

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 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