

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 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 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 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.