuses will open up new opportunities for mutually beneficial relationships as we expand the reach of UW Oshkosh into these communities. In addition, while we already enroll students from these communities into the host institution, the expansion of the UW Oshkosh brand and resources into these communities will assist our efforts to expand enrollments at all three campuses.

### Short-Range

One of our short-term goals has already been mentioned. Beginning in the first semester after the re-organization, students who apply to UW Oshkosh but fail to meet our standards for admission to the main campus will be invited to apply to the branch campuses, which will continue to have open admission policies. As stated previously, these students will be eligible to enter baccalaureate degree programs after achieving an Associate degree at the branch campus.

Another short-term goal is to immediately reach out to the businesses and civic organizations in the communities surrounding the branch campuses. The Assistant Chancellor for Research and Community Outreach (Martin Rudd) will play a leading role in developing relationships with these businesses and organizations in order to extend our current economic development

efforts and to work with a variety of offices on campus to develop new projects. Our Division of Online and Continuing Education will work with Continuing Education staff on the branch campuses to extend its outreach efforts into these communities. These efforts will support UW Oshkosh's current Strategic Plan, most specifically the third of our four strategic priorities: "Expand community engagement and economic development."

#### *Item 9: Explanation of the Impact of the Revised Structure*

The effects of this level of restructuring will be wide-ranging, of course, and will affect all units of all three campuses at some level. For example, faculty and many staff from the branch campuses will be embedded into units at UW Oshkosh. This will not only expand both the number of staff and the range of responsibility of these units, but it will also involve a synthesis of different backgrounds and work cultures. All groups will learn from each other's experiences and, with our commitment to inclusivity and collaboration, the result will be the development of new and currently unforeseen initiatives and processes.

In terms of enrollments, the restructuring will result in more than just summing the current numbers of students. Rather, it will provide for new possibilities that we believe will expand our opportunities to attract new students to each campus. These possibilities include the delivery of baccalaureate and graduate programs to new communities and the opportunity for a student to complete his or her first two years at a more accessible and affordable institution and then move to a comprehensive campus with no transfer issues or uncertainties. (This will also greatly enhance our ability for seamless academic advising throughout an undergraduate student's career.)

These changes will help us eliminate some of the barriers that currently impede some students' access to a baccalaureate degree and ultimately improve our rates of retention, progression, and graduation—all goals that are stated in our current Strategic Plan.

#### *Item 13: Continued Compliance with HLC*

Our last comprehensive review by HLC was in 2007. Our next comprehensive review is scheduled for May, 2018.

In its 2007 review, the HLC team expressed concerns that our general education program needed review and renewal and that we needed stronger policies and procedures for assessing student learning. Over the intervening years, the University has invested considerable time and resources to reform its general education program and assessment practices.

In 2008, the Faculty Senate adopted Essential Learning Outcomes (ELOs) based on the framework articulated in AAC&U Liberal Education and America's Promise. These essential learning outcomes are the foundation for the design and implementation of the University Studies Program (USP), the new general education program at UW Oshkosh.

As a faculty led initiative, the Liberal Education Reform Team conducted several campus-wide discussions and workshops over a five-year period to design the new curriculum as it related to

the institution's mission and current campus initiatives. Several faculty teams attended national general education reform conferences and workshops to inform this work with knowledge about best practices. The USP is infused with high impact practices (HIPs) and pedagogies of engagement designed to prepare students for the challenges of the 21st century. These efforts address all of the past concerns of the HLC team in regards to general education at UW Oshkosh.

In alignment with the adoption of Essential Learning Outcomes, the Faculty Senate adopted the University Assessment Plan in 2013. In this plan, each academic program is required to clearly articulate learning outcomes, to submit a plan for assessing these outcomes, and to report the results of that assessment every two years. A matrix to align outcomes and assessment methods is a required component of the assessment plan. In addition, each program is required to schedule a comprehensive program review every seven years to ensure that the curriculum is current, the faculty and staff are well qualified and engaged, and that adequate resources are available to deliver quality programs and to support students' academic efforts. UW Oshkosh now has in place a multi-faceted and comprehensive assessment of student learning.

Beginning in Spring 2018, faculty representatives from all three campuses will meet and discuss their current general education programs, including what are considered successes and challenges of those programs, and their current assessment efforts. By the end of the 2018-2019 academic year, a new assessment and general education plan will be developed that encompasses all three campuses and recognizes the somewhat different needs of their student populations. We envision a common general education program and a hybrid assessment model (including both general policies and procedures pertaining to all three campuses and some campus-specific requirements). All appropriate faculty and administrative bodies will approve final decisions on these issues.

#### *Item 14: Ability to Continue to Meet HLC Criteria*

During the transition period, for at least one year, plans for integrating the branch campuses will be completed by steering committees and working groups. Faculty and staff from the branch campuses as well as from the host campus will be represented on all of the steering committees. Afterwards, budget and enrollment planning will occur under the direction of the Vice Chancellor for Administrative Services and the Associate Vice Chancellor for Enrollment Management, with consultation and input from stakeholders throughout the university, including at the branch campuses.

Requirements and degrees will be included in the UW Oshkosh Undergraduate Bulletin. Each edition of the Bulletin undergoes thorough review from multiple stakeholders before being published, including from the department or program chair responsible for each course.

Supervision and evaluation of instruction is the primary responsibility of department and program chairs and faculty peers. Peer evaluations, including classroom visits, will occur in each department. A common student evaluation will be administered in classes at all

campuses. These processes will be identical for all three campuses. In addition, each campus will have an administrator who also serves as an associate dean and will handle any supervisory issues or student issues on an as-needed basis, including those related to instruction.

Faculty hires will be based in academic departments, with approval by the Dean and Provost. The Dean of the branch campuses will make staff hires, with final approval by the Provost. The final candidate pools for all hires will also be approved by the Office of Equity and Affirmative Action to ensure that they meet the stated requirements for the position.

Individual course sections will be evaluated by student evaluation questionnaires. In addition, all faculty and instructional academic staff at all campuses will undergo peer review on a regular rotation. Programs will be assessed through biennial assessments of learning outcomes and through 7-year comprehensive program reviews.

The faculty in each academic program are responsible for keeping their curriculum current and sufficiently rigorous. Any changes to individual courses or to program requirements will need to be approved by several levels of faculty and administrative review, as outlined in Section C.2 above.

Students will be assessed by methods appropriate to the various disciplines and by a variety of direct and indirect measures as outlined in Section B.2 above. Each academic program will undergo a biennial assessment of learning outcomes.

#### *Item 15: Additional Information*

UW Oshkosh has a wealth of experience in delivering coursework and supervising instruction at other locations. Our current Institutional Status and Requirements Report lists 51 additional locations at which we deliver coursework in partnership with a wide range of educational institutions.

The University received a letter concerning Financial Indicators on November 20, 2017. Our Chief Financial Officer sent an acknowledgement and response to HLC on December 15, 2017, stating that the Cumulative Financial Index (CFI) for UW Oshkosh is currently 0.42, and that we have developed a Financial Recovery Plan to move us to a CFI position above 1.00 in three years. In addition, our Chief Financial Officer has been in touch with his counterpart at HLC to explain our current position and our recovery plan in more detail. (See Appendix F: Financial Information.)

The current accreditation status of UW Oshkosh is “Accredited on Notice.” UW Oshkosh and UW System have already taken steps to remedy the causes for the On Notice designation, and we will continue to work diligently with HLC until all of the concerns that led to that designation have been eliminated. We will provide quarterly reports, as required, to HLC until these matters have been resolved and the Notice sanction is removed. The proposed restructuring will in no way hinder or delay these efforts, and the actions that led to the Notice have not in any way hindered our ability to successfully complete this restructuring.

### UW-Oshkosh Documentation Summary

For current and post restructuring organizational charts, see Appendix C: Organizational Charts.  
See UWOSH section of Part B, Item 6: FY19 and FY20 Pro Forma Fiscal Year Budgets.

## University of Wisconsin-Platteville Institutional Statement

### Part B: Transactional Documents

#### *Item 2: Governance Documents*

##### Academic Integrity

As a result of the restructuring, several policies, processes and forms will need to be amended to incorporate the branch campus processes associated with curriculum, assessment, and general education curriculum into the university's governance related to academic integrity. This work is already beginning and will continue to take place through July 1, 2018. The institutional documents, processes, and policies listed below will be reviewed for possible revision under the newly proposed administrative structure for the two branch campuses. All proposed revisions will be evaluated by the Faculty Senate, which will either make final decisions (in the case of amending the faculty bylaws, for example) or make final recommendations to the chancellor (in the case of approving curricular changes, for example) as appropriate.

##### Program Assessment

- The Academic Planning Council (APC) is responsible for reviewing all academic programs on a six-year cycle. This review includes evaluating strengths and weaknesses based on the program self-assessment and on data provided by the institutional research office, and reporting its recommendation of "continuing the program in its present form," "modifying the program," "strengthening the program," "consolidating the program with another program," or "phasing out the program." The APC is also responsible, in conjunction with the University Undergraduate Curriculum Commission and the University Budget Commission, for reviewing proposals for new majors and sub-majors. All programs use a standardized university form created and maintained by the APC. It is anticipated that the integration of a branch campus into the current university structure will necessitate some changes to the current policies, forms, and procedures associated with the APC, as well as consideration of representation from branch campus faculty. Any changes related to the work of the APC will need to be reviewed by the Council and approved by the Faculty Senate. See <https://www.uwplatt.edu/academic-planning> for additional information regarding academic planning.
- The Assessment Oversight Commission (AOC) is responsible for reviewing the self-assessment report of all academic programs (following the same six-year cycle as the APC), evaluating the assessment tools and procedures that programs use to meet their program outcomes, and reporting such findings to the APC for its comprehensive program review. The integration of a branch campus with the university will require some modifications to the policies, forms, and procedures of the AOC, as well as consideration of representation from branch campus faculty onto the Commission. The Commission will review these modifications. See <https://www.uwplatt.edu/aoc> for additional information regarding AOC.

- The General Education Committee (GEC) is responsible for reviewing all academic programs that provide coursework for the general education program. The GEC currently reviews all general education student-learning outcomes on a four-year cycle and provides a report to the AOC. As a result of the restructuring of the branch campus to become a part of the university, the GEC will review its policies, forms, and procedures. See <https://www.uwplatt.edu/governance/general-education-committee> for additional information regarding the GEC.
- Also, as a result of the restructuring, individual departments and programs may also need to review their own assessment policies and procedures.

### Curriculum Assessment

- The University Undergraduate Curriculum Commission (UUCC) is responsible for reviewing all proposals for new majors and sub-majors and reporting its evaluation to the APC, for reviewing all proposals for new courses and for revisions to existing courses and reporting its recommendations to the provost, and for general supervision of the undergraduate curriculum. All programs must use a standardized university form created and maintained by the UUCC. As a result of the restructuring, the policies, forms, and procedures of the UUCC will be reviewed by the Commission with recommendations submitted to the Faculty Senate for approval. The Commission will also consider integrating branch campus faculty representatives into the UUCC, and how many will be voting representatives. See <https://www.uwplatt.edu/governance/university-undergraduate-curriculum-commission-uucc> for additional information of UUCC.
- The GEC is responsible for evaluating proposed changes to the general education program and reporting its recommendations to the UUCC. The Committee will revise policies, forms, and procedures of the GEC as needed as a result of the restructuring and submit its recommendations to the Faculty Senate for approval.
- As a result of the restructuring, individual departments and colleges will also reconsider their procedures for reviewing curriculum. This will include an explicit review and consideration of how to integrate branch campus faculty into curriculum development, review and assessment efforts.

### Governance Representation

It is anticipated that branch campus faculty and staff will be integrated into the existing governance structures at UW-Platteville while also maintaining some of their own representative governance structures on their own campuses. Branch campus faculty and staff will have the means to have representation on UW-Platteville's Faculty Senate, Academic Staff Senate, and University Staff Senates, not to mention various other governance bodies. The individual senates will each develop and approve their own plan for providing appropriate representation from the branch campuses. It is possible that each of the Councils and Commissions (with the exception of the Graduate Council) that are part of faculty governance



will also have a representative from the branch campuses. These Councils and Commissions therefore include the APC, the AOC, the UUCC, the Appeals Commission, the Complaints and Grievances Commission, the University Budget Commission, and the University Rank, Salary and Tenure Policy Commission (URSTPC). During the spring 2018 semester, the Faculty Senate will consider and act on recommendations for the individual Councils and Commissions regarding representation from the branch campuses.

The Faculty Senate will review its own constitution and bylaws to determine the appropriate representation of the branch campuses in the governance structure of the main campus. The list of faculty governance councils, commissions, and committees is here: <https://www.uwplatt.edu/faculty-senate>.

Individual departments and colleges may also need to review their constitutions and bylaws to determine the appropriate way to integrate representation from the branch campuses. Besides the obvious need to integrate those faculty from the branch campuses into committees such that they have appropriate representation, the departments and colleges will look at criteria for retention, tenure and promotion.

### Tenure

It is expected that, because of the restructuring, tenured faculty from the two branch campuses will be tenured at UW-Platteville within the corresponding department of their primary discipline. This still needs to be reviewed, revised and approved accordingly by the Faculty Senate during spring of 2018.

During phase 1 the appropriate faculty governance committees will review the retention and tenure criteria from the branch campuses. Every effort will be made to stay true to the spirit of the criteria in effect at any probationary faculty members' point of hire at the UW Colleges.

The policies, forms, and procedures of the University Rank, Salary, and Tenure Policy Commission (URSTPC), which reports to the Faculty Senate, will be reviewed. Recommendations made to the Faculty Senate by the URSTPC will be evaluated and acted upon by the Faculty Senate. Additionally, it is anticipated that branch campus faculty will be integrated into the URSTPC by having some means of representation. Current URSTPC policies can be found here: <https://www.uwplatt.edu/urstpc>.

Individual departments may need to review their own criteria for promotion in rank, salary review, renewal, and tenure of faculty. Individual colleges may need to review their own criteria for salary review. All levels of review use standardized university forms created and maintained by the URSTPC.

### *Item 7: Organizational Charts*

The functional organizational charts provided were designed with a focus on student success while advancing financial sustainability. The Platteville campus organizational chart will be modified to add the Branch Campus relationship. Each campus will have a Campus

Administrator/CEO responsible for academic, administrative and community leadership. The initial Campus Administrator/CEO will be on a two-year contract and will ensure a successful transition to a branch campus of UW Platteville.

The functional organizational charts build off what currently exists and reflect the proposed structure of the branch campuses moving forward. The three key areas at each campus include: 1) Academic Affairs – oversight of faculty and instructional staff, continuing education and learner support through a learning center and the library; 2) A Solution Center that includes personnel to ensure that student needs are fully supported, that students know where to receive support, that coordinates student life and events, and advises/coaches for student success; and, 3) Administration and Finance offices that include facility and maintenance support, IT support, business services which oversees Accounts Receivables and purchasing cards.

Services that are currently contracted out, including food service, the bookstore, and Housing/Resident life, will continue with oversight from the branch campus administrator/CEO. Several functions are now centralized at UW Colleges. Some of those functions will continue to be centralized for at least the first year and will be evaluated over time. These services include: Human Resources, IT and Procurement. Other services, such as the student information system and student support services may be obtained centrally through an MOU with the UW System. Service delivery will be monitored by the campus CEO and adjusted as time goes on.

### **Documentation**

For current and post restructuring organizational charts, see Appendix C: Organizational Charts.

## **Part C: Institutional Statements**

### *Item 1: Alignment of Missions*

The University of Wisconsin-Platteville's Mission Statement is as follows:

*The University of Wisconsin-Platteville provides associate, baccalaureate, and master's degree programs in a broad spectrum of disciplines including: science, technology, engineering, and mathematics; criminal justice; education; business; agriculture; and the liberal arts. We promote excellence by using a personal, hands-on approach to empower each student to become broader in perspective, intellectually more astute, ethically more responsible, and to contribute wisely as an accomplished professional and knowledgeable citizen in a diverse global community.*

The University of Wisconsin Colleges Mission Statement is as follows:

*The University of Wisconsin Colleges is a multi-campus institution committed to high quality educational programs, preparing students for success at the baccalaureate level of education, providing the first two years of a liberal arts*

*general education that is accessible and affordable, providing a single baccalaureate degree that meets local and individual needs, and advancing the Wisconsin Idea by bringing the resources of the University to the people of the state and the communities that provide and support its campuses.*

The educational mission of the UW Colleges is very similar to that of UW-Platteville's, and in fact, both have operated as access institutions for quite some time. Both offer associate degrees, as well as a bachelor's degree, that meet local needs. Both also have an emphasis on providing an individualized, "hands on" education that enables students to be successful.

The two mission statements contain similar purpose statements and reflect values and vision that are mutually accepted by both institutions. Therefore, we have no plans to change or add new phrases into our mission. We consider this an easy integration of different campuses when it comes to our missions.

## **Documentation**

For current and post restructuring organizational charts, see Appendix C: Organizational Charts.

### *Item 2: Continuity of Educational Programs*

#### *Associate Degree*

The UW-Platteville already offers an Associate's degree and will continue to offer an Associate degree at the two branch campuses. While the current students at the branch campuses will be given the opportunity to finish out the Associate degree program requirements with which they started, those starting at the branch campus in Fall 2019 or later will be required to meet UW-Platteville's program requirements. During phase 1, the university will review associate degree program requirements for possible revision to ensure that they are appropriate at both the main campus as well as at the two branch campuses.

#### *Curriculum oversight and governance*

It is anticipated that curriculum oversight and governance processes to approve and review courses will be done at the branch campuses in the department that has responsibility for that course at the main campus. As a member of the UW System, UW-Platteville follows Board of Regents policy for program review and reporting. In keeping with the institutional mission of promoting excellence, all undergraduate programs undergo an in-depth review every six years through a process overseen by the Academic Planning Council (APC; <https://www.uwplatt.edu/academic-planning>), which reports annually to Faculty Senate. Over the last six years, the APC has revised this review process in collaboration with the Provost's Office, faculty, and academic staff to ensure continued improvement in the quality of teaching and learning. APC's program review, as outlined in the APC Handbook, integrates oversight by multiple governance bodies to provide both an annual snapshot for institutional planning and regular comprehensive reviews of program performance for quality assurance. The university's

successful Quality Initiative provided oversight of the initial implementation of these new policies and procedures, as well as feedback for its improvement.

It is anticipated that courses at the branch campuses will therefore be ‘housed’ within departments who have oversight over the student learning outcomes, the syllabi, and the assessment of those courses. Those courses will also be assessed in the same way as the courses are assessed at the main campus. That should enable branch campus courses to be included in the assessment plans of those departments, as well as in the regular program review of those departments. Thus, the courses taught at the branch campuses will be reviewed within the context of the program reviews by the APC. The Associate degree program will be included in the six-year cycle of program review as well.

#### **Documentation:**

The institutional curriculum governance committee at the undergraduate level is the University Undergraduate Curriculum Commission (UUCC). This body approves all new courses, course revisions, new programs, and program revisions, after each has been approved at the department and college-level:

<https://www.uwplatt.edu/governance/university-undergraduate-curriculum-commission-uucc>

Graduate courses must be approved at the department level before being approved by the Graduate Council: <https://www.uwplatt.edu/graduate-studies/graduate-council>

All academic programs are reviewed by the Assessment Oversight Commission (AOC) to ensure that their assessment plans are sufficient, implemented, and being used to make meaningful change to the curriculum: <https://www.uwplatt.edu/aoc>

#### ***Item 4: Post-Restructuring Enrollments***

Post-restructuring enrollments are presented in the UW System Statement Item 4.

#### ***Item 5: Revised Enrollment and Recruitment Projections***

Revised enrollment and recruiting projections for each institution following the transaction by semester and modality are presented in the UW System Statement Item 5.

The Platteville Campus and branch campuses will be offering the same number of general education sections that were previously being offered until further analysis and data review has been completed. In fall 2018, the current Colleges course schedule will be in place.

#### ***Item 7: Revised Planning Processes***

UW-Platteville closely aligns budgeting and planning processes. Resources are allocated to align with the mission of providing an excellent education in a broad spectrum of disciplines that serve Wisconsin and the tristate region. The University is currently moving to a new budget model that will align resource allocation with the university’s long-range plans and strategic priorities. Additional initiatives that demonstrate alignment of resources, mission, and institutional priorities include a comprehensive campus master plan, campus physical

development plan, an academic building project, an environmental sustainability plan and an IT governance model.

The University believes that planning must involve internal and external constituents. There are several standing committees in the governance structure with primary responsibility for planning including the Campus Planning Commission, the Academic Planning Council and the University Budget Commission. These groups each focus on a specific area and then interact and report to the Faculty Senate. Colleges and departments also involve external advisory boards with membership that includes alumni, employers, and community members.

Currently the University has cross-university teams implementing a Work Plan, which supports the strategic direction of the University. Monthly review of progress along with quarterly reporting is being utilized to ensure execution and course correction when needed. Further, the university is currently launching a comprehensive academic planning initiative that will review existing program offerings and identify new and redefined programs. The two branch campuses will be integrated into this work through having a representative from each campus serve on the Steering Committee for this Academic Planning Initiative. Input sessions to identify potential new programs will be held for each of the branch campuses along with input sessions at the Platteville campus. Representatives from the branch campuses will be invited to the two-day workshop in February. The University will identify 5-10 programs to further research and potentially launch. Programs to expand will also be identified. It is expected that the expansion of baccalaureate programs to the branch campuses will result from this work.

The branch campuses will have a budget to support operations, staffing and the delivery of quality services. Initially this budget will be consistent with current levels of funding. Ongoing assessment will determine if resources need to be adjusted to best support student success and long-term sustainability.

Moving forward, the faculty, staff and students from the branch campuses will be included in the planning and budgeting processes, just as the various university units currently engage in the process. Members of the branch campuses will be included in the planning teams. Additionally, the branch campuses will each develop a work plan to capture the core work to be done on the branches that aligns and advances the University priorities and ensures that the campuses thrive. This is similar to what individual units and colleges currently do on the Platteville campus.

Branch campus leaders will be involved in the budget process. A budget will be developed for the campus to ensure sustainability of the campuses. The Campus Administrator/CEO of the campus will be responsible for the budget. The Provost will review the budget and financial expenditures.

## Planning and Monitoring Related To Enrollment

UW-Platteville is very cognizant of declining enrollments at all three campuses. Significant work has taken place over the last year and continues to address the declining enrollments in Platteville. This work will be expanded to the branch campuses. Focus has been on three areas:

- 1) Student Success & Retention,
- 2) Expanded marketing and recruitment and
- 3) Review of marketability of academic programs.

### **Student success and retention:**

Increasing student success and graduation rates, along with decreasing time to graduation have been a priority. A robust student success model has been developed to holistically support students. This work is called the Future of Advising Project. Advising is being redesigned and assessed. Assessments have been completed to better understand faculty/staff perceptions, as well as, student perceptions of advising. A review of current models being utilized by comparable campuses has also informed the redesign of advising at UW-Platteville.

The campus is currently using a Split Advising Model where faculty advisors are supplemented with professional advisors. Specific populations are also being targeted for advising (i.e. undecided and undeclared students) Further, a COMPASS initiative provides data informed approaches to identify students in need of additional academic support. Once students at risk are identified targeted services are provided. Early outcomes of both the Future of Advising and COMPASS show great promise. Overall campus retention has increased by 3% over the last year. These approaches, along with the good work being done at the branches, will be customized and expanded to students on the branch campuses.

Beyond direct student support, UW-Platteville is working to create pathways to support student transfer by major. This simplifies the transfer process for students transferring to UW-Platteville.

### **Expanded marketing and recruitment:**

UW-Platteville will expand its reach through the integration of the branch campuses. Existing UW-Platteville relationships with corporations, government entities and schools will be leveraged to grow enrollments. The UW-Platteville campus has recently restructured the recruitment team and added regional recruiters. The recruiters can serve all three campuses. They will also increase outreach to the area middle and high schools. The goal is to increase awareness of degree options offered at the branches and four-year campus.

A rebranding and marketing project is also underway and will include the branch campuses. This work will clarify University messaging and overall marketing efforts. An expanded advertising and marketing campaign will follow.

### **Academic Planning Initiative:**

As described above, a major initiative is underway to review the academic portfolio and to identify what programs to grow, maintain, sunset or develop. The branch campuses are included in this work and the integration of the branches will also allow for expansion of offerings, including the potential expansion of online and blended program offerings that will meet student needs at all three campuses and beyond.

Further, the branch campuses have strong developmental math and writing programs that have been instrumental in supporting student success on those campuses. The Platteville campus would benefit by leveraging the expertise and success of those programs to expand student success to Platteville students, especially the 40% first generation students.

#### **Enrollment milestones:**

Overall enrollment targets have been set for all three campuses. The Platteville targets are based on campus trends in recruitment, retention, and historical weighted averages. It also includes declining high school graduation rates and trends. The projections reflect a continued enrollment decrease of 1.5-2.0 % annually. Budgets have been modified in anticipation of the declines.

The branch campus enrollments are expected to continue to decline as well. The UW Baraboo/Sauk County campus is projected to decline by approximately 5.6% to 6.5% over each of the next two years; while the Richland campus will have declines approximately double that. The establishment of campus budgets will be based on these projections. Increased support from the Platteville campus will help to reduce overall cost and over time enrollments may stabilize based on activities outlined in this document. However, it will take time to stop the downward trend in enrollments. Increased efficiencies, expanded recruitment and higher levels of student success will all play a role in longer-term sustainability of all three campuses. Enrollments will be monitored at all three campuses.

#### ***Item 8: Short-Range and Long-Range Strategic Plans***

##### ***Long-Range Strategic Plans***

UW-Platteville is nearing the end of the current strategic plan and will be updating over the next year. The current four strategic priorities are:

1. Provide an Outstanding Education,
2. Foster a Community of Achievement and Respect,
3. Control Our Own Destiny, and
4. Enrich the Tri-States.

The branch campuses will support UW-Platteville in achieving these strategic priorities. The campuses will expand reach and support increased engagement in a larger geographical area. This is aligned with the priority to Enrich the Tri-States. Further, the branch campuses can benefit from the community relationships that UW-Platteville has in the Baraboo and Richland

Center communities. The focused work toward the strategic priorities is captured in a University Work Plan. (See 8.B.)

Since 2013 the Strategic Plan has included a specific goal to “Enrich the Tri-States”, specifically including the southwest region of Wisconsin, the northeast region of Iowa, and the northwest region of Illinois. This goal has been measured by various means over the years, including, but not limited to, through economic impact studies, and embedded within our market research. See the appendix for an example of our most recent economic impact statement, which are also archived at <https://www.uwplatt.edu/budget/economic-impact-study>. We also take anecdotally reported feedback as an indicator of how our surrounding community perceives our efforts. These measures, both formal and informal, will continue to be used with the addition of the branch campuses.

The restructuring/addition of the two branch campuses will allow us to expand our strategic goal to **Enrich the Tri-States** by expanding the boundaries within which we have focused.

Restructuring will also have an impact on **Controlling Our Own Destiny** by leveraging the assets in these two additional campuses we can pursue additional revenue streams previously not viable (e.g. corporate relations relevant to local businesses). Further, the branch campuses are positioned to advance the strategic goal of **Providing an Outstanding Education** – The campuses will support the following work:

1. Expansion of academic offerings to place bound students.
  - New offerings or existing offerings may be offered to the branch campus students
  - New blended offerings at the branch campus will support UW-Platteville in rethinking how to leverage blended learning to better meet the needs of residential and place bound students.
2. Leverage the faculty and academic offerings across the three campuses
  - Faculty may teach at any of the campuses
  - Development math and writing offered at the branch campuses may be leveraged to advance student success at the Platteville campus.

Metrics for these various efforts include the following:

Enrollment #s:

- FTE enrolled at each campus
- Headcount enrolled at each campus
- International students enrolled at each campus

Degree attainment:

- # of Associate degrees awarded
- # of baccalaureate degrees awarded
- # of branch campus students graduate from the Platteville campus



#### Transfer rates:

- # of students transferring to Platteville
- # of students transferring to other UW Institutions
- # of students transferring to non-UW Institutions

#### Delivery of Curriculum:

- # of courses offered
- Average enrollment per course offered
- Student credit hour generation per course offered
- Credits offered by modality (face-to-face, online & blended)
- # of credits offered at the upper division levels

#### Community Relationships:

- # of high school students enrolled at branch campus by H.S. of origin
- # of post-traditional students enrolled
- # of technical school partnerships
- # of partnerships to expand campus programming (degrees, certificates, continuing education)
- Internship offerings by area businesses and organizations
- # of partnerships with local businesses in support of Senior Design Projects

Restructuring will enhance our systematic approach to community relations, particularly in Richland County and Sauk County. The Office of University Relations will expand their work and create community based teams in the branch communities to enhance outreach and build partnerships that advance the work of the University and promote student success, through internships, senior projects and increased scholarships. UW Platteville will leverage the established local relationships with government entities, businesses and non-governmental organizations to expand opportunities to incoming students of traditional and non-traditional status. The restructuring creates an opportunity to reengage the local communities in discussions on how to realign the possible offerings to better serve the local needs. In addition, leveraging the existing relationship Platteville has with area businesses creates more opportunities for current and future students that would otherwise be unavailable. These would include but not be limited to internships, coops, research projects, senior design projects and service learning projects. The External Relations team will create two distinct working groups that reflect the unique needs and characteristics of the home community. The team will be comprised of representation from alumni, county board, workforce development, chamber of commerce, local business, k-12 school districts. In addition, the above-mentioned groups will include representation from students, faculty, Foundation, communications, and continuing education.

## Short-Range Strategic Plans

The integration of the branch campuses is outlined below. New short-term goals to be added follow this description:

The University has an annual Work Plan to support achievement of the strategic priorities. The short-term goals of the University are captured in the University Work Plan. Several aspects of the work plan will be enhanced through the integration of the branch campuses.

**Improving Student Learning** – focuses on assessment, assessing the impact of High Impact Practices, and Redesigning General Education. The assessment infrastructure can be designed to include the work of the branches, high impact practices can be expanded to the campuses as appropriate and the strengths of the branch campuses around General Education can be leveraged to rethink General Education at the Platteville campus.

**Data Informed Decision Making** – includes development of data systems to monitor student and institutional effectiveness. Included within this goal is evaluation of the program mix to identify opportunities to maintain enrollment. This is very timely work and will include gaining a deeper understanding of the branch campus target audiences. Development of new and revised programs will be the desired outcome of this work. It is anticipated that this process will support the expansion of programming, including the potential offering of bachelor's degrees on the branch campuses.

**Student Success: Retention** – involves building a deeper understanding of successful retention strategies and the build out of student advising. This work will be easily transferrable to the branch campuses.

**Student Success: Recruitment** – Key initiatives include maximizing student applicant yield, increasing transfer enrollment and maintaining international student enrollment. The branch campuses provide an opportunity to focus efforts and ensure transferability between the branch campus and UW-Platteville, as well as other institutions. The presence of international students at both campuses will support the current commitment to international student success. It may also be another opportunity to grow international enrollment.

**Budgeting and Planning** – involves the development of new budget modeling, along with improved enrollment and staff planning. The branch campuses will be involved in this work.

**Campus Climate** – the university is committed to providing a safe and welcoming environment for all students. Programming to support diversity and inclusion is growing. The diversity of students served at the branch campuses will enrich and allow for an expansion of this work.

Short-term goals for the branch campuses:

1. Successfully integrate the branch campuses into UW-Platteville.
  - Integration will include curriculum, course catalogue, and the student information system.

- Continually assess service levels and adjust as needed.
  - Work to integrate governance bodies.
2. Maintain focus on a quality education.
    - Support the “high touch” focus of faculty
    - Offer coursework needed for students to complete in a timely fashion.
    - Provide student support services, i.e. developmental math and writing, advising, etc.
  3. Utilize data to better understand student needs and continuously improve necessary services.
  4. Explore expanded academic offerings

#### *Item 9: Explanation of the Impact of the Revised Structure*

The impact on UW-Platteville of adding UW-Richland Center and UW-Baraboo/Sauk County will be significant in many ways. Most importantly, it will allow us to expand our mission to provide an outstanding education for even more students, and to allow access to that education in two local, though distinct, communities. The university as a whole will have to reconfigure its processes and governance to include those two campuses. It's organizational structure will not need to add too much in order to accommodate those additional campuses, but what will be added will create some organizational complexity that does not currently exist. There will likely need to be some positions at those branch campuses that report to multiple supervisors for different things, for example.

Additionally, with the added branch campuses the overall enrollment numbers will go up, which will affect course offerings and possibly programs. We expect to especially see an increase in the number of ‘transfer’ students coming from those two branch campuses than we have seen in the past, and thus the number of upper-level course offerings may increase. The tuition these added students bring into the institution will also help support some academic programs that may now be considered “low performing”.

This change will also affect faculty and staff at all locations as they adjust to a new reality of being connected to each other. While the overall number of both faculty and staff are likely to stay the same, it may be that over time, as program performances are assessed, that positions are reallocated to areas that require additional support. This will hinge in large part to budgeting decisions, and secondarily to how students at those two branch campuses respond to the changes and the increased opportunities made available with the restructuring.

Finally, and one of the things that is fortunate in this scenario, is that there will likely be minimal impact on UW-Platteville's ability to achieve the goals within its current strategic plan. At this time, the institution is near the end of its 2013-2018 Strategic Plan. The institution will begin the process of developing another strategic plan sometime in the near future that can focus on integrating the opportunities, and challenges, of having two branch campuses.

### *Item 13: Continued Compliance with HLC*

In the HLC's comprehensive evaluation of UW-Platteville in 2016, the peer review team identified two sections of Criterion 5 (5A and 5D) and the student complaint process for Federal Compliance as "met with concerns." This will require interim reporting in the Year 4 Assurance Review that will occur in academic year 2020-21. Specific challenges identified by the HLC peer review team include:

- Criterion 5A: review of financial and non-financial indicators, faculty and staff employment levels, deferred maintenance needs, and results from the RCM budget model to evaluate whether new planning and budgeting processes have stabilized and are sufficient to support continuing operations.
- Criterion 5D: implementation of specific strategies to evaluate institutional performance, evidence of self-evaluation of those strategies, and documentation of actions taken toward continuous improvement.
- Federal Compliance – Student Complaints: summary reporting of student complaints following established policies and demonstration of a common, shared approach for collecting student complaint information.

In the HLC's review of UW Colleges' 2017 Assurance Argument, Criterion 4B was "met with concerns," and will require an interim report in 2019. The specific challenges identified by the HLC peer review team include:

- Clear communication of course-level student learning outcomes in syllabi; and
- Use of course-level learning outcomes to inform curricular or pedagogical change.

All issues identified in the 2016 review of UW-Platteville's Quality Assurance Argument have been explicitly included in a comprehensive institutional work plan developed through a collaborative process, with project teams that include representatives from multiple stakeholders on campus. Each project team has clear milestones and is accountable for documenting progress in achieving its established goals. This work also lays the foundation for the next cycle of strategic planning, which will incorporate integration of the two additional campuses.

- **Criterion 5A:** Financial and non-financial indicators are reported annually to the HLC in the Institutional Update. Review of staffing plans, prioritization to address deferred maintenance needs, and implementation of new budget processes are currently in progress.
  - Anticipated changes with addition of branch campuses: Annual Institutional Updates includes reporting of financial and non-financial indicators; these will continue to be submitted by the Institutional Research Office at the main campus in Platteville. As plans for the restructuring move forward, the team addressing staffing, maintenance, and budget processes will include representatives from Richland and Baraboo/Sauk County in the planning process.

- **Criterion 5D:** Development of the work plan, with its requirements for reflection on processes and expectations of regular reporting represent significant strides taken in addressing these issues.
  - Anticipated changes with addition of branch campuses: Faculty and staff at the Richland and Baraboo/Sauk County campuses will be included as members of future work plan teams. The focus of individual team efforts will evolve as work plans progress and a new strategic plan for 2018-2023 that includes all three campuses is developed.
- **Federal Compliance – Student Complaints:** A review of the current process was completed in 2017 and the project team is on target to achieve its goal of revision of the process by June 2018.
  - Anticipated changes with addition of branch campuses: We will review current policies at the branch campuses and work together to develop consistent procedures reflecting a common, shared approach for collecting complaint information and mechanisms for summary reporting.
- **UW Colleges – Criterion 4B:**
  - Student learning outcomes in syllabi: UW-Platteville provides resources that address this issue, including Syllabus Guidelines approved by the Faculty, Academic Instructional Staff, and Student Senates and online professional development modules on syllabus preparation and creating student learning outcomes. These resources and additional professional development opportunities will be available to faculty and instructional staff at the Richland and Baraboo/Sauk campuses.
  - Using learning outcomes to inform curricular/pedagogical change: Discussions will occur as the branch campuses are integrated with the Platteville campus and processes revised to reflect the needs and requirements of the newly restructured institution.

#### *Item 15: Additional Information*

As it currently stands, UW-Platteville has no interim monitoring required after having its Comprehensive Review in 2016. We will need to closely monitor the assessment of course outcomes at the branch campuses due to the UW Colleges being required to submit an interim report on those issues in 2019. Given that this is only one year away, and that we will be submitting our 4-year Assurance Review in 2020-21, we would like to suggest that issues currently requiring interim reporting by UW Colleges in 2019 be addressed in the more comprehensive Quality Assurance review for UW-Platteville that will occur in 2020-21.

UW-Platteville does have multiple additional locations, as approved and recorded by HLC. Additionally, it is the intent of the university to seek approval for “Notification Status” from HLC so that we can add and subtract locations by simply notifying HLC, rather than through seeking approval each time.

UW-Platteville is under no sanctions, nor has it been put on any notice by an accrediting or regulatory body.

#### UW-Platteville Documentation Summary

For current and post restructuring organizational charts, see Appendix C: Organizational Charts.

For mission statement, see Appendix B: Mission Statements.

## University of Wisconsin-Stevens Point Institutional Statement

### Part B: Transactional Documents

#### *Item 2: Governance Documents*

##### Academic Integrity

###### Overview

During Phase 1 (July 1, 2018-June 30, 2019), all course staffing, evaluation, and assessment will be conducted by current UW Colleges personnel at UW-Marathon County (MTH) and UW-Marshfield/Wood County (MSF), and will follow the existing procedures of UW Colleges. Phase I will permit time to accomplish the integration of the MTH and MSF faculty with UW-Stevens Point (UWSP), as well as the curricula of UW Colleges and UWSP. We plan to integrate MTH and MSF faculty into our existing UWSP departmental structure, aligning faculty members' disciplinary expertise with our existing college and department structure. Concomitantly, during Phase I, we will plan the integration of the UW Colleges curriculum and associate degree (AAS) program with the UWSP curriculum and institutional program array. In Phase 2 (July 1, 2019 and beyond), we plan to fully integrate all UW Colleges courses currently offered at MTH and MSF into the UWSP course catalog.

##### Tenure

###### Faculty Integration

UW-Stevens Point plans to integrate faculty at MTH and MSF into our existing academic department structure. Specifically, branch campus faculty with tenure will become tenured faculty members of identical rank in the academic department most aligned with their professional credentials. Given the similarity in our retention, tenure, and promotion standards at UWSP, MTH, and MSF, we expect this process to be relatively seamless and to require few, if any, changes to our existing tenure criteria either at the university or department levels. For the relatively small number of MTH and MSF faculty still at the assistant professor rank, departments will carefully examine how these tenure-line faculty members will proceed with the tenure process, and whether or not additional time may be warranted in order to understand and meet expectations.

As articulated more fully below in the governance section, faculty at MTH and MSF will be integrated into the existing shared governance committees at UWSP. This integration will occur at all levels including the department, college, and institutional levels, and these faculty will be eligible to serve on other campus standing or ad hoc committees at UWSP. The MTH and MSF faculty will be full participants within their departments, with duties including maintaining and revising curriculum, constructing and revising course learning outcomes, and constructing curriculum maps. Additionally as described below, beginning with Phase 2, faculty will fully participate in the assessment of student learning using the structure and processes currently in place on the UWSP campus.

## Faculty Management of Curriculum

In terms of governance structures that exist for faculty management of the curriculum, the paragraph that follows provides a brief description of the UWSP Common Council standing committee structures and purviews. Additionally, links are provided to Common Council pages that describe the committee functions, composition, forms, and procedures. See <https://www.uwsp.edu/commoncouncil/Pages/default.aspx> for additional information regarding the UWSP Common Council.

Academic policies and standards for the institution, and specific academic requirements as requested by individual academic programs (e.g., 2.75 GPA within major) are managed and approved by the Academic Affairs Committee (AAC). See <https://www.uwsp.edu/commoncouncil/Pages/Academic-Affairs-Committee.aspx> for additional information regarding the AAC. Course descriptions, curriculum, and content are managed by disciplinary departments, as are the requirements for majors, minors, and certificates. Changes to courses and major or minor requirements are initiated in departmental committees, approved at the department level, forwarded to the college dean for approval, and then approved by the university Curriculum Committee (CuC). See <https://www.uwsp.edu/commoncouncil/Pages/Curriculum-Committee.aspx> for additional information regarding the CuC. The process of approval to plan and implement a new major begins in a department, but also requires additional UW System approvals (see <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting> for this process). Our General Education Program (GEP) is managed by an elected General Education Committee (GEC) that is a standing committee of our Common Council. See <https://www.uwsp.edu/gep/Pages/default.aspx> and <https://www.uwsp.edu/gep/Pages/default.aspx> for additional information regarding the GEP and GEC. The GEC approves the overall GEP learning outcomes and structure, as well as approves category designations for each course included in the GEP. See <https://www.uwsp.edu/gep/Documents/GEPCategoryLearningOutcomes.pdf> for additional information regarding GEP learning outcomes. The GEC also manages the assessment process, and approves any changes to the process of assessing student learning within the GEP.

The work of all standing committees (e.g., AAC, CuC, and GEC) proceeds to the Common Council as either information items (e.g., changes to course or major requirements), or for approval (e.g., changes to academic policies), depending on the nature of the item.

## Faculty Management of Assessment

Assessment of student learning at UWSP is managed by faculty through two processes. The assessment of student learning of program outcomes is managed by the academic disciplines at a departmental level and reported and evaluated by a standing committee of the AAC, the institutional Assessment Subcommittee (ASC). See <https://www.uwsp.edu/acadaff/Pages/assessmentLearning.aspx> for additional information



regarding the ASC. Assessment of student learning of GEP course and category outcomes is managed through a course and program portfolio process where portfolios are evaluated by faculty learning communities. The work of the ASC and general education assessments is facilitated by the UWSP assessment coordinator.

## Governance

### Integration of Branch Campus Faculty, Staff, and Students into Governance

#### Faculty, Academic Staff, and University Staff:

UW Colleges faculty, academic staff, and university staff at MTH and MSF will be counted as represented employees within their employment classes—in academic departments within UWSP colleges and functional units. The UWSP *Constitution of the Common Council* will be amended to accomplish this incorporation of the UW Colleges into the governance structure. See [https://www.uwsp.edu/commoncouncil/Documents/Constitution\\_of\\_the\\_Common\\_Council\\_CC11-01-17.pdf](https://www.uwsp.edu/commoncouncil/Documents/Constitution_of_the_Common_Council_CC11-01-17.pdf) for additional information regarding the UWSP Constitution of the Common Council. Since the represented categories at MSF and MTH currently comprise approximately 10% of the total FTE of faculty, staff, and students, we propose amending the existing Constitution of the Common Council to require that each of the standing committees of Common Council have at least one member from a branch campus. Additionally, we propose retaining the campus-based elected governance group, the Marshfield (MSF) Steering Committee and the Marathon (MTH) Steering Committee as elected groups in the current structure as defined in the UW Colleges campus constitutions.

The composition of the campus steering committees at MTH and MSF is proposed to remain the same—currently there are members from faculty, academic staff, university staff, and student governance. The function of the campus steering committees at MTH and MSF will be to manage any campus-specific issues that need, for example, an ad hoc group appointment, as well as to serve as liaisons with UWSP Common Council governance with designated seats on the Executive Committee of the Common Council and as councilors.

Once integrated into a home department, faculty and staff at MTH and MSF will be able to serve on departmental or campus committees for which they are eligible. Because faculty, academic staff, and university staff at the branch campuses will be integrated into the appropriate UWSP colleges and departments, these employees will be eligible to self-nominate for seats. Additionally, the campus steering chairs will serve as members of the Common Council Executive Committee and as Common Councilors.

With this proposed fully integrated model (with a small campus-based steering committee for the branch campuses), we assert that the academic programs and governance processes will retain high levels of rigor and participation respectively.

#### Student Government Associations (SGAs):

Wisconsin State Statute 36.09(5) specifies that “students of each institution or campus shall have the right to organize themselves in a manner they determine and to select their representatives to participate in institutional governance.” Current student government leaders at UWSP, MTH, and MSF have chosen to continue having their separate campus-specific student senates, or equivalent representation, as they currently operate. Specifically, UW-Stevens Point, UW-Marathon County, and UW-Marshfield/Wood County Student Government Association (SGA) memberships have mutually decided to maintain the two college SGAs as branch SGAs of UW-Stevens Point SGA. The UW Colleges SGAs are currently branch SGAs of the UWC SGA. Having UW-Marathon County and UW-Marshfield/Wood County SGAs as branch SGAs is a beginning structure, and is subject to modification in the future. As a part of the joining process, funding allocations among the three (UWSP, MTH, and MSF) SGA bodies will need to be determined.

## Part C: Institutional Statements

### *Item 1: Alignment of Missions*

1. Institution review: As we compare the mission of the UW Colleges with UW-Stevens Point’s current select mission statement, we do not believe that any change to our current mission is necessary to assume responsibility for the branch campuses. Our mission already includes explicit reference to offering the associate degree, and to providing exactly the kind of broad-based training in a liberal arts foundation that defines a UW Colleges degree.
2. However, in order to make more explicit reference to our willingness to assume responsibility for the UW Colleges’ mission, we will consider the following minor addition to our select mission statement:

*In addition to the Core Mission of the University Cluster Institutions, the select mission of UW-Stevens Point is to provide programs that help communities become more vibrant, healthy, prosperous, and sustainable. We accomplish this by providing a broad, accessible, and affordable foundation in the fine arts, humanities, natural sciences, and social sciences for associate and baccalaureate degrees.*

*Our commitment to helping communities thrive requires that we provide education, research and outreach in a wide array of disciplines, with particular emphases at the baccalaureate level in integrated natural resources management and environmental education; in the performing and visual arts; and in areas such as business, health and wellness professions, communicative disorders, design, select engineering programs, family and consumer sciences, information science, paper science, social work, and teacher education.*

*UW-Stevens Point provides select master's programs in business, communication, communicative disorders, health care, health promotion, natural resources, teacher education, wellness, and other select areas clearly*

*associated with this university's undergraduate emphases. UW-Stevens Point provides a clinical doctoral program in audiology, as well as professional doctoral programs in select areas of strength at the master's level.*

*UW-Stevens Point puts special emphasis on promoting inclusivity, advancing human wellness, providing excellent academic support resources, offering extensive study abroad and international programs, and providing a robust array of UW-Extension programs.*

These changes will require governance approvals, both at the campus level and at the Board of Regents. This process will take place in the coming months.

## **Item 2: Continuity of Educational Programs**

### **Associate Degree**

UW-Stevens Point currently offers an Associate of Arts and Science (AAS) degree, though this degree has traditionally been awarded to students who completed the requirements for the associate degree, but left the institution prior to completing a baccalaureate degree. Concisely, we heretofore have not been as intentional in serving associate degree-seeking students as have the UW Colleges. For the purpose of transfer to UWSP for a student pursuing a four-year baccalaureate degree, the AAS degree will continue be treated as equivalent to completion of the foundation and investigation levels of our General Education Program (GEP). See <https://www.uwsp.edu/gep/Pages/default.aspx> for additional information regarding the GEP. Students who transfer to UWSP with the AAS degree will be required to finish their major requirements and the Communication in the Major (CIM) and Capstone in the Major (CIM) components of the integration level of the UWSP GEP.

### **Curriculum Oversight and Governance**

As noted elsewhere in the UWSP discussion of faculty management of the curriculum, we plan to fully integrate the faculty at MTH and MSF into the UWSP academic department structure. The faculty will also be integrated fully into our governance system, including having members serve on the standing committees of our Common Council. As a standing committee of the Common Council, the UWSP General Education Committee (GEC) oversees General Education Program (GEP) curriculum. See <https://www.uwsp.edu/commoncouncil/Pages/General-Education-Committee.aspx> and <https://www.uwsp.edu/gep/Pages/default.aspx> for additional information regarding the GEC and GEP. The GEC membership consists of 16 elected (and voting) faculty, and 3 other (non-voting) appointed members. See [https://www.uwsp.edu/commoncouncil/Documents/2017-2018\\_GEC\\_membership-meeting-schedule\\_9-26-17.pdf](https://www.uwsp.edu/commoncouncil/Documents/2017-2018_GEC_membership-meeting-schedule_9-26-17.pdf) for additional information regarding the GEC membership. While courses in the GEP are managed by disciplines and possess disciplinary curriculum codes (e.g., BIOL 160, COMM 101), they are individually approved by the GEC as meeting particular category outcomes (see <https://www.uwsp.edu/gep/Documents/GEPCategoryLearningOutcomes.pdf> for GEP category outcomes).

Student learning for all categories and levels within the GEP is assessed via course-based portfolios that are evaluated by peers in faculty learning communities (FLCs). The associate degree will be reviewed as a degree program hosted by University College (UC), treating the UC as a department in our departmental review structure.

As integration with MTH and MSF begins during Phase 1, we will also begin disciplinary planning for the conversion of classes into a single curriculum and catalog. Our longer-term desire (to be achieved during Phase 2) would be to ultimately reconfigure the foundation and investigation levels of the current UWSP GEP (see GEP diagram at the bottom of the linked page) and the UW Colleges associate degree program into a single and equivalent curriculum.

#### *Item 4: Post-Restructuring Enrollments*

Post-restructuring enrollments are presented in the UW System Statement Item 4.

#### *Item 5: Revised Enrollment and Recruitment Projections*

Revised enrollment and recruiting projections for each institution following the transaction by semester and modality are presented in the UW System Statement Item 5.

#### *Item 7: Revised Planning Processes*

Strategic planning at UWSP occurs at a number of different levels. The newly developed Integrated Planning Advisory Council (IPAC) (membership attached) serves to facilitate the integration of strategic planning, budgeting, and resource allocations. Each year, as the result of input from across campus, the chancellor charges IPAC with the strategic priorities of focus. IPAC has most recently developed a Strategic Investment Fund (SIF) proposal. The SIF will allow funds currently spread across campus to be collected into a pool of resources to be used to fund initiatives that most closely align with the strategic priorities of the campus. IPAC will review potential initiatives with a standard rubric that is based on those strategic priorities.

A pending goal for IPAC is the development of metrics to assess both academic and non-academic units. Once developed, these metrics will help inform decisions made regarding the long-term direction of the institution. At this time, it is anticipated that IPAC will expand to include members from the branch campuses, and that the same planning mechanisms that have been put in place on the UW-Stevens Point campus will be extended to the branch campuses.

UWSP is currently reviewing its course array and overall administrative organization to respond to declining enrollments. As part of this process, departments are reviewing program and course array with the intention of eliminating or restructuring low enrolled or declining-enrollment programs. Concomitantly, the university will also be seeking to strategically invest in growth areas. With the integration of the branch campuses into this framework, both on-campus and online enrollment strategies will be evaluated to determine how the university best serves students at the branch campuses. Decisions will be made within the context of both the mission of the branch campuses, as well as the overall mission of UWSP. Financial

considerations will also guide the decision-making process to ensure that fiscal viability is maintained.

All budget processes are managed by, and coordinated through, a central campus Budget Office and the UWSP annual budget development process is standardized across campus. Any strategic investments and reallocations, as determined through IPAC or due to academic program growth or decline, are incorporated into the divisional base budgets. The annual budget development process begins each fall and is completed by the following April. The director or dean oversees, and is responsible for, the overall management of budgets within their associated departments or units. Typically, each division also has at least one individual that operates as a business manager, whose primary responsibilities include budget development and ongoing financial monitoring. The divisional budgets are reviewed and approved by the budget director as well as the appropriate vice chancellor.

While units within UWSP are responsible for the financial management of their operations, high-level financial monitoring also takes place at the university level within the central Financial Operations unit. Throughout the year, Financial Operations staff defines, documents, implements and communicates fiscal policy, accounts for financial resources, and prepares requested financial reports. Financial Operations will be developing and implementing a formal bi-annual review of budgeted to actual revenues and expenses.

Each year, a predictive enrollment model developed by the Enrollment Management unit and the Office of Institutional Research and Effectiveness helps inform the budget projections for the upcoming year. Enrollment projections help inform budget planning for many areas of campus, including the General Purpose Revenue (GPR) budget, which is a combination of state funds and tuition funds, as well as the Auxiliary budget which includes student fee-funded operations such as housing, health services, dining services, etc.

The budgets for the MTH and MSF campuses for Phase 1 (i.e., FY19 or July 1, 2018-June 30, 2019) will be approved through the current UW Colleges budgetary process, as the specific base budget allocations, by funding type (e.g., GPR, program revenue), and which UW Colleges staff will be budgeted and assigned to UWSP, has not yet been determined at the UW System level. Similarly, the accounting processes and flow of tuition revenue to support instruction, student support services, and administration also remains to be determined at the UW System level. Therefore, it is unclear what responsibility UWSP will have for the financial management and oversight of these units during Phase 1. Notwithstanding this uncertainty, we have created (and attached) a pro-forma estimated budget for FY19 and FY20 detailing projected revenue and expenses for all campuses (i.e., UWSP, MTH, and MSF).

During Phase 2 (i.e., FY20 and beyond), it is anticipated that the annual budget development structure and processes currently in place at UWSP will expand to the branch campuses. An account structure that allows for efficient budgeting and financial monitoring will need to be established. It has not yet been determined what the process or timeline will be for transitioning the student information, student financial aid and student billing processes to

UWSP. Once these transitions have taken place, future budget development for the branch campuses will follow current UWSP practice. As with other units on campus, past and anticipated enrollments will help inform budgeting decisions. It is also anticipated that once the transition has occurred, the financial management of the branch campuses will follow UWSP practice.

In Phase 2, it will be necessary have a business manager position who will perform the budget development and ongoing financial monitoring functions previously accomplished for the branch campuses by the regional staff employed for Phase 1. In this way, current UWSP standards in budgeting, planning, and financial monitoring can be expanded to those units.

### *Item 8: Short-Range and Long-Range Strategic Plans*

#### *Short-Range Strategic Plans*

In terms of short-range strategic goals, the planned joining with MTH and MSF does impact UWSP's short-term goals. For example, one of our immediate short-term priorities is the stabilization of enrollment, and the reduction and management of our structural budget deficit. UWSP has already planned budget deallocations of \$2.5 million for fiscal year 2018-19 (FY19), and is planning for another likely deallocation of \$2.0 million for fiscal year 2019-20 (FY20). Given that UWSP will be joining with MTH and MSF, and that these campuses themselves have experienced significant recent enrollment declines, our immediate budget and planning for the joined operations takes on even greater significance. Relatedly, our current restructuring of our College of Letters and Science is intentionally focused on career preparation and applied learning, and will result in the development of degree programs that will promote enrollment growth. Notably however, this college reorganization will also likely result in the planned elimination of several existing program options that are under-enrolled and not strategic. Our planned joining with MTH and MSF will necessitate we manage this college program restructuring while navigating both the new opportunities, and potential financial liabilities, our new campuses provide.

Another short-range priority that is an opportunity associated with the planned joining will be for UWSP to capitalize on the demonstrated expertise and excellence at MTH and MSF in providing developmental math and English for students. We seek to expand these excellent developmental programs to students on all three campuses.

Finally, in terms of operational short-term goals, we will need to carefully plan and manage the integration of the UW Colleges curriculum into the UWSP course catalog, and the students into our student information system. We must also carefully manage the continued course and associate degree transfer guarantees. This will be accomplished with careful planning with the faculty across all affected departments and disciplines.

#### *Long-Range Strategic Plans*

UW-Stevens Point (UWSP) welcomes the planned joining with the two UW Colleges campuses as an opportunity to strengthen the planned initiatives identified in our strategic plan, A

*Partnership for Thriving Communities*. Specifically, our strategic plan operationalizes our work with communities throughout central and northern Wisconsin to ensure that our communities stay vibrant, healthy, prosperous and sustainable. These four broad goals are equally important and deeply connected, and the institution's many students, faculty, staff and alumni are ideally positioned to help achieve these goals through education, community engagement, and economic development. See <https://www.uwsp.edu/thrivingcommunities> for additional information regarding UWSP strategic plan, *A Partnership for Thriving Communities*.

During the 2016-17 academic year, UWSP engaged in a fine-tuning of our strategic plan by addressing several fork-in-the-road questions. These questions focused on our student enrollment profile, outreach efforts, budget and planning models, and academic and non-academic program criteria. (Please see [https://uwsp.az1.qualtrics.com/CP/File.php?F=F\\_8BpuIMlvNvccpRr](https://uwsp.az1.qualtrics.com/CP/File.php?F=F_8BpuIMlvNvccpRr) for the Strategic Planning Committee's final report.) By addressing these questions, we have refined our strategic plan to focus on several longer-term goals including expanding recruitment and enrollment (especially in graduate programs), employing incentive-based college budgeting, and identifying and employing specific criteria for evaluating curricular and non-curricular programs.

The planned joining will help expand and cement UWSP's structural presence in the central WI communities we seek to serve. The joining will significantly expand our opportunities to support the healthy communities' initiative by permitting us to leverage the MSF campus and nearby Marshfield Clinic for our School of Health Care Professions, including our programs in Clinical Laboratory Sciences, our Master of Athletic Training, and potentially a long-planned Doctorate of Physical Therapy. Similarly, our prosperous communities' initiative may be enhanced by potentially delivering our B.S. in Business Administration at our MTH campus, allowing us to augment the business and economic vitality of Marathon County (Wausau).

Additionally, while longer-term planning is necessary, we plan to expand more fully UWSP's existing Bachelor of Applied Studies in Organizational Leadership (BAS) that will continue to serve students seeking degree-completion opportunities. See <https://www.uwsp.edu/bas/Pages/default.aspx> for additional information regarding UWSP's existing Bachelor of Applied Studies. While the foregoing possible degree program extensions are understandably only in the long-range planning phase, clearly the planned joining with these two campuses offers several significant opportunities to operationalize our strategic plan. We also see significant long-term opportunities to enhance community relations through the existing foundations for MTH and MSF. While the long-term plan is that the operations of the MTH and MSF foundations will remain separate from the UWSP foundation, we see significant potential to enhance our community presence and relations through the combined activities of all three foundation operations.

#### *Item 9: Explanation of the Impact of the Revised Structure*

As we have articulated elsewhere in this application, UW-Stevens Point welcomes the planned joining with UW-Marathon County (MTH) and UW-Marshfield/Wood County (MSF). We assert



that, ultimately, the students of central Wisconsin will be better served and benefit from the future greater array of local four-year degree programs and degree-completion programs that will be offered after this joining. In the shorter term, however, there is significant work ahead that will be required to realize this vision. We have developed a plan for integrating our governance structures and the faculty at the MTH and MSF branch campuses. The integration of the curriculum into a single entity, and the ultimate determination of programs to be offered at each branch campus still require careful planning, over a longer term, with our new colleagues at these branch campuses. Concomitantly, recent enrollment declines at UWSP, MTH, and MSF underscore the challenges we must navigate to stabilize our budget and continue to serve our students. We believe this can, and must, be accomplished and we look forward to the collaborative work ahead.

*Item 13: Continued Compliance with HLC*

In January of 2015, UW-Stevens Point was required to submit a progress report detailing institutional efforts on the assessment of student learning, and a monitoring report requesting information on our distance education support structures and policies. We submitted these reports, and both reports were subsequently approved by the HLC. Indeed, our efforts regarding the measurement of student learning in both our General Education Program (GEP) and baccalaureate majors have yielded significant improvements in our processes and resultant documentation. Additionally, through our Center for Inclusive Teaching and Learning (CITL), we have greatly expanded our support for online instruction, and we continue to expand our professional development offerings for all modes of delivery.

We do not anticipate any additional challenges associated with the planned joining with the UW Colleges campuses (MTH and MSF) for the continued assessment of student learning or distance education delivery. It is also worth noting that the UW Colleges faculty are generally quite experienced with multiple modes of distance instruction, including 100% online and varieties of interactive TV modalities. Finally, while we acknowledge that integration of curriculum into our existing assessment structure will take time, we submit that we have the relevant mechanisms in place to accomplish this integration.

*Item 15: Additional Information*

We submit that our institutional responses contained elsewhere in this application have completely articulated our considerations concerning the planned joining.



## University of Wisconsin-Whitewater Institutional Statement

UW-Whitewater and the Rock County campus entered into a cooperative process to plan for restructuring. Working groups were formed to address various aspects of this HLC response. This document is based on the premise that the Rock County campus will be structured as a college that will report to the Provost and Executive Vice Chancellor for Academic Affairs at UW-Whitewater, just as existing UW-Whitewater colleges do. The Rock County campus mission is strongly aligned with that of UW-Whitewater. The restructuring should enhance the strategic plan goals already established by UW-Whitewater. The two campuses are building a culture of collaborative communication and mutual development. Faculty and staff at UW-Whitewater and the Rock County campus envision a bridge between the two campuses that will allow for a flow of talent and trust. Much of the work proposed here is still a work in process.

### Part B: Transactional Documents

#### Item 2: Governance Documents

##### B.2.1 Academic Integrity

UW-Whitewater uses the following governance structures and processes to approve, evaluate, and assess academic programs.

- Governance structure for curriculum and assessment.
  - UW-Whitewater has *curriculum and assessment committees* at individual department, college, and university levels, ultimately reporting to the Provost. Committee membership at each level includes representatives from each constituent unit and is governed by applicable department, college, and university policies. At the University level, both the University Curriculum Committee (UCC) and the University Assessment Committee (UAC) are faculty committees. Members are elected from each college; ex-officio members are appointed from other constituencies.
  - The *University Audit & Review (A&R) Committee* is a faculty committee charged with conducting a review of each academic program on a regular five-year cycle. This committee consists of elected faculty representatives from each college, college experts appointed by the college Deans, and one ex-officio member appointed by the Provost's Office.
  - The *Essential Learning and Assessment Review Committee* (ELARC) is an administrative committee that discusses assessment data and other indicators related to student achievement of the UW-Whitewater baccalaureate learning outcomes (including information from both academic and co-curricular units) and makes recommendations to improve teaching, learning, and assessment. Membership consists of appointed representatives from Academic Affairs, Student Affairs, all campus governance groups, all academic colleges and the Graduate School, Andersen Library, the Office of Academic Assessment, and the Office of Institutional Research and Planning.

- The *University Program Array Review Committee* (UPARC) is a new administrative committee with members appointed by the Provost and governance groups. This committee is charged with regular review of the entire academic program array to identify and make recommendations regarding additions and other modifications needed to best align with student demand, disciplinary trends, and state, regional and other market needs.
- Curricular process. Proposals for curricular actions begin at the department level. If the proposed curricular actions may impact other departments, those departments are offered the opportunity for consultation. If a consultation is requested, the affected department(s) provides documentation containing their support for or opposition to the proposed action. After department approval, curricular proposals are sent to the College Curriculum Committee, the UCC, and Faculty Senate for review. At each level, the curricular proposal may be approved, denied, or returned for further development. Requests must be approved by a majority vote of the committee members before being sent on to the next level.
- Assessment process. Each program at UW-Whitewater has program student learning outcomes (SLOs) and is expected to assess student achievement of these SLOs according to a reasonable assessment plan, developed by the program. Programs decide on the specific assessment strategies and tools to be used. The UAC reviews the assessment plans; some colleges also provide feedback on assessment plans to their constituent programs. Each program must report its assessment process, plan, results, and databased decisions at least once every five years as part of the campus program review process. Many programs are required to submit an annual assessment report to their colleges. Programs also contribute data to reports that are submitted to ELARC.
- Program review process. The University A&R Committee reviews every program at UW-Whitewater at least every five years. Programs submit a self-study that is reviewed by the college Dean and then evaluated by A&R committee members. A report prepared by the A&R committee is discussed in a meeting attended by A&R committee members, program representatives, the Provost, the AVC for Academic Affairs, and the college Dean. The A&R committee reaches a final decision regarding program standing and makes specific recommendations for continued program improvement.

### Branch Campus Governance

UW-Whitewater is planning an organizational structure in which the Rock County campus functions as a new college and reports to the Provost as all existing colleges do. The Rock County branch campus will have representation on all of the University-level curriculum, assessment, and program review committees described above. The new Rock County campus unit will follow all processes described above as to how it creates and modifies curriculum, conducts and reports assessment, and participates in academic planning and program review.

- Curriculum development and review at the Rock County campus will follow the same processes used by all existing colleges at UW-Whitewater. That is, all proposals for

curricular actions at the Rock County campus will start with division ('divisions' at the Rock County campus will be equivalent to 'departments' at the UW-Whitewater campus) discussion and approval. Consultation with other Rock County and Whitewater programs will be included as needed, as already established within UW-Whitewater policy. Proposals will then be sent to the Rock County Campus Curriculum Committee for consideration. Approved proposals will be sent to the UCC and then Faculty Senate for university approval. The Rock County campus will have elected representatives from the Rock County Campus Curriculum Committee on the UCC.

- For program review purposes, the HLC-accredited AAS degree at the Rock County campus will be considered as the Liberal Arts Program. It will be evaluated as a separate program within the existing UW-Whitewater program review process. The Rock County campus will elect representatives to serve on the University A&R Committee.
- Consistent with existing practice at UW-Whitewater, an academic assessment committee will be formed at the Rock County campus to assess the Liberal Arts program. As with all existing academic programs at UW-Whitewater, the Rock County campus Liberal Arts program will be responsible for articulating program SLOs, developing and implementing an appropriate assessment plan, making use of assessment data for continued program improvement, and reporting assessment activities and data to relevant college and university-level committees including the UAC and ELARC. The Rock County campus will elect/appoint representatives to serve on the UAC and ELARC.

### B.2.7 Curriculum Approval and Assessment

- Consistent with existing practice at UW-Whitewater, the existing Rock County campus Curriculum Committee will approve courses put forth by the existing divisions, forwarding them to the UCC for approval.
- An Academic Assessment Committee will be formed at the Rock County campus to develop and execute the assessment plan and to report data for the Liberal Arts program.
- The Liberal Arts program at the Rock County campus will prepare an Audit & Review self-study for inclusion in the UW-Whitewater program review process.
- A parallel process for reviewing the BAAS and collaborative degrees will be determined after decisions are made about how to distribute responsibility for these degrees among the 4-year institutions
- As noted above, the Rock County campus will have appropriate representation on all university-level curriculum and assessment committees including University Curriculum Committee, University Assessment Committee, University Audit & Review Committee, ELARC, and the University Program Array Review Committee.

### B.2.2. Governance Representation and/or Structures

UW-Whitewater and the Rock County campus will collaboratively conduct an audit of all existing university-level committees to determine how the Rock County campus will be represented. For Faculty Senate committees, the Organization Committee of UW-Whitewater Faculty Senate will propose necessary changes to the composition or functions of those committees. Proposed changes will be voted on at the Spring Faculty Meeting, per the UW-Whitewater Faculty by-laws. The Rock County campus constitution and Division by-laws will be amended to reflect reporting and representation to the main campus in alignment with existing UW-Whitewater colleges. A link to a list and functions of University Committees can be found at [www.uww.edu/university-committees/](http://www.uww.edu/university-committees/).

#### *Faculty:*

The Rock County campus will form a new constituency in the governance structure. This new constituency will have one ranked faculty representative to Faculty Senate elected by and from that constituency. “Ranked” faculty refers to tenure-line faculty. The four existing UW-Whitewater constituencies – its four colleges, with nearly 400 ranked faculty distributed across them – each have five Senators in the Faculty Senate. The number of ranked faculty members at the Rock County campus (currently 19) warrants one constituency representative from the new College. In addition, the Rock County campus ranked faculty members will be eligible to be elected as Senators-at-large. The UW-Whitewater faculty constitution will be amended to reflect the new organizational structure. This change will be initiated by the Organization Committee and voted on at the Spring Faculty meeting, per UW-Whitewater faculty by-laws.

#### *Academic Staff:*

We propose that the Rock County campus Academic Staff will be represented on the UW-Whitewater Academic Staff Assembly based on the distribution of Non-Instructional /Instructional staff.

UW-Whitewater’s current governance structure allows any Academic Staff with at least a 50% continuing appointment to participate. Given the number of instructional academic staff without continuing appointments at UW-Rock County, a better understanding is needed of who is included in the constituency and what, if any, representation those outside that constituency will receive.

#### *University Staff:*

The University Staff Council (USC) at UW-Whitewater is a governance group established at the direction of the Board of Regents in 2012. The Council has full participation in institutional governance and policy development while promoting professional development and ongoing educational opportunities for university staff. The USC represents all university staff employees—whether permanent, temporary, or project appointment. Membership of the Council is determined by nomination and election of university staff employees depending on whether an individual is employed in Student Affairs, Academic Affairs, or Administrative

Affairs. Employees who are not part of a division are split among the three units. Representation currently consists of four employees from Student and Administrative Affairs each, and two from Academic Affairs.

We propose that the USC will vote to revise its structure to incorporate the Rock County campus colleagues in the next election cycle, which will occur in spring 2018.

*Students:*

Whitewater Student Government

The Whitewater Student Government is the Governing body for the UW-Whitewater Student Governance part of shared governance as outlined in chapter 36.09(5). It has two governing documents, one being the constitution, which must be ratified by a university-wide referendum. The other is the standing rule, which state how the organization functions internally.

The Senate of the Whitewater Student Government will integrate two new director positions to represent students from the Rock County campus. The Senate of the Whitewater Student Government will have two (2) executives, president and vice president, one (1) clerk, six (6) directors, Academic Affairs, Associate Academic Affairs, Community and Communication, Marketing, Student Affairs, Associate Student Affairs, two (2) directors from Rock County, the president and vice president of the campus, one (1) senate speaker, one (1) deputy speaker, one (1) parliamentarian, and 27 senators proportionally elected from the student body and divided by district as written in the constitution. The speaker, deputy speaker, and parliamentarian are also senators.

The Rock County campus District is the present student government of the Rock County campus. This District will continue to function as the Student Government Association of Rock County. It is chaired by the President of the Rock County campus and the Vice Chair is the Vice President of the Rock County campus. The body functions largely as a programing body and addresses student needs of the campus. Membership will include two Rock County campus District senators to the Whitewater Student Government, with the elected representation from the campus population.

UW-Whitewater SUFAC:

Segregated University Fee Allocation Committee (SUFAC) at UW-Whitewater will be chaired by the respective individual who abides by the campus policies, system policies and policies laid forth by the committee and the Whitewater Student Government.

The Rock County campus SUFAC:

Segregated University Fee Allocation Committee at the Rock County campus will be chaired by the respective individual who abides by the campus policies, system policies and policies laid forth by the committee and the Whitewater Student Government.

### B.2.3 Tenure

Faculty:

#### *Changes at UW-Whitewater*

Given the proposal that UW-Whitewater will establish a new college-type structure at the Rock County campus, governance groups at UW-Whitewater will review and approve this new college's standards for retention, tenure and promotion as they do for all other colleges.

All changes suggested are in process and will need to be voted on and approved by the appropriate constituency.

#### *Changes at the Rock County campus*

1. A College Constituency Standards Committee will be created at the Rock County campus, parallel to the structure of the retention, tenure, and promotion processes within existing colleges at UW-Whitewater. The Rock County campus committee will be formed from the existing Evaluations Committee and will develop all necessary criteria for retention, tenure, and promotion for the new college.
2. Rock County campus divisions will function as departments for these purposes. Divisions will interpret the college standards for retention, tenure, and promotion of ranked faculty, and will evaluate candidates according to these standards. Divisions will also develop and apply standards for instructional academic staff (IAS) retention and promotion.
3. The Rock County campus constitution or other appropriate governance documents will be revised to rename/create committees and divisions analogous to those at UW-Whitewater.
4. The Rock County campus may develop a tenure timeline analogous to the timeline in place at UW-Whitewater.
5. The Rock County campus divisions will hire their own ranked faculty and instructional academic staff as UW-Whitewater current departments do with final hiring authority resting with the UW-Whitewater Chancellor.
6. Ranked faculty with tenure at the Rock County campus will be tenured in the new College, within their division with their existing rank and years of service.
7. Ranked faculty at the Rock County campus will be evaluated according to the promotion and post-tenure review processes established by their divisions, College, and the UW-Whitewater Provost and Chancellor, just as UW-Whitewater faculty are all currently evaluated.
8. Ranked faculty and instructional academic staff at the Rock County campus will be affiliated with their corresponding academic departments at UW-Whitewater. For instructors at the Rock County campus who do not have a corresponding academic department at UW-Whitewater, the department for an allied discipline will serve this role. The purpose of this affiliation is to provide for collegial exchange of disciplinary expertise, ideas, and shared resources.

Rock County campus document changes:

Rock County campus governance documents will be revised/amended to reflect the changes above and adopt procedures and formats that are consistent with UW-Whitewater governance documents and policies.

Instructional Academic Staff:

Currently Instructional Academic Staff at UW-Whitewater are eligible for promotion (up to Level 4) based on years of service (or equivalent) and degree held. Instructional Academic Staff at the Rock County campus will be included in this promotion process.

### *Item 7: Organizational Charts*

For current and post restructuring organizational charts, see Appendix C: Organizational Charts.

With the information we have been provided by UW System, we have developed a preliminary organizational structure for our joined campuses. However, this structure has not been fully reviewed by campus constituencies in both communities.

At this time, we anticipate establishing an administrative unit, most likely a college that will be managed and led by an appropriately titled administrative position, most likely a dean. This administrator will report to the Provost at UW-Whitewater.

At this time, we anticipate having the following report to this administrator:

- Academic programs, including the three existing divisions (see bullets). These divisions will be coordinated as they are currently.
  - Math and science
  - Social sciences
  - Fine arts and humanities
- Student services, including:
  - Advising & academic support (including financial aid, financial services, admissions, academic planning, tutoring, federal TRIO program)
  - Student life & services (including career counseling, student organizations, conduct, Title IX coordination, disability services and Veterans affairs, mental health services)
- Campus operations, including:
  - Facilities support, maintenance & custodial
  - Bookstore
  - Food service
- Campus technology support

Based on budget information provided by UW System, we have designated nine new positions either at the Rock County campus or UW-Whitewater to support the new campus and integration with functions and services on the main UW-Whitewater campus.

Here are the new positions reporting at the Rock County campus:

- The Rock County campus administrator (1 new FTE), reporting to the UW-Whitewater Provost
- Director of Student Services (1 new FTE), reporting to the Rock County campus administrator. The Director will oversee existing student services staff and functions at the Rock County campus, as well as 2 additional new staff FTE (one in advising & academic support, one in student life & services; details described above).
- Director of Campus Operations (1 new FTE), reporting to the Rock County campus administrator. This position will oversee existing facilities maintenance, custodian, bookstore and food service staff and functions.
- Information technology (1 new FTE)

New positions reporting to main campus areas are:

- Financial services (1 FTE) – reporting to UW-Whitewater Vice Chancellor for Administrative Affairs
- Recruiting (1 FTE) – reporting to UW-Whitewater Admissions, which reports to the UW-W Assistant Vice Chancellor for Enrollment and Retention
- Marketing (1 FTE) – reporting to the UW-Whitewater Assistant Vice Chancellor for University Marketing and Communications

We propose these above positions and arrangements as a preliminary organizational structure based on current information.

Finally, we do not have enough information to determine where the following functions will be assigned:

- We are uncertain regarding the fiscal agency of the existing federal TRIO program, thus, until it is determined how this grant will be administered, we cannot determine how best to organize this aspect of reporting. However, existing program elements for this program will continue to be housed in the Rock County Learning Support Center.

Reporting structures are described above. Others are noted below and also shown on the attached organizational chart.

Functions we anticipate having report to the main campus:

- Philanthropic and alumni relations will report to the UW-Whitewater Vice Chancellor for Advancement with staff assigned to these activities at the Rock County campus.
- Rock County campus athletics will report to the UW-Whitewater Athletic Director.
- The Rock County campus library staff will report to the UW-Whitewater Library Director, who reports to the Associate Provost. We will continue to operate the library at the Rock County campus with existing staff.



At this point in time, we are anticipating that several functions will also have dotted line reporting to the following administrators at UW-Whitewater.

- A. Functions having a dotted line reporting to UW-Whitewater's Assistant Vice Chancellor (AVC) for Enrollment & Retention:
  - Academic advising to ensure collaboration and connection with main campus policies and procedures.
  - While primary admissions, registrar and financial aid processes will be housed at UW-Whitewater, some advising functions related to these areas will be assigned to existing and new advising staff at the Rock County campus.
- B. Functions having a dotted line reporting to UW-Whitewater's Assistant Vice Chancellor (AVC) for Instructional, Communication and Information Technology (ICIT):
  - Campus technology support staff will have a dotted line reporting to ICIT to ensure compliance and integration of services with main campus resources and policies.
- C. Functions having a dotted line reporting to UW-Whitewater's Vice Chancellor for Student Affairs:
  - Mental health functions as well as services to support students with disabilities and Veteran's Affairs.
  - Student life and conduct, including Title IX coordination, investigations, etc.
- D. Functions having a dotted line reporting to UW-Whitewater's Vice Chancellor for Administrative Affairs:
  - Campus operations (facilities support, custodial, maintenance, bookstore, and food service), including coordination of security services, compliance and Clery Act reporting with main campus policies and procedures including emergency operations.

## Part C: Institutional Statements

### *Item 1: Alignment of Missions*

#### **C.1.1. Alignment of Colleges Mission Statement with UW-Whitewater**

UW-Whitewater and the Rock County campus mission statements are in harmony. Each entity will retain its existing statement for the immediate future. Both include language related to the Associate Degree and access to higher education.

See Appendix B for UW-Whitewater Mission Statement

#### **C.1.2. Proposed Change to UW-Whitewater Mission Statement**

The UW-Whitewater mission statement will serve both campuses. The Rock County campus will be encouraged to develop its own mission statement and strategic plan in alignment with the UW-Whitewater strategic plan as is expected of existing colleges at UW-Whitewater.

## *Item 2: Continuity of Educational Programs*

### *C.2.1. Associate Degree*

UW-Whitewater already offers an Associate of Arts Degree as described in the Degree and Graduation Information section of the Undergraduate catalog.

For the 2018-19 academic year, courses will be offered as currently planned for existing degrees. The proposed new UW Colleges AAS degree curriculum will not be offered.

In spring of 2018, key stakeholders from UW-Whitewater and the Rock County campus will conduct a cross-walk of the general education and Associate Degree curricula to identify gaps, redundancies, bottlenecks, and barriers for students. Courses from both campuses will be considered in order to improve curriculum efficiency, especially for students moving from the Rock County campus to the Whitewater campus.

In addition, curriculum discussions will occur regarding the collaborative Nursing and Engineering programs that UW-Rock County currently shares with other UW universities. We are committed to ensuring completion of these programs by currently enrolled students as well as working towards enhancing both programs by leveraging the strengths and expertise of UW-Whitewater faculty and other resources.

A number of decisions are yet to be made which will influence how the two curricula correspond. The crosswalk process has as one of its key goals to increase the number of course-to-course transfers to improve transfer rates of students to UW-Whitewater.

#### *Transfer of courses*

Initially, current transfer agreements and guides will be utilized, and current transfer policies (such as the 72-credit rule limiting the number of credits that students from two-year institutions may transfer to UW-Whitewater) will remain in effect. Currently, all courses transfer for credit between the two institutions, though sometimes credits transfer as electives. The current UW Colleges Associate Degree meets all the General Education requirements at UW-Whitewater.

The two institutions have one longstanding articulation agreement that allows students at the Rock County campus to complete a bachelor's degree through UW-Whitewater's Collaborative Degree Program in Liberal Studies by combining up to 90 of the Rock County campus credits with at least 30 credits of online coursework through UW-Whitewater. [Source: <http://rock.uwc.edu/academics/majors-degrees/bachelors/collaborative>]

### *C.2.2 Curriculum Oversight and Governance*

The overall process for curricular oversight and governance is described in Item B.2.1. With respect to the general education programs, proposed changes at either campus will be reviewed by the UW-Whitewater General Education Review Committee (GERC). The Rock

County campus will have representation on GERC. Recommendations from GERC go to the UW-Whitewater University Curriculum Committee for review and approval.

Program review processes (i.e., Audit and Review) are described in Item B.2.1. The AAS degree at The Rock County campus will be included in the 5-year schedule for audit and review and will be reviewed using the same process as currently used for other UW-Whitewater academic programs. The curricular process can be found at:  
<http://www.uww.edu/acadaff/facstaff/curriculum>.

#### *Item 4: Post-Restructuring Enrollments*

Post-restructuring enrollments are presented in the UW System Statement Item 4.

#### *Item 5: Revised Enrollment and Recruitment Projections*

Revised enrollment and recruiting projections for each institution following the transaction by semester and modality are presented in the UW System Statement Item 5.

#### *Item 7: C.7 Revised Planning Processes*

##### *C.7.1. Planning and Budgeting*

Budget data were sent in a separate attachment labeled Item C.7.1 UW-Whitewater & UW-Rock County.

UW-Whitewater does not plan to add budget and planning staff because of the restructuring. The same systems for budgeting and financial reporting will continue to be employed. UW-Whitewater has an established budget process with Division, Departmental and College Budget Managers and will engage counterparts at the Rock County campus to be part of this program.

The Strategic Planning and Budget Committee (SPBC) is a committee composed of faculty, staff, administrators, students and community members. The committee plays an essential role in aligning institutional resources with the university's mission and strategic priorities. The SPBC prioritizes goals, monitors progress and makes recommendations to the Chancellor. The Rock County campus will participate in the SPBC following the same processes used by other units at UW-Whitewater. The UW-Whitewater Strategic Plan can be found at:  
<http://www.uww.edu/strategic-plan>.

Changes to the existing process would not occur beyond the addition of representation from the Rock County campus in the UW-Whitewater oversight and planning processes.

Just as UW-Whitewater looks for opportunities at departmental and college levels to identify revenue generation and efficiencies, the university will work with the Rock County campus leadership to do the same. The university will also work to budget and fund initiatives to improve student success and increase retention and enrollment at both campuses. UW-Whitewater will continue to align its budget and funding to support strategic plans at all levels.

The restructuring relationship will give rise to new initiatives and innovations. Both campuses will ensure that communication and information channels are in place to keep budget, finance, and administrative teams apprised of emerging changes so that they can respond with appropriate financial planning.

UW-Whitewater will work with the Rock County campus to remain responsive to campus needs in support of our collective goals and priorities.

#### *C.7.2. Planning and Monitoring Related to Enrollment*

UW-Whitewater currently has a strategic enrollment planning effort in place. The campus will include the Rock County campus in these efforts going forward. The current Strategic Enrollment Plan for UW-Whitewater can be found at:

<http://www.uww.edu/Documents/strategic-planning/Strategic-Enrollment-Management-Plan-2015.pdf>

The UW Colleges statewide recruiting office currently provides high school recruitment for the thirteen UW Colleges campuses. The College Resource Counselor assigned to the Rock County campus provides direct services to approximately 60 high schools from September – May. However, with this structure being dissolved as a result of the restructuring, we anticipate expanding current UW-Whitewater recruiting efforts, with new FTE as yet to be identified, to include Rock County campus programs. This will include visits with the same high schools and building on existing relationships with current counselors; however, UW-Whitewater recruiters will need to consider the potential for different recruitment timelines and outreach efforts that serve traditional undergraduate students as well as those nontraditional students served by the Rock County campus. Expanding relationships with regional high schools could result in offering more students Early College opportunities at UW-Rock County.

Along with established efforts, UW-Whitewater will integrate the Rock County campus into the overall marketing of the institution while focusing on the specific benefits of the Rock County campus, which include differential tuition, accessibility, and the seamless transfer to UW-Whitewater and other 4-year institutions.

Milestones for enrollment are articulated in the Strategic Plan (Goal 1, Objectives 1 and 2), with key performance indicators identified. The key performance indicators are operationalized through the strategic enrollment plan.

#### *Item 8: C.8 Short-Range and Long-Range Strategic Plans*

The UW-Whitewater Strategic Plan states the following goals:

1. We will improve student access and success, including recruitment of a larger and increasingly diverse student body.
2. We will transform lives and impact society, providing experiences that enhance student learning and development.
3. We will foster diversity and inclusion.

4. We will strengthen our resources.
5. We will deepen partnerships and relationships, seeking opportunities to build new partnerships with community, business, and governmental organizations.
6. We will celebrate the accomplishments of our campus community.

Restructuring with the Rock County campus will contribute to fulfillment of the strategic plan for all stated goals. Key performance indicators are identified in the UW-Whitewater Strategic Plan and will be tracked at both campuses through the Strategic Planning and Budget Committee.

#### Plans for Faculty and Instructional Academic Staff

Faculty and staff development opportunities will be supported through a combination of college, department, university, and community resources. For example, UW-Whitewater has already included the Rock County campus faculty and staff in two professional development opportunities – the LEAP Teams and the UW-Whitewater administrative fellowship program.

#### Goals for Enrollment and Recruiting

The long-term plans include better coordination with the regional school districts in order to streamline recruiting visit efforts for both campuses. Further, there will also be continued collaboration working with community and regional partners to recruit non-traditional students, which are important to both the Rock County and Whitewater campuses. As the Rock County campus students will be UW-Whitewater students, there will also be a seamless matriculation process for them and they will have the ability to have earlier conversations about making the transition.

#### Long Range Goals for Student Experience

With respect to long range goals, the campuses will identify key areas where closer collaboration of services may be warranted. Opportunities related to our shared commitment to access and outreach to local communities and underrepresented populations have already become apparent.

#### Goals for Community Relations

The restructuring will result in many opportunities for increased community outreach to serve the nonprofit sector. These opportunities will enhance and broaden current activities and programming by bringing the resources and partnerships of both Rock County and UW-Whitewater together. One example is Make a Difference Day. Over 600 UW-Whitewater students participate annually in Make a Difference Day and have participated in many projects in Rock County. Restructuring will open up this community-building event to the Rock County campus students and broaden the impact across the community. Another example is the Rock County Homeless Intervention Task Force, which brings together representatives of human service agencies, businesses, local government, citizen groups, and service consumers. The Rock County campus faculty and staff have participated in the annual homeless count and are

confident that engaging UW-Whitewater's large social service programs (Social Work, School Psychology, Counseling, etc.) and their faculty and student organizations will deepen the reach and understanding of how best to support the homeless in our communities.

Outreach to the business community would increase with restructuring. Rock County is home to a broad mix of businesses. The two campuses can leverage existing relationships to enhance outreach programs offered by the UW-Whitewater College of Business and Economics. These programs include individual business consulting, customized economic research, access to entrepreneurial startup programming, the Small Business Development Center, and the Wisconsin Center for IT Services. In addition, restructuring will allow UW-Whitewater to build closer relationships with business community leaders in Rock County as represented by groups such as Forward Janesville, the Rock County Development Alliance, and the Greater Beloit Economic Development Center. Relationships at all levels will increase the opportunity for internship placements and other work-based learning.

UW-Whitewater and the Rock County campus will collaborate with local governments. UW-Whitewater, for instance, will build on its recently inaugurated Local Government Institute to provide professional development to regional county and municipal personnel. Its Outreach Council is a venue for university and community representatives to prioritize regional needs. Regional engagement is also coordinated in monthly meetings of the UW-Whitewater Chancellor, Whitewater City Manager and Whitewater Unified School District Superintendent. Given the deep ties of the Rock County campus with the county and the city of Janesville, representatives from these bodies will join in discussions about how best to deploy our shared resources to partner on regional projects.

#### *Item 9: C.9 Explanation of the Impact of the Revised Structure*

Impacts of the restructuring have been expressed in earlier sections of this document. To review, UW-Whitewater and the Rock County campus will experience impacts in the forms of a revised organizational structure, revamped membership on committees and governance bodies, enhanced community relationships, and contributions of the Rock County campus to all goals in the UW-Whitewater Strategic Plan. We also anticipate that the restructuring will enhance the access mission of UW-Whitewater, expand opportunities for higher education throughout southern Wisconsin and northern Illinois, and enhance partnerships and community engagement across the region. As Institutional Administration resources are reallocated, both campuses will need further support in administration, admissions, recruiting, advising and other student support functions, facilities maintenance marketing, and financial services.

#### *Item 13: C.13 Continued Compliance with HLC*

##### *C.13.1.*

The most recent HLC accreditation review for UW-Whitewater took place in fall 2015. All criteria were met, no concerns were noted, and no interim monitoring was required.

The June 2017 HLC review of UW-Colleges Assurance Argument presented a “met with concerns” result for Criterion 4 (specifically, Core Component 4.B). An interim report is due 8/31/2019 focused on utilization of data to make curricular improvements, and clear statements of course-level student outcomes. Since the review was of the entire UW-Colleges, it is not clear whether the points noted are an issue specifically at the Rock County campus. Personnel at the Rock County campus, in collaboration with relevant university-level committees, will review the areas of concern and address them as needed. All interim monitoring reports will be submitted as required by HLC.

**C.13.2. What impact might the proposed branch campus have on any of the challenges identified as part of or subsequent to your last HLC review?**

No challenges were noted in UW-Whitewater’s most recent review, so the addition of the Rock County campus will not have an impact in this regard. UW-Whitewater will support the Rock County campus in addressing the concerns noted in the UW Colleges’ assurance review.

***Item 15: Additional Information***

As referenced in C.13 earlier, interim reports for assurance review will be submitted as required by HLC.

UW-Whitewater has additional locations for its MBA program at American Family Insurance in Madison, WI, and for the MSE-Professional Development in three locations (Bigfoot School District in Walworth; Mukwonago Area School District; School District of Waukesha). UW-Whitewater is planning to apply for the Notifications Program for additional locations in spring 2018. In addition, UW-Whitewater has a partnership with Blackhawk Technical College for a BSE in Early Childhood Education. Post-baccalaureate degrees are offered in partnership with UW-Stevens Point (teacher licensure in Gifted and Talented). An M.S. in Educational Leadership and Policy Analysis is offered in collaboration with UW Madison.

The Rock County campus has MOUs with:

- the University of Wisconsin – Oshkosh and Blackhawk Technical College to help meet the needs of local health care providers for trained nurses in Rock County by offering a Bachelor of Science in Nursing (BSN) degree;
- the University of Wisconsin – Platteville to offer a bachelor degree in either electrical or mechanical engineering locally in Rock County;
- Blackhawk Technical College to accept their Associate Degree as part of the Rock County campus’s BAAS Degree Program; and
- UW-Whitewater with respect to transferring courses for a bachelor degree for liberal studies.

In addition, the Rock County campus has agreements and/or partnerships with UW-Madison Police to offer training in emergency management.

## UW-Whitewater Documentation Summary

For current and post restructuring organizational charts, see Appendix C: Organizational Charts.  
For mission statement, see Appendix B: Mission Statements.