

University of Wisconsin - Green Bay

Self-Study Report

for the Higher Learning
Commission of the
North Central Association
of Colleges and Schools

UNIVERSITY of WISCONSIN
GREEN BAY
Connecting learning to life



Institutional Self-Study Report

Ten-Year Review

Prepared for the
Higher Learning
Commission of the
North Central Association
of Colleges and Schools
in preparation for a
comprehensive
evaluation and visit
November 12 - 14, 2007.

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Weidner Center

Chapter 1

INTRODUCTION

The University of Wisconsin-Green Bay is a comprehensive regional university dedicated to “Connecting learning to life,” an apt descriptor of the University’s present, how it looks toward the future, and how it remains true to its roots.

Chapter 1

Introduction

The University of Wisconsin-Green Bay is a comprehensive regional university dedicated to “Connecting learning to life,” an apt descriptor of the University’s present, how it looks toward the future, and how it remains true to its roots.

A BRIEF HISTORY OF UW-GREEN BAY

UW-Green Bay is one of the newest members of the prestigious University of Wisconsin System. On September 2, 1965, the governor of the state signed into law a bill authorizing a new University of Wisconsin System campus for Northeast Wisconsin, a region of the state served at that time by “centers” offering freshman and sophomore courses. The city of Green Bay, then the home of a UW center enrolling about 1,000 students, was selected for the new university.

*UW-Green Bay’s roots:
A new university, a new
campus and a new
academic plan.*

The Green Bay Center became the University of Wisconsin-Green Bay in fall 1968, when the first junior- and senior-level courses were offered at the Center’s Deckner Avenue campus. To symbolize the transition of the old two-year campus into the new institution, the Phoenix was chosen as the University’s symbol. According to mythology, the world’s single Phoenix, upon reaching a great age, is consumed in fire and reborn from the ashes. Although no such fiery fate befell the Deckner Avenue building, the “rebirth” of the former two-year institution was complete when UW-Green Bay opened for classes in fall 1969 in three newly constructed buildings on the new campus situated on former farm land and golf course on Green Bay’s northeastern edge. The first commencement was held on June 1, 1970.

The academic plan for the new University was conceived to be relevant to the times and to solving the problems of the future. It was anchored in the concepts of interdisciplinarity and a problem focus that would connect what students and faculty were doing in the classroom to the world beyond, and in a close, reciprocal relationship with the community — a concept referred to at that time as “community.” “Problems are by their very nature interdisciplinary...” said an early paper speaking to the practicality of the University’s plan. In addition, the academic plan stressed the study of humans in the environment, broadly defined as the social, creative, intellectual, and biological environments as well as the physical environment in which humans exist. To carry out the plan, academic majors were interdisciplinary, drawing upon expertise from several disciplines, and the academic units offering those majors were comprised of faculty members from several disciplines. The physical campus was designed to support the specific academic plan, with the library at the center of the academic enterprise and clusters of buildings housing related disciplines branching from it.

Founding Chancellor Edward W. Weidner, who served from 1966 to 1986, was primarily responsible for conceiving the academic and physical plans for UW-Green Bay. He oversaw construction of the campus and guided the University in its formative years. In September 1986, David L. Outcalt became the institution's second chancellor and he continued to refine the administrative organization. The University's third chief executive officer was Mark L. Perkins, who began his tenure in January 1994. Bruce Shepard, who assumed his duties in November 2001, is UW-Green Bay's current chancellor.

A history of UW-Green Bay's first quarter century is online at <http://www.uwgb.edu/univcomm/GBhistory/FTBframes/main.html>.

A PROFILE OF UW-GREEN BAY TODAY

UW-Green Bay is positioned to offer an educational experience that connects to the world beyond campus.

The University of Wisconsin-Green Bay is a comprehensive regional university with exceptional, relatively new facilities and a campuswide commitment to "Connecting learning to life." The 700-acre campus slopes from an outcropping of the Niagara Escarpment that forms Niagara Falls hundreds of miles distant, to the shore of Lake Michigan's Green Bay. The setting is scenic and includes an arboretum with a variety of plant communities, open meadows and a small park on the bayshore. Trails, a nine-hole golf course and other facilities provide outdoor recreation on campus. Students are offered an educational experience organized around principles of interdisciplinarity and problem focus. They are guided and expected to connect what happens in the classroom to what happens in the world beyond. Talented faculty and staff members are dedicated to helping students prepare to address complex issues in a diverse and changing world.

A Prime Location

Green Bay is an excellent location for the University. With a diverse population of about 240,215 as of July 2006, the city is the trade, transportation and cultural heart of a region of nearly one million people extending across northeastern Wisconsin and the Upper Peninsula of Michigan. Healthcare, insurance and tourism are growth sectors for an area economy that also benefits from agriculture and food processing, papermaking and converting, and manufacturing. Green Bay is growing faster than state average, and the city is an anchor in a newly identified 18-county economic development initiative aimed at spurring "knowledge-based" development. In 2004, *Inc.* magazine rated Green Bay as America's No. 1 mid-sized city in which to do business. All of this bodes well for internships and other opportunities for "real-world" experience for UW-Green Bay students, and for employment opportunities.

Diverse Perspectives

Diversity is valued at UW-Green Bay. Most students are from Wisconsin, but in a typical year the University enrolls individuals from 30 other states and about two dozen foreign nations. Students are encouraged to consider exchange programs, international travel and participation in campus and community multicultural events to broaden their perspectives. The Office of International Education is a resource for incorporating diverse perspectives, as is the American Intercultural Center, which serves as a home for student organizations serving African-American, American Indian, Hispanic, Asian-American, and Southeast Asian students. Every UW-Green Bay student is required to complete ethnic- and world-culture requirements involving either on-campus courses or credit for international travel. The academic program recently has added a major in First Nations Studies and a minor in Global Studies. A new Hmong Studies Center has been initiated. Gender and gender identification issues receive campus support. An office exists to help students with disabilities and to help faculty in making their courses accessible to students with special needs.

Tuition, Fees, Financial Aid and Affordability

Costs to attend UW-Green Bay are near the national average for four-year public institutions and far below the average for private institutions. Tuition and fees for 2006-07 are \$6,000 for Wisconsin residents and \$13,440 for nonresidents. Minnesota residents pay University of Minnesota tuition rates which are currently \$6,620. Students who are eligible for the Midwest Student Exchange Program pay approximately \$8,410 for tuition and fees. Room and board averages \$4,400 for the academic year. Estimated books, supplies and personal expenses are \$2,000 per year. Financial aid awards are based on need and use the Free Application for Federal Student Aid (FAFSA), with an April 15 priority date. Academic and athletic scholarships are available. Using all typical aid programs, the University provides more than \$17 million to more than 60 percent of its enrolling students. More than 1,000 students typically find part-time jobs on campus, and the community offers a wide variety of employment opportunities. Additional information about tuition and fees is in **Appendix A-Institutional Snapshot, Tables 3-A through 3-C and table 7.**

The Student Community

Forty-one percent of students enrolled full time live on campus, creating a lively student community. The residence life complex has active student governance, and the Student Government Association provides an opportunity for student leadership and governance campuswide. Students find an abundance of leisure-time options, including NCAA Division I athletics, recreational athletics, a variety of on-campus programming, and more than 90 clubs and organizations for active involvement. Students have many opportunities to make their voices heard on campus, including serving as members on a number of codified campus committees.

Programs of Study

The UW-Green Bay academic plan is organized to provide an interdisciplinary, problem-focused educational experience. Internships, research, team projects, and other such experiences are encouraged. Students are expected to gain the ability to make connections — to connect what they are learning in the classroom to the world beyond, to examine issues from different perspectives and to work effectively with those from other fields. The program aims to prepare students to think critically and to address complex issues in a changing world.

To carry out the academic program, UW-Green Bay has both interdisciplinary and disciplinary academic units. Every student must complete either an interdisciplinary major or an interdisciplinary minor. A more thorough explanation of the University’s interdisciplinary requirements can be found in Core Component 4b of Chapter Five and in the *Undergraduate Catalog*.

UW-Green Bay offers undergraduate majors and minors in more than three dozen fields of study. In addition, more than 50 areas of emphasis within those majors and minors provide opportunities for specialization. A listing of majors and minors is shown in Figure 1, Programs of Study.

Figure 1- Programs of Study

Budget Units	Interdisciplinary Majors & Minors	Disciplinary Majors & Minors	Minors (Only)	Graduate Programs	
					DEAN OF LIBERAL ARTS AND SCIENCES
	• Individual Major		• Global Studies • Women’s Studies		
• Communication and the Arts	• Communication and the Arts	• Art • Music • Theater			
• Human Biology	• Human Biology	• Biology			
• Human Development	• Human Development	• Psychology			
• Humanistic Studies	• Humanistic Studies • First Nations Studies	• English • French • German • Philosophy • Spanish			
• Information and Computing Science	• Communication • Information Sciences	• Computer Science	• Corporate Communication		
• Natural and Applied Sciences	• Environmental Science	• Chemistry • Earth Science • Mathematics	• Physics	• Environmental Science and Policy	
• Interdisciplinary Studies	• Interdisciplinary Studies				
• Public & Environmental Affairs	• Environmental Policy & Planning • Public Administration	• Political Science			
• Social Change and Development	• Social Change and Development	• History	• Anthropology • Sociology		
• Urban and Regional Studies	• Urban and Regional Studies	• Economics	• Geography		
• Business Administration	• Business Administration	• Accounting	• International Business	• Management	
• Education	• Education			• Applied Leadership for Teaching and Learning	
• Nursing	• Nursing				
• Social Work	• Social Work			• Social Work	

UW-Green Bay Students

A profile of student enrollment for the past five years (2002-03 through 2006-07) is provided in **Appendix A-Institutional Snapshot, Tables 1-A through 1-E**. Following are some highlights for the 2006-07 academic year.

Enrollment: In fall 2006, UW-Green Bay enrolled 5,962 students. The largest group, degree-seeking undergraduates, made up over 90 percent of the student body. In recent years, the undergraduate student body has become more “traditional” — more students attend full time, and the number and percent of students who are under 25 years old has increased. The total number of undergraduate students has increased slightly, in part to compensate for declines in the number of graduate students and in the number of nonresident students. Enrollment management practices have sought to stabilize the flow of undergraduates through the class ranks, with between 1,100 and 1,200 in each of the lower classes and approximately 1,700 seniors. In 2006, almost two-thirds of the undergraduate students (65 percent) and 72 percent of the graduate students were women. Seven percent of the students are students of color, with Asian-Americans representing the largest and fastest growing minority group.

Diversity: The white, non-Hispanic population is the largest student group on campus. Enrollment by Native Americans, Asians and Hispanics has remained fairly steady since 2002 when these students comprised 4.69 percent (n=247) of the total student population. In fall 2006, 5.99 percent (n=341) of students were represented by these groups. The number of African-American students attending UW-Green Bay has increased from 45 in fall 2002 to 53 in fall 2006.

Geographic Origin: In fall 2006, 96 percent (5,125) of UW-Green Bay students were Wisconsin residents. Out-of-state residents comprised 3.50 percent (189) of degree-seeking students and .05 percent (45) were non-U.S. citizens. The proportion of students who were Wisconsin residents has increased slightly since 2002 when 94.6 percent of the students were state residents.

Degrees Granted and Conferred

UW-Green Bay awards these degrees:

- Bachelor of Applied Studies (B.A.S.)
- Bachelor of Arts (B.A.)
- Bachelor of Science (B.S.)
- Bachelor of Business Administration (B.B.A.)
- Bachelor of Music (B.M.)
- Bachelor of Social Work (B.S.W.)
- Bachelor of Science Nursing (B.S.N.)
- Master’s in Management (M.S.)
- Master’s in Environmental Science and Policy (M.S.)
- Master’s in Applied Leadership for Teaching and Learning (M.S.)
- Master’s in Social Work (a collaborative M.S.W. with UW-Oshkosh)
- Associate of Arts and Sciences (A.A.S.)

The University also has authority to grant the honorary doctorate in Science, Laws, Humanities or Humane Letters.

UW-Green Bay confers approximately 1,000 degrees each year at the master’s, bachelor’s and associate levels. The largest graduating classes in campus history received degrees in the past four years. Figure 2, Bachelor’s and Master’s Degrees Completed 2001-06, provides a summary of the number of students who graduated in each of UW-Green Bay’s interdisciplinary and disciplinary programs during the past five academic years (2001-02 through 2005-06). In 2006-07, the majors in Business Administration (n=185), Psychology (n=101), Human Development (n=93), Human Biology (n=63), Elementary Education (n=63), and Communication/Communication Processes (n=62), granted the largest number of degrees. During the past five years, an average of 72 percent of UW-Green Bay’s graduates completed an interdisciplinary major. Five of the top six programs in number of students graduated are interdisciplinary majors.

Figure 2-
Bachelor's and Master's Degrees
Completed 2001-06

Bachelor's and Master's Degrees Completed 2001-06

Interdisciplinary Programs		2001-02	2002-03	2003-04	2004-05	2005-06	Five yr. average:	% for 2005-06
		Arts and Humanities	Communication	51	68	60	80	62	64.2	6%
	Communication & the Arts	13	24	25	21	26	21.8	2%
	Humanistic Studies	22	23	21	11	13	18.0	1%
	<i>Sub-total</i>	86	115	106	112	101	104.0	9%
Natural Sciences	Environmental Science	20	26	18	19	12	19.0	1%
	Human Biology	46	51	76	78	63	62.8	6%
	Information Sciences	9	8	6	12	5	8.0	0.5%
	<i>Sub-total</i>	75	85	100	109	80	89.8	7%
Social Sciences	Environmental Policy & Planning	17	15	13	9	16	14.0	1%
	Human Development	107	111	89	100	93	100.0	9%
	Public Administration	27	26	14	12	22	20.2	2%
	Social Change & Development	14	24	17	16	25	19.2	2%
	Urban & Regional Studies	11	9	11	13	4	9.6	0.4%
	<i>Sub-total</i>	176	185	144	150	160	163.0	15%
Professional Studies	Business Administration	186	144	184	187	185	177.2	17%
	Elementary Education	56	61	72	48	63	60.0	6%
	Nursing (all tracks)	28	40	45	37	46	39.2	4%
	Social Work	26	41	30	24	39	32.0	4%
	<i>Sub-total</i>	296	286	331	296	333	308.4	31%
Other	Individual major	7	3	4	3	3	4.0	0.3%
	Interdisciplinary Studies	25	22	16	25	16	20.8	1%
	<i>Sub-total</i>	32	25	20	28	19	24.8	2%
<i>Interdisciplinary Sub-total</i>		665	696	701	695	693	690.0	64%

Figure 2-
Bachelor's and Master's Degrees
Completed 2001-06

Bachelor's and Master's Degrees Completed 2001-06

Disciplinary Programs		2001-02	2002-03	2003-04	2004-05	2005-06	Five yr. average:	% for 2005-06
		Arts and Humanities	Art	13	27	15	24	28	21.4	3%
	English	16	43	27	30	31	29.4	3%
	French	4	4	4	5	1	3.6	0.1%
	German	8	2	8	3	7	5.6	1%
	History	30	43	34	44	24	35.0	2%
	Music	12	13	9	10	9	10.6	1%
	Philosophy	7	8	1	5	2	4.6	0.2%
	Spanish	13	13	21	23	17	17.4	2%
	Theater	6	15	16	10	8	11.0	1%
	<i>Sub-total</i>	109	168	135	154	127	138.6	12%
Natural Sciences	Biology	35	35	31	29	48	35.6	4%
	Chemistry	3	10	8	8	5	6.8	0.5%
	Computer Science	21	24	20	14	13	18.4	1%
	Earth Science	2	4	4	1	5	3.2	0.5%
	Mathematics	12	11	9	17	14	12.6	1%
	<i>Sub-total</i>	73	84	72	69	85	76.6	8%
Social Sciences	Economics	12	9	8	8	10	9.4	1%
	Geography			1			1.0	
	Political Science	15	32	14	20	36	23.4	3%
	Psychology	72	83	91	103	101	90.0	9%
	<i>Sub-total</i>	99	124	114	131	147	123.0	14%
Professional Studies	Accounting	38	20	36	38	35	33.4	3%
	<i>Disciplinary Sub-total</i>	319	396	357	392	394	371.6	36%
<i>Undergraduate Total</i>		984	1092	1058	1087	1087	1061.6	100%

Figure 2-
Bachelor's and Master's Degrees
Completed 2001-06

Bachelor's and Master's Degrees Completed 2001-06

Graduate Programs August, December and May Graduates	2001-02	2002-03	2003-04	2004-05	2005-06	Five yr. average	% for 2005-06
	Environmental Science and Policy	17	7	16	26	12	15.6	23%
Management (formerly Admin. Science)	22	21	13	9	11	15.2	21%
Social Work					14	14	27%
Teaching & Learning	19	16	17	22	15	17.8	29%
Master's Degrees Total	58	44	46	57	52	51.4	100%

Not all students who enroll at UW-Green Bay plan to receive UW-Green Bay degrees. For example, through a cooperative program with UW-Milwaukee's College of Engineering and Applied Sciences, students can fulfill lower-level requirements at UW-Green Bay and complete an engineering degree at UW-Milwaukee. The two schools also have a dual degree option through which a student can earn degrees at both institutions through a carefully structured five-year program. Through an agreement with nearby Bellin College of Nursing, UW-Green Bay provides the lower-level courses for students who will earn their degrees at Bellin. UW-Green Bay also prepares students for a variety of professional schools that do not require four-year degrees for entry, such as pharmacy, and some schools of dentistry, chiropractic, architecture, and others.

Because UW-Green Bay serves the region, it is expected that a proportion of students who enroll as freshmen at the University intend to transfer elsewhere for a variety of reasons. On the other hand, a high proportion of students who graduate from UW-Green Bay begin their studies elsewhere. In a typical year, 40 percent of the graduating class did not enroll at UW-Green Bay as freshmen. In 2006, 41 percent of the graduating class had transferred to UW-Green Bay.

UW-Green Bay Employees

UW-Green Bay has about 575 full-time-equivalent (FTE) employees. The number of faculty FTE has been steady over the past decade, typically just under 170 and representing about 30 percent of the total. The number of staff FTE grew from 366 a decade ago to over 400, and has been steady at about 400 FTE for several years. There were 147 ranked faculty in fall 2006, with approximately three-quarters tenured and the remaining quarter in the rank of untenured assistant professor. An additional 31 individuals not in the tenure system (primarily lecturers) rounded out the full-time faculty. Thirteen percent of full-time instructors are racial or ethnic minorities, and 39 percent are women. Including limited-term, ad hoc, students, and other part-time appointees, UW-Green Bay employs about 1,400 individuals.

UNIVERSITY FACILITIES

UW-Green Bay includes 13 major buildings for instruction and services to students and a student housing complex of 25 apartment, apartment-suite and residence hall buildings. Other prominent features of the campus are a world-class performing arts center, an arboretum linking natural areas around the University's periphery, a golf course, a waterfront recreation area, a University Union in the process of being expanded, and the new Kress Events Center, including a 4,000 seat auditorium, that will house the University's recreational and athletic facilities when it opens in fall 2007.

A scenic 700-acre campus offers superior facilities for learning.

Mary Ann Cofrin Hall and Laboratory Sciences Building

While they are only two of the University's instructional buildings, Mary Ann Cofrin Hall and the Laboratory Sciences Building warrant special mention. They are the newest academic buildings and represent a \$35 million investment.

Mary Ann Cofrin Hall opened in 2001 and is home to 40 percent of all general instructional classrooms on campus. The facility has received national and even international attention, including a visit by a Japanese delegation and cover story treatment in *American School & University* magazine. At the time of its construction, it was the most forward-looking building in terms of environmental responsibility and energy efficiency to be built in Wisconsin with state support. During winter months, ventilation air is prewarmed by passive solar heat. Photovoltaic material bonded to metal roofing and sandwiched in glass over a winter garden generates electricity. The building makes extensive use of daylighting. Six different glazings help to regulate light and solar gain. The building uses some "green" and recycled materials. For students, the difference over older buildings is most notable in its classrooms. Each classroom is arranged around its presentation space. Technology includes the latest in multiple-display projection systems for data and video, and specialized instructional technology.

The Laboratory Sciences Building represents the transformation of a 1969 building into a new and expanded showplace for science education. Faculty and students were consulted extensively in designing a complete remodel of the original 80,000 square-foot building and the new 24,000 square-foot addition. The renovation enables a research communities approach by having all science laboratories and faculty in one building. Teaching labs, research labs and instrument support spaces are located within modules for accessibility. Labs were designed with utilities on the perimeter for flexibility to respond to new fields and methods of inquiry.

David A. Cofrin Library

The David A. Cofrin Library is located at the center of the academic buildings and supports the academic program with a collection of more than one million items. Computer access connects to a worldwide network of libraries that contain over 54 million records. These include area libraries and other UW System libraries as well as libraries worldwide. Through various partnerships, consortia, and electronic delivery systems, the library can quickly obtain materials not held locally for students, faculty and staff.

Physical holdings of the Cofrin Library include approximately 295,000 volumes; more than 400,000 government documents; over 34,000 electronic books and documents; 57,000 maps; subscriptions to 970 journal and periodical titles and 8,300 electronic journals; more than 30,000 microfilm backfiles; 3,500 sound recordings; and an art slide library of more than 39,700 images. As a depository for the U.S. government and the state of Wisconsin, the library has extensive holdings of and electronic access to government documents. Musical scores and an instructional materials collection for teachers are among other library holdings. The Special Collections Department contains historical records of Northeast Wisconsin, genealogical records, fine print books, rare materials, maps, manuscripts, the University archives, and, most recently, a local business-archives collection. It also houses the Area Research Center of the Wisconsin State Historical Society, a depository for Historical Society materials for 11 counties of northeastern Wisconsin.

Student workspace includes quiet study areas, individual and group study rooms, group project rooms, general reading and study areas, and a library instruction room. Computer workstations provide access to campus software applications as well as to the library's online catalog, e-reserves system, full-text electronic journals and newspapers, e-books, and selected websites. New federated software allows users to enter one search to find relevant entries from most of the library's website.

Professional librarians are available to assist students in their research during most open access hours, and help is available at other times through a virtual reference consortium. The library's website and its electronic resources are available through remote access even when the building is not open.

Computing Facilities

UW-Green Bay has state-of-the-art computer facilities with two general access labs for student use, specialized labs for teaching and research, technology-enhanced classrooms, and high-speed Internet access across campus and in the residence halls. All students, faculty and staff have access to the Internet, e-mail and a wide variety of academic software including word processing, spreadsheet, database, graphics, statistical, and specialty programs. Students as well as faculty and staff receive personal accounts. The Learning Technology Center offers a wide variety of free workshops to students, faculty and staff on how to use various computer tools, and its staff provides one-on-one and e-mail consultation.

Students have access to over 200 Windows PC and Macintosh machines in the Instructional Services Building general access lab and to 50 more computers in the Cofrin Library general access area. Specialty labs provide more than 300 additional computers with software for specific academic programs such as computer science, graphic communications, music, field biology, chemistry, physics, geographic information systems, ecology, business, theater scenic design, and other fields. Workstations in various offices across campus and in the student housing complex make computers readily available to students for a variety of applications.

Recent remodeling in the Instructional Services Building has increased accessibility to computing resources located there and to the Help Desk.

Performing and Fine Arts

The Weidner Center for the Performing Arts features the 2,000-seat Cofrin Family Hall, the 200-seat Fort Howard Hall for recitals, the 99-seat in-the-round Jean Weidner Theater, and a dance studio. The outstanding acoustics in Cofrin Family Hall have won accolades from performers ranging from Yo Yo Ma to Tony Bennett to the Oakridge Boys. A Casavant pipe organ and a Dale Chihuly chandelier are among amenities that are "icing on the cake" for the facility. The \$25 million center, built with private funds, has stage and technical facilities capable of handling large touring shows such as *Miss Saigon* and *Phantom of the Opera*, and major symphony orchestras. A privately funded expansion was completed in 1998, only five years after the building first opened, because demand and acceptance by performers, agencies and the ticket-buying public surpassed expectations.

For several years, the Weidner Center booked a full calendar of touring national performances. However, the changing market for touring shows and competition from many new large-venue spaces in the region led the Weidner Center to make a programming transition at the end of 2005 to focus on campus and community productions and educational programming. Touring productions still rent the facility. UW-Green Bay musical groups perform in the Weidner Center and the Theater department typically schedules about half its productions in the intimate Jean Weidner Theater.

University Theater, located in Theater Hall, is a 450-seat space with proscenium stage. The acting studio, dance studio, costume shop, scene shop, and the computer-aided theater design and drafting lab are located near the theater. A 2007-08 University budget proposal presently under consideration by the State Legislature would greatly improve the theater and the support facilities located in the 1973 building. The plans include increased space for the design, construction, maintenance and storage of sets, costumes and props; restoration of the stage floor and orchestra shells; and improvement of acoustics, temperature, lighting and humidity control in the theater itself. Areas used by the public also would be refurbished.

The Lawton Gallery, located adjacent to the theater in Theater Hall, is free and open to the public, and indeed is one of the few free, public art venues in the region. The gallery mounts six to eight exhibits each year, including shows by UW-Green Bay faculty and students. The gallery has a role in the Art academic program, both through its exhibits and through classes that offer gallery management experience to students. The curator of art maintains the University's art collection, makes artworks available for display in offices across campus, and adds to the collection as funds allow. The 2007-08 budget proposals also address lack of storage and working space for the gallery, as well as its accessibility for deliveries and patrons.

Cofrin Center for Biodiversity

The Cofrin Center for Biodiversity promotes education, research and community services that contribute to conservation of western Great Lakes flora and fauna. It seeks to be a model regional biodiversity center that will help guide conservation efforts elsewhere. On campus it is a focal point for student and faculty research. Through its website and the activities of its associated faculty and staff it aims to be a regional information clearinghouse for professional biologists, naturalists, educators, and local private enterprises. Its site is the most visited page on the UW-Green Bay website. The center manages the on-campus Cofrin Memorial Arboretum, several outlying natural areas, the Richter Museum of Natural History, and the University Herbarium, along with the University greenhouse and the archives of the Wisconsin Center for Ornithology.

Cofrin Memorial Arboretum: The 290-acre Cofrin Memorial Arboretum encircling the campus has mature upland forest, restored prairie, ponds and wetlands, a stream, an extensive limestone outcrop of the Niagara Escarpment, more than one-half mile of bay shoreline, and old-field succession plots. UW-Green Bay owns off-campus natural areas including two different sites on Lake Michigan, rare wetlands along the lower bay of Green Bay and an upland tract in the interior of the Door County peninsula. A permanent endowment provides annual funding for students to carry out research at any of these sites.

Richter Museum of Natural History: The Richter Museum of Natural History has one of Wisconsin's most significant collections of animal specimens for scientific research and education. The collection is built around the gift of bird eggs, nests and study skins gathered by the late Carl H. Richter, one

of the state's most prominent ornithologists. It includes more than 10,500 egg sets, some of which are dated as early as 1884. The collection includes a large series of vertebrate specimens, mollusks and butterflies, geological specimens, and other collections, along with historical documents and photographs. The museum holdings also preserve Richter's extensive field notes and papers.

UW-Green Bay and other researchers continue to add to the collections. Today, the museum's oological collection ranks as the tenth largest bird egg collection in North America. The Richter Museum houses more than 90 percent of the North American avian species and subspecies, including several that are endangered and extinct. In addition to fluid-preserved specimens, study skins, and skeletons, the museum has a library of related books and journals. Holdings represent nearly 100 percent of the locally breeding bird species, 95 percent of the mammals, and 80 percent of the reptiles, amphibians and fish. Specimens from the Richter Museum collections are used extensively by academic researchers and researchers from Wisconsin, U.S. and Canadian agencies. Research drawn from Carl Richter's original collection led Wisconsin to be the first state to ban the use of DDT pesticides. The collections also support UW-Green Bay classes and student research.

University Herbarium: The UW-Green Bay Herbarium houses a collection of more than 35,000 dried vascular plant specimens. Ninety percent are from Wisconsin. The collection supports research by on-campus investigators as well as researchers from other agencies on topics such as plant distribution and responses to environmental changes, and endangered and threatened species. Students, faculty and staff, and outside researchers continue to add to the collection.

Student Housing

Exceptional on-campus housing at UW-Green Bay is an attraction for prospective students. The state of Wisconsin provided no funds for student housing when the campus was built and the first student housing was an apartment complex built by a private developer. UW-Green Bay purchased those buildings in 1980. In 1984, local business executives formed University Village Housing, Inc., to assist the University with its housing needs by securing city and county approved bonding. Today, students have three housing options: Residence halls, apartment-suites, or traditional apartments. All three options offer private bathrooms, and no building is taller than three stories. All buildings have laundry facilities. Most residence halls have only a dozen rooms per floor. Rooms are computer-ready with high-speed hookups to the Internet and campus network.

Professional staff members oversee the Residence Life facilities and each building has upper-level student resident assistants. A centrally located community building has lounge, recreation, conference, and computer rooms. A 5,000 square-foot addition was constructed in 2004-05. Outdoor recreation facilities and the new Kress Events Center are located nearby.

ORGANIZATION OF THE UNIVERSITY

Four functional areas collaborate to carry out the University's mission.

The University has four functional areas. The information in this section is organized according to those areas. **The UW-Green Bay organizational chart is shown as Appendix B** to more fully illustrate the institution's lines of communication and overall organizational structure.

- The University's functional areas are:
- Office of the Chancellor
 - Academic Affairs
 - Business and Finance
 - University Advancement

Office of the Chancellor

The chancellor is directly supported by three staff members — an administrative assistant, the director of intercollegiate athletics, and University counsel.

The chancellor meets regularly with the Chancellor's Cabinet to consult on the major issues facing the University. The cabinet includes the institutional officers (vice chancellor for business and finance, provost and vice chancellor for academic affairs, and assistant chancellor for University advancement), the three individuals reporting directly to the chancellor (administrative assistant, director of intercollegiate athletics, and University counsel), the dean of liberal arts and sciences, the dean of professional and graduate studies, the associate provost for student affairs, and representatives of faculty, staff and student governance committees. All are active participants in the institution's planning process.

Academic Affairs

The provost and vice chancellor for academic affairs heads the academic affairs functional area. The provost's administrative staff includes an administrative assistant, the deans and the heads of academic and student support programs and services. Specific positions include the dean of liberal arts and sciences, dean of professional and graduate studies, associate provost for academic affairs, associate provost for student affairs/dean of students, associate provost for information services, and associate provost for outreach and adult access.

The associate provost for academic affairs works as a liaison between the academic programs and the support areas described above to ensure coordination and integration of activities that promote an enriching academic experience for students and faculty. The associate provost also provides administrative leadership for faculty development activities and programs, the institution's Comprehensive Assessment Plan and activities associated with the assessment of students' learning and instruction. Other areas of responsibility include the International Education and General Education programs.

Academic Programs:

The dean of liberal arts and sciences is responsible for all non-professional academic programs. The chairs of ten interdisciplinary budget units report directly to the dean. Chairs of the 22 disciplinary programs report through the chair of the particular interdisciplinary budget unit to which they are assigned. The coordinator for an arts and sciences graduate program also reports to this dean. Figure 3, Liberal Arts and Sciences Academic Programs, shows the interdisciplinary and disciplinary majors and minors in the reporting structure.

The dean of professional and graduate studies is responsible for four professional programs and three graduate programs. These areas are headed by four undergraduate academic program chairs, and three graduate program coordinators. In addition to being responsible for three of the University's four graduate programs, the dean chairs the Graduate Faculty Board of Advisers comprised of the individual program coordinators, two elected at-large members and a student representative. The board is responsible for University-wide policies and procedures relating to graduate studies. Figure 4, Professional and Graduate Studies Academic Programs, shows the interdisciplinary and disciplinary programs reporting to this dean.

Figure 3-
Liberal Arts and Sciences
Academic Programs

Dean of Liberal Arts and Sciences	
Communication and the Arts	- Computer Science
- Art	- Corporate Communication
- Music	Interdisciplinary Studies
- Theater	Natural and Applied Sciences
Human Biology	- Chemistry
- Biology	- Earth Science
Human Development	- Environmental Science
- Psychology	- Mathematics
Humanistic Studies	Public and Environmental Affairs
- English	- Environmental Policy and Planning
- First Nations Studies	- Public Administration
- French	- Political Science
- History	Social Change and Development
- German	- History
- Philosophy	Urban and Regional Studies
- Spanish	- Economics
Information and Computing Science	Environmental Science and Policy (Master of Science)
- Information Sciences	
- Communication	

Academic Affairs Academic Programs

Figure 4-
Professional and Graduate Studies
Academic Programs

Dean of Professional and Graduate Studies
Business Administration
- Accounting
Education
Nursing
Social Work
Applied Leadership for Teaching and Learning (Master of Science)
Management (Master of Science)
Master of Social Work (Master of Social Work)

Master's Degrees — UW-Green Bay has entitlement for four master's degree-granting programs: Environmental Science and Policy, Applied Leadership for Teaching and Learning, Management, and Social Work. The latter is a collaborative program with UW-Oshkosh. Each program is responsible for admission decisions, curriculum and specific academic requirements. The faculty in each area elects a coordinator to administer the program.

Environmental Science and Policy draws upon resources from multiple disciplines and prepares students to work on complex environmental problems in scientific, technical and administrative organizations and agencies. The Applied Leadership for Teaching and Learning program, based on National Board of Professional Teaching Standards, offers growth opportunities for educators. The Management program prepares individuals to become skilled and imaginative managers and policymakers in government, nonprofit organizations and the private sector. The Master of Social Work program uses a competency-based approach focusing on several major program themes to prepare practitioners who can work to strengthen families through programs, services and policies that support family and community well being, with special emphasis on family needs in rural and tribal settings.

The University also participates in three cooperative master's degree programs in education with other UW institution campuses. These include: Administrative Leadership and Supervision with an Emphasis on Educational Administration and Supervision (UW-Milwaukee); Educational Psychology with concentrations in Community Counseling, Rehabilitation Counseling and School Counseling (UW-Milwaukee); and a Master of Science in Education-Reading (UW-Oshkosh). These programs offer a coordinated set of UW-Green Bay and UW-Milwaukee or UW-Oshkosh courses so that students can complete requirements for these degrees on the UW-Green Bay campus.

General Education — The General Education Program is organized around specific goals and outcomes statements. An elected General Education Council oversees the program. Students who complete UW-Green Bay's General Education Program and other bachelor's degree requirements are expected to possess effective communication, analytical thinking, and library research skills; knowledge of major intellectual traditions across the domains and an understanding of the different ways knowledge is defined, sought after and put to use in the domains; an understanding of issues and values that affect them as individuals and as members of society and the ability to critically analyze the positions they choose to affirm; an understanding of cultures different from their own and a respect for cultural diversity; and the ability to see relationships among major areas of knowledge and apply an interdisciplinary perspective to problem solving and decision making.

Students complete 37 to 39 credits of general-education coursework. Requirements include demonstrating college-level writing and mathematics competencies; and completing four writing emphasis courses, breadth of knowledge requirements, courses focused on contemporary global issues and problems relating to multiculturalism and ethnocentrism; as well as courses having to do with cultural diversity in the United States; and a fine arts and world culture requirement. General requirements are described more fully in Core Component 4b of Chapter Five. Complete course listings are in **Appendix I, General Education Program Requirements**.

International Education — International education initiatives are administered through the Office of the Provost. The Office of International Education is responsible for maintaining international relationships and fostering international educational opportunities for students and faculty. The University has study-abroad arrangements for a semester or a year with institutions in eight different countries, and offers access to Spanish immersion programs in Guatemala and Spain. UW-Green Bay faculty members lead three-week travel-study courses to six or eight different countries each year. In addition, the University has increased its efforts to offer programming and other opportunities with international perspectives. More information about international education and its impact on students' educational experiences can be found in Core Component 4b of Chapter Five.

Student Transition Programs:

UW-Green Bay has a well-developed first-year experience program. Called FOCUS, it is coordinated by a faculty member and an assistant dean of students. New freshmen come to campus for FOCUS R&R (registration and resources) to register and begin acclimatization to campus early in the summer before they will begin classes. Following housing move-in day, the three-day FOCUS Orientation program offers new students a variety of transition activities and an opportunity to begin to know the campus. During the first weekend and week of the semester, FOCUS is joined by the Office of Student Life, student organizations and the University Union in offering an array of programs for "Great Beginnings Week." In February, FOCUS sponsors a majors fair aimed at encouraging students to explore potential majors and careers. The FOCUS program also is seeking to improve the learning environment for new first-year students. A pilot project in fall 2006 made available to new students small-class experiences aimed at greater student engagement. Several of the most popular introductory-level general-education courses were limited to 25 first-year freshmen each. Surveys of the students who took the classes showed promising results. A description of how the FOCUS program contributes to creating an effective learning environment is provided in Core Component 3c of Chapter Four.

Student Affairs:

The associate provost for student affairs and dean of students is responsible for the Academic Advising, Admissions, Career Services, Counseling and Health Services, Financial Aid and Student Employment, Registrar, Student Life, Residence Life, Educational Support, Disability Services, and Pre-College Programs offices, and the American Intercultural Center. The following is an overview. **Figure C-1 in Appendix C, Academic Support Services**, provides a description of the staffing levels and a summary of how each Student Affairs area contributes to the mission of the University.

Academic Advising — The advising system is two-tiered. Tier one is the centralized Academic Advising Office service that advises all levels of students with questions about general education and lower-level requirements for the majors and minors. Tier two consists of faculty advisers who advise students with 36 or more earned credits on upper-level requirements and on educational and career options in their respective majors and minors. Each academic unit determines its method for assigning students to faculty advisers. The names, phone numbers and offices of designated faculty advisers are available to students through the PeopleSoft Student Information System.

Special efforts are made to ensure that students receive as much individual assistance as possible and that they are guided by academic information that is readily available, current and accurate. The web-based Student Information System allows students to access their transcripts, assess their general-education requirements and review and determine degree requirements. Students also can view course descriptions, course prerequisites and course periodicity, and register on-line.

Admissions — The Admissions Office is committed to providing services to prospective students that will aid them in planning for postsecondary education, making well-informed decisions about attending the University and obtaining admission. The office provides advice and information, recruitment and admission activities, application review and admission determinations, and research and marketing information.

Career Services — The Career Services Office helps students and alumni to develop career/life plans and effectively implement them. It acts as a conduit for career information, develops programs, and provides professional consultation and the facilities necessary to carry out these services. Local, regional and national employers link with the office to recruit and employ graduates. The office organizes programs that bring company and agency representatives to campus. Staff members serve on community advisory boards and provide career development training to community groups. Office and staff partnerships with business and community organizations are ongoing and fostered daily.

Financial Aid and Student Employment — The Financial Aid and Student Employment Office coordinates the delivery of all financial aid programs to UW-Green Bay students, and administers student employment programs, scholarships and fee remissions.

Registrar — The Registrar's Office is responsible for scheduling classes, registering students for classes and for grade recording and reporting. The office issues official transcripts, and certifies student enrollment and attendance including NCAA athletic eligibility, the awarding of degrees, and other matters of record. The office is responsible for maintaining timely and accurate records of student academic progress and accomplishments, while maintaining the privacy and security of those records. The office also provides data for internal and external reporting, furnishes data to other departments and renders services to alumni by providing transcripts and other records. The office assists academic units in ensuring compliance with University policies and procedures, and facilitates and implements institutional policy.

Support Programs and Services for Targeted Populations — UW-Green Bay provides programs and services for student populations with special or unique needs. These targeted populations include students of color, international students, student athletes, students with physical and learning disabilities, students with remediation needs in mathematics and/or composition, and conditionally admitted students. Because some students require services from more than one program, coordination of services assures collaboration, resource sharing and an opportunity to take advantage of potential program synergies.

Social/cultural and academic support programs for multicultural and international students are organized through the International Education Office and the American Intercultural Center. The Disability Services Center provides accommodative services for students with documented learning and physical disabilities. Structured study groups are provided for the general student population. Study groups are organized for general-education courses where demand for assistance has traditionally been high, and upon request of students. An array of developmental courses in mathematics and composition is available for nondegree credit for students who need to refresh or develop these skills. The Phoenix Start program admits a cadre of new freshmen students with weaker academic profiles but demonstrated academic potential, and provides them a structured first-year experience of intrusive advising and academic support.

Student Life — Co-curricular activities at UW-Green Bay include special programming, leadership development, internships, and community service opportunities that involve numerous student organizations, student government positions, residence life programming, student-run media sources, the enrichment offered by a variety of campus programming venues, recreational and intramural sports, and a nationally recognized Division I athletic program.

The Office of Student Life provides co-curricular programs, activities, and services to all students, and the Office of Residence Life also offers a program array to students who live on campus. The Office of Student Life emphasizes experiential educational opportunities and social development aiming to ensure that campus involvement positively changes student lives and enhances their commitment to lifelong learning and community leadership. A comprehensive website, containing information on student organizations and student life programs gives students electronic access and interactive abilities to share information, student viewpoints, and event information. Major activities under the auspices of the Office of Student Life include over 90 active student organizations, leadership development programs including a women's leadership program, student awards and recognition, and contemporary programming.

Students' campus experiences are enriched by the presence of a weekly student newspaper; a student-run radio station; a student-run video/television production program; a student literary magazine; campus art galleries; performances at the Weidner Center for the Performing Arts and the University Theater; activities of the American Intercultural Center and a variety of other venues; access to on-campus sports and recreation facilities; and a Division I athletics program that fields seven men's and nine women's competitive sports.

Residence Life — The Office of Residence Life is responsible for fostering learning, growth and development of the students who live in the on-campus student residential complex. Its activities are designed to complement academic learning and to create an environment in which students may acquire and refine “life skills.” Its goals are to provide an environment conducive to study; staff support, training and development to enable staff members to facilitate personal growth of students; and structured and unstructured learning and leadership development opportunities for resident students. Residence Life provides clean, comfortable, and well-maintained facilities at a competitive and reasonable cost. In fall 2006, 1,900 students lived on campus, representing 41 percent of full-time enrolled students. The housing “village” is close to classes and the University Union, and offers a variety of housing options. Presently these include 11 residence halls, five apartment-suite buildings, and nine apartment buildings. The Residence Life Community Center offers amenities including a computer lab, study/conference room, recreational area, lounge area, and services. All housing units are wired to receive a variety of television channels and movies for viewing via a closed-circuit satellite system.

Counseling and Health — The Counseling and Health Center provides counseling and health services that focus on both prevention and treatment. It offers small group activities, class presentations, special workshops and events, as well as direct counseling and individual health care activities to promote a health and wellness philosophy.

Student Affairs Strengths and Areas of On-Going Concern — The Student Affairs division is blessed with talented, experienced professionals who are committed to serving students and willing to be flexible and offer a broad array of programs and services. It has a comprehensive assessment program. The units and division are especially efficient with their resources. The division has made a commitment to provide services with the most up-to-date technology including a full-time webmaster who provides the most current web resource information that is attractive and useful to students and that offers the latest in student interaction opportunities. This is coupled with interactive software and services available 24-hours-a-day/seven-days-a-week to students. The Student Information System provides student information and online student functions, and soon will provide online updating capability for students. The Residential Management System provides residence students with online contract application, room assignments, and facility requests as well as administrative functions (judicial). The Career Services software offers online resume assistance, online referrals, and employer access to students and graduates.

Overall student involvement is good. Generally students are talented, serious, and have a strong work ethic. Meaningful on-campus student employment provides students with leadership and campus involvement opportunities. The new Kress Events Center, and remodeled University Union and Student Services Building will provide up-to-date facilities in meeting student needs.

Student Affairs staff and resources are spread very thin with single professionals responsible for multiple services and limited back-up personnel. Academic support services such as tutoring, supplemental instruction, and individualized student help is severely lacking in staffing and resources. It is expected that with growth in student enrollment, there will be an even greater need for services for at-risk students. Investment in at-risk services for students will be necessary in order to maintain and improve retention and graduation rates. The Growth Agenda also will challenge Student Affairs to upgrade recruitment strategies with more innovative marketing for specific markets and a more comprehensive marketing research effort.

Information Services:

The associate provost for information services is responsible for the Computing and Information Technology division and the David A. Cofrin Library. Staffing levels within the division and a description of how its areas support the University's mission are shown in **Figure C-2 in Appendix C, Academic Support Services.**

Computing and Information Technology — Computing and Information Technology plans, implements and provides support services for effectively using information technology, imaging, media services, and audio/visual production at UW-Green Bay.

The division constructs and maintains the institution's computer network and supports faculty, staff and students in their use of computer technology. All UW-Green Bay faculty, staff and students have access to the Internet, e-mail, and a wide variety of academic software. The division's Learning Technology Center offers free workshops and individual consultation. General access labs for students currently provide Windows PC and Macintosh computers with hundreds of applications. Other academic computer labs around campus support teaching and learning in specialized areas including business, geographic information systems, graphic communications, chemistry, computer science, physics, field biology, the Writing Center and others. Faculty and staff have ample computer access.

David A. Cofrin Library — The Cofrin Library develops, organizes and preserves a knowledge base which meets the curricular and scholarly needs of faculty, students and staff; provides access to the information sources available in local collections, throughout Wisconsin, nationally and internationally in a timely fashion; instructs students in effective information research methods and assists them in their research projects; and supports the academic programs through collections, services and special projects. In addition to serving students, faculty and staff at UW-Green Bay, the library extends its services to the citizens of northeastern Wisconsin, and through its memberships in various networks, to researchers at large.

Information Services Strengths and Areas of On-Going Concern — Staff expertise and commitment to service are the primary strengths of the Information Services division.

The library is well known for the excellent service attitude of the staff. In addition, it has a long tradition of collaborating with the other UW libraries for procuring content and for sharing resources across the state. The "one system-one library" vision means that any student, faculty or staff member may use any library and check out any item in a collection. A common library management system allows students and faculty to navigate the array of resources and request any material. A federated search software system allows for easier tracking of available content and delivers it to the desktop in many cases. Through electronic collections management, librarians purchase content in a collaborative method and share content across campuses.

Computing and Information Technology (CIT) staff provides end-to-end technology support ranging from the network backbone (connectivity) to the applications running on the desktop (productivity). CIT delivers core services including every-three-year refreshment of desktop computers equipped with all campuswide applications, help desk support, instructional technology support, testing services, web design and maintenance, applications development, and management of Enterprise Resource Planning systems. Telecommunications, Engineering and Media Services staff supports both the academic and administrative endeavors with classroom design and support services, media technology equipment and support, telephone and network infrastructure services, and engineering design and installation services for new campus buildings and renovation projects.

The Information Services division has ongoing challenges with funding and staffing. The division is at capacity and does not have flexibility to pursue new initiatives.

The challenge in the technology areas is keeping up with the rapidly evolving devices, software and content providers at a time when budgets are not expanding. Yet most faculty members have incorporated technology into teaching, and today's students have expectations because they are "digital natives." Trying to maintain the current installed base of equipment in the classrooms also is a challenge. Typically there is an influx of hi-tech classrooms with a new classroom building or a major renovation, but when the equipment fails a few years later there is no replacement budget. One funding source is the UW System Classroom and Lab Modernization fund which seems more focused on building new hi-tech classrooms and labs rather than sustaining existing ones.

Academic Affairs
Information Services

Supporting research is another challenge. Instructional technology permeates every aspect of scholarly research, yet while unit costs for hardware have declined significantly, the need for large data centers has increased the total cost for hardware, software licenses, data center space, power, cooling, and security systems. Additionally personnel costs for operations, systems administration, consulting, programming, and database administration take up an increasing portion of the research budget.

The top challenge in administrative computing is instructional technology security and identity management. A challenge on the horizon is electronic records management and e-discovery. New rules of federal civil procedure approved in December 2006 have greatly increased the responsibility of the University in terms of requirements for turning over electronic records during a litigation procedure.

Academic Affairs
Outreach and
Adult Access

Outreach and Adult Access:

The associate provost for outreach and adult access coordinates a division that reaches beyond campus to serve needs of a variety of constituents young and old, and does so with the support and frequently the active involvement of UW-Green Bay faculty. Adults seeking nontraditional degrees, educators, social workers, other human services professionals, business people, municipal employees, high school and middle school students, retirees, and others are served by Outreach and Adult Access programs. Many of the programs lead to certificates or other credentials professionals need or desire for advancement, and some fill a niche not filled by other providers. Staffing levels and support for the University's mission by the division's various entities are shown in **Figure C-3 of Appendix C, Academic Support Services**.

The Adult Degree Program leading to the Bachelor of Arts in Interdisciplinary Studies serves working adults who earn their degrees through a variety of strategies, including online, audio and video tape, individual meetings with faculty, half-day Saturday classes, and others. Other functional areas include College Credit in High School, which gives high school seniors a "head start" on earning college credits; Education Outreach, which provides credit and noncredit courses for educators; Learning in Retirement, which offers a thriving enrichment program; Emergency Management, which can lead to a certificate or a credit emphasis; Local Government Education, which serves municipal officers; the Small Business Development Center, which offers programs and counseling to businesses; and the Summer Camps program, which serves middle school and high school students.

Outreach and Adult Access Strengths and Areas of On-Going

Concern — The former, to paraphrase Jim Collins in *Good to Great*, ascertains that Outreach has the right people in the right seats on the bus. Each is a professional with a proven track record of success in entrepreneurial program delivery. That is seen as far and away the division's greatest strength. Others include support from the highest level of institutional leadership, meaningful faculty support and involvement, a solid connection with UW-Extension, sturdy community partnerships, and a historical state tradition ("The Wisconsin Idea") for building bridges with the community.

The division has two primary concerns. The first is that the division is split into two physical locations on campus with one off-campus location, which makes maintaining synergies and efficiencies with resources, databases and staffing a continuing challenge. Second is that future staff turnover will bring the critical challenge of finding new hires who are a match with the unique work environment in which maintaining an entrepreneurial culture is essential.

Business and Finance

The Business and Finance area supports the instructional, research and public service missions of the University. Functions reporting through the vice chancellor for business and finance include the bursar, budget, controller, purchasing, human resources, risk management, public safety, facilities planning and management functions, and the Weidner Center for the Performing Arts. Program revenue operations in the reporting structure include the University Union, the Phoenix Bookstore, Parking, and the Shorewood Golf Course.

University Advancement

The assistant chancellor for University advancement is responsible for advancement services, annual giving, donor and alumni relations, major gifts, government and community relations, marketing, print and electronic communications, and media relations. The division is organized to "connect" the University to multiple constituencies through multiple avenues of communication, including personal relationships. It works to develop a compelling case for University support to all of its constituencies and to follow up on support received by being responsive and employing good stewardship.

Academic Affairs
Outreach and
Adult Access

Faculty, staff and students play important roles in campus governance.

GOVERNANCE AND COMMITTEE STRUCTURE

UW-Green Bay has a tradition of encouraging all of its constituencies to actively participate in the process of managing and developing institutional programs and services. The University has governance structures for faculty, academic staff and students as provided by Wisconsin Statutes. To enable individuals across campus to play influential roles in decision making and advising, UW-Green Bay has developed a committee structure with four types of committees. These include both elected and appointed bodies. Committees organized around all-University matters have representation from faculty, academic staff and students. **Appendix D, Committee Structure**, contains three figures that provide an overview of the University's committees: **Figure D-1, Faculty Elective and Appointive Committees; Figure D-2, Academic Staff Elective and Appointive Committees; and Figure D-3, Committees Appointed by the Provost.**

The committees, with memberships coded elected (E) or appointed (A), are:

Faculty Elective and Appointive Committees:

Academic Affairs Council (E)
 Academic Actions Committee (A)
 Awards and Recognition Committee (A)
 Committee of Six Full Professors (E)
 Committee on Committees and Nominations (E)
 Committee on Rights and Responsibilities (E)
 Facilities Planning Committee (A)
 Faculty Senate (E)
 General Education Council (E)
 Graduate Faculty Board of Advisers (E)
 Intercollegiate Athletics Committee (A)
 Library and Learning Resources Committee (E)
 Personnel Council (E)
 Senate Committee on Planning and Budget (A)
 Senate Legislative Affairs Committee (A)
 University Committee (E)

Academic Staff Elective and Appointive Committees:

Academic Staff Committee (E)
 Academic Staff Personnel Committee (E)
 Professional Development Allocation Committee (E)
 Legislative Committee (A)
 Nominating Committee (A)
 Professional Development Programming Committee (A)
 Orientation Committee (A)

Committees Appointed by the Provost:

Classified Staff Advisory Committee
 First-Year Experience Committee
 Committee on Individuals with Disabilities
 Individualized Learning Committee
 Institutional Animal Care and Use Committee
 Institutional Assessment Committee
 Institutional Review Board
 Instructional Development Council
 International Education Council
 Research Council
 Technology Council

Committees Appointed by the Chancellor:

Chancellor's Advisory Council on Diversity
 Chancellor's Advisory Council on Equality for Women
 Campus Sustainability Committee

Faculty Elective and Appointive Committees

Ten elective and six appointive faculty committees and a Faculty Senate carry out the governance and advisory functions of faculty. Members are elected to the Senate by interdisciplinary budgetary unit. The University Committee is the executive body of the faculty and the Faculty Senate. The Committee on Committees and Nominations develops slates of candidates for all faculty committees and makes membership recommendations for other campus committees as well. The Academic Affairs Council provides advice on matters related to academic programs, curriculum and graduation requirements. The General Education Council is charged with addressing issues related to the General Education Program, and the Graduate Faculty Board of Advisers addresses matters specific to the University's graduate programs. Committees dealing with matters related to promotion and tenure of faculty include the Committee of Six Full Professors, Committee on Rights and Responsibilities and the Personnel Council.

Faculty appointive committees advise administrative leaders on a variety of issues ranging from admissions and other academic actions to facilities planning and intercollegiate athletics. The Awards and Recognition Committee makes recommendations for awarding the annual Founders Association Awards for Excellence.

Academic Staff Elective and Appointive Committees

The academic staff committee structure includes three elective and four appointive committees. The eight-member Academic Staff Committee elected at-large serves as the executive body for the academic staff as a whole. The Academic Staff Personnel Committee makes recommendations on policies related to job titles and classification, as well as merit and promotion policies and procedures. The Professional Development Allocation Committee allocates funds to individual staff members for educational opportunities that will enhance professional skills.

Appointive committees include the Legislative Committee that keeps the staff informed regarding state and national legislation that may impact on them, the Orientation Committee that works to ensure a smooth transition into the University for new staff members, and the Professional Development Programming Committee that organizes development and other programming opportunities for academic staff across the institution.

Committees Appointed by the Provost

The provost and vice chancellor for academic affairs receives advice from 11 additional committees on a variety of issues that fall outside the typical programmatic, curricular or governance areas. Only the Institutional Review Board and Institutional Animal Care and Use Committee are required by administrative code; all others were established to serve specific ongoing needs. Committee members generally serve three-year terms. The committees typically include both faculty and academic staff representation.

The Institutional Review Board and Institutional Animal Care and Use Committee screen all research proposals dealing with human or animal subjects conducted on campus. The Instructional Development Council and Research Council are charged with facilitating faculty professional development activities in teaching and research. Other committees make recommendations regarding the awarding of credit for students' prior learning, review appeals for nonresident tuition and deal with other matters. The provost also receives advice from an institutionwide Technology Council, which deals with issues related to instructional technology including planning, infrastructure, equipment, instruction, management information systems and students' use of technology.

Committees Appointed by the Chancellor

The Chancellor's Advisory Council on Diversity includes community representation and provides advice to ensure that institutional policies and procedures promote diversity across all aspects of the institution including curricular offerings, student enrollment, hiring, promotion and other personnel practices.

The Chancellor's Advisory Council on Equality for Women is comprised of representatives from all of the University's constituencies. Its charge is to consult with and provide advice on policies and issues pertaining to women.

The new Campus Sustainability Committee has carried out a survey of current campus practices. It will address issues identified in the survey and determine the impact of the state's new sustainable building practices on UW-Green Bay, among other responsibilities.

Faculty Governance Responsibilities

The relationship of faculty governance to the academic program is codified in the "Faculty Governance Handbook." Included among faculty responsibilities:

- Members of single academic units (interdisciplinary, disciplinary and professional), through their executive committees, have the authority to make recommendations concerning curriculum and programs.
- Among the responsibilities of the chairs of all academic units is to "submit through the appropriate Dean, new courses, major revisions of existing courses and deletion of courses... for action by the Academic Affairs Council and the Provost and Vice Chancellor for Academic Affairs."
- Matters within the purview of the faculty include "educational interests or educational policies not already within the jurisdiction of a single academic unit."
- One of the functions of the University Committee — the executive committee of the Faculty Senate — is to "consider questions concerning the educational interests or policies of the UW-Green Bay campus."

- The Senate represents the faculty in “all matters which are within the jurisdiction and powers of the faculty.” which includes (as noted above) “educational interests or educational policies not clearly within the jurisdiction of a single academic unit.”
- Course proposals for the General Education Program are transmitted through the General Education Council (a faculty group) to the appropriate administrator. The General Education Council also has the responsibility of regularly reviewing the suitability of courses offered by the General Education Program.
- The Academic Affairs Council has “the responsibility and authority for review of all credit courses and all academic programs at both the undergraduate and graduate levels” and recommends action to the provost and vice chancellor for academic affairs.

Academic Staff Governance Responsibilities

The Academic Staff Committee, as representatives of the academic staff, primarily deals with matters pertaining to the staff, but academic staff members also serve on many University-wide committees. The Academic Staff Committee is charged with advising the chancellor on matters pertaining to academic staff, representing interests of academic staff in developing campus policies, promoting academic staff professional development, serving as a liaison body on behalf of the academic staff, appointing and recommending academic staff members for University-wide service, and surveying needs and concerns of academic staff members. The committee is required to call at least two general meetings of the entire academic staff each year.

Coordination of Faculty and Staff Governance

The secretary of the faculty and academic staff coordinates faculty and staff governance. The holder of that office records and preserves products of those two governance structures, serves as a resource on policies and procedures pertaining to campus governance, and maintains personnel files, and records of academic units and faculty and staff committees.

Student Governance Responsibilities

Student governments may organize as they see fit, in accordance with Wisconsin statutes. The UW-Green Bay student government has executive, legislative and judicial branches. Major goals of the Student Government Association include:

- Assuring maximum student participation and representation in University governance,
- Reviewing segregated University fees and participating in decision making involving other fees that provide support for campus student activities,
- Organizing student events,
- Addressing student concerns, assisting in investigating student problems, and participating in decisions affecting student educational experience,
- Representing students by actively seeking student input on all aspects of University governance,
- Providing an official vote through which student opinion may be expressed,
- Promoting student rights,
- Working on University, local, state, and national issues that directly affect student educational opportunities and access.

A description of how University governance structures support collaboration to carry out the University’s mission is in Core Component 1d of Chapter Two.

UNIVERSITY MILESTONES, 1996-2006

This section outlines some of the highlights and milestones for UW-Green Bay and its faculty, staff and constituents since the last Higher Learning Commission comprehensive review.

Accolades and Special Events

- Prof. John Harris, Business Administration, is honored as the recipient of the UW System Board of Regents Teaching Excellence Award. Harris, whose field is management, is the second UW-Green Bay faculty member to receive the award since it was initiated in 1992. (1996)
- The UW-Green Bay Theater program receives four invitations to tour productions to the regional American College Theater Festival between 1996 and 2006: *On the Verge* in 1996, *Aloha, Say the Pretty Girls* in 1998, *The Christmas Schooner* in 2002, and *Red Herring* in 2006. Only six to eight productions are invited each year to the festival in the five-state region that is home to many academic theater programs, many of them at the graduate level. Over the ten-year period, UW-Green Bay students and faculty win recognition for costume, set and lighting design; direction; stage management and other aspects of theater arts and crafts; and a number of UW-Green Bay actors are invited to compete in the Irene Ryan Acting Scholarship Competition. (1996-2006)
- The Mayor's Beautification Committee gives its award for graphics and signage to UW-Green Bay for the new campus signs installed earlier in the year. The judges call the new signage "effective and attractive." (1998)
- Six hundred acres of the new Pelly Valley Ecological Reserve in Canada's Yukon Territory are named for Prof. William Laatsch. When Laatsch did his doctoral research on Yukon mining settlement in the 1970s, he identified the area as a rich environment for study for its variety of ecological components. (2000)
- Prof. Joan Thron, Education and Humanistic Studies, receives the UW System Board of Regents Teaching Excellence Award. She is the third UW-Green Bay faculty member to receive the award. (2000)
- Dr. Mark Perkins completes his seven-year term as UW-Green Bay chancellor; Dr. Bruce Shepard, provost and vice president for academic affairs at Eastern Oregon University, is selected as the fourth chancellor in UW-Green Bay's history. (2001)
- Mary Ann Cofrin Hall, UW-Green Bay's first new academic building in 25 years, is opened and dedicated in September 2001. The building incorporates state-of-the-art educational and energy technologies. (2001)
- Leanne Shaha, a Spanish and Business Administration major from Luxemburg, is recognized as UW-Green Bay's 20,000th graduate at December 2002 commencement. Nancy Deprey of De Pere, UW-Green Bay's first graduate in 1970, joins Shaha on stage at commencement. (2002)
- Gov. Jim Doyle appoints alumna Eileen Connolly-Keesler, '82, to the University of Wisconsin Board of Regents. Her UW-Green Bay degree is in Social Work. (2003)
- UW-Green Bay and St. Norbert College establish the Joint International Visiting Scholars Program. The new venture, also assisted by the Greater Green Bay Community Foundation, provides financial support for highly qualified professionals from developing countries to spend time on both campuses and in the greater Green Bay community. (2003)
- UW-Green Bay and St. Norbert College team up on the International Social Justice Symposium, a series of gatherings of international experts who explore worldwide social justice issues such as war crimes, HIV/AIDS and land claims of indigenous people. (2003)
- UW-Green Bay moves into the top ten of midwestern master's-level public universities in the *2004 America's Best Colleges* guidebook published by *U.S. News and World Report*. The category of midwestern master's-level public universities is made up of 56 universities. (2003)
- Gov. Jim Doyle appoints UW-Green Bay Prof. Denise Sweet, Humanistic Studies, as Wisconsin's Poet Laureate. In her position, Sweet travels the state to promote poetry and the arts. (2004)
- The Wisconsin Main Street program honors UW-Green Bay Career Services and Revitalize Gillett Inc. for their partnership in working to restore Gillett's downtown. The partners have been working since early 2003 to restore downtown Gillett, with an emphasis on historic preservation. (2004)
- In a presidential election year, UW-Green Bay draws local, state and national attention as five presidential candidates visit the campus. The candidates are John Kerry, John Edwards, Howard Dean, Wesley Clark and Ralph Nader. (2004)
- UW-Green Bay's enrollment of students of color totals 318 students, marking the first time students of color top the 300 mark. (2004)
- The State Council on Affirmative Action and the Office of State Employment Relations award UW-Green Bay's Phuture Phoenix Program the first Ann Lydecker Award for innovative practices to promote diversity. The program encourages students from disadvantaged schools to graduate from high school and pursue a college education. (2004)
- Prof. Denise Scheberle, Public and Environmental Affairs, becomes the fourth UW-Green Bay recipient of the UW System Board of Regents Teaching Excellence Award. (2004)

Accolades and Special Events

- In an effort to strengthen connections between the campus and community, UW-Green Bay opens the Downtown Learning Center at the Washington Commons downtown mall. The 2,600-square-foot center includes a classroom, conference room and other learning facilities. (2004)
- UW-Green Bay launches UWGB Downtown: Connecting for Lunch, a series of learning luncheons aimed at encouraging lifelong learning and strengthening downtown Green Bay. The luncheons feature UW-Green Bay faculty “stars.” (2004)
- Working with Green Bay Mayor Jim Schmitt, UW-Green Bay sponsors the Entrepreneur’s Connection, an annual conference that celebrates the community’s entrepreneurial spirit and aims to attract entrepreneurs to the region. (2004)
- UW-Green Bay’s Paper Technology Transfer Center opens at the Regency Center in downtown Green Bay. U.S. Rep. Mark Green, R-Green Bay secured \$500,000 in federal funding for the center. The center aims to help keep Wisconsin on the cutting edge of the paper industry. (2005)
- UW-Green Bay’s Historical Perspectives Lecture Series, which has brought more than 100 prominent scholars in the social sciences, humanities and journalism to the campus, celebrates its 20th anniversary by bringing in nationally known scholars to discuss the topic of American freedom. The series is sponsored by the UW-Green Bay Center for History and Social Change. (2005)
- Dr. Tina Sauerhammer, ’99, is one of the first recipients of the Alumni Association’s new Outstanding Recent Alumni awards recognizing promising graduates out of school for less than ten years. Sauerhammer, who enrolled at age 14, is the youngest person ever to receive a UW-Green Bay degree when she graduated at age 18. A few years later, she was the youngest person to graduate from the University of Wisconsin Medical School at age 22. (2005)
- Debra Anderson, archivist and coordinator of the Area Research Center, Special Collections and University Archives at UW-Green Bay, wins the Governor’s Award for Archival Advocacy for 2005. The award selection was made by a committee of the Wisconsin Historical Records Advisory Board. (2005)
- UW-Green Bay planetary scientist Aileen Yingst, who directs the Wisconsin Space Grant Consortium headquartered at UW-Green Bay, is selected to take part in the Mars Science Laboratory. NASA also adds Yingst to the science team working with Mars exploration rovers Spirit and Opportunity. (2005)
- Mary Quinnette Cuene, ’88, is Gov. Jim Doyle’s newest appointee to the University of Wisconsin Board of Regents. Cuene is elected president of the Wisconsin Technical College System Board, a position that puts her in line for a seat with the Regents. Cuene’s majors were Public and Environmental Administration and Political Science. (2006)

- The *Fourth Estate*, the student newspaper at UW-Green Bay, receives the top award for overall excellence in its category at the Associated Collegiate Press Best of the Midwest competition in 2006 and again in 2007. The *Fourth Estate* competes with campus newspapers from eight states. (2006, 2007)
- UW-Green Bay follows up on its Connecting for Lunch series with Downtown Third Thursdays, a monthly series of lectures by top faculty members on a variety of timely topics such as upcoming elections and the prevention of sexual violence. (2006)
- UW-Green Bay hosts the April 2006 meeting of the University of Wisconsin System Board of Regents. At the meeting, UW-Green Bay students, faculty, staff, administrators and community members make presentations on the University’s Growth Agenda, Master Plan and “Connecting learning to life” academic approach. Regent President David Walsh praises the relationship between the campus and community as among the best he has ever seen. (2006)
- UW-Green Bay takes a leadership role on global warming as Chancellor Bruce Shepard signs the American College and University Presidents Climate Commitment, a pledge to develop a long-range plan to reduce and ultimately neutralize greenhouse gas emissions on the campus. (2006)
- Four UW-Green Bay faculty members — John Katers, Meir Russ, Donald McCartney and Sarah Meredith — are among the “50 People You Should Know” in Green Bay as identified by the *Bay Business Journal*, a publication of the Green Bay Area Chamber of Commerce. Several members of UW-Green Bay’s alumni and community boards also are on the list. (2006)
- Gov. Jim Doyle appoints Chancellor Bruce Shepard co-chair of the Governor’s Task Force on Campus Safety. The governor charged the task force with developing best practices to ensure security and preparedness of all college campuses in Wisconsin in the wake of the campus shootings in April at Virginia Tech. (2007)
- UW-Green Bay presents an honorary doctoral degree to Paolo Del Bianco, Florence, Italy, a humanitarian, entrepreneur and philanthropist who, after the fall of the Berlin Wall, founded the Romualdo Del Bianco Foundation to work for peace, understanding and integration of the former Iron Curtain Countries, primarily through sponsoring cultural and educational events bringing young people and faculty members from East and West together. UW-Green Bay faculty and students have participated for several years, and the University is among the first in the U.S. to develop a collaborative agreement with the foundation. (2007)

Institutional Growth, Transitions

- The Friends of the Cofrin Library becomes the newest campus support group. It organizes in the Library's 25th year to advocate for and support the Library. (1997)
- UW-Green Bay is one of six institutions profiled in *The Innovative Campus* (Oryx Press, 1999) by Joy Rosenzweig Kliewer, a look back at ground-breaking higher education institutions of the 1960s and early 1970s. In a chapter titled, "Eco U in the 1990s," Kliewer calls UW-Green Bay "a bold survivor." (1999)
- The Cofrin Center for Biodiversity opens to function as a clearinghouse of information about the natural world and serve as a locus for research and for an active program of educational outreach. The center includes the Richter Museum of Natural History, which houses one of the largest bird egg collections in North America and other significant natural history collections, and the University Herbarium, a collection of dried plant specimens. It will manage the on-campus arboretum and several off-campus natural areas. (1999)
- UW-Green Bay graduates its first class in the Master of Science Degree in Applied Leadership for Teaching and Learning program. The program is the first in Wisconsin to incorporate the National Board of Professional Teaching Standards. (2000)
- NASA selects UW-Green Bay to lead the Wisconsin Space Grant Consortium, a public-private partnership that supports study in a wide variety of fields related to aerospace. The designation establishes UW-Green Bay as a leading university in space science. (2000)
- UW-Green Bay publishes *University of Wisconsin-Green Bay: From the Beginning*, a history of the University's first 25 years, by Betty D. Brown. Brown, whose vantage point as a professional in the news services area spanned nearly 25 years, says that rather than a history, the book is "a memoir, a story...about the struggles and successes that accompanied the founding and early development of an institution of higher learning." (2000)
- UW-Green Bay opens Mary Ann Cofrin Hall, a state-of-the-art academic building and the University's first new academic building in 25 years. The building offers innovative educational technology and energy-efficiency features that draw national and international attention. (2001)
- UW-Green Bay's Small Business Development Center moves into the Business Assistance Center on Green Bay's West Side to form a stronger partnership with other community agencies. The center provides "one-stop shopping" for businesses and individuals in need of services and assistance. (2001)

- UW-Green Bay joins with other colleges and universities throughout northeastern Wisconsin to form the Northeast Wisconsin Educational Resource Alliance (NEW ERA). The consortium of 13 institutions is dedicated to better serving the educational needs of the region's 1.2 million people. (2001)
- UW-Green Bay is authorized to construct three new 120-bed residential housing units, bringing the number of students living on campus to about 2000. University Village Housing Inc., a nonprofit corporation, acquires the bonding and oversees construction. (2001)
- UW-Green Bay launches The Campaign for UW-Green Bay, a \$25 million capital campaign to support academic excellence and improved student-life facilities on the campus. (2002)
- UW-Green Bay begins holding community and alumni receptions throughout the region to develop stronger connections between the University and communities throughout Northeastern Wisconsin and the Fox River Valley. (2002)
- The Nature Conservancy presents the Point au Sauble Nature Preserve to UW-Green Bay. Just a few miles north of the campus on the bayshore, the site is one of the few unmodified estuarine wetlands in the entire Lake Michigan ecosystem, and greatly expands opportunities for student and faculty research. (2002)
- Responding to demand from the region's business community, UW-Green Bay starts a Master's in Management graduate program, an alternative to an MBA that offers an innovative, advanced study of management. (2002)
- The UW System Board of Regents approves a new master's degree program in social work developed jointly by UW-Green Bay and UW-Oshkosh to respond to a regional need for social workers with advanced education. Courses will be offered on the Green Bay and Oshkosh campuses as well as other regional sites. The program is described as a model of regional collaboration. (2002)
- UW-Green Bay Chancellor Bruce Shepard establishes the Chancellor's Advisory Council on Diversity to serve as a formal link between the University and the region's communities of color. (2002)
- UW-Green Bay and PMI, manager of the 10,000-seat community Resch Center, sign a six-year agreement committing the UW-Green Bay men's basketball team to playing at the center. Chancellor Bruce Shepard says the Resch Center is part of a world-class sports and entertainment complex, which includes Lambeau Field. (2002)
- UW-Green Bay adopts the "Connecting learning to life" image-building plan. The plan includes the new "Connecting learning to life" campuswide theme and establishes a coordinated approach to telling the University's story to audiences on- and off campus. (2003)

Institutional Growth, Transitions

- UW-Green Bay establishes Phuture Phoenix, a program that encourages youngsters from at-risk schools to graduate from high school and attend college. The first Phuture Phoenix Day draws hundreds of fifth-graders to the UW-Green Bay campus. (2003)
- UW-Green Bay sets its all-time record for first-to-second-year retention of students. A record 83.1 percent of freshmen who started at UW-Green Bay in fall 2002 returned for their second year in fall 2003. (2003)
- Thanks to a \$1.5 million gift from Mrs. Dorothy Blair and the Blair Foundation, UW-Green Bay establishes the John P. Blair Endowed Chair in Communication. The Blair Chair, a special faculty position dedicated to teaching and research in communications and the media, is the first endowed chair in the University's history. (2003)
- To improve services to the region's business and industry, UW-Green Bay starts the Leadership Development Institute, an intensive program to develop leaders for businesses and other organizations. (2004)
- A \$15 million state investment transforms UW-Green Bay's 25-year-old Laboratory Sciences Building into a 21st century showplace for science education. It consolidates into one state-of-the-art building laboratories previously housed at three campus locations. (2004)
- UW-Green Bay, through its Outreach and Adult Access division and Institute for Learning Partnership, leads the launch of Brown County Diversity Circles, an innovative project to improve relations among diverse populations in Brown County. More than 100 people from different backgrounds participate in Diversity Circles discussions in the first year. (2004)
- UW-Green Bay announces a major leadership gift from Robert and Carol Bush, longtime friends and supporters of the University, to support a new on-campus student sports and events center. Their generosity is recognized with naming rights to the multipurpose playing court at the center. (2004)
- A generous gift from the George F. Kress Foundation enables UW-Green Bay to attain a goal of raising \$7.5 million in private funds for the new student sports and events center. The gift allows UW-Green Bay to also receive matching state funds of \$7.5 million for the project. Chancellor Bruce Shepard announces that the facility will be named the Kress Events Center. (2004).
- The Northeastern Wisconsin Partnership for Children and Families at UW-Green Bay becomes an important partner in the new Intertribal Welfare Training Partnership. The partnership identifies needs and provides training for all 11 Native American tribes of Wisconsin. (2005)

- UW-Green Bay establishes an annual Veterans Appreciation Reception to recognize and honor students, faculty and staff who have served the United States in the armed forces. Veterans receive certificates of appreciation from the University. (2005)
- The UW-Green Bay Alumni Association establishes the Outstanding Recent Young Alumni Award to recognize the achievements of alumni within ten years of graduation. (2005)
- The world-class Weidner Center Chandelier, created by internationally renowned glass artist Dale Chihuly, is added to the permanent art collection at UW-Green Bay's Weidner Center for the Performing Arts. The work was commissioned by family and friends of the late philanthropist and community leader Josephine Lenfestey. (2005)
- UW-Green Bay's Weidner Center for the Performing Arts launches the Bellin Health Lifelines speaker series, which brings distinguished and motivating speakers to Green Bay. Among the speakers are Maya Angelou, Madeline Albright and Joan Rivers. (2005)
- Generous gifts to UW-Green Bay enable the University to enhance its academic programs by expanding and adding to its named professorships. New gifts from Fred and Patricia Baer support professorships in education and business. A gift from Dr. David and Mary Ann Cofrin supports a business/management professorship. A gift from Philip and Elizabeth Hendrickson enhances the existing Hendrickson Professorship for Business. (2005)
- Thanks in large part to a generous gift from UW-Green Bay alumnus and longtime Green Bay Packers fan Craig Mueller, UW-Green Bay renovates and restores the "Lambeau Cottage" on campus property on the shore of Green Bay. The cottage, built by legendary Packers founder and coach E.L. "Curly" Lambeau, will be used for campus functions and community events. (2005)
- UW-Green Bay finalizes its new Master Plan, the first new campus development plan in 37 years. The Master Plan, completed with extensive input from students and the community, covers campus energy use, transportation, sustainability and other important planning issues. (2006)
- UW-Green Bay and community leaders unveil "Northeastern Wisconsin's Growth Agenda," an ambitious plan to better serve a rapidly growing and changing region. The plan will increase the University's enrollment from about 5,400 students to about 7,500 students. (2006)

Institutional Growth, Transitions

- Enrollment in UW-Green Bay's Adult Degree Program reaches the highest level since 1993-94. Nearly 500 students register for Adult Degree classes in the spring 2007 semester. The program enables students to balance the pursuit of a degree with work and family responsibilities. (2007)
- UW-Green Bay breaks ground for a \$6.2 million renovation and expansion of the University Union. The new and improved union will provide increased space for dining and retail operations and have a warmer, more welcoming atmosphere for student interaction. (2007)
- UW-Green Bay Founding Chancellor Edward W. Weidner dies on June 6, 2007, at the age of 85. Appointed chancellor in 1966 to oversee the creation of a new University of Wisconsin campus in northeastern Wisconsin, he guided the institution for 20 years. It was his vision to create an academic program that through interdisciplinarity, problem focus and a focus on the environment would uniquely prepare students for the times, and to design a physical campus to support that academic program. It is a vision that won national and worldwide attention for UW-Green Bay, particularly in the University's early years. After stepping down as chancellor, Dr. Weidner continued to be active with UW-Green Bay, especially in development of the Cofrin Arboretum and other University natural areas, student scholarships, and Phoenix athletics, and he served as project director for the center for the performing arts that later came to bear his name. (2007)

Academic Accomplishments

- UW-Green Bay student Chela K. Moore is the only Wisconsin recipient of a scholarship from the prestigious Barry M. Goldwater Scholarship and Excellence in Education Foundation. Moore plans to pursue studies through the Ph.D. in preparation for a career in environmental research. (1998)
- The national BSN-LINC program, an interactive, online degree completion program for registered nurses, goes live with UW-Green Bay as the lead institution. The program enables students to complete their course work at times and locations that are convenient to them. (2000)
- Prof. Robert Howe is co-principal investigator on a \$6 million grant from the U.S. Environmental Protection Agency to develop and test environmental indicators for the coastal and near-shore regions of the U.S. Great Lakes. The award is the largest ecological grant ever given by the EPA's Science to Achieve Results program and the study is one of the most ambitious ever attempted of the ecosystem in the 200,000 square-mile Great Lakes basin. (2001)
- UW-Green Bay Prof. John Katers wins a \$44,400 University of Wisconsin System Applied Research Grant to support research into an innovative installation that makes renewable energy from manure. The installation at the Tinedale Farm in Wrightstown, Wis., is the first of its kind for the dairy industry. (2001)
- UW-Green Bay initiates the annual Academic Excellence Symposium, a showcase of the best scholarly and creative work by students from all academic units. The student presenters use poster displays and other types of exhibits to present their research and creative work to students, faculty, staff and community members. (2002)
- A proposal written by UW-Green Bay Prof. Andrew Kersten to fund the Northeastern Wisconsin Teaching American History Program receives \$822,000 in funding from the U.S. Department of Education. The three-year grant provides funding for summer teacher seminars, visiting scholars and a variety of educational materials. (2002)
- UW-Green Bay receives a \$1.5 million grant from Arjo Wiggins Appleton LTD. to establish the Lower Fox River Watershed Monitoring Program, a multi-year program for assessing water quality and habitat in and around the Lower Fox River Watershed. The program will provide independent, high-quality data that can be used to make decisions to improve water quality and restore habitat. (2003)
- UW-Green Bay faculty members Michael Kraft and Troy Abel are awarded a three-year \$300,000 grant from the National Science Foundation to study how disclosure of environmental information affects community and corporate decision making. They will examine the federal Toxics Release Inventory and Census Bureau data for county, city and business patterns. (2003)

Academic Accomplishments

- Prof. Derryl Block, Nursing, is selected as a Robert Wood Johnson Executive Nurse Fellow, a national fellowship focused on leading the country's health-care system in the 21st century. Block is one of 20 nurses in executive leadership roles nationwide selected to participate in the three-year program. (2003)
- UW-Green Bay is chosen as a site for first and semifinal rounds of the Montreal International Czech and Slovak Music Competition. It marks the first time the competition has had a site in the United States. The initial rounds of the competition return to UW-Green Bay two years later. Competition finals are in Canada where the music competition was founded. (2003)
- A first book by UW-Green Bay faculty member Rebecca Meacham receives the prestigious 2004 Katherine Anne Porter Prize in Short Fiction from the University of North Texas Press. *Let's Do*, a collection of nine short stories, wins a cash prize and publication of the manuscript. *Let's Do* also is selected as a finalist for the Paterson Fiction Prize. (2004)
- Interdisciplinarity in Action, a new initiative that showcases interesting academic work and work that connects the campus and community, brings working professionals to UW-Green Bay to explain the connection between their education and career choices. (2004)
- Prof. Tim Meyer, Information and Computing Science, is named to the University's John P. Blair Endowed Chair in Communications. The chair, a special faculty position devoted to teaching and research in communications and the media, is the first endowed chair in UW-Green Bay's history. (2005)
- Northeastern Wisconsin leaders turn to UW-Green Bay Prof. Meir Russ to develop an "economic report card," a set of useful indicators for measuring the region's growth in the new economy. The effort is part of regional plans to pursue new-economy growth with an educated workforce, entrepreneurship and more readily available risk capital. (2005)
- A team of students enrolled in the UW-Green Bay Environmental Design Studio is among 65 university teams from across the country whose entries the U.S. Environmental Protection Agency judged "best student scientific designs for sustainability." The team wins a competitive \$10,000 grant from the EPA. The students exhibited their plan for the sustainability of the Baird Creek Watershed in eastern Brown County. (2005)
- UW-Green Bay and Northeast Wisconsin Technical College sign an agreement on a new General Studies Certificate program. The agreement enables NWTC students who have taken general studies courses that meet UW-Green Bay general education requirements to qualify for sophomore status at UW-Green Bay. The partnership is praised by Gov. Jim Doyle and state legislators from Northeastern Wisconsin. (2005)
- UW-Green Bay receives a \$150,000 grant from the U.S. State Department to fund the Journey to Jordan Institute, which sends U.S. high school students to Jordan for intensive Arabic language study and cultural activities. The program also strengthens UW-Green Bay's relationship with the University of Jordan. (2006)
- UW-Green Bay's Summer Camps program offers its first Grandparents' University, a shared learning experience for grandparents and their grandchildren. The new camp allows grandparents and children to explore a topic of interest in depth and to enjoy activities on the campus. It's the latest addition to UW-Green Bay's array of summer camp offerings. (2006)
- UW-Green Bay Prof. Harvey Kaye wins an Outstanding Achievement Award from the Wisconsin Library Association for his book *Thomas Paine and the Promise of America*. The book also receives a favorable review in *The New York Times* and is described by political commentator Bill Moyers as the "best political book of the year." (2006)
- UW-Green Bay Art Prof. Carol Emmons is selected to present an exhibition in the Watrous Gallery of the Wisconsin Academy of Sciences, Arts and Letters in Madison. The presentation was the last of the initial exhibits selected to inaugurate the gallery in Madison's new Overture Center for the Arts, and draws on both the architecture of the building and the site's history. (2006)
- UW-Green Bay faculty, staff and students play important roles in the development of the *Atlas of the Breeding Birds of Wisconsin*. The atlas is believed to be the largest natural history survey ever conducted in Wisconsin. UW-Green Bay Prof. Robert Howe initiated the project, served as co-editor of the atlas and wrote major portions of it. (2006)
- The University of Wisconsin System Board of Regents approves the First Nations Studies major at UW-Green Bay. The new program emphasizes the indigenous oral tradition as preserved and shared by tribal elders. First Nations Studies will emphasize the tribes of northeastern Wisconsin. (2007)
- UW-Green Bay signs an agreement with the British Institute of Florence, Italy, that will enable UW-Green Bay students, accompanied by a UW-Green Bay faculty member, to spend a semester studying at the renowned institute. Students may earn 17 credits in classes taught by the UW-Green Bay faculty member and faculty at the Institute, and cap the semester with further travel in Europe. The program begins in spring 2008. (2007)
- The UW Board of Regents approves the new Bachelor of Applied Studies at UW-Green Bay. The innovative new degree will make a UW-Green Bay education more accessible to the thousands of northeastern Wisconsin residents with technical college degrees. (2007)

Athletics

- Kevin Borseth succeeds Carol Hammerle as head coach of the UW-Green Bay Phoenix women's basketball team. Borseth, only the second coach in the history of the women's team, goes on to be named conference coach of the year seven times. (1998)
- The UW-Green Bay women's swimming and diving team wins conference titles in 1998, 2000, 2005, 2006 and 2007. Head Coach Jim Merner is named conference coach of the year five times. (1998-2007)
- UW-Green Bay joins forces with the Green Bay Packers to establish the Phoenix-Packers Steak Fry, a community fund-raising event for the UW-Green Bay Phoenix men's basketball program. The Steak Fry becomes one of the most successful fund-raising efforts for Phoenix Athletics. (2001)
- The UW-Green Bay women's basketball team wins the academic "national championship" by posting the highest cumulative grade-point average of any Division I program in the nation in a poll by the Women's Basketball Coaches Association. (2001)
- Kenneth R. Bothof, associate athletic director at Saint Louis University, is named UW-Green Bay director of intercollegiate athletics. Bothof, a former collegiate baseball and basketball player, comes to UW-Green Bay with extensive experience in fund raising, development, and radio and television contract negotiations. (2001)
- Tod Kowalczyk, an assistant coach at Marquette University, is named head coach of the UW-Green Bay men's basketball team. Kowalczyk, who was a high school basketball standout in nearby De Pere, consistently leads his teams to higher-than-predicted finishes in the Horizon League. (2001)
- The UW-Green Bay men's swimming and diving team wins the Horizon League title in 2002. Head Coach Jim Merner is named conference coach of the year. (2002)
- The UW-Green Bay volleyball team captures the Horizon League conference tournament championship and gains an automatic bid to the NCAA volleyball tournament. Head Coach Debbie Kirch is named regional coach of the year. (2003)
- UW-Green Bay initiates an annual ceremony to recognize student athletes with grade-point averages of 3.0 (B average) or higher. The ceremony also pays tribute to the role of faculty and staff in the academic success of student athletes. (2004)

- The UW-Green Bay softball team wins the Horizon League conference tournament championship and gains an automatic bid to the NCAA softball tournament. The team upsets Pac-10 champion Oregon State in regional competition before dropping tight contests to Oregon State and eventual College World Series participant DePaul. (2005)
- The UW-Green Bay women's basketball team captures national attention with its dominance of the Horizon League, numerous victories over teams from the Big 10 and other major conferences and consistent NCAA tournament appearances. In 2003, the team defeats Washington for the program's first-ever win in the NCAA tournament. In 2007, the team reaches new heights with the nation's longest winning streak. The Phoenix women again win an NCAA tournament game, defeating New Mexico. The team bows out of the tournament by losing to perennial national power Connecticut in a nationally televised game. Connecticut had to come from behind in the second half to win the game. (through 2007)
- The UW-Green Bay women's basketball team records its 30th consecutive winning season, the third longest streak of winning seasons in the country. Only perennial national powers Tennessee and Louisiana Tech have longer streaks. (2007)
- For the ninth consecutive year, UW-Green Bay has at least one student athlete named academic all-American by the College Sports Information Directors of America. (2007)
- The Phoenix Fund, a fund raising and support group for UW-Green Bay Phoenix Athletics, reaches new levels of success. With the help of more than 100 board members, community friends and staff members, pledges and collections for the 2006-07 annual fund drive approach \$400,000. (2007)
- The UW-Green Bay men's and women's tennis teams receive public recognition from the NCAA for posting Academic Progress Report (APR) scores that rank in the top 10 percent nationally in their individual sport for Division I. Both squads post perfect scores of 1,000 for each of the three years that the APR has been in existence. (2007)

Accreditation history reflects the University's maturation as an institution.

UW-GREEN BAY ACCREDITATION HISTORY

Accreditation at the Bachelor's Level, 1972

The initial North Central Association accreditation visit took place in 1972 in the fourth year of UW-Green Bay's operation. Comments provided by the review team reflected the fact that the institution was still very much in its infancy.

Major concerns raised by the visiting team included:

- The large number of junior faculty;
- The Liberal Education Seminars (LES), a 24-credit part of the General Education Program (the LES program was discontinued in 1978);
- A potential problem in the University's ability to adhere to the founding concepts of interdisciplinary "concentrations" as the organizing faculty units;
- Potential conflict between UW-Green Bay's role as a regional institution, and the demands of its distinctive educational philosophy and emphasis on interdisciplinary study;
- The level and types of financial resources called for by the academic plan, on the one hand, and the staffing, development plans, and achievements in raising money, on the other;
- Difficulty articulating what is meant by the terms "environment" and "ecology" and the degree to which UW-Green Bay's special mission, "interdisciplinary, problem-centered study of humans in their environments," should be emphasized.

Accreditation at the Master's Level, 1975

The introduction of a master's program, a substantive change in the institution's status, prompted the 1975 evaluation.

The Master of Environmental Arts and Sciences (MEAS) degree was approved by the UW System Board of Regents in Spring 1974. The degree featured a broad, interdisciplinary approach, flexibility in defining programs, and an environmental problem-solving orientation. The visiting team raised several concerns culminating in a request for a focused visit in 1978.

The 1975 concerns included:

- The title, scope and perception of the degree by students and faculty;
- The fact that vagueness of the degree requirements permitted students to plan programs that ranged from traditional disciplinary programs to broad non-focused programs;
- The heavy advising burden placed on faculty because of the high degree of individualization in the program.

Accreditation Visit, 1980

At the University's request, the scheduled focused visit for 1978 was changed to a comprehensive visit in 1980 to coincide with the fifth-year review of the master's program as mandated by the UW System Board of Regents. The 1980 visiting team found that the concerns raised by the 1972 visiting team had been addressed.

In particular, the team noted that:

- A revised system of All-University Requirements, capped by a Senior Seminar had been implemented in 1978 as the primary means of meeting the general-education requirements;
- Faculty members were well prepared in their disciplines and also had expertise in other areas to prepare them for interdisciplinary teaching;
- The University's commitment to an interdisciplinary approach and its special mission was a special strength.

Areas of concern raised by the 1980 visiting team included:

- The need for the University to maintain adequate strength both in numbers and in the relative balance of the units, especially in the concentrations, to maintain viability of the institution's special mission;
- A perception that there had been an excessive diversification of academic programs, which had contributed to proliferation of courses, infrequent scheduling of courses and relatively heavy faculty workloads.

The 1980 visiting team also expressed some concerns about the master's program. In the years since the 1975 visit, the graduate rules and regulations were clarified, admission standards and procedures strengthened, and changes in the title of the degree approved by the UW System. The team noted, however, that the scope of the degree and the inability of the institution to define the degree clearly was still a concern. Because a number of changes, including a request to change the name of the degree, were pending approval by UW System Administration, the team recommended a focused visit in 1983 to ascertain that the stated changes were accomplished.

Focused Accreditation Visit, Master's Program, 1983

The visiting team verified that the changes in progress at the time of the 1980 visit were accomplished. The team found the admissions standards to be rigorous and clearly stated. A requirement that students submit a degree plan during their first semester of enrollment was seen as leading to academically sound programs that were well focused and of high quality. The team found a program that was maturing and which addressed the concerns of the previous accreditation visits.

Comprehensive Review, 1988

The University underwent a comprehensive review for continued accreditation at the master's degree-granting level in March 1988.

Particular strengths noted by the review team included:

- Faculty who are well qualified in their disciplines and perceived by students as being accessible and committed to high-quality education;
- Highly motivated, serious students who are supportive of the University's mission;
- Academic support functions that are well organized, staffed by competent personnel and delivering high-quality service;
- A physical plant that is functional and well maintained;
- An advising system that is individualized, closely monitored and effective;
- The potential for the planned Center for the Performing Arts to open opportunities for linkages with the community.

The review team raised seven areas of concern. The team recommended that a focused evaluation be conducted during the 1991-92 academic year to review progress on the first four.

Concerns from 1988 report included these remarks:

- Academic organizational structure is ambiguous and unable to deal with resource allocation problems;
- Excessive diversification of courses and attendant scheduling and work-load issues have not been addressed;
- A tension remains between the interdisciplinary organizational structure and the enrollments in the academic disciplines;
- No planning process links University mission, goals and objectives with allocation of resources;
- The academic program review process had been suspended for three years;
- The large number of courses eligible to satisfy general-education requirements fails to provide a coherent general-education experience for students;
- There is no systematic assessment of student outcomes.

Advice from 1988 report included:

- Support the chancellor in affirmative action/equal opportunity efforts;
- Allocate additional resources to support research and faculty development;
- Increase external funding by creating incentives for grant seekers;
- Define requirements for disciplinary majors more tightly;
- Create linkages to the community to assure that programs are responsive to community need;
- Pay special attention to the University's special mission and market it accordingly;
- Consider increasing permitted credits-to-degree for physical activity courses;
- Consider defining the distinction between the B.A. and the B.S. degrees;
- Provide better maintenance support for teaching and research equipment.

Focused Evaluation, 1992

This evaluation resulted from recommendations of the 1988 review team.

Advice and suggestions resulting from the focused visit included:

- With changes in organizational structure came changes in communication networks. These must be evaluated to assure effective communication within the governance structure, particularly in the areas of planning and assessment;
- Planning should be more integrated into the life of the organization to increase faculty ownership in the planning process;
- Graduate education needs to receive more attention in the planning and budget process to ensure quality;
- Interdisciplinary programs need to be grounded in a substantive academic rationale and national reference point to assure that they are more than expressions of the interests of particular persons;
- Despite progress, there remain faculty who have too many preparations and who are teaching at the margins of their expertise in some areas;
- The general education program needs continued attention to provide a coherent breadth experience for students;
- No data exists on the extent to which the campus has addressed the issue of course proliferation;
- The campus budget formula has not fully addressed campus resource issues and needs to be further developed;
- The institution needs a more sophisticated database to monitor and manage the curriculum.

Comprehensive Review, 1997

UW-Green Bay received its first ten-year continuing accreditation following the 1997 comprehensive review. However, the Review Team recommended that a progress report be required on the use of assessment outcomes for the achievement of the University's announced academic mission. The progress report was due and subsequently submitted by February 1, 2001. The report was officially accepted by the Commission following its submission.

The Review Team identified thirteen strengths and encouraged continued good practice in the future including:

- A key strength of UW-Green Bay is its competent and productive faculty;
- The staff are committed to UW-Green Bay's mission and consumer-oriented in their actions;
- The students are a delight; they're on task, friendly, and greatly appreciative of the faculty and staff;
- The University has responded appropriately to concerns noted in the Team Report for the 1987-88 comprehensive visit;
- Key leaders of the region, particularly the Green Bay community, are strong supporters of the University;
- The administrative team is energetic, creative, and cohesive;
- The campus is unusually attractive and facilities are appropriately functional;
- The self-analysis included in the Self-Study Report reveals commendable candor; the Team agrees with the evaluations reported therein;
- Technology has infused all areas of operations and student computer labs strongly support teaching and learning;
- Community support has manifested itself in innovative strategies for securing student housing and a community-oriented theater;
- Student opinion validates the safety of the campus;
- The University leadership has shown creativity in obtaining new base funding, particularly in the Partnership for Learning Program;
- The Team appreciates the symbolic message of having the library at the heart of the campus.

Ten challenges were also identified in the Review Team Report, including:

- The classified and academic staffs are frustrated that their views and concerns seem to be unwanted in the shared governance processes;
- The Team is concerned that there is a lack of a specific plan for recruitment and retention of female and minority faculty and staff;
- The Team is concerned that the University apparently is not proactively responding to the changing minority demographics reportedly underway in Green Bay;
- It is the Team's view that the graduation rate is comparatively low for a comprehensive University with significant standards;
- It is not clear to the Team that institutional research is informing the campus decision making;
- As a matter of institutional integrity, mission and purposes should be articulated clearly and consistently in all public media;
- The shared governance structure is difficult to understand in that overlapping parallel processes exist;
- Incongruence exists in institutional behavior, culture and relationships with respect to the centrality of interdisciplinary degree programs;
- The institutional assessment plan was approved by NCA just last year and the Team was unable, at this time, to assure itself that assessment of student academic achievement will guide significant change in the teaching and learning environment;
- Representatives of all categories of workers on campus self-report considerable stress from heavy workloads.



Chapter 2

CRITERION 1



Mission
and Integrity

Chapter 2

Criterion 1: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Overview

Despite being one of the youngest comprehensive institutions in the University of Wisconsin System, UW-Green Bay is now a well-established community partner focused on its mission to serve the educational, cultural and economic needs of the northeastern Wisconsin region. Central to the institution's mission is the concept of interdisciplinarity, which serves as the foundation of a distinctive academic plan and an academic program structure that emphasizes solving real-world problems. True to its mission, UW-Green Bay faculty, staff and students constantly strive to make "connections" in multiple contexts and ways. The University's administrative and governance structures also have been designed to facilitate and enhance everyone's ability to collectively contribute to fulfilling the University's mission.

UW-Green Bay Has Three Missions

Three complementary mission statements guide the University of Wisconsin-Green Bay. As part of the University of Wisconsin System, it operates under the system mission, and as one of the cluster of comprehensive institutions within the system it shares that group's core mission. Finally, UW-Green Bay has its own select mission. All three missions determine the institution's character and purposes.

The System Mission

The University of Wisconsin System Board of Regents approved this mission statement in 1974:

"The mission of this System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and human sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose. Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the System is the search for truth."

Core Component 1a:

The organization's mission documents are clear and articulate publicly the organization's commitments.

The Core Mission

The core mission for nondoctoral-granting four-year institutions in Wisconsin was adopted by the University of Wisconsin System Board of Regents in 1988. It states:

“As institutions in the University Cluster of the University of Wisconsin System, the University of Wisconsin-Green Bay, University of Wisconsin-La Crosse, University of Wisconsin-Oshkosh, University of Wisconsin-Parkside, University of Wisconsin-Platteville, University of Wisconsin-River Falls, University of Wisconsin-Stevens Point, University of Wisconsin-Stout, University of Wisconsin-Superior, University of Wisconsin-Whitewater share the following core mission. Within the approved differentiation stated in their select missions, each university in the Cluster shall:

- a). Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.
- b). Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and through university sponsored cultural, recreational and extra-curricular programs.
- c). Offer a core of liberal studies that supports university degrees in the arts, letters, and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.
- d). Offer a program of pre-professional curricular offerings consistent with the university’s mission.
- e). Expect scholarly activity, including research, scholarship and creative endeavor, that support its programs at the associate and baccalaureate level, its selected graduate programs, and its approved mission statement.
- f). Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
- g). Participate in inter-institutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.
- h). Serve the needs of women, minority, disadvantaged, disabled, and non-traditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.
- i). Support activities designed to promote the economic development of the state.”

The Select Mission

UW-Green Bay’s original select mission was adopted in 1972. The University’s mission has been reviewed and its statement revised twice since — once in 1988 and again recently. In fall 2006, the Steering Committee charged with conducting this self-study and several of its working groups proposed that it was time the select mission once again be critically reviewed. After input from dozens of faculty and staff members, the Steering Committee drafted a revised statement that was distributed campuswide for comment. The institution’s primary governance groups also reviewed it and the statement was approved by the Faculty Senate in spring 2007. A values statement elaborates upon the mission statement.

The Mission:

“The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and to address complex issues in a multicultural and evolving world. The University enriches the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource.”

Our Values:

“UW-Green Bay shares with much of public higher education commitments to excellence in teaching and learning, access, free inquiry, service, scholarship, integrity, and accountability, but our select mission leads us to value a commitment to connecting learning to life. Our curriculum focuses on connecting different disciplines and perspectives and on connecting expertise to problems. Our teaching strategies connect the classroom to learning beyond it with co-curricular, travel, and professional practice experiences. We value building a diverse and inclusive educational community for our students and connecting it to existing communities of alumni, friends and those in the region we serve. We value connecting with other institutions in the region and around the globe in partnerships and inter-institutional relationships. We value connecting the present to the future in our commitments both to environmental sustainability and to lifelong learning.”

‘Connecting Learning to Life’

The phrase “Connecting learning to life” is the most visible and frequently iterated encapsulation of what the University is about. It augments the mission statement. Early in his tenure at UW-Green Bay and while he was conducting his own environmental scan of campus and community, Chancellor Bruce Shepard appointed a Marketing Council and charged it with developing a clear and consistent message to broaden public understanding of what it means to be part of UW-Green Bay. Adopted in 2002, the phrase “Connecting learning to life” resulted from the Council’s work. The phrase or tagline communicates many values in the

the classroom to what happens outside the classroom; connecting UW-Green Bay to the region and the world; and communicating the difficult-to-communicate concept of interdisciplinary education. “Connecting learning to life” has become the commonly used catchphrase to describe what goes on at UW-Green Bay. University officers and faculty and staff use it as a descriptor both off campus and on campus. The phrase is highly visible on University print communications, on its website, on display banners and backdrops, and even suspended from campus light standards. Divisions with significant community constituencies especially make use of it: Outreach and Adult Access even uses the phrase in its newspaper, magazine and web advertising. A “Connecting learning to life” link (<http://www.uwgb.edu/connect/>) on the UW-Green Bay website leads to a listing of faculty, staff and student activities that “connect.”

Diversity Begins with the Mission

The University’s commitment to diversity begins with its mission statements quoted previously in Core Component 1a.

Core Component 1b:

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

At the institutional level, the Academic Affairs Planning Committee led by the provost and vice chancellor for academic affairs has prepared a vision statement that explicitly refers to responding to diverse needs: “UW-Green Bay’s community of faculty, staff, and students will be resourceful and responsive in anticipating and meeting the educational needs of our diverse region in an ever-changing world. We will connect learning to life by offering innovative, high-quality programs and services to promote the lifelong learning, critical thinking, and practical problem solving needed for a healthy and sustainable community, environment, and economy.”

The University has actively participated in the UW System’s ongoing Design for Diversity initiative, Plan 2008: Educational Quality through Racial and Ethnic Diversity, with its own ten-year UW-Green Bay Campus Plan 2008. Plan 2008 sets goals aimed at changing the face of the University, provides goals and action steps to assure diversity in the student experience, and invites the state, the UW System and local community organizations to join with the University in building partnerships for a multicultural community. Plan 2008 led directly to formation of the Chancellor’s Advisory Council on Diversity, a community-based body that advises and recommends to the University’s top officer. Initiatives responding to Plan 2008 are exemplified by the Admissions Office’s Opportunity Knocks program that encourages and arranges visits to campus by high school students of color from across the state, and a new Red Carpet Tours program for local students of color.

Internal advisory groups dealing with diversity include the Chancellor’s Advisory Council on Equality for Women; the International Education Council and the Committee on Individuals with Disabilities, both of which advise the provost; and the Campus Life Diversity Task Force. A Campus Community-Building Council now in formative stages will be concerned with campus morale issues.

Mission statements of several academic units and areas within the Student Affairs and Outreach and Adult Access divisions include diversity as a value. Policies such as the readily available Affirmative Action Policy support diversity. These mission statements and policies are the foundation for campuswide and student organizations, and various initiatives that represent a spectrum of diversity concerns. The Office of Student Life supports diversity with an annual campaign giving away free “Hate-Free Zone” mini-posters.

The American Intercultural Center supports student groups with African-American, Native American, Hispanic, and Southeast Asian concerns, and welcomes the campus as a whole to its activities.

The University is addressing diversity through language by offering free Spanish language classes to members of its staff and posting wayfinding signs in the Student Services area in the Hmong, Spanish, Oneida, and Menominee languages.

Phuture Phoenix Is a Response to Mission

The UW-Green Bay Phuture Phoenix program aims to encourage at-risk youngsters to stay in school, graduate from high school, and attend college. It was founded in 2003 by volunteers Cyndie Shepard, an educator and wife of Chancellor Shepard, and Ginny Riopelle, co-chair of the University’s capital campaign, who based the idea on research indicating that attitudes about higher education begin at about fifth-grade level. Phuture Phoenix started in 2003 with 500 participants; 1,000 students entered the program in 2006. The program targets fifth graders from schools with high percentages of students from low-income families. Parents and teachers are involved along with the students.

The fifth graders start by spending an active day in the fall exploring the UW-Green Bay campus with the guidance of UW-Green Bay student mentors. The plan is for UW-Green Bay students to continue to mentor the Phuture Phoenix through twelfth grade.

Some 360 UW-Green Bay students volunteered for Phuture Phoenix in 2006-07. The college-age mentors serve as positive role models to the younger students and gain valuable experience for their own future careers in working with precollege-age youth. In fall 2006, Shepard started teaching a Phuture Phoenix class in the Education professional program focused on “teacher disposition,” or how modeling and mentoring are integral components of being a quality teacher.

Initially the program was funded through private donations. Early in 2007, Phuture Phoenix became more closely tied to UW-Green Bay when the Institute for Learning Partnership at UW-Green Bay, a collaborative effort involving multiple community partners, took over administrative responsibility for the program. Beginning in fall 2007, integration of the program will continue when it receives limited general purpose revenue support.

Phuture Phoenix was recognized for innovative practices for diversity in 2004 with the first Ann Lydecker Award for Education given by the Wisconsin Office of State Employment Relations and the State Council on Affirmative Action. Gov. Jim Doyle has called the program a role model for the Wisconsin Covenant, a new state plan to increase access to a University of Wisconsin education.

The Learning Program Aids Diversity

The University has taken recent steps to increase emphasis on diversity in the curriculum and through other learning opportunities — locales where students are most likely to experience it. Many of these also provide new intercultural and international experiences for faculty and staff.

Actions include:

- Creating a major in First Nations Studies which formerly offered a minor only;
- Increasing focus on international education by appointing a full-time director in the International Education Office;
- Creating a new standing committee, the International Education Council;
- Developing courses in Hmong and Arabic languages and culture;
- Creating a Hmong Studies Center that sponsors classes on Hmong language and culture, guest lectures, and other initiatives;
- Developing an interdisciplinary minor in Global Studies;
- Creating faculty exchanges involving scholars from Pakistan and Jordan;
- Signing a memorandum of understanding with the University of Jordan for educational and cultural cooperation and sharing of ideas, opportunities and resources;
- Entering into a cooperative agreement with the British Institute of Florence to offer semester-abroad opportunities beginning in spring 2008;
- Developing and maintaining international education offerings including short-term summer immersion in Guatemala, Spain, and Germany; travel courses to Ecuador, Costa Rica, Slovakia, India, Italy, and Peru; and semester or yearlong travel to Denmark, Germany, Italy, Mexico, The Netherlands, Spain, France, and New Zealand.

In addition, the University entered into a collaborative International Visiting Scholars Program agreement with near-by St. Norbert College that brings scholars from developing countries to Green Bay to the benefit of the visiting scholars, constituents on both campuses and the larger community.

Activities and Organizations Add Diverse Voices

Campus organizations such as the Safe Ally Program, aimed at creating an environment for open discussion of sexual orientation issues; various language clubs; Black Student Union; Intertribal Student Council; Organización Latino Americana; Southeast Asian Student Union; and the Straight and Gay Alliance support diversity.

Popular events including the Multicultural Fair, the UW-Green Bay Powwow, Kwanzaa celebrations, the Human Mosaic series, and the annual International Dinner — the latter the longest continually running student event on campus — bring community members to campus. The April 2007 Powwow brought more than 700 attendees from across Wisconsin and out-of-state to campus.

The Mission Underlies Planning

The mission is the foundation for planning at UW-Green Bay. Initiatives of the past five years that promote shared understanding of the institution's mission and bring its actions into closer alignment with the mission include:

- In 2002, Chancellor Shepard issued “Educating the Chancellor,” the results of his own environmental scan after months of discussion with campus and community leaders, in which he articulated the public's perception of the institution's mission and strategic direction.
- In 2002, the working charge, “Connecting learning to life,” was adopted as a simple, memorable and understandable reminder of the institution's mission and strategic direction.
- In 2004, the Faculty Senate affirmed the faculty's commitment to interdisciplinary study as a core component of the institution's General Education Program.
- In 2004, the provost formed the Academic Affairs Planning Committee to promote integrated strategic planning to guide decision making, resource allocation, and activity coordination within that area. One of its first actions was to develop the institution's vision statement.
- In 2004, the provost elevated the role and responsibilities of the University's outreach functions to better connect with the community and region. The director's position now reports directly to the provost and carries the title of associate provost for outreach and adult access.

Core Component 1c:
Understanding of and support for the mission pervade the organization.

- In 2005, the institution’s plan for addressing diversity, Plan 2008: Phase II, was published. It is incorporated into the Academic Affairs Strategic Plan and the chancellor’s planning directions.
- In 2006, the Academic Affairs Strategic Plan was released. It includes and supports the mission and its action plan includes administrative responsibility for each action and identifies performance indicators.
- In 2006, a freshman seminar pilot program was initiated that includes content to explicitly orient new students to the concept of interdisciplinary study. Results of the pilot have led to expansion of the interdisciplinary seminars.

In addition, at the beginning of each academic year the chancellor challenges faculty and staff to consider a particular mission-related challenge in the coming year.

Interdisciplinarity Is Re-examined and Revitalized

A number of initiatives in the past ten years illustrate the extent to which interdisciplinarity has been reexamined and revitalized at UW-Green Bay.

- In 2000 the General Studies program for nontraditional students was significantly modified and renamed Interdisciplinary Studies.
- In 2002 the University received a grant from the UW System Office of Professional and Instructional Development (OPID) to support research on the scholarship of teaching and learning. An on-campus conference was held in January 2003 to stimulate discussion of possible research topics. Proposals were solicited from faculty and staff for chapters to appear in an edited manuscript entitled “Teaching and Learning from an Interdisciplinary Perspective: The UW-Green Bay Experience.”
- In 2004, the Dean of Liberal Arts and Sciences Office implemented a new initiative called Interdisciplinarity in Action that recognizes interdisciplinary programs, promotes workshops on interdisciplinarity and attempts through its website to stimulate discussion of concept.
- In the 2006 spring semester, the Dean of Liberal Arts and Sciences Office created a group of interdisciplinary book clubs. The goal was to foster a stronger sense of interdisciplinarity in teaching through regular group discussion of select works noted for the educational significance of their key themes.
- Intensive conversations about the meaning of interdisciplinarity have been held in the University Committee and in the General Education Council. The latter is addressing the need for an interdisciplinary component in proposed revisions of the University’s general-education requirements.

Programs Tie to Mission

Assessed by program descriptions in the 2006-07 *Undergraduate Catalog*, many major and minor programs directly tie their offerings to one or more components of the University’s mission statement. Programs not making explicit ties to components of the mission generally do so indirectly, by citing laboratory or inquiry experiences, or to skills necessary for lifelong learning in a changing field or society.

UW-Green Bay has not formally assessed whether constituent groups understand the mission statements, but it has asked several groups how they value various elements of the mission and how well the institution is living up to them. The principal instruments are the Graduating Senior Survey, administered to graduating students; the Alumni Survey, administered to graduates three years after degree completion; and a Faculty Survey, devised by the Higher Education Research Institute at UCLA, administered in the winter of 2005.

These surveys indicate that faculty and alumni strongly value key components of the mission such as interdisciplinarity, problem focus and critical thinking, but that support of graduating seniors is a bit weaker. The perceptions of these groups as to how well the University is delivering on its mission are treated in the following chapter.

Mission Leads to Unique Structure

The distinctive expression of the University’s select mission is the organization of its academic programs into interdisciplinary units. Resources are allocated, faculty are hired and evaluated, and curriculum decisions are made within 13 interdisciplinary units: Business Administration, Communication and the Arts, Education, Human Biology, Human Development, Humanistic Studies, Information and Computing Sciences, Natural and Applied Sciences, Nursing, Public and Environmental Affairs, Social Change and Development, Social Work, and Urban and Regional Studies. Organization of the academic program is outlined more fully in Chapter One.

Within each interdisciplinary academic budget unit, tenured faculty members form the executive committee and have primary responsibility for curriculum, personnel and budget. A chairperson manages the unit but the executive committee makes decisions on personnel, curriculum and budget. Disciplinary and other academic units depend on resources — both personnel and financial — allocated to the interdisciplinary units. Representation in Faculty Senate, the representative body for faculty governance, is by interdisciplinary budgetary unit.

Core Component 1d:
The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Statutes Provide for Shared Governance

UW-Green Bay is guided by Wisconsin Statutes that provide for shared governance of the University. The Board of Regents, appointed by the governor, oversees the entire University of Wisconsin System and appoints and directs the president of the system to carry out board policies. Statutes provide that the system president also is “president of all the faculties” and is responsible for governance of the various universities. Each institution’s chancellor is the executive head of the faculty on that campus and administers policies of the Board of Regents at the direction of the president. The chancellor governs “in consultation with” the faculty. The faculty is charged with “immediate governance” with primary responsibility for academic and educational activities and faculty personnel matters subject to the responsibilities and powers of the Board of Regents, the president and the chancellor. The academic staff “shall be active participants” in the immediate governance of the institution with responsibility for policies and procedures concerning academic staff members. The statutes also provide that students are active participants in governance of the institution. In addition, students “in consultation with the chancellor and subject to the final confirmation of the board,” have responsibility for allocating student fee monies. Each of the three groups — faculty, academic staff and students — may organize themselves as they see fit.

Thus the statutes establish the legal mandate for shared governance and define the various roles of each governance element when faculty, staff and students share in the governance tasks. A description of the governance responsibilities of these three groups and the committee structure that is used to conduct University business appears in Chapter One and in Appendix D.

Faculty, Staff and Students Share in Governance

Faculty governance rests in a Faculty Senate that represents the entire faculty in all academic matters “not within the jurisdiction of a single academic unit.” The University Committee serves as its executive committee. The relationship of faculty governance to academic programs is codified in a “Faculty Governance Handbook.” Academic staff governance is through an elected Academic Staff Committee that has jurisdiction over matters specific to the academic staff. Academic staff members also serve on many all-University committees. The Classified Staff Advisory Council is not a governance group, but primarily serves to promote education, training and communication among staff. However, it will serve in an advisory capacity when called upon by an officer of the institution.

The Student Government Association (SGA) represents all registered students. It has an executive branch, a judicial branch and a legislative branch. The latter is comprised of Student Senate, the Residence Hall and Apartment Association, and eight standing committees. The Student Senate annually approves via its Segregated University Fee Allocation Committee student segregated fees covering auxiliary operations (University Union, Student Life, Health and Counseling Services, Athletics, and Intramurals), capital projects (such as the Kress Events Center and Union expansion), and student organizations. Students are active in shared governance as a whole and student representatives serve on many codified faculty committees.

Advisers Address Institutional Issues

For institutional issues beyond the statutory scope of faculty, staff or student governance, UW-Green Bay has in place advisory groups that work with the chancellor and provost. These include the Chancellor’s Cabinet, the Administrative Forum and the new Campus Sustainability Committee.

The Cabinet includes the provost and vice chancellor for academic affairs, vice chancellor for business and finance, assistant chancellor for university advancement, university counsel, dean of liberal arts and sciences, dean of professional and graduate studies, associate provost for student affairs/dean of students, chair of the Faculty University Committee, chair of the Academic Staff Committee, and president of the Student Government Association. The associate provost for outreach and adult access, the chief information officer and the director of inter-collegiate athletics attend at will.

The Administrative Forum is a gathering of members of the Chancellor’s Cabinet, deans, directors, and academic program chairs, and meets as needed. It is not a decision-making body, but acts as a sounding board and a means of intra-institution communication. The provost and vice chancellor for academic affairs sets the agenda for each meeting and facilitates discussion.

The new Campus Sustainability Committee has conducted a survey of campus practices to identify priorities. It will create appropriate task forces to address any issues identified in the survey and any emerging issues, determine the impact of the state’s new sustainable building practices guidelines on UW-Green Bay, and remain aware of the work of national organizations on sustainability in higher education. Impetus for the committee came from the process of developing the University’s new Master Plan.

The vice chancellor for business and finance provides leadership in developing and coordinating internal strategic budgeting processes. He is assisted by other area leaders, the provost and vice chancellor for academic affairs and the assistant chancellor for university advancement, as well as by members of his staff.

Core Component 1e: Integrity Is Based on Mission and Laws

The organization upholds and protects its integrity.

Its mission and its adherence to federal, state and local laws are the foundation for UW-Green Bay's integrity. University officers and staff members are dedicated to ensuring that it operates in a responsible manner. Many offices and departments are responsible for upholding statutes and laws in their areas of responsibility and the University supports staff training to help them meet those obligations. Among those efforts are on-campus information and training workshops presented by legal counsel and other staff members on topics such as privacy issues, labor relations, affirmative action, disability awareness, policies and procedures, legal issues, and many others.

Clearly stated and publicly available policies exist that describe issues including fairness and equity in hiring, the search and screen process, the tenure process, the merit review process, course approval processes, title change and career progression processes, processes for student complaints and grievances, employment-related complaint processes, and others. The dean of students maintains a Civility and Tolerance Statement for students, and a statement on Rights and Responsibilities jointly developed by faculty, staff and students. All of these materials are readily available in various formats, including on the University's website.

Statements upholding the University's integrity are found throughout materials published in print or on the web and addressed to on- and off-campus constituents. These include academic catalogs; prospective student materials; the online alumni newsletter; handbooks for faculty, academic staff, and classified staff; the *Inside UW-Green Bay* magazine; the *Chancellor's FYI* newsletter; the *LOG* in-house online newsletter; publications announcing various programming and outreach efforts; and many others.

Links on the University's website lead to several documents in which the University's integrity is an integral theme. These include the chancellor's website and his "Educating the Chancellor" document, a website devoted to "Connecting learning to life," and the provost's website that includes pages for an "Expectations for Learning" document and Campus Diversity Plan 2008.

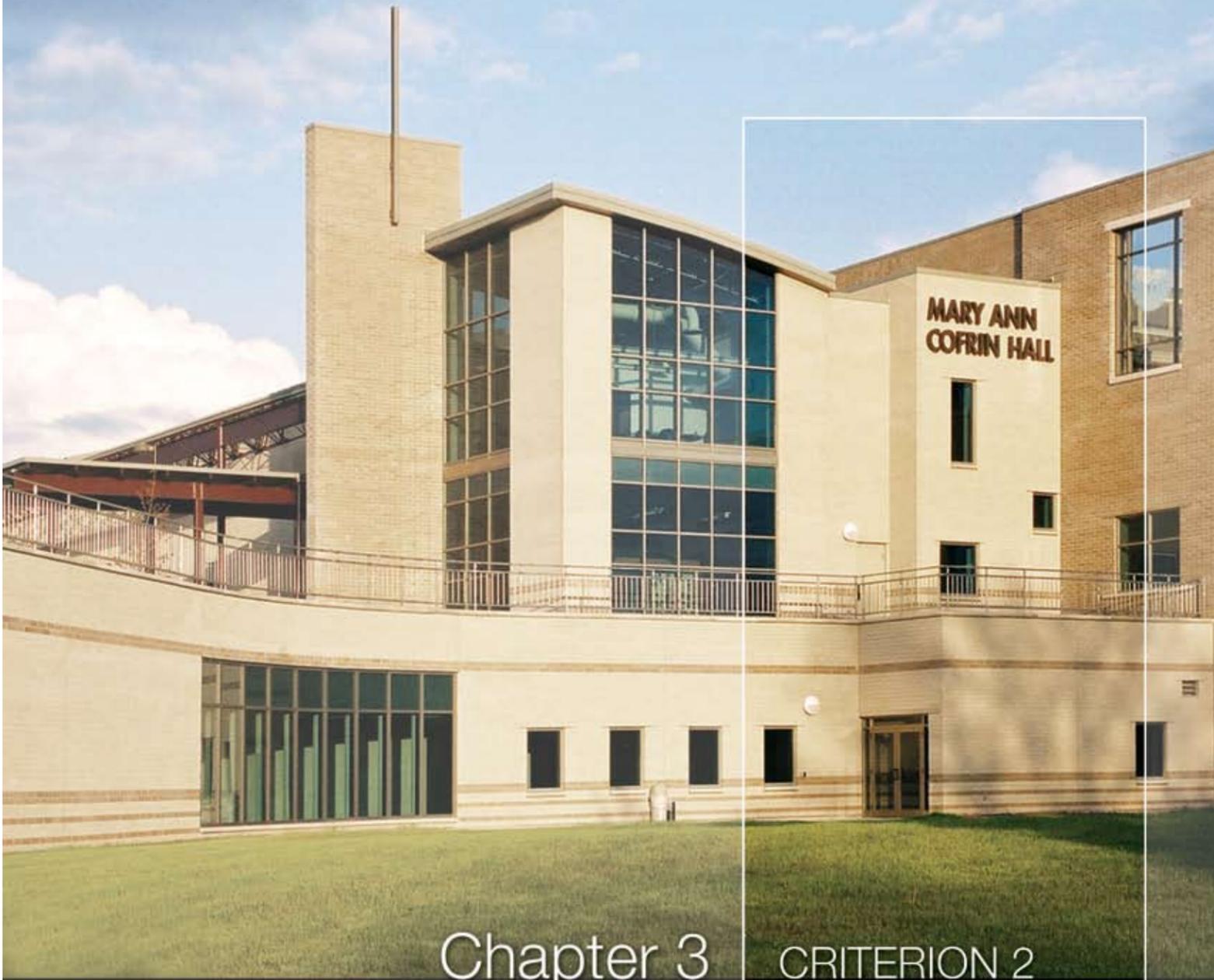
A major "voice" for the University's integrity is the collective voice of Chancellor Shepard, other University officers, faculty, staff and students as they talk about UW-Green Bay in the community and demonstrate its values with their actions. Chancellor Shepard is highly active in this regard. Among those voices are the University's communicators who work with area media outlets in a professional manner and with integrity. Their efforts have resulted in extensive press coverage of institutional initiatives, achievements and activities. That coverage conveys the University's values to a large external public. UW-Green Bay has been the subject of a number of supportive editorials in the *Green Bay Press-Gazette*, the region's largest and most influential newspaper. The chancellor has been invited to write op-ed columns, and faculty and staff members often contribute guest columns and serve as expert resources for area media outlets.

As described previously in this chapter and in Chapter One, opportunity exists at UW-Green Bay for broad participation in governance and the life of the campus. Most official meetings are posted and open, and the secretary of the faculty and academic staff website "shines the sun" on committee actions by posting their minutes on its website.

Reports to System Uphold Integrity

Two documents allow the University to report on its integrity to the UW System. The University's annual report of its most significant achievements for the previous year goes to UW System administration and the Board of Regents. Copies also are distributed to stakeholders in the region and community and on campus.

The University's annual accountability report, "Achieving Excellence at UW-Green Bay," is part of a UW System effort to track progress on four accountability goals: access, providing services that facilitate success, creating an environment that fosters learning and personal growth, and using resources effectively and efficiently. In it, the University reports on specific measures tied to its core and select missions.



Chapter 3

CRITERION 2



Preparing
for the Future

KEY FINDINGS

Criterion 1: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

The select mission is enthusiastically supported and valued by the University’s constituencies.

Evidence gathered through the self-study indicates that UW-Green Bay’s select mission is supported and highly valued by faculty, staff and students. Two of its core components, interdisciplinarity and problem focus, remain at the heart of the institution’s curricula. A recent review and subsequent modification of the select mission statement reaffirmed the institution’s values and helped create a renewed interest in how the major concepts expressed in the mission are reflected in the institution’s organization, curricula, planning and priority setting. A recent community hearing moderated by a member of the UW System Board of Regents further affirmed the community’s support for the University’s mission. Finally, the value of diversity in fulfilling the University’s mission is exemplified by highly visible on-going projects and special initiatives, most notably the award winning Phuture Phoenix.

Interdisciplinarity remains at the heart of the institution’s mission.

The definition of the term “interdisciplinarity” continues to be the subject of considerable campus discussion. While it has proved to be a difficult concept to succinctly define and communicate to potential students and members of the community, the phrase “Connecting learning to life” has helped to make the concept operational. Faculty, staff and even students can readily cite examples of how it manifests itself in the institution’s academic program organization, faculty development opportunities and scholarship of teaching and learning, or in the curriculum.

Interdependence of governance groups is not always clearly understood.

The basic governance responsibilities of faculty, staff and students are established by state statute but the interdependence of these three governance structures is neither clearly identified nor widely understood throughout campus. Each governance group has established its own set of codified rules and procedures for carrying out its governance responsibilities. What remains to be addressed, however, is how these three groups can work more effectively together to advance the interests of the institution and fulfill its mission.

Chapter 3

Criterion 2: Preparing for the Future

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Overview

Institutional planning and actions since the arrival of Chancellor Shepard have focused on preparing for enrollment growth and a strong emphasis on initiatives to serve the needs of an increasingly diverse Northeast Wisconsin population. Reductions in general purpose revenue from the state over the past three biennia have resulted in a shift in funding sources toward more tuition and self-generated revenue to fund major building efforts and expand programs and services. A successful capital campaign, careful planning, and alignment of resources with the institution’s most pressing needs have maintained and strengthened institutional quality. The institution’s plan for the future — the Growth Agenda — calls for a significant infusion of state funds to hire new faculty and staff to support a 50 percent increase in the student population by the year 2017. A comprehensive evaluation and assessment plan has been implemented and a concerted effort made to use results for ongoing institutional improvement. Strategic planning initiatives are grounded in the institution’s mission with an emphasis on “Connecting learning to life” through special initiatives focused on diversity.

‘Educating the Chancellor’ Sets the Agenda

One of Chancellor Shepard’s first acts when he agreed to accept leadership at UW-Green Bay was to begin an environmental scan of campus and community and a SWOT analysis, meeting with hundreds of University and community members in the process. In his summary of results, “Educating the Chancellor,” circulated in July 2002, he reported hearing three major themes: The primacy of engagement dating back to the institution’s earliest roots as an institution dedicated to what was then called “communiversity,” the necessity for excellence across the board, and confirmation that UW-Green Bay’s idea of a connected education that prepares students for a lifetime is more relevant than ever.

Core Component 2a:

The organization realistically prepares for a future shaped by multiple societal and economic trends.

His strategies for achieving institutional aspirations in those three areas outlined an action agenda including:

- Creating “high-impact” initial engagement and academic advising for students,
- Reviewing and revising general education,
- Establishing programs to serve the region and allow for funded enrollment growth,
- Engaging surrounding communities to an even greater degree,
- Creating a more diverse faculty, staff, and student body,
- Increasing international influences on campus,
- Launching a capital campaign,
- Developing a new campus master plan,
- Planning for University Union, Sports Complex/Events Center, and Cofrin Library projects and completing the Laboratory Sciences Building and residence halls projects,
- Investigating on-campus child care options and monitoring progress on recommendations of the Report on Equality for Women,
- Integrating strategic budget and planning processes.

Growth Agenda Relates Directly to Region

The Growth Agenda that emerged as a major initiative from those action plans proposes to increase UW-Green Bay enrollment from about 5,500 full-time-equivalent students presently to 7,500 by 2017. The agenda is a response to growth and economic transition in northeastern Wisconsin, societal changes that have brought greater diversity to the region and the resulting strong demand for a UW-Green Bay education.

Green Bay, Brown County and the northeastern Wisconsin region are undergoing rapid change. From 1990 to 2000, Green Bay had the second highest growth rate of any Wisconsin city. A survey conducted by the Green Bay Area Chamber of Commerce for the period shows that the greatest percentage of population increase was among minorities: For Hispanics it was 103 percent. At the present rate of minority population growth, the majority enrollment by 2015 in Green Bay district public schools is expected to represent minority students. U.S. Census Bureau figures show a 7.6 percent increase in “nonwhite” population in Brown County between 1990 and 2005.

Despite population growth, the number of residents in the region with bachelor’s or higher degrees lags. U.S. Census Bureau data for 2005 shows the percentage of those over age 25 with bachelor’s or higher degrees in the recently identified 18-county NEW North economic region surrounding Green Bay stands at 19.6 percent, well below comparable educational attainment for Wisconsin (25 percent) or the U.S. as a whole (27.2 percent). Brown County alone fares better statistically at 26.4 percent, but the figure for the city of Green Bay within the county is only 19.3 percent.

A recently published “Northeast Wisconsin Economic Opportunity Study” commissioned by two regional Workforce Development boards concluded that the NEW North area is falling behind the state and nation in per capita income. In 2001, per capita income in the 17 counties surrounding Brown County was 82 percent of U.S. average and 84 percent of Wisconsin average. The reason: The region is anchored in an “old” economy tied to mature manufacturing and agricultural commodity production, rather than the “new” economy driven by “brain power, innovation and entrepreneurship.”

The study identifies education as the key to an improved regional economy and calls for more citizens with bachelor’s degrees and more opportunities for lifelong learning. UW-Green Bay’s Growth Agenda responds to that call.

In the present budget cycle, the University has requested \$2,229,500 in additional state support to increase enrollment by 70 head-count undergraduate students in 2007-09 and provide the base to increase enrollment by 195 more undergraduates by 2009-10. The move is the first of three biennial requests that would allow the University to increase student population by approximately 2,100 by 2016-17 to meet growing demands for access to a university education in northeastern Wisconsin. The growth would come from increases in new freshmen and transfer students and more access to high-demand programs. The expansion would be efficient because more students could be supported on the existing foundation without accruing more indirect support costs.

Academic Affairs Is Planning for Growth

The provost formed an Academic Affairs Planning Committee in 2004 to plan for the future across the six budget divisions in her area of responsibility, including Liberal Arts and Sciences, Professional and Graduate Programs, Student Affairs, Outreach and Adult Access, Information Services, and the Provost’s Office. The 15-member committee adopted a vision statement acknowledging the educational needs of the diverse region and its goal to “connect learning to life by offering innovative, high-quality programs and services to promote the lifelong learning, critical thinking and practical problem solving needed for a healthy and sustainable community, environment and economy.” The strategic plan includes specific goals, strategies, actions, and performance indicators for the academic affairs areas for 2006-09 that the committee will review annually.

The provost also established a Comprehensive Program Review Committee in 2006 to carry out a review of each individual academic program in terms of a common set of characteristics. These include history, development and expectations; external and internal demands; quality of inputs, processes and outcomes; size, scope and productivity; revenue and other resources generated; costs and other associated expenses; impact, justification and overall essential nature; and opportunity analysis. The committee was asked to rank existing academic programs according to high, medium or low priority, and recommend an appropriate, prioritized program array. It further was asked for recommendations that would allow strategic improvements both with and without new resources, and to develop criteria that can be used to set priorities and guide resource allocation across academic programs. The committee has submitted its recommendations to the provost and is gathering responses from academic unit chairs to submit as additional information.

New Master Plan Is Ready for Growth

UW-Green Bay revised its campus Master Plan in 2005 to allow for the possibility for growth. Up to that time, the University had been guided by the original plan developed in 1968. The new plan was developed over the course of a year with input from faculty, staff, students, community members, county and city planners, and others. In addition to growth, the plan attempts to recognize key elements of the University's identity — among them the environmental ethic present since the institution's founding — and the nature of physical campus interconnections.

Primary issues addressed in the plan include circulation and wayfinding, parking, opportunities for new buildings, connections with the community, and sustainability. All are addressed with an eye toward carrying capacity: How can the campus grow to 7,500 students while maintaining key elements of its physical identity, and meeting existing challenges and preparing for those in the future?

Plans and Milestones Exist for Diversity

As noted in Chapter Two, UW-Green Bay participates in the UW System diversity initiative, generally referred to as Plan 2008. The UW-Green Bay plan, begun in 1998, addresses recruitment, retention, cultural awareness program development, staffing, hiring procedures, alumni and community involvement, scholarship program development, personal and cultural support and advocacy, and training and professional development. Progress was evaluated in 2004 with goals established for Phase II of its implementation. A preliminary analysis of access and outcome data led to a more in-depth equity analysis study.

Progress in increasing the numerical representation of students of color has been uneven but steady. With 6.9 percent students of color, the freshman class of 2006 is the most diverse in the University's history. Total enrollment of undergraduate students of color has grown from 167 in 1988 (3.3 percent of total) to 359 in 2006.

The study of equity of educational outcomes for underrepresented students also is part of a UW System initiative. The provost convened a campus Equity Analysis Project Team in 2006 to examine outcomes for UW-Green Bay. They found that:

- Students of color proceed through steps of the admissions process at lower rates than white students. The biggest difference is in completing the application.
- Students of color are less likely to have a second-term grade point average sufficient to enter all majors.
- Fewer students of color earn at least a BC in gateway courses.
- Retention rates of freshman students of color are lower than for majority students.
- Students of color are less likely to graduate in six years, and the gap between them and white students has increased over the past eight years.
- Students of color are overrepresented among students with less than a 2.0 grade point average and are less likely to participate in competitive student scholarship activities.
- Diversity among University employees exceeds diversity among students.

The results led to three action decisions: A greater focus on recruiting multicultural students in the northeastern Wisconsin region; personal attention to students who begin the application process with the goal of increasing the number of applications completed; and incorporating more active learning and engagement in gateway courses through a new grant program to assist faculty members in revising those courses.

Core Component 2b:

The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Resource Base Analyses Drive Plans

Analyses of trends in state support for postsecondary education and its impact on the University's resource base drive major strategic resource planning efforts.

- UW-Green Bay, along with the entire UW System, has experienced several biennia of base budget cuts.
- UW-Green Bay has increased enrollment by about seven percent in the past decade without commensurate increases in resources. As a result, many students are supported on tuition alone and the University has a low cost-per-credit. All of the University's major budget initiatives have sought to address this issue.
- Like many other institutions, UW-Green Bay has experienced a shift in funding sources toward more tuition and self-generated revenue.
- UW-Green Bay has not adopted the strategy of adding more adjunct faculty members to serve increased enrollment. This has affected the student-to-instructional-staff ratio.
- As a percentage of budget, instruction has remained relatively stable, largely because of efforts at the system and campus levels to protect instruction from budget reductions.

These conclusions have led the University's major resource planning efforts toward seeking new state funding commensurate with the size of the institution; advocating for special consideration for small campuses during budget reductions; advocating for greater tuition control and taking advantage of flexibilities when they exist; identifying critical unfunded mandates and expenses and providing central funds to protect programs where possible; and organizing to facilitate entrepreneurial and fund-raising activities to generate revenue for critical programs and projects.

Budget Picture Reflects Reductions

UW-Green Bay is supported by a combination of state tax dollars (general purpose revenue or GPR) and student tuition. As part of the state of Wisconsin, the University operates on a biennial budget system.

Between 1995-96 and 2005-06, UW-Green Bay had more than \$4 million in budget reductions, including over \$3 million in base budget reductions. About \$2.5 million of those base cuts have occurred since 2001. As a proportion of the budget over the ten-year span, state GPR support for UW-Green Bay fell from 41 percent to 31 percent. Per full-time-equivalent student, the decline amounted to a drop of \$1,357 per student. The decline in state GPR support has been accompanied by increases in student tuition, which increased by \$6.8 million over the ten years. As a proportion of the budget, support from tuition dollars increased from 20 percent to almost 27 percent.

Appropriations to the University do not reflect any systemwide strategy to overcome dis-economies of scale. Compared to its sister institutions in the nondoc-toral cluster in Wisconsin, UW-Green Bay, with the third smallest student FTE enrollment, ranks sixth in GPR/tuition support per student, and thus receives support similar to institutions over twice its size. At \$88.39 per credit, the instructional expenditure for undergraduates at UW-Green Bay is almost \$18 less than the average for the other campuses in the cluster.

Taking into account all sources — the decrease in state GPR support, the increase in student tuition dollars and a \$5.8 million increase in self-generated revenues — the University's total budget increased by \$9.1 million between the 1996 and 2006 fiscal years. All areas of self-generated funds grew, including a 19 percent increase in receipts from auxiliary enterprises, the largest source of self-generated funds. That figure includes student segregated fees. UW-Green Bay students have the highest segregated fees in the UW System, in large part due to a student-led initiative to increase their own segregated fees to develop the Kress Events Center and to expand the University Union.

Instruction represented the largest allocation in budgets from the 1996 to 2006 fiscal years, accounting for 48.5 percent in 1996 and dropping slightly to 46.3 percent in 2006. Academic support was the second highest allocation in both years and increased from 14.8 percent in fiscal 1996 to 16.1 percent in the 2006 budget, largely as a result of investments in instructional technology. The physical plant represents the third largest allocation with the increase from 12.2 percent in 1996 to 13.7 percent in 2006 primarily reflecting increases in utilities.

Budget Initiatives Focus on Mission

UW-Green Bay’s strategic planning efforts have focused on continuing to fulfill the institution’s mission in the context of underfunding and overenrollment. This includes requests for new resources and facilities, for new resource allocation and expenditure flexibilities and for using existing resources to address emerging issues. These efforts have met with mixed success.

In 1997-99, the University was successful in receiving \$1.5 million in a special appropriation for educational technology for a Learning Institute Initiative. The initiative created an Institute for Learning Partnership at UW-Green Bay, a partnership with local K-12 school districts, business and community leaders, and others, aimed at improving K-16 education in northeastern Wisconsin. It provided for educational technology training and other forms of support to local school districts; allowed for creation of a master’s degree program in Applied Leadership for Teaching and Learning; integrated some of the mission and all of the funding of the University’s undergraduate Education program with the Institute; and permitted reallocation of almost \$900,000 to other instructional needs on campus, allowing the University to add approximately 20 instructional full-time-equivalent positions.

UW-Green Bay’s 2001-03 request for \$2.8 million to maintain enrollments, increase faculty and staff and provide a personalized learning experience growing out of its special mission was not funded. In fact, UW-Green Bay sustained a budget reduction of almost a million dollars in base and one-time cuts in that biennium. In 2003-05, the University’s request for \$1.7 million to grow enrollment by 200 FTE students and promote strategies for academic success and retention commensurate with its mission received verbal support, however, statewide budget reductions led to a funding allocation of only \$500,000. Half that funding subsequently was eliminated as part of UW System cuts; the other half by the University as part of a further reduction of over \$1.5 million for the biennium.

In 2007-09, the University’s budget proposal responds to the needs of northeastern Wisconsin for more college-educated citizens and greater access for students of color. The proposal aimed at supporting UW-Green Bay’s agenda to grow to 7,500 students within ten years is described in Core Component 2a. The proposal would add almost 100 new faculty members and a new classroom/office building, and would build on existing infrastructure with marginal increases in existing support services directly affected by enrollment increases. Seventy-five percent of new funding would be allocated to instruction.

Budget Planning Is Continuous

Budget planning at UW-Green Bay aligns with budgeting processes of the University of Wisconsin System and the state of Wisconsin.

Individual university campuses propose biennial plans and budget requests (called Decision Item Narratives or DINs) for review by the UW System staff that prepares the system budget package for Board of Regents’ review in the summer of even-numbered years. The regents’ final budget is prepared and submitted in the context of specific instructions developed by the State Department of Administration on behalf of the governor. The governor’s executive budget is presented in January or February of odd-numbered years. The executive budget might contain some, none or (rarely) all of the Board of Regents’ requests. The governor might also propose a budget below levels requested by the board. The State Legislature’s biennial budget process occurs primarily within the bicameral Joint Committee on Finance, which introduces the governor’s budget to the legislature as a budget bill, reviews the executive budget and develops amendments to it. Capital projects require the review and approval of the State Building Commission, chaired by the governor. Amendments to the budget bill are acted upon by the legislature in order to finalize state appropriations by the start of the fiscal year on July 1 of odd-numbered years.

At UW-Green Bay, the budget process is overseen by the budget “stakeholders,” defined as those in administrative positions charged with developing and submitting budgets for their divisions or areas. Development of DINs typically begins in the summer well before the UW System biennial budget process, when the chancellor, chancellor’s staff and Chancellor’s Cabinet develop environmental assessments and University-level strategic directions. The chancellor keeps the campus informed by presenting budget updates via campus e-mail and postings on his website.

Enrollment and Tuition Planning Are Blended

UW-Green Bay does not have authority to set tuition rates — that action requires approval by the Board of Regents and Legislature — but the institution has been effective in working to maximize the tuition available to it. For example, the UW System had no policy prior to 1999 for allocating tuition revenue collected in excess of budgeted targets and as a result, institutions with surplus tuition saw those dollars allocated elsewhere. UW-Green Bay actively participated in developing a policy for allocating the greater share of excess tuition to the institution that generated it, on both a onetime and an ongoing basis. As a result, between 2000 and 2004, the University was able to allocate, on average, \$400,000 a year for expenditures such as technology improvements.

More recently UW-Green Bay maximized tuition share by expanding summer school. In the UW System, summer school enrollment and tuition are counted in the following fiscal year, and as part of the annual tuition target the University must meet a separately identified summer school target or face the prospect of starting the academic year “in the red.” For many years, the institution barely met or failed to meet summer targets. In summer 2005, the academic deans were granted authority to spend tuition revenue to expand summer offerings. In the first year summer school offerings in Liberal Arts and Sciences increased by 70 percent and those in Professional and Graduate Studies by 60 percent, followed by additional increases of 32 percent and 13 percent in the second year. As a result, summer school tuition targets are being met, summer school offerings have been expanded and the program generates enough revenue to cover costs.

It’s worth noting that Wisconsin tuition targets are based on past performance and do not reflect a systematic attempt to evaluate capacity, cost or actual support.

Some planning issues remain including:

- Loss of tuition from nonresident students as a result of dramatic increases in nonresident tuition and a predictable decline in nonresident students. In 2006, the Board of Regents addressed this issue by reducing nonresident tuition, but the University has not been able to recover from the decline.
- An increase in full-time students taking “free” credits within the 12- to 18-credit tuition plateau.
- The unfunded mandate in the 2005-06 budget to provide tuition remission to veterans and their families (as defined by Wisconsin statutes). This affected urban campuses disproportionately, including about \$200,000 in lost tuition at UW-Green Bay in that year.

UW-Green Bay has merged planning for enrollment and tuition revenue generation to acknowledge the critical linkages. The Enrollment Management Committee has become the Enrollment Planning Committee with a charge to address the relationship between enrollment projections and strategies and tuition revenue requirements, and recommend alternative tuition structures if those seem warranted.

Coordinated Planning Meets Technology Challenges

GPR and tuition funding for computing needs comes from three sources: A general computer access fund and a two percent student technology fee added onto tuition, both aimed at insuring student access to technology; and from laboratory/classroom modernization funds for facilities and equipment for the campus. Funding for faculty and staff workstations and infrastructure, including management information systems, typically has come from campus reallocation, meaning that there has been no additional funding even for mandated technology.

While each unit at UW-Green Bay is responsible for technology planning, campuswide efforts are unified in the Instructional Technology Action Plan 2010. A campus Technology Council, appointed by and advisory to the provost, develops and monitors the plan and recommends technology policies. The council includes faculty, staff, and student representatives, and individuals from planning units that use extensive technology. The Technology Council developed the first comprehensive campuswide technology plan, *Technology for the 21st Century: a Framework for Planning*, in 1998 and the plan has been regularly reviewed and revised as the changing environment requires.

The campuswide look at technology planning has enabled UW-Green Bay to meet challenges of providing for technology by coordinating and integrating technology planning and providing centralized funding. Action steps include:

- Establishing a central source of funds by reallocating a portion of each unit’s supplies and expenses budgets and charging programs funded by other sources.
- Standardizing hardware and software to cut purchasing and support costs.
- Developing an annual budget based on total cost of ownership and replacing hardware on a three-year cycle for most users.
- Reviewing actual use of computer facilities to maintain a manageable and affordable array of labs and increase general access wherever possible.

Even with such planning efforts, and even with declining costs of workstations, the University faces new challenges in funding technology, imaging, licensing, and the costs of participating in both UW System and Wisconsin Department of Administration information systems among them.

Capital Planning Has Met with Success

Campus facilities are owned by the Board of Regents on behalf of the state of Wisconsin and are maintained and improved under the jurisdiction of the Department of Administration's Division of State Facilities (DSF). The DSF is responsible for all contracts and construction management, and recommends to the State Building Commission on the disposition of each project considered by the commission. Therefore UW-Green Bay does not directly hire architects or engineers and only rarely directly hires contractors. The state has established guidelines for developing, reviewing, funding and completing projects. Projects estimated at \$40,000 or more must be bid and require the governor's signature. Projects under \$150,000 may follow simplified bidding procedures. Projects in excess of \$150,000 follow guidelines for major capital projects and are typically enumerated by the Legislature in the capital budget.

Regardless of state process used, ongoing capital planning at the campus takes place under the auspices of the Facilities Planning Committee, which includes faculty, staff, and student representatives. The committee is appointed by and advisory to the vice chancellor for business and finance. Staff in the Facilities Management Office prepares the major planning documents for capital budgeting and facilities development that the committee reviews. These include the Campus Master Plan, the Campus Six-Year Development Plan, lists of projects submitted for various types of funding, program statements and budgets for capital projects, and agency requests for architect/engineer services and for approval to plan or construct.

Since 1996, UW-Green Bay has had great success in renovating and expanding its physical plant. Noteworthy projects include:

- Constructing Mary Ann Cofrin Hall, which includes about 40 percent of the institution's general instructional classrooms. It was the first foray into sustainable design and construction for UW-Green Bay and for the state of Wisconsin.
- Renovating and expanding the Laboratory Sciences Building, including a complete remodel and reorganization of all instructional and research labs and support spaces.
- Partially remodeling the Studio Arts Building to address humidity and acoustic problems in the music facilities, resulting in superior music practice rooms.
- Partially remodeling the Environmental Sciences Building to renovate one of the campus's largest lecture halls.
- Partially remodeling the Instructional Services Building to address ventilation issues and space reassignments to facilitate student use of technology.
- Building five new student residential buildings between 1997 and 2004 which enlarged student housing capacity by nearly 600. Student housing at UW-Green Bay is built by University Village Housing, Inc., a private nonprofit group organized specifically for that purpose.
- Constructing the new Kress Events Center, which incorporates the former Phoenix Sports Center into the University's largest facility. It will house student fitness and recreation spaces, athletics offices and team rooms, and a venue for large attendance events like commencement, concerts and athletic events. Completion is anticipated in November 2007.
- Renovating and expanding the University Union to include additional food options, dining space, the Phoenix Bookstore, UW Credit Union branch office, and a more highly integrated and visible student activity core. Completion is anticipated in March 2008.
- Renovating the Student Services Building to provide more integrated services for students from recruitment through to graduation.
- Renovating the historic Lambeau Cottage on the bayshore. Once a getaway for famed Packer Coach Curly Lambeau, it provides an intimate space for retreats and gatherings.

Projects in various states of development for submission in future biennia include a two-phase project to expand the library into the seventh and eighth floors of the David A. Cofrin Library Building, renovation and expansion of both the Studio Arts and Theater Hall buildings, and construction of a new classroom/office facility to support enrollment increases as part of the Growth Agenda.

Salaries and Staff Development Top Human Resource Issues

Development opportunities are available for faculty and academic and classified staff. Grant monies available for faculty and academic staff and specific development activities for faculty are discussed in Chapter Four of this document. For academic staff, the Academic Staff Development Committee and the Academic Staff Allocations Committee plan staff development activities and allocate funds for individual development opportunities from funds provided by UW System and matched by the institution. Awards for individual development opportunities must be matched by funds from the staff member's department. The Classified Staff Advisory Council allocates resources for individual and group classified staff development activities. Some monies for classified staff come from the Provost's Office.

Employees may designate money toward professional development as part of the Advancement Office's annual giving campaign on campus.

Salaries have been a significant human resource issue. A UW-Green Bay study of faculty compensation in fall 1997 found that a major issue was the size of awards given at promotion, or salary compression. The Board of Regents required only a \$250 difference in salary between promotion to associate professor (at least \$1,250) and promotion to full professor (\$1,500).

In the past ten years, state, UW System and University efforts aimed to address faculty salary issues. Most recently in the 2005-07 biennial budget, the governor proposed a faculty retention fund to help keep "star" faculty at risk of leaving the system. Several years ago, the system and the Regents adopted a policy giving chancellors discretion to use ten percent of any unclassified staff pay plan to resolve salary issues on campus, in part as a response to intensive lobbying by UW-Green Bay. The institution elected to use the chancellor's discretionary portion of pay plan first to address compression by increasing the awards for new promotion to associate and full professor to \$2,500 and \$4,000, respectively. A 2002-03 follow-up analysis shows some success in widening the gap between assistant and associate professor salaries. The gap between associate and full professors didn't change, but this may be due to retirements and concomitant changes in time-in-grade: UW-Green Bay faculty ranks were comprised of 38 percent full professors in 1996-97 and only 26 percent in 2002-03.

Capital Campaign, Annual Giving Support Mission

UW-Green Bay launched a two-phase capital campaign in 2002, its first capital campaign since 1984. The 1984 effort raised \$2.8 million. Through December 31, 2006, the present campaign has raised \$14.95 million through 181 gifts.

Phase I successfully concluded in 2005 when UW-Green Bay raised \$11.1 million from 136 gifts for construction of the Kress Events Center. The campaign has generated a total of 30 gifts of \$100,000 or more, including three of \$1 million or more. Almost 90 percent of the funds raised have come from individuals or entities located in Brown County.

Phase II of the campaign is focused on support for academic programs and initiatives and through December 31, 2006, raised \$3.85 million toward a goal of \$15 million. This portion of the campaign has led to creation of the University's first endowed chair, and also to the addition of three new named professorships, bringing the total named professorships to eight. In addition, donors to Phase II have made gifts that created 16 new student scholarship funds.

The capital campaign has helped the University establish a new focus on its alumni. The University Advancement Office has changed the focus of the 22,500-circulation magazine *Inside UW-Green Bay* from a general campus news piece to one with a much greater focus on the accomplishments of alumni. This change in philosophy has enabled the University to increase contacts and establish more meaningful relationships with its alumni.

Annual giving support to UW-Green Bay has grown for the past five years. In 2001-02, community members, alumni and employees contributed \$704,454; in 2005-06 the figure was \$1.03 million. Funds from the annual giving program support:

- General academic scholarships,
- Academic scholarships for returning adult students,
- Academic scholarships for students representing diversity,
- Academic scholarships for veterans,
- Professional development opportunities for faculty and staff,
- Named professorships,
- Student travel to conferences,
- Health services assistance to students who cannot afford help,
- Guest speakers and lecture series,
- Help in maintaining and protecting the Cofrin Arboretum trail and Point au Sauble Natural Area.

Core Component 2c:
The organization’s on-going evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

‘Culture of Assessment’ Has Grown

In the past decade, the culture of assessment at UW-Green Bay has become more pervasive, dynamic and routine. Assessment processes have been institutionalized with regular reports of results prepared and distributed at the UW System and campus levels.

UW-Green Bay accountability reports to UW System, described in Core Component 1e of Chapter Two, provide for assessment at the highest level. Goals focus on access, academic success, the campus environment, and resource utilization. UW-Green Bay’s most recent “Achieving Excellence” report contains mixed results. It shows steady access to resources for diverse students and local citizens and growing collaboration with new partners. Retention and graduation rates have reached targets set in 2000, but still show gaps between white students and students of color. Student participation in extracurricular activities has been steady or slowly increasing. UW-Green Bay consistently documents efficiency in resource utilization, with one of the UW System’s lowest credits-to-degree averages. Results lag for a critical measure of effectiveness, student performance on the criterion-referenced test used to measure mastery of general-education outcomes.

Internally, UW-Green Bay uses a variety of assessment methods and processes. Assessment is coordinated through the Office of Testing Services. The current Comprehensive Assessment Program, which the University established in 1995, integrates 12 components covering a range of campus activities including student educational outcomes, academic programs, student services and facilities, and faculty, staff and administration evaluation. The narrative in this section, along with a summary shown in Figure 5, presents an overview. Specific components of assessment are addressed in other chapters.

Student Educational Outcomes	Academic Programs	Student Services and Facilities	Faculty, Staff, and Administration
American College Testing Program (ACT)	Program-Specific Assessment Procedures	Survey of Graduating Seniors	Assessment of Interdisciplinary Education
College BASE	Assessment of Interdisciplinary Education	Survey of Alumni	Report of Faculty Accomplishments
Program-Specific Assessment Procedures	Report of Faculty Accomplishments	Survey of Institutional Quality	Survey of Institutional Quality
Freshman Background Information Questionnaire	Survey of Graduating Seniors	Student Services Programs and Activities Review	Administrator Evaluation
Assessment of Interdisciplinary Education	Survey of Alumni		
Survey of Employers	Survey of Employers		
	Survey of Institutional Quality		

Figure 5- Components of Comprehensive Assessment Program

Comprehensive Assessment Has University-wide Oversight

The Comprehensive Assessment Program is administered by a university-wide Institutional Assessment Committee (IAC) appointed by the provost. The IAC conducted a critical review of the Comprehensive Assessment Program in 2005-06.

In the past ten years, the campus has matured in its ability to collect and use student survey data, which constitute four of the 12 components in the program. Data collected from the American College Testing Program (ACT) and on the locally designed New Freshman Survey, Graduating Senior Survey and Alumni Survey are routinely reported to a range of campus audiences and used for program evaluation and improvement. Many “just in time” analyses are conducted on data from these surveys. Information technology allows for connecting results across projects to gain new insights, connect results to information available in the University’s Student Information System, and focus on specific information relevant for a particular decision at hand. Locally controlled instruments have been revised to gather new data. A relatively new national student survey, the National Survey of Student Engagement (NSSE), has become an element of student educational outcome assessment although it is not yet formally listed as an element of the Comprehensive Assessment Program.

The IAC gave mixed reviews to two of the most central components of the assessment program: The general-education assessment conducted during the sophomore year (the College Basic Academic Subjects Examination [College-BASE]), and program-specific assessment procedures. While overall results of the College-BASE have consistently shown that UW-Green Bay students have well-developed general-education skills at the end of their sophomore year, virtually all summary measures have fallen over the past decade. UW-Green Bay's General Education Council has struggled to determine whether declining scores reflect differences between test content and University course content, declining student motivation, or declining quality of instruction.

To address the issue, the General Education Council worked with the Testing Services Office to devise a program of embedded assessment of general-education learning outcomes. A pilot was run in spring and fall 1999. In embedded assessment, participating faculty members identify at least one course assignment, examination or other instructional activity related to the general-education learning outcome under study. The faculty member then develops and administers a performance rating scale for the assignment or activity. The plan is to assess general-education outcomes in this way once every four years, beginning with data collected in 2005-06. To help ensure that the embedded assessment process continues and results are used to improve program quality, the method will be added to the Comprehensive Assessment Program under management of the IAC in 2007-08.

Program-specific assessment procedures call for each academic program to prepare a self-study once every five years for review by the faculty-elected Academic Affairs Council. The process is described more fully in Chapter Five, Core Component 4c. **Appendix J, "Guidelines for Academic Program Review,"** also contains a complete description of the review process. In its review, the IAC suggested reviewing self-study guidelines and data sources to insure that these guide programs to emphasize learning outcomes, link assessment outcomes to strategic planning and budgeting processes, and develop processes for documenting when changes are made based on what the programs learned from their self-study.

The student services area also follows a staggered five-year assessment schedule. The first unit self-study in Student Affairs was completed in August 2002, and all programs completed at least one self-study by 2005. The template for self-studies was reviewed in 2006 with a new draft proposed for reviews beginning in 2006-07.

Three Comprehensive Assessment Program elements have been implemented inconsistently and two never have been implemented. Individual faculty members provide information about their accomplishments in annual performance reports, but no easy way exists to compile that information into a few key measures. In 2004-05, the University collected faculty accomplishment information through faculty participation in a survey administered by the Higher Education Research Institute (HERI) at UCLA. In 2006-07, the academic deans began working on a procedure through which each unit will assemble information from faculty performance activities reports into an overall document.

Administrator evaluation also is inconsistently implemented. The University Committee has conducted irregular reviews of the chancellor, provost and academic deans, most recently in 2005-06. The process for future evaluation of administrators is under review by a subcommittee comprised of members of the University Committee, the Academic Staff Committee and the University ombudsperson/legal counsel. The subcommittee expects to propose a process to university governance groups in spring 2007. One of the difficulties is an open records law in Wisconsin that makes results of such evaluations a part of the public record. The law has a chilling effect on individuals' willingness to share feedback on administrator performance.

A survey to learn where alumni are employed, as called for in the Comprehensive Assessment Program, has not been conducted but the Career Services Office has begun collecting voluntary information from employers in order create a more comprehensive database showing where UW-Green Bay graduates work.

No work has been done on a survey of institutional quality or an assessment of interdisciplinary education. While these have not formally taken place, UW-Green Bay has taken some steps to informally assess quality and interdisciplinarity that are discussed in other chapters.

The IAC review of the Comprehensive Assessment Program suggested that the program be reviewed and modified more often and more routinely and that it share results of program reviews more widely. The IAC also asked that assessment be better recognized through incentives to reward those who take assessment seriously.

Non-Academic Units Use Data for Improvement

The Student Affairs division collects its own data aimed at informing planning and improving services. Workload and service indicators are collected on some 90 indicators defined by the individual units. Examples of changes made using these results include automating Admissions Office work flow and decision-making processes, moving transcript requests to online format, adding a career services professional position, adding a one-credit career planning course, adding an academic adviser, moving student organization registration and orientation online, adding a part-time summer conference staff member, and implementing an online judicial system.

The Cofrin Library has workload statistics dating to 2000. Based on those figures and on user surveys, the library made changes including decreasing double staffing at the reference desk, adding a technology help desk with student staffing and increased service hours, creating an evening supervisor position (a position subsequently lost in budget cuts), shifting staff time from reserves to interlibrary loan to handle increasing transactions, changing the Special Collections Department open hours to better meet different class schedules, shifting Sunday afternoon reference hours from afternoon to late afternoon-early evening, enhancing the library website for more self-service, and developing public relations projects to increase visibility of services.

The Computing and Information Technology unit tracks and analyzes log-on data in the general access and specialty student computer labs. The data are used to ensure adequate access to computers for students and increase the number of workstations where students most need them and to make decisions to consolidate or reduce some of the specialty labs and thus use technology resources more efficiently. Also, the campus shifted from a department ownership model to a shared resource model to better accommodate faculty needs and expand student access.

External Review Contributes to Assessment

The University and several of its programs are reviewed by external entities. UW-Green Bay first offered courses as a four-year institution in 1968, and in 1972 the institution received its initial accreditation at the bachelor's level from the North Central Association. Accreditation at the master's degree level was gained in 1975. University accreditation most recently was continued after review in 1998. A description of the University's accreditation history is in Chapter One.

Several academic units are accredited or approved by appropriate agencies. In 2006, Bachelor of Social Work program accreditation was continued, and the new Master of Social Work program received full accreditation from the Council on Social Work Education (CSWE). The Bachelor of Science in Nursing program accreditation was continued for ten years in 2005 by the National League for Nursing. Programs in the liberal arts and sciences that are nationally accredited and periodically reviewed include: Chemistry, by the American Chemical Society; the Dietetics component of Human Biology, by the Commission on Accreditation for Dietetics Education (CADE); and Music, by the National Association of Schools of Music.

The undergraduate professional program in Education recently received continuing approval from the Wisconsin Department of Public Instruction.

Phi Kappa Phi, national honorary for all disciplines, looked at various criteria in advance of approving the campus to host a chapter in 1997. Since its organization, the UW-Green Bay chapter has initiated 816 student members and several faculty and staff.

As a Division I member of the National Collegiate Athletic Association (NCAA), UW-Green Bay completes a yearlong self-study of its athletic programs every ten years. UW-Green Bay completed its first cycle certification in fall 1997 and will complete its second cycle certification process in fall 2007.

Core Component 2d:
All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

The Mission Infuses Planning

Budget planning and the budgeting process are described in Core Component 2b of this chapter. Strategic campus initiatives are developed by the chancellor and the Chancellor's Cabinet. The chancellor typically highlights the annual strategic focus in his remarks at fall convocation. Strategic directions spelled out in the budgeting process in recent years have included improving the campus climate, the pedagogy of civic engagement or "Connecting learning to life," strategic positioning to become "Green Bay's University of Wisconsin," and gaining greater control of the University's future. Diversity is the strategic focus for the 2006-07 budgeting process. Campus planning for diversity is described in Chapter Two.

Orientation toward the mission infuses planning across the University, whether for facilities planning, or enrollment and tuition planning, or technology planning, all described in Core Component 2b of this chapter; planning for the academic program through the Academic Affairs Planning Committee and Comprehensive Program Review Committee described in Core Component 2a and other planning committees outlined in Chapter One; or for planning for the Student Affairs and Outreach and Adult Access divisions, the Cofrin Library, University Advancement, and other aspects of the institution that are described elsewhere.

One planning effort that illustrates student involvement and exemplifies application of the University's mission to prepare students "to think critically and address complex issues of a diverse and evolving world" is the Campus Life for the 21st Century initiative. Begun with extensive student involvement in 1998, it continues to involve students, staff and faculty. The visible results are the new Kress Events Center and the remodeling of the University Union now under construction.

Other planning efforts demonstrating the University's stated mission to reach out beyond campus are exemplified by the various community groups and individuals that advise the chancellor and others on campus on an ongoing basis or as needed. One example of the latter was the yearlong development process for the new campus Master Plan. It involved elected and appointed officials from local municipalities, campus "neighbors," members of community advisory boards and councils, and faculty, staff, students, and administrators at UW-Green Bay.

Planning across the academic affairs and student affairs divisions is coordinated through the provost's Administrative Council comprised of both academic and nonacademic departments in that reporting structure. The council fosters working relationships across the areas that impact on the student educational environment.

Criterion 2: Preparing for the Future

KEY FINDINGS

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

To fulfill its mission, UW-Green Bay has successfully realigned revenue sources and expenditures to address budget challenges.

Despite significant reduction in state support over the past three biennia, UW-Green Bay has done a commendable job of realigning resources to address critical campus needs. Campus communication structures to address budget challenges have improved significantly since the arrival of Chancellor Shepard through a concerted effort to engage the campus community in "bottom up" rather than "top down" decision-making processes. Finally, while scarce resources and budget reductions have constrained academic and support program development in recent years, the entire northeastern Wisconsin community has been successfully mobilized to support a UW-Green Bay Growth Agenda calling for a significant infusion of state resources over the next four biennia. This planning effort is in direct response to meeting the educational needs of a region that is becoming increasingly diverse and struggling to make the transition from a manufacturing-based to a knowledge-based economy.

Planning processes have improved considerably and results are communicated effectively to campus constituencies.

Several successful campuswide planning initiatives recently have been carried out. The provost formed the Academic Affairs Planning Committee in 2004 to develop an integrated strategic plan for all of the divisions across the provost's area. The provost also established a Comprehensive Program Review Committee in 2006 to carry out a review of each individual academic program in terms of a common set of characteristics. The campus Master Plan was revised in 2005 to allow for the possibility of growth. Finally, UW-Green Bay's diversity initiative, generally referred to as Plan 2008, was begun in 1998 to address issues including recruitment, retention, cultural awareness program development, scholarship program development, personal and cultural support and advocacy, and training and professional development.

Assessment processes are becoming part of the institutional culture but improvements are needed.

While assessment efforts have improved both campuswide and at the department level since the last review, actual use of assessment results to drive campus planning and decision making does not occur to the extent that it could. Several components of the institution's Comprehensive Assessment Plan have been only partially implemented, however the recent review of the plan by the Institutional Assessment Committee resulted in a number of recommendations that, when implemented, will improve the quality and usefulness of the results considerably.



Chapter 4

CRITERION 3



Student
Learning and
Effective Teaching

Chapter 4

Criterion 3: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Overview

The University revised the academic program review process in 1996 basing it on the assessment of student-learning outcomes, and many programs have completed two review cycles. Learning outcomes and assessment methods have been developed for all academic departments and the General Education Program, and the results support planning and decision making. A multiple-method process of assessing General Education Program learning outcomes is being refined. Course-based learning assessment methods are compared with institutions across the country through the Higher Education Research Institute Faculty (HERI) Survey. Student engagement, a key mission component, is assessed using the National Survey of Student Engagement (NSSE).

The University's mission states that effective teaching and student learning are highest institutional priorities. Faculty members have numerous opportunities to develop their teaching skills, and campus and UW System programs offer recognition for excellent teaching. Creating effective learning environments is a cross-campus effort and begins with a multifaceted first-year experience for new freshmen. Programs and services are based on the belief that effective learning environments should address the needs of the whole student and that learning is not limited to the classroom. Inclusiveness is a campus value. Investment of resources in state-of-the-art classroom facilities, an array of technology-based learning and research tools for students and faculty, and access to print and electronic media are evidence of UW-Green Bay's commitment to a high-quality teaching and learning environment.

Each Academic Program Sets Goals

To carry out its mission to offer an interdisciplinary, problem-focused education, UW-Green Bay has interdisciplinary and disciplinary undergraduate programs and specialized master's degree programs. Program enrollment history for the past five years for all academic programs can be found in Chapter One. Complete descriptions of individual programs are in the *Undergraduate Catalog* and on academic program websites. Faculty members typically are associated with more than one of these programs. The faculty in each program is responsible for defining the program's requirements and expected student outcomes.

Core Component 3a:
The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

The faculty has established a wide range of expected learning outcomes across the academic programs. In general, all undergraduates are expected to engage in interdisciplinary studies, understand real-life problems, and connect what they are learning on campus to the world beyond campus.

Under an academic program review process instituted in 1996, each academic program prepares a program development plan and bases an every-five-year self-study on how well that plan was implemented. The self-studies prepared by program faculty must:

- Identify expected student-learning outcomes,
- Describe assessment procedures in place,
- Summarize and analyze the results of the assessment procedures,
- Draw conclusions based on the results,
- Cite ways in which the program has used results to guide program and curricular changes and how those results have affected decision making in planning,
- List curricular modifications since the previous self-study.

Results of the self-studies go to the Academic Affairs Council, an elected representative faculty committee charged with reviewing all credit courses and academic programs. The council reviews the self-study report, discusses with the chair of the academic unit any issues its members identify and then forwards a report to the appropriate academic dean.

In the 2006-07 academic year, 26 of 34 academic units responded to a special follow-up survey conducted by the UW-Green Bay Institutional Assessment Committee. Twenty-five of the units responding reported having formally adopted learning outcomes and 21 reported having integrated those outcomes into their department’s planning decisions. Figure 6, Academic Program Methods Used to Assess Student Learning, summarizes the assessment methods being used by major programs to assess their anticipated student learning outcomes. Detailed explanation of the “other” methods shown in this figure and a fuller summary of the **Learning Outcome Assessment Survey** are shown in **Appendix H**.

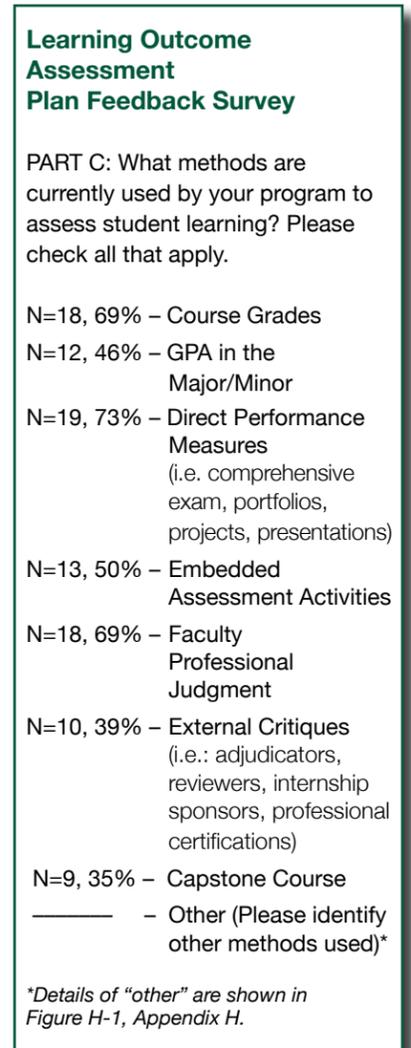
General Education Has Specific Outcomes

The General Education Program has a specific set of expected student outcomes. Those focus on developing good communication skills, critical and analytical thinking, and problem solving, as well as content-specific outcomes in the arts, humanities, natural sciences, and social sciences. Students also are expected to learn about other cultures and ethnic diversity. The General Education Council, comprised of faculty members elected from the various domains, is the governance body responsible for the General Education Program. The council is advisory to the provost/vice chancellor, deans and associate deans. It also may advise the Faculty Senate. The council periodically reviews and refines the general-education learning outcomes, and approves courses that are part of the General Education Program. It may recommend and initiate changes in the program, but any changes must be approved by the Faculty Senate.

Assessment of general education at UW-Green Bay has three components:

The first is the College-BASE, described in Chapter Three. Students take the College-BASE to evaluate their knowledge of English, mathematics, science, and social studies when they have between 54 and 72 credits. In academic year 2005-06, UW-Green Bay tested 839 students, who performed adequately on the major components of the College-BASE. As has been true for the past several years, students performed best on the mathematics portion of the test (mean = 312) followed by social studies (mean = 282), English (mean = 271), and science (mean = 270). The average composite score of 284 approximated the scoring service’s anticipated average composite score of 300. Most of the students (64 percent) could read college-level material critically and analytically. Eighty-seven percent could use mathematical techniques in solving real-life problems. Seventy-five to 80 percent tested “medium” to “high” in knowledge about the significance of U.S. and world events. Over half (58 percent) had a good understanding of how observation and experimentation relate to developing scientific theories. The students’ highest achievement in reasoning skill was in interpretive reasoning at 89 percent, and the lowest was in adaptive reasoning at 50 percent.

Figure 6-
Academic Program Methods Used to Assess Student Learning



The second component is comprised of several sets of student self-reported data, including a set of General Education Research Questions administered during the same period students take the College-BASE. That survey is used to assess students' perceptions of how well their UW-Green Bay courses are helping them to achieve the school's general-education learning outcomes. In addition, through the Graduating Senior Survey students are asked to self-assess how well their experiences helped them to achieve the school's general-education learning outcomes. Also, three years after graduation alumni are surveyed to assess how well the University prepared them to achieve the school's general-education learning outcomes and how important those learning outcomes are to their careers or graduate programs. On the General Education Research questions, students gave themselves the highest "grades" on outcomes relating to written communication and cultural diversity, followed closely by humanities and values, and the lowest on public speaking. On the most recent Graduating Senior and Alumni surveys, both groups gave themselves the highest marks for their preparation in written communication skills. The seniors ranked "contemporary global issues and problems" lowest on the scale, and alumni said they felt weakest on "significance of major events in western civilization."

The final component of general-education assessment is embedded assessment. This is described more fully in Chapter Three. This relatively new addition to the assessment process asks faculty members to identify a general-education learning outcome for a particular course activity and develop a rubric using a four-point scale for assessing its achievement. Faculty participation rates have varied since the program was initiated in fall 2000 partially due to turnover in the assessment coordinator and dean of liberal arts and sciences positions. Participation rates significantly improved following the hiring of a new assessment coordinator in spring 2006. Implementation of this program is continuing with the anticipation that the process will continue to improve.

Student and Faculty Data Assess Learning Environment

UW-Green Bay has two data sets — one based on student responses and one on faculty input — that evaluate the student-learning environment. The National Survey of Student Engagement (NSSE) evaluates students' learning environment and experiences and provides comparisons with the other public comprehensive universities in Wisconsin and a larger national sample. UW-Green Bay has participated in the NSSE since its inception in 2000. The Higher Education Research Institute (HERI) Faculty Survey conducted in 2004-05 asked faculty which learning techniques they commonly use.

On almost all measures, reports gathered in the NSSE from UW-Green Bay's seniors indicate a similar or more challenging array of learning activities than experienced by seniors at comparable UW System institutions or nationally. However, the learning environment for freshmen shows less variety of methods with UW-Green Bay students reporting lower numbers of written assignments and problem-solving assignments at the freshman level although they did a similar amount of reading. The gap between UW-Green Bay students and their peers in amount of writing assigned disappears at the upper level. **Figure E-1 in Appendix E documents UW-Green Bay's results on the 2004 NSSE for relevant items.**

The HERI faculty survey shows that UW-Green Bay faculty report equal or higher use of essay exams, group projects, presentations, recitals, and student evaluations compared to their peers at other institutions. And faculty members at UW-Green Bay rely less on short-answer and multiple-choice type exams. But UW-Green Bay faculty members routinely assign fewer research papers: 27 percent compared to 36 percent of respondents in the national sample. **Figure E-2 in Appendix E summarizes results of the HERI faculty survey.**

Results of student self-assessment of core skills such as critical analysis, problem solving, knowledge and skills in the domains, written and spoken communication, and others are shown in the Graduating Senior Survey, NSSE and Alumni Survey. **Figure E-3, Student Self-Assessment of Core Proficiencies, in Appendix E summarizes some results from recent campus-based surveys and the 2004 NSSE results for seniors.** The Alumni Survey, which asks respondents to place these skills and competencies in the context of their work, shows that alumni place higher importance on skill development than mastery of particular general-education content knowledge. Without exception, alumni say they are more prepared than needed on general-education measures and less prepared than needed on skill areas.

In evaluating general education and the capacity to exercise intellectual inquiry, 2004 NSSE results for UW-Green Bay seniors had higher mean responses than other UW System schools or the national sample in eight of the 16 areas including acquiring a broad general education, thinking critically and analytically, writing clearly and effectively, and understanding people of other racial and ethnic backgrounds. Responses for UW-Green Bay were lower than the national sample in four areas, including analyzing quantitative problems and speaking clearly and effectively.

Measures Rate Experience of the Mission

The University evaluates how students, alumni and faculty members understand and support components of the University's mission including interdisciplinarity, problem focus and critical thinking, through the Graduating Senior Survey, the Alumni Survey and the Faculty Survey. **Figures E-4, Student and Faculty Assessment of the Interdisciplinary Mission; E-5, Student and Faculty Assessment of the Problem-Focus Mission; and E-6, Student and Faculty Assessment of the Critical-Thinking Mission, in Appendix E** summarize results of these three mission components across the three surveys.

Sixty-nine percent of graduating students in 2005 said they received a strong interdisciplinary education at UW-Green Bay. Three years after they graduated, alumni responding to a 2006 survey expressed even more strongly that they received an interdisciplinary education and most felt it gave them a competitive advantage. Eighty percent of the alumni strongly agreed or agreed that they received the interdisciplinary experience expressed in the mission and 77 percent strongly agreed or agreed that it gave them a competitive advantage. Faculty responses to the HERI Faculty Survey show significant differences between UW-Green Bay faculty and faculty at similar institutions on two items specifically relating to interdisciplinary education: UW-Green Bay faculty were more than twice as likely to have taught interdisciplinary classes and 23 percent more likely to pursue interdisciplinary topics in their own academic work.

In assessing problem focus, 67 percent of 2005 graduating seniors surveyed rated their problem-solving proficiency as "high," although fewer said they had many opportunities in classes to apply their learning to real-life situations (58 percent agreed or strongly agreed). Alumni in the 2006 survey were somewhat more positive: 68 percent rated their problem-solving proficiency excellent or good, and 68 percent also said they had many opportunities to apply their learning to real-life situations. Results from the NSSE allowing for comparison against other similar institutions shows that UW-Green Bay students rate their applied experiences slightly lower than peers at comparable institutions in the UW System. This may mean that UW-Green Bay is not fulfilling this component of its mission, or it may mean that this mission component is no longer as unique as it once was.

Faculty responses on the HERI survey show that they have widely infused practical and applied experiences into their courses. UW-Green Bay faculty members support application of University resources to solving community problems to a far greater extent than do faculty from other similar institutions. In the 2004 Faculty Survey of Student Engagement (FSSE), 51 percent of faculty evaluating lower-level classes and 75 percent of faculty evaluating upper-level classes replied "very much" or "quite a bit" when asked if they structure their courses so that students learn to solve complex real-world problems. On the same survey, when asked how much emphasis they place on applying theories or concepts to practical problems or in new situations, 69 percent of faculty evaluating lower-level classes and 95 percent evaluating upper-level classes said "very much" or "quite a bit."

The University assesses the critical thinking component of its mission through the College-BASE at the end of the sophomore year and through self-reporting on the Graduating Senior and Alumni surveys. College-BASE provides information on three reasoning competencies relating to critical thinking: Interpretive, strategic and adaptive reasoning. UW-Green Bay students' interpretive reasoning scores have been largely stable, while strategic and adaptive reasoning scores have declined over the past ten years, but still fall in the "adequate" range.

Almost all respondents to the 2005 Graduating Senior Survey expressed medium or high proficiency in critical thinking, and 77 percent attributed those skills at least in part to general education. Alumni Survey results in 2006 for the critical thinking question show that 66 percent ranked University preparation "excellent" or "good," and 62 percent declared the skills "very important" to their work. This suggests that graduates support the importance of the critical thinking component of the mission but are less prepared than they would like to be. However, compared to students at other nondoctoral University of Wisconsin campuses, UW-Green Bay freshmen and seniors both report relatively high levels of skill development in critical thinking on the NSSE. Most UW-Green Bay instructors report that they structure both lower- and upper-level classes to have a specific impact on students' critical thinking and analysis skills. Every respondent to the faculty survey confirmed the importance of teaching students to think critically.

Core Component 3b:
The organization values and supports effective teaching.

Teaching Is a Primary Value

Teaching is the top priority at UW-Green Bay. That value stems not only from the core mission the institution shares with comparable system campuses, but also from the University's select mission, which focuses on the importance of teaching and learning and outlines particulars of the University's approach — an education that is interdisciplinary, problem-focused and aimed at preparing students to think critically and address complex issues in a changing world.

Excellent teaching has been recognized and rewarded at UW-Green Bay from early on. The UW-Green Bay Founders Association began making annual Excellence in Teaching Awards in 1975. The awards process begins with open nominations and the winner is chosen by a representative campus committee based on documentation and letters of support supplied by the nominators. Often the most compelling letters come from students and alumni. Over the years, UW-Green Bay faculty members have been recognized for excellence in teaching by the UW System, by organizations such as the Council for Advancement and Support of Education (CASE) and by professional organizations in the disciplines.

The primacy of teaching is clearly communicated to prospective faculty. Position announcements commonly contain the statement: "The successful candidate must have higher education teaching experience, demonstrated potential for excellence in teaching and scholarship, commitment to undergraduate education, and communication and interpersonal skills sufficient to work effectively with a diverse array of students and colleagues....Excellence in teaching, institutional service and sustained scholarly activity are required for retention and promotion."

Faculty Earn Good 'Grades'

Graduating seniors and alumni give good grades to UW-Green Bay faculty for their teaching. Ninety-four percent of alumni responding to a 2006 survey gave "A" or "B" grades for the knowledge and expertise of faculty in their major; and 92 percent gave the same grades to the quality of teaching in their major. Overall, 88 percent gave their major department an "A" or "B." In the 2005 Graduating Senior Survey, 95 percent gave an "A" or "B" to the knowledge and expertise of faculty members in their majors; 88 percent awarded "A" or "B" to the quality of teaching in their major, and 87 percent gave their major department an "A" or "B."

It may be noted that UW-Green Bay faculty members maintain teaching excellence in the context of the highest student-to-instructional-staff ratio among UW System nondoctoral campuses: 24 to one, although on the measure of ratio of students to tenure-track faculty (31 to one) UW-Green Bay drops to third highest. On average, 79 percent of UW-Green Bay instructional staff is tenure track, compared to 70 percent at comparable institutions in the state.

Teaching Improvement Gets Support

UW-Green Bay promotes excellent teaching by supporting instructional staff through internal initiatives and by encouraging participation in various University of Wisconsin System opportunities. UW System opportunities include a variety of grant programs, a Faculty College, workshops and conferences, and Wisconsin Teaching Fellows and Teaching Scholars programs all offered by its Office of Professional and Instructional Development, and through other UW initiatives including grants, fellowships, workshops, and the sabbatical program.

On campus, teaching support comes from several sources supported by the Academic Affairs functional area.

The Instructional Development Council (IDC), a committee appointed by the provost, is charged with doing what its name suggests. It sponsors an annual conference on some aspect of teaching during January break that is attended by both UW-Green Bay faculty and those from other regional institutions. Also, the IDC awards Teaching Enhancement Grants of up to \$1,000 to faculty members to aid them in developing and enhancing courses, recognizes excellent teaching with a Featured Faculty Award and highlights specific excellent teaching strategies with awards for Creative Approaches to Teaching, in which the awarded strategy is shared via website with the faculty at large. The Featured Faculty Award recipient makes a presentation at the teaching conference.

The Instructional Development Scholars Award is a new initiative in 2006-07 sponsored by the IDC and the Provost's Office. Successful applicants may receive a \$3,500 honorarium or a three-credit course release. Proposals are accepted in two categories: the first to develop learning activities, teaching strategies or course-based assessment strategies to enhance student learning or engagement, and the second to redesign one of the gateway courses to enhance active and engaged learning. The impetus for the award came from the University's 2006 Equity Analysis Project that found inequities in educational outcomes between majority and minority students, particularly in retention of freshman students and grades in gateway courses.

The UW-Green Bay Teaching Scholars Program is an initiative instigated by two UW-Green Bay faculty members who had participated in the UW System Teaching Fellows/Scholars programs. The UW-Green Bay program began in 2000 with a grant from UW System and since 2002 has been supported financially by the Provost's Office. The initial goal was to encourage new faculty members to excel as teachers with the hope that they, in turn, would become leaders in faculty development, serving as role models and mentors for other faculty. The program was expanded in 2004 to include a second group of more experienced, tenured faculty who wanted to improve their teaching skills. A cohort group in each category spends a year in activities focused on the scholarship of teaching and improving teaching in their own classes.

The UW-Green Bay Research Council, a faculty committee appointed by the provost, awards grants of up to \$1,500 to individual faculty members for projects aimed at integrating research and teaching. It also awards grants-in-aid of research, and sponsors a faculty lecture series and a faculty research exchange. Many of these grants provide opportunities for undergraduate and graduate students to work with faculty members on research.

The Institute for Research assists faculty members seeking outside funding for scholarship and creative activities in order to support research and help them keep abreast of their fields. The office is located in the dean of professional and graduate studies division. External funding obtained by faculty often enables students to actively participate in practical, hands-on research related to their areas of interest.

The Learning Technology Center supports teaching in many indirect ways and directly by sponsoring a wide variety of technology workshops to help faculty members hone their skills.

UW-Green Bay faculty members participate in many UW System teaching enhancement initiatives including the previously mentioned Teaching Fellows Program for relatively new teachers and the Teaching Scholars Program for more senior faculty. The UW Women in Science program, aimed at attracting and retaining more women and minority students in science, technology, engineering, and mathematics, sponsors distance education teaching discussions and conferences in which UW-Green Bay faculty members participate. Faculty members also have been active in the UW System Scholarship of Teaching and Learning (SoTL) initiative that encourages scholarly inquiry into the subject and promotes intercampus collaborations.

Learning Environment Begins with First Contacts

Creating an effective learning environment at UW-Green Bay begins with first contacts between a prospective learner and a representative of the University.

The Admissions Office seeks to convey the unique mission and academic plan to prospective students and to attract and admit those who can benefit from the institution's offerings. It also seeks to serve the region and reflect the diversity of the region, state and nation. Prospective students and their parents are encouraged to visit the campus during campus preview days scheduled at intervals throughout the year. They also may arrange individual visits at other times.

FOCUS Helps Students 'Connect'

UW-Green Bay has a well-developed first-year experience program called FOCUS, coordinated by a faculty member and an assistant dean of students.

FOCUS R&R (registration and resources) sessions are offered on several dates in the June preceding the student's actual attendance on campus. R&R includes a range of activities from registration to campus acclimatization. More than 60 faculty and staff members are advisers and presenters throughout the one-day event that ends with a campus resource fair. The full-day program includes tracks for parents and students. Students leave R&R not only with their class registration complete, but also with their UW-Green Bay identification cards.

FOCUS Orientation is a three-day interactive program that starts following move-in day for students living on campus. In groups of 20 to 25, the new students learn about campus resources, the transition to college and academic expectations. Topics such as alcohol, dating, sexual assault and communication are topics of large-group sessions. Activities and social programs fill evening hours.

The Office of Student Life, the University Union and student organizations join with FOCUS to sponsor an array of programs to help new students "connect" during the first weekend and week of classes, dubbed Great Beginnings Week.

FOCUS freshman seminars are a response to findings from the National Survey of Student Engagement (NSSE) indicating that students who have small class experiences are more engaged in the academic life of a university and more likely to feel a sense of connection. Responding to this finding, UW-Green Bay made a commitment in the fall 2006 semester to try to improve the learning environment for new first-year students. UW-Green Bay's pilot for a new freshman seminar program took six of the most popular introductory-level general-education courses and created one section in each limited to new freshmen and a maximum enrollment of 25. The classes were scheduled at the same time and day so that 150 new freshmen could have this experience. The six faculty members who taught the sections coordinated readings, discussed strategies for engaging students in their learning, and selected

Core Component 3c:

The organization creates effective learning environments.

some activities to promote engagement in the classroom and a better understanding of interdisciplinarity. Surveys of the students who took the classes compared to freshmen in other classes showed promising results. Students in the seminars rated the quality of their experiences higher on many measures, including academic outcomes. The program is expanding to 13 such seminars in fall 2007.

A FOCUS majors fair takes place each February to help students explore potential majors and careers. All of the academic departments participate, and Academic Advising and Career Services offices staff members are on hand to answer questions. Students can sign a declaration of major form, meet advisers, and get information about potential courses, internships and academic experiences. **Figure F-1 summarizing FOCUS initiatives is in Appendix F.**

Learning Environment is a Cross-Campus Effort

Effective academic learning environments are created both on- and off campus. In the University's newest academic buildings — Mary Ann Cofrin Hall and the remodeled and expanded Laboratory Sciences Building — students experience spaces that were specifically designed for the learning that would take place in them. During the planning of Mary Ann Cofrin Hall, students actually had an opportunity to sit in and critique a mock-up of a proposed classroom. In addition to the thought that went into planning the Laboratory Sciences classroom and laboratory spaces, care was taken to provide spaces for students to gather and work together. The second through fourth floors have casual gathering spaces with wireless access. An area with tables and chairs outside the first floor computer lab facilitates students working together. Another kind of learning environment is offered by Language House, a private home before the University campus came into being. Set apart from the academic buildings, it provides an ideal immersion environment for the modern languages program. The Education program has created productive learning environments for prospective teachers off campus through a partner schools program that organizes teams of practicing teachers who mentor UW-Green Bay pre-service teachers. In Social Work, field instructors located within students' field experience settings pair with UW-Green Bay Social Work faculty members to ensure a setting conducive to learning.

The learning environment is shaped by efforts across campus. The Student Affairs division including the campus life and student service components has a stated commitment to providing a complementary learning environment that supports learning in the classroom. Following are some impacts on learning environment supplied through that division and others:

- The Academic Advising Office strives to provide information that is readily available, current and accurate. Effort is made to ensure that students receive as much one-on-one assistance as possible.
- The Career Services Office provides the typical services, but also places significant emphasis on “connecting” with the community and prospective employers. In its mission to “Connect learning to life,” UW-Green Bay makes particular efforts to secure internships and independent study opportunities for its students. The Career Services Office joins with faculty in actively seeking these opportunities.
- The Cofrin Library contributes to the learning environment not only through its collections and services described in Core Component 3d of this chapter, but by conducting instructional sessions to help students learn how to use library facilities and listening when students say they want changes in the environment. After a recent on-campus survey, the library added casual reading and more group study areas, brightened spaces with posters and live plants, installed blinds to better control lighting and heat-cold exchange, improved signage, installed more computers and wireless connectivity, and made other changes to respond to library users' desires.
- Special help is available to students through other efforts. Students can sign up by way of online request forms for study groups provided by the Tutoring Services Office. Students may self-refer or be referred by faculty members to the Writing Center.

Inclusive Campus Has Support

UW-Green Bay strives to address the reality of an increasingly diverse society and local community by supporting an inclusive environment on campus. Some examples of those efforts follow. The American Intercultural Center described in Chapter Two organizes programs and supports organizations for students of various ethnicities. The General Education Program requires every student to take a course each in ethnic studies and world culture. A faculty/staff discussion group, the LGBT Issues Group, has been meeting since 2001. The Safe Ally program provides training to make the campus safer and more welcoming for lesbian, gay, bi-sexual, and transgender students and staff. The chancellor has an Advisory Council on Equality for Women as well as an Advisory Council on Diversity. Campus Life has a Diversity Task Force. Much programming organized through the Student Affairs domain supports diversity. Many student organizations themselves represent diverse voices or organize diversity programming. A Disability Services Office helps students learn how to access services and assists faculty in making classes more accessible and in providing accommodation. Other examples can be found throughout this document.

Student Experience Is Viewed as a Whole

Nonacademic as well as academic programs and services offer students opportunities to grow and learn. The relationship among academic programs, student affairs and other divisions is exemplified in the reporting structure and in the makeup of the provost's Administrative Council. That body includes the dean of liberal arts and sciences, the dean of professional and graduate studies, the associate provost for academic affairs, the associate provost for student affairs/dean of students, the associate provost for information services, the associate provost for outreach and adult access, and the secretary of the faculty and academic staff.

About 2,000 students live on campus at UW-Green Bay in residence halls, apartment-suite buildings and apartments, all with many amenities. The Office of Residence Life bases its program on research indicating that college students who live on campus have a more successful experience beginning with their initial adjustment to college on through to graduation. In 2005-06, Residence Life offered 100 educational programs and about 180 different social and other programs. Many of the programs are organized by the active student governance organizations in student housing and by resident assistants.

The Office of Student Life emphasizes experiential learning and social development to enhance students' quality of life. More than 90 registered student organizations and an active Student Government Association operate under its auspices. In 2006-07, about 2,500 students counted themselves members of a student organization. Students can hone their leadership skills through Office of Student Life workshops and other experiences. Many Student Life programs offer students opportunities to participate in community service and volunteerism.

One way students influence the campus environment is by making their voices heard through the weekly student newspaper, *The Fourth Estate*; the literary magazine, *Sheepshead Review*; and radio station WGBW, which broadcasts over the campus cable television system.

The quality of the learning experience is influenced by on-campus cultural opportunities. The Weidner Center for the Performing Arts brings outstanding professional performances to campus. The Lawton Gallery showcases quality examples of professional artwork being produced in the state, region and nation, as well as work by faculty and student artists. The University's music and theater academic programs mount performances in University Theater and in the Weidner Center.

Campus intramural and recreational programs provide physical recreation and sports activities for student participation. The new Kress Events Center will greatly enhance these opportunities. Recreational facilities on campus include the nine-hole Shorewood Golf Course, a disc golf course, playing fields and courts, and miles of trails for running and walking in the Cofrin Arboretum encircling the campus. Students can cheer on NCAA Division I intercollegiate teams (seven for men and eight for women) that play on campus and in the city of Green Bay's Resch Center.

Finally, but no less important to the learning environment is the Office of Public Safety that provides programs to help students learn to be safe and secure on- and off campus.

Graduating seniors grade on an "A" to "F" scale (4 to 0 points) a broad range of learning environment facilities and services as part of the annual survey of graduating seniors. Since 1997, mean scores for all but three were "B" or higher. The lowest grade went to the Phoenix Sports Center, now being supplanted by the new Kress Events Center.

Core Component 3d:
The organization's
learning resources
support student
learning and effective
teaching.

Physical Resources Are Evidence of Progress

In the ten years since its last self-study, UW-Green Bay has built one new academic building and renovated and expanded others. Other projects are in process. All of these projects have significantly improved opportunities for student learning.

Mary Ann Cofrin Hall, completed in fall 2001, is the newest academic building. At 120,000 square feet it is far and away the largest academic building on campus. Known familiarly as MAC Hall, the building has the distinction of having been planned for the instruction that would take place in it. The building has 21 general assignment classrooms most of which are equipped with state-of-the-art media equipment that allow for a diverse array of presentation, demonstration and student-active techniques. The building also houses several specialty spaces including laboratories for cartography, geographic information systems, media analysis, computer science, distance learning, social science research, and nursing that significantly enhance student-faculty interaction, instruction and research. MAC Hall is the home for the Cofrin Center for Biodiversity, the University Herbarium and the Richter Natural History Museum. The latter houses a large and irreplaceable collection of natural history materials. The building models UW-Green Bay's commitment to the environment through its use of new technologies and sustainable and recycled materials.

The 1968 Laboratory Sciences Building was essentially transformed into a new student laboratory and research facility. The project involved total renovation of the existing 80,000 square feet and a 24,000 square-foot addition. The renovation consolidates into one building science laboratories and faculty that previously were housed among three buildings and thus promotes a research communities approach. The building has teaching laboratories for biology, chemistry, earth science, ecology, food science, general science, physics, and soils and water science, with many equipped with computer capabilities. The teaching and research labs are equipped with state-of-the-art technologies and equipment. The equipment has increased learning opportunities for students and made more sophisticated research opportunities available to them. Also, the modular design of teaching labs, research labs and instrument support spaces permits student access to the same kinds of facilities available to faculty. Labs were designed with utilities on the perimeter for flexibility to respond to new fields and methods of inquiry.

Remodeling of one of the campus's largest lecture halls in the Environmental Sciences Building resulted in a technology-enhanced classroom and a layout more conducive to student learning and comfort.

Part of the Studio Arts Building was remodeled to deal with humidity and acoustic problems in the music practice rooms. As a result, UW-Green Bay has the largest number of soundproof, technology-capable music practice rooms in the UW System.

The space dedicated to computing and information technology support staff in the Instructional Services Building was renovated and mechanical systems upgraded. The project facilitated student and faculty comfort and accessibility, use of technology and services, and increased equipment reliability.

The new Kress Events Center will add three general-assignment classrooms when the building is complete.

Additional projects are being planned, including:

- Renovation of the David A. Cofrin Library to allow the library to expand to the seventh and eighth floors — the intention for the use of that space when the building originally opened in 1972. The renovation will allow for new individual and group study spaces and other improvements.
- Planned remodeling in the Theater Hall and Studio Arts buildings to address issues including space for teaching and storage, lack of technology, sound bleed, access, and problems with lighting, temperature, humidity, and ventilation, among others.
- A new classroom/office building to support the University's Growth Agenda.

New Teaching and Learning Center Is a Goal

A proposal for a new, named Academic Excellence Teaching and Learning Center at UW-Green Bay is among the goals of the present capital campaign. The Teaching and Learning Center would link faculty to the latest research on teaching and learning, provide resources to help them stay current with best practices in teaching, assessment and innovative uses of technology, and assist faculty in improving their courses, programs and scholarship.

In addition to supporting faculty already at UW-Green Bay, the center is envisioned as an advantage in attracting the “best and brightest” new faculty to the institution.

Learning Technology Center Supports Teaching

The Learning Technology Center developed over a period of years in response to needs and today offers an array of workshops for faculty, staff and students, e-mail help with various software and user issues, assistance to faculty in incorporating technologies into their classrooms, one-on-one consultation, web page development, and support for the Desire2Learn (D2L) web-based learning system.

The use of D2L courses — either fully online or supplemented by online components — is growing at UW-Green Bay. In spring semester 2007, 138 faculty members were using D2L in 330 course sections.

The Learning Technology Center is staffed by a full-time manager, the campus webmaster, a part-time staff member, and several student employees, and is located in the Computing and Information Technology division.

Library Is a Central Resource

The eight-story David A. Cofrin Library, the tallest building on campus, is located in the very center of the academic buildings, exemplifying the library’s goals to support the teaching, research and service missions of UW-Green Bay and to serve as an intellectual and cultural resource for the campus and the larger community.

In addition to its collections of conventional resources, the library has kept pace with the increasing number of electronic databases and is proactive in adopting digital technologies for searching and accessing these databases.

Among its services to help faculty members make materials accessible, library staff members scan and mount materials for electronic reserves, and create library guides for courses that use the online Desire2Learn course management system. Researchers can get help from an information literacy tutorial and take advantage of free interlibrary loans. Staff members prepare “On the Go” guides to reference materials on commonly researched topics. They will meet with new faculty to discover their resource needs and introduce them to the library. And staff members teach library instruction classes for students: Some 3,450 students received library instruction through March in 2006-07. In addition, the library maintains a reference desk and other expected services.

The library staff makes diligent efforts to participate in training and improve professional skills in order to keep pace with emerging information technologies. For several years, the Friends of the Cofrin Library organization’s annual gift to the library has included funds for staff development.

CIT Provides the Technology

Computing and Information Technology (CIT) supports students, faculty, and staff in their use of computer technology for instruction, research and administrative services. CIT’s primary goal is to construct and maintain the institution’s computer network. It has three units: User Support Services, which includes the Learning Technology Center and Web Development Office; Network and Infrastructure Services; and Management Information Systems (MIS).

All UW-Green Bay faculty, staff and students have access to the Internet, e-mail, and a wide variety of academic software including word processing, spreadsheet, database, graphics, statistical, and specialty programs.

CIT serves students through a general access computer lab located in the Instructional Services Building with about 200 computers and an additional lab in the Cofrin Library with 50 computers. Specialized labs serving graphic communications, computer science, various science subjects, geographic information systems, music, the Writing Center, theater design, and other endeavors are located across campus. A total of more than 500 Windows PC and Macintosh machines is available in the various labs. Computers in the Registrar's, Academic Advising, Career Services, and other offices serve student and staff needs in those areas. The Residence Life Community Center also has a computer area. The Community Center and all but two academic buildings in the campus core have wireless access. As part of the recent remodeling of the Instructional Services Building, the campus Help Desk was moved to a more visible and accessible site.

The Media Services Office supports and maintains instructional equipment in the classroom and has a variety of instructional equipment that can be checked out. It also has a video and film collection (currently at more than 2,000) available to faculty and students, and can, upon request, order materials from other Wisconsin institutions through an interlibrary loan system.

UW-Green Bay's Student Information System (SIS) moved to a PeopleSoft platform in 2001 and it has been upgraded several times, most recently in 2006. Students have online access to the system 22 hours a day, enabling them to audit academic plans, enroll for classes, and perform other functions via computer.

Collaborations Increase Access

UW-Green Bay seeks partnerships and collaborations with other institutions and organizations in order to provide greater access to UW-Green Bay and greater opportunity for UW-Green Bay students, faculty and staff. These arrangements are evidence of the University's commitment to the region and its prospects.

Examples of some of these partnerships and collaborations include:

- UW-Green Bay is an active founding member of the Northeast Wisconsin Educational Resource Alliance (NEW ERA), a collaboration that aims to create seamless transition and sharing among northeastern Wisconsin institutions. The regional effort involves UW-Green Bay, UW-Oshkosh, UW-Fond du Lac, UW-Fox Valley, UW-Manitowoc, UW-Marinette, UW-Sheboygan, UW-Extension, the College of Menominee Nation, Fox Valley Technical College, Lake Shore Technical College, Moraine Park Technical College, and Northeast Wisconsin Technical College. Shared library access, professional development, adult access, enrollment management, market research, enhanced communication, and student ability to get the educational resources they need within the region are among the goals.
- The institution has entered into general studies transfer agreements with Northeast Wisconsin Technical College (NWTC) and articulation agreements with the College of Menominee Nation.
- The University collaborates on various diversity issues with St. Norbert College, NWTC, local civic organizations, the Green Bay Packers, the City of Green Bay, the Green Bay Chamber of Commerce, and Brown County-UW Extension.
- UW-Green Bay offers a collaborative Master of Social Work with UW-Oshkosh.
- UW-Green Bay is part of a collaborative Internet-based Bachelor of Science in Nursing program for Wisconsin registered nurses along with four other UW institutions and the two-year UW Colleges.
- With the City of Green Bay, the Green Bay Chamber of Commerce and NWTC, the University launched the Green Bay Area Entrepreneur's Connection to connect entrepreneurs with resources for starting and expanding businesses.
- The University signed a historic public-private agreement with near-by St. Norbert College for the International Visiting Scholars Program.

More collaborative and cooperative relationships are described in Chapter Six.

KEY FINDINGS

Criterion 3: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Academic programs and support services effectively support the campus mission.

The self-study indicates that UW-Green Bay’s undergraduate programs support its mission to “provide an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world.” The foundation of every student’s program of study is an interdisciplinary major or minor and all programs are intentionally designed to provide educational experiences that “connect” what students learn in the classroom with practical problem-solving opportunities on campus or in the larger community. Results from campus-based and national survey instruments consistently indicate that students recognize how the campus mission is reflected in their educational experiences. These results also provide convincing evidence that the institution, through its faculty, staff and outstanding facilities, is successful in fulfilling its educational mission.

Student learning outcomes assessment processes should be better implemented.

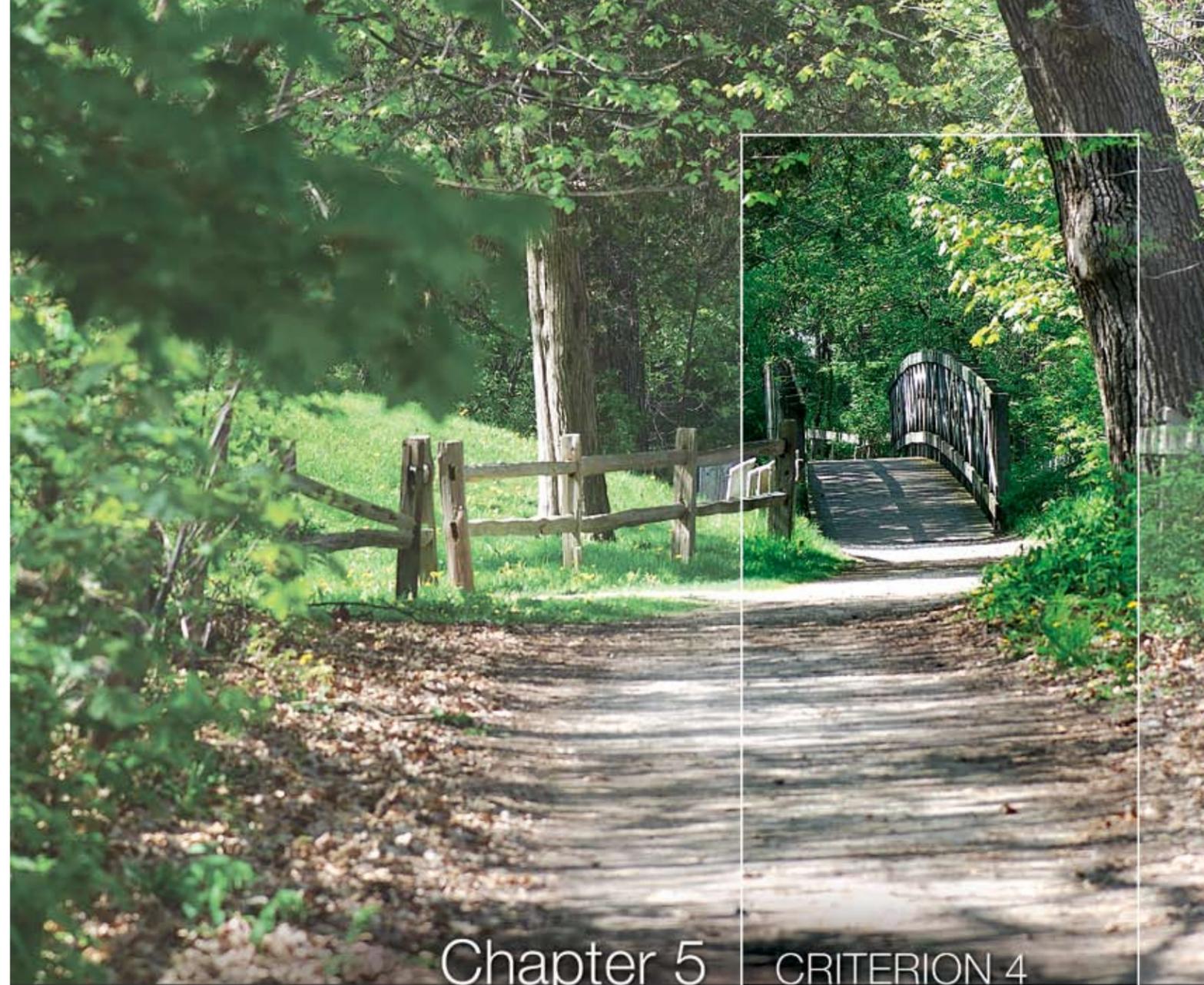
All academic programs have clearly stated student learning outcomes and a significant number have implemented methods to assess these outcomes. There is, however, some inconsistency in the extent to which assessment methods have been used for curricular and program improvement. This inconsistency appears to be due in part to limited institutional staff support of the academic program review process. Reductions in staff time devoted to the institutional assessment process since the last review also has made it difficult for some programs to fully implement their assessment processes. A process for assessing General Education Program learning outcomes also has been established but not consistently implemented and results have not always been used effectively by the General Education Council to assess program strengths or to identify areas in need of improvement.

Teaching effectiveness is of primary importance and actively supported.

Professional development workshops, seminars and other sponsored activities with a special emphasis on improving teaching have been expanded in recent years. Existing programs have been refined to help faculty and teaching academic staff become more knowledgeable and effective teachers. Careful planning, the ability to secure state resources and a successful capital campaign have resulted in exceptional campus facilities to support instruction. A state-of-the-art classroom building has recently been completed and several other buildings and instructional spaces have been extensively remodeled and updated. A major expansion and renovation of the sports center and University Union will contribute in significant ways to the total student learning experience.

Information technology resources and staff support are major institutional assets.

Teaching and student learning are supported by an outstanding array of information technology equipment, software and support services. Students and faculty have access to resources that are comparable to many larger campuses in the University of Wisconsin System. Information technology division management has done a particularly good job of listening to concerns and needs expressed by students, staff and faculty, and systematically seeking their advice throughout the planning and resource acquisition processes.



Chapter 5

CRITERION 4



Acquisition,
Discovery and
Application of
Knowledge

Criterion 4: Acquisition, Discovery and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Overview

UW-Green Bay provides students and faculty with a range of opportunities to live the UW-Green Bay mission through engagement in interdisciplinary, problem-focused research. Student and faculty scholarly achievements are regularly recognized through public forums, involvement in academic honor societies, and campus and UW System-sponsored award programs. Faculty research is supported through an endowed chair, several named professorships, a modest institution budget, and extramural grants and gifts that typically total three-quarters of a million dollars annually. The foundation of the undergraduate student learning experience is the requirement that every student complete an interdisciplinary major or minor. The problem-focus component of the UW-Green Bay mission serves as the basis for the institution's graduate programs. A wide array of programs and services are offered through the Outreach and Adult Access division to meet the lifelong learning needs of precollege and nontraditional-aged students. The institution's curricula and its impact on student learning are systematically reviewed through a well-defined process that includes both the academic and general-education programs. Integrity and ethical conduct on the part of students, faculty and staff are highly valued, supported and monitored in a variety of ways through well-established UW-Green Bay and University of Wisconsin System policies.

Scholarly Activity Is Expected and Supported

All three missions that guide UW-Green Bay — the mission of the UW System, that of the nondoctoral cluster of Wisconsin institutions, and the individual mission of UW-Green Bay — emphasize the value of inquiry and scholarly activity. (Complete mission statements can be found in Chapter Two, Core Component 1a.) The University's select mission further speaks to the kind of scholarship valued when it describes the UW-Green Bay experience as characterized by “an interdisciplinary, problem-focused education.”

Expectations for scholarship are clearly communicated to prospective faculty. Announcements for faculty positions include the wording: “The successful candidate must have higher education teaching experience, demonstrated potential for excellence in teaching and scholarship.... Excellence in teaching, institutional service and sustained scholarly activity required for retention and promotion.”

Core Component 4a:
The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

UW-Green Bay faculty members are actively committed to lifelong learning through teaching, service and scholarship. They demonstrate a wide range of scholarly output including published books, chapters, publications in academic journals, presentations at conferences, and creative performances and exhibits, and through their pursuit of the scholarship of teaching. Their research is as likely to be carried out in a wetland as a laboratory or in a kindergarten classroom as an archive.

For the past ten years, annual support for research from general-purpose revenue/tuition at UW-Green Bay has been about \$78,000. This modest amount is average for the UW System nondoctoral campuses. UW-Green Bay uses the funds to support its Institute for Research. However, in 2006-07, total funding for research was about \$850,000 when grants and gifts were included. The 2006-07 amount is double the funding for research in 1996-97.

Faculty and Staff Win Outside Funding

The Institute for Research assists faculty and staff in obtaining outside funding to support research and scholarly activity. It reports to the dean of professional and graduate studies and is staffed by a full-time director and a half-time program assistant. Institute staff members help researchers by providing services ranging from identifying potential funding sources; to preparing proposals, contracts and budgets; to various post-submission services.

Since 2001-02, UW-Green Bay faculty and staff have received over \$8 million in grants and contracts from federal and state agencies and other entities. Recent major grants and contracts have come from the National Aeronautics and Space Administration (NASA); the U.S. Environmental Protection Agency; the U.S. Small Business Administration; the U.S. Department of Education via Green Bay's Cooperative Educational Service Agency (CESA) 7 district; the U.S. Department of Transportation; the National Science Foundation; the Wisconsin Department of Natural Resources; the Wisconsin Division of Energy; private entities such as Arjo Wiggins Appleton, Ltd.; and others. UW-Green Bay is the lead institution of the Wisconsin Space Grant Consortium, funded by NASA. NASA support for the program from March 2001 through March 2007 totaled nearly \$2,682,000. A U.S. Small Business Administration grant of \$497,000 enabled UW-Green Bay to launch the Paper Technology Transfer Center. UW-Green Bay has a field office of the Wisconsin Sea Grant Institute funded by the National Sea Grant College Program, National Oceanic and Atmospheric Administration and the U.S. Department of Commerce.

Thirty UW-Green Bay researchers received grant and contract support for a variety of projects from the beginning of the 2001-02 fiscal year through June of 2006. Those projects receiving more than \$100,000 during that time period are summarized in **Figure G-1, Research Grants Over \$100,000, in Appendix G.**

Campus and System Sources Support Inquiry

The Institute for Research funds the Research Council, a faculty committee appointed by the provost. The council reviews applications and recommend awards for a new UW-Green Bay Research Scholar Program supported by the Provost's Office. The award provides three-credit course release for a specific project that will result in a product such as a grant or book proposal, a manuscript, a body of work for an exhibition, or other tangible result. The Research Council awards grants-in-aid-of-research of up to \$600 for individual research endeavors and funds proposals up to \$1,500 for research activities that integrate scholarly work and teaching. Recipients of awards share results of their research at Faculty Research Exchanges sponsored by the Research Council.

Various UW System initiatives support scholarship and inquiry. Tenured faculty may make proposals for sabbatical leave projects for one semester or a full academic year. The number of sabbaticals granted has increased. In the past, three to five faculty members typically were on sabbatical in a given year, however leaves were awarded to eight for 2007-08. The Provost's Office forwards UW-Green Bay faculty applications to the UW System Applied Research Grant Program that encourages scholarship projects supporting economic development in Wisconsin. UW-Green Bay faculty members have participated in collaborative projects through WISys, Inc., a program that identifies innovative technologies and brings them to the marketplace.

Some UW-Green Bay academic units budget funds to support scholarly activity by unit members.

Resources Exist for Staff Development

Faculty and academic and classified staff may apply for tuition assistance (reimbursement) for career-related education as a benefit authorized through UW System policy. In 2005-06, a total of \$6,749.41 was reimbursed to 26 individuals at UW-Green Bay.

The Academic Staff Professional Development Allocations Committee allocates funds for individual professional development opportunities such as travel to symposia or professional meetings. Funding must be matched by department funds and requests may not exceed \$500. Twenty-eight individuals received a total of \$7,759 in 2005-06. Also, a portion of the funds available for academic staff is allocated for programming. Eight programs were sponsored in 2005-06 for a total of \$785. Academic staff development efforts are funded by a combination funds from the UW System and the University.

UW System and University funds also are available for individual and group professional development activities and programs for classified staff to support professional development and technical training. Activities include conferences, workshops, seminars, mini-courses, and training programs. A total of \$2,022.32 supported ten requests in 2005-06.

Scholarship and Excellence Are Recognized

A Faculty Award for Excellence in Scholarship is part of the UW-Green Bay Founders Association recognition program begun in 1975. The list of recipients since its inception represents faculty members from a wide range of disciplines who have distinguished themselves as authors of books, chapters, papers, and articles; leaders of significant research projects; active participants in scholarly organizations; artists in various visual media; and composers of music.

Founders Association Awards also recognize Excellence in Teaching, Excellence in Institutional Development, Excellence in Community Outreach, Excellence in Academic Support, and Excellence in Classified Support. A new award begun in 2005 for Excellence in Collaborative Achievement goes to members of a committee, task force, special group or department for work that advances the mission of the University. Calls are issued for nominations for Founders Association awards, and a committee representing faculty and academic and classified staff selects recipients based on the supporting evidence supplied.

Gifts to the UW-Green Bay capital campaign have enabled the institution to name its first endowed chair — the John P. Blair Endowed Chair in Communications — and to create three new named professorships. The University can now recognize a total of eight outstanding scholars with named professorships including the Frederick Baer Professorship in Business, the Patricia Baer Professorship in Education, the Austin E. Cofrin Professorship in Business, the Frankenthal Professorship, the Barbara Hauxhurst Cofrin Professorship of Natural Sciences, the Herbert Fisk Johnson Professorship in Environmental Studies, the Ben J. and Joyce Rosenberg Professorship, and the Philip J. and Elizabeth Hendrickson Professorship for Business.

The provost inaugurated an annual Spring Scholars Reception in 2005 with the aim of annually recognizing and celebrating scholarly and creative accomplishments of faculty and staff.

A newly created “Celebrating Scholarship” page on the University’s website calls attention to the accomplishments of faculty, staff and students.

Faculty scholars share their expertise through lectures on campus. Each semester, two faculty members are invited to speak about their scholarly work at a Faculty Lecture Series sponsored by the Research Council. Speakers receive a small honorarium from the Council. The Oxford Lecture Series, initiated by a faculty member, invites members of the University community and the general public into the classroom to hear a lecture on a topic that has appeal to a general audience. Faculty members present the lecture during their regularly scheduled class periods.

Some faculty members go into the community to speak at the Downtown Third Thursday Series sponsored by Outreach and Adult Access. Six UW-Green Bay scholars each year present their perspectives on a wide variety of topics at the free lectures.

The “Interdisciplinarity in Action” page sponsored by the dean of liberal arts and sciences on the University’s website recognizes interdisciplinary efforts in particular. The changing content may highlight activities such as faculty and student research from interdisciplinary perspectives, or a theater production that involved cross-campus academic programs and community organizations, or the activities of on-campus interdisciplinary reading groups.

The *LOG*, the in-house, online faculty/staff newsletter, since its inception as a print publication in 1969 has devoted space to highlighting faculty and staff accomplishments, including publications, professional presentations and other scholarly efforts.

Students Engage in Scholarship

UW-Green Bay faculty members model scholarship and encourage and support students in their own scholarship.

Student scholarly and creative work is recognized each year at an Academic Excellence Symposium. Sponsored by the provost and organized by the associate dean of liberal arts and sciences, the event is a public showcase for outstanding student work. In 2007, its sixth year, the symposium highlighted the work of 120 student scholars with a display of 60 projects.

Twenty-one UW-Green Bay students have participated in the selective annual Posters in the Rotunda: A Celebration of Undergraduate Research event since the statewide program was inaugurated in 2004. At the event, UW-Green Bay student scholars join other students from across the state in presenting their work in the Wisconsin State Capitol rotunda. UW-Green Bay undergraduates also join with other Wisconsin institution students at an annual UW System Symposium for Undergraduate Research and Creative Activity. The UW-Green Bay Institute for Research and the deans offices support the above two events.

UW-Green Bay students have exceptional opportunities to engage in research and hands-on learning. Unlike many institutions where such opportunities are primarily for graduate students, it is not unusual for undergraduates at UW-Green Bay to work with faculty members on research, even becoming coauthors on published papers and co-presenters on national presentations. Academic units across campus in programs as diverse as Human Development, Human Biology, Psychology, Communication, Biology, Nutritional Sciences, and others offer student research assistantships.

The Cofrin Arboretum Student Research Program gives students an opportunity to compete for funding provided by an endowment to carry out their own research projects in the on-campus arboretum or in one of the University's outlying natural areas. Undergraduates and graduate students alike may win awards. Working with a faculty adviser, student grant recipients learn all of the aspects of research methods and design, data collection and analysis, literature reviews, and the like. Ultimately they present their results at an annual public Cofrin Arboretum Student Research Symposium. Some of the projects have resulted in publications and presentations.

Faculty grant projects often support student research. A \$6 million U.S. EPA grant shared by a UW-Green Bay researcher provided multiple summers of in-the-field experience for students who participated in the survey aimed at developing environmental indicators for the Great Lakes Basin. UW-Green Bay graduate students did research on phosphorus and sediment loading in tributaries as part of a grant from Arjo Wiggins Appleton Ltd. that created a multiple-year monitoring program on the Fox River.

Hands-on Learning Takes Many Shapes

Art students who won the Wisconsin Space Grant Consortium competition to create space-related art for its offices on campus learned all the aspects of competing for a professional commission and then carried out the creative project. The winners each received a scholarship and had their work installed.

Members of Students in Free Enterprise (SIFE) do all of the research and make all of the arrangements for an annual International Business Day to which they invite seventh graders from an at-risk school. UW-Green Bay international students participate in teaching the seventh graders about the economies of several countries and how those economies interact. The event also gives the seventh graders an experience on a university campus. One hundred sixty precollege students attended the 2006 International Business Day.

Internships and practicums are other ways students gain hands-on learning. Internships are offered through academic departments and through the Career Services Office. In the survey of seniors graduating at the end of academic 2005-06, 60 percent of the graduates said they had participated in an internship. Some students enroll in independent studies that involve research or hands-on learning. In addition, students in Education, Social Work and Nursing must engage in various practicum placements in order to fulfill degree requirements.

Students also gain hands-on learning on campus through on-campus employment placements, and participation in student organizations and Student Life-supported activities. The Student Affairs division aims to provide a complementary learning environment that supports learning in the classroom through both its student service components and its student program components.

Recognition Is Evidence of Student Achievement

The presence of honor societies is another indicator of student achievement. UW-Green Bay has chapters of Phi Kappa Phi, honorary for all disciplines, and Phi Eta Sigma, freshman honorary. Honoraries in the disciplines include Phi Alpha Theta, history; Psi Chi, psychology; Sigma Beta Delta, business; Sigma Tau Delta, English; Sigma Theta Tau, nursing; and Tri Beta, biological sciences.

At UW-Green Bay, all-University honors awarded at commencement require a cumulative grade point average from 3.5 to 3.749 for cum laude honors; a cumulative grade point average from 3.75 to 3.849 for magna cum laude; and a cumulative grade point average of 3.85 or higher, or a cumulative grade point average of 3.75 to 3.849 and eligibility for and successful completion of an honors-in-the-major project for summa cum laude. Students also may be awarded distinction in the major by achieving a 3.5 or higher all-over grade point on all courses required for their major, a 3.75 grade point on the junior-senior level courses required in the major, and completing an honors-in-the major project.

The student newspaper, *The Fourth Estate*, which is a student activity but also has practicum aspects, has placed in the top four slots in the overall excellence category in the Associated Collegiate Press "Best of the Midwest" college newspaper competition for the past seven years, winning the number one spot in 2006 and 2007.

UW-Green Bay student athletes consistently do well in rankings of academic achievement. The women's basketball team has ranked in the top ten of the Women's Basketball Coaches Association Academic Honor Roll ten times. In 2007, a member of the women's soccer team won a \$7,500 NCAA Postgraduate Scholarship Award after having been named a First-Team Academic All-American earlier in the year. In spring 2006, the women's swimming and diving team was recognized as an Academic All-America team by the College Swimming Coaches Association of America. And in 2005-06, five individual UW-Green Bay athletes were named to *ESPN The Magazine's* Academic All-District V teams.

The Chancellor's Medallion awarded just prior to commencement recognizes students for a combination of high academic performance, outstanding campus and/or community involvement, and a commitment to personal growth. Twenty-nine students received the award in May 2007.

Learning Is Not Limited to Traditional Students

Outreach and Adult Access extends lifelong learning to the citizens of northeastern Wisconsin and beyond. The division reports to the provost and vice chancellor for academic affairs and many of its programs involve, or are supported by, members of the University faculty.

Many of its programs are sponsored in partnership with University of Wisconsin-Extension, which is a separate institution within the UW System. UW Extension establishes general rules, regulations, and operational procedures, and provides a significant portion of the budget and an oversight function. UW-Green Bay has administrative responsibility for academic program quality, personnel decisions, and other operating budgets. The Extension portion of the budget is negotiated annually and the chancellors of the two institutions sign an inter-institutional agreement.

Major functional areas in the division include Adult Access, Pk-12 Education Outreach, Summer Programs, Credit Outreach and High School Programs, Governmental Affairs and Economic Development, Management Development Programs, and the Small Business Development Center.

A degree-granting program operating within Outreach and Adult Access is the Adult Degree Program offering either the Bachelor of Arts or Bachelor of Applied Studies in Interdisciplinary Studies. It employs a variety of strategies including online courses, Saturday meeting times, and others, to enable working adults to complete a degree.

Other programs offered through Outreach and Adult Access include:

- The Institute for Learning in Retirement (LIR) is a thriving membership group of 860 that organizes a variety of short-term classes and learning activities. It offered 74 courses in fall 2006. The program is “self-owned” and operated by members. Members teach many of the courses. Courses offered range from ethics to literature, from religion to science, and from bridge to biking, and always include current issues. Active and emeritus UW-Green Bay faculty members are among those teaching LIR courses.
- Education Outreach credit and noncredit courses taught on-site within the school districts meet continuing education needs of area educators. More than 900 prekindergarten through twelfth-grade teachers were served last year.
- The College Credit in High Schools initiative takes college-level UW-Green Bay courses to area high schools to give academically qualified high school students a head start on earning college credits. Last year, nearly 450 students at nine area high schools took the classes.
- Human services professionals and others are served by workshops, conferences and courses on a variety of topics offered through Continuing Professional Development. Many of the programs offer certificates or other needed credentials. The unit also is responsible for Brown County Diversity Circles, a community-strengthening initiative.
- Local Government Education Outreach has a long history of professional education for municipal professionals from throughout Wisconsin. Its programs served 800 in 2006. The Clerks and Treasurers Institute is the only authorized provider in Wisconsin for Certified Municipal Clerk, The Wisconsin Certified Municipal Clerk, the Certified Public Financial Administrator and the Certified Municipal Treasurer of Wisconsin credentials.
- The Small Business Development Center operates from an off-campus site to provide low-cost workshops and seminars and free counseling to small businesses in 11 counties of northeastern Wisconsin. Its certificate-granting Management Development Program is serving 160 clients in 2006-07. In the past year, 125 clients received one-on-one counseling.
- Summer camps in art, music, space, and other topics brought 2,100 pre-college students to UW-Green Bay in summer 2006. The Summer Camps program offers a relatively new Grandparents’ University and Spanish immersion courses, including one for adult professionals.

Core Component 4b:

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Majors and Minors Have Missions

UW-Green Bay has 20 interdisciplinary and 23 disciplinary programs that grant majors and/or minors. The programs are outlined in Chapter One. Complete descriptions of individual programs are in the *Undergraduate Catalog* and on academic program websites. In addition to majors and minors assigned to domains in the Humanities and Fine Arts, Natural Sciences and Mathematics, Social Sciences, and Professional Studies, and the Interdisciplinary Studies major offered through the Adult Degree program, matriculated students also may declare a personal major.

Majors require a minimum of 30 credits with at least 24 credits at the upper level. Minors consist of a minimum of 18 credits with at least 12 credits at the upper level, except for music, art and theater, which require six, six, and nine credits respectively. All students must have either an interdisciplinary major or minor in order to graduate.

Faculty members review their individual program mission statements annually in the process of preparing the *Undergraduate Catalog*. Faculty may make minor changes to program missions, but if major changes are called for, they must submit a curriculum change form to the appropriate dean. The change subsequently is reviewed by the Academic Affairs Council which makes recommendations to the provost. Periodicity requires programs to be reviewed by the Academic Affairs Council and the appropriate dean every five years. During that process, mission statements are examined to ensure that they are consistent with the University's mission and with efforts at strategic planning.

UW-Green Bay's Comprehensive Assessment Plan specifies that academic programs are a critical component of assessing student educational outcomes, along with the ACT, the College-BASE, employer interviews, and the Freshman Survey. The assessment plan states: "A special emphasis will be placed on how programs prepare students to critically evaluate problems as well as the issues and problem-focused approaches used in the instructional process."

A summary report showing results from a **Learning Outcome Assessment Plan Feedback Survey** conducted in 2006 by the Institutional Assessment Committee appears as **Figure H-1 in Appendix H**. The survey gathered information on programs' assessment plans and methods used to assess learning.

The survey showed that UW-Green Bay academic programs identify and measure learning outcomes. For example, 18 of the 26 programs responding identify learning outcomes unique to the major and 18 programs also stated or stated strongly that they use multiple methods of assessing how effectively students demonstrate those outcomes. To a somewhat lesser degree (11 programs with strong identification and seven more with somewhat-to-strong identification), programs also identify how information gained from learning outcome assessment will be used in programmatic decisions. Another part of the survey showed that academic units use a variety of methods to assess student learning: 73 percent of programs responding use direct performance measures; 69 percent use course grades and faculty professional judgment; 50 percent reported using embedded assessment. Grade-point average in the major or minor, external critiques, capstone courses and other methods also were reported.

General Education Spells Out Expectations

UW-Green Bay's General Education Program mission is "to provide a structured core of liberal studies to all students that strengthens their academic skills, broadens their intellectual horizons, helps them develop and explore new interests, allows them to reflect upon value issues, and provides them with a foundation of knowledge for future course work and for lifelong learning."

In order to build that foundation, all undergraduate programs require students to fulfill 37 to 39 credits of general-education coursework. A summary of general-education requirements is shown as Figure 7. **Particulars of general-education requirements are shown in Appendix I.**

General-education requirements include:

- Students must achieve a specific minimum score on the ACT or complete the necessary courses (3 to 6 credits,) to demonstrate college-level writing competency. Credits and courses required depend on the ACT score. Students with ACT scores of 25 or above are exempt from the requirement, but many students must complete 352-105 Expository Writing as part of the requirements for their majors.
- All new freshmen must complete the Wisconsin Mathematics Placement Test (WMPT). Students who score 422 or lower on the WMPT "AB" test or 389 or lower on the WMPT "BC" test are required to complete the remedial nondegree-credit Elementary Algebra course by the end of their second semester.

Figure 7-
General-Education Requirements

General-Education Requirements	
<i>Credits</i>	
0-6	— of English competency
0-3	— of mathematics competency
37-39	— of breadth comprised of:
	3 credits of fine arts
	9 credits of humanities
	9 credits of social sciences
	10-12 credits of natural sciences
	3 credits of ethnic studies
	3 credits of world culture
<i>Courses</i>	
4	— writing emphasis courses

- Students must complete four writing emphasis courses, including at least two at the upper level. Courses taken to fulfill this requirement may simultaneously be used to fulfill other general-education requirements or requirements for the major, minor, or professional program. Writing emphasis courses are identified across all major areas of study. Specific criteria exist for defining writing emphasis courses.
- Students must fulfill breadth of knowledge requirements by completing a total of 31 to 33 credits, including nine credits of fine arts courses; nine credits of humanities courses (including a six-credit interdisciplinary core Western Culture sequence); nine credits of social science courses; and either ten credits (including a lab course) or 12 credits (without a lab course) of natural science courses. To fulfill the three-credit fine arts requirement, students may choose either studio/performance courses or fine arts appreciation courses. In each of the other areas, students must take at least three credits of course work focused on “issues and values” in that area of knowledge.
- Students must complete three credits of course work focused on contemporary global issues and problems related to multiculturalism and ethnocentrism through the study of beliefs, values and ways of life in countries other than the United States. This requirement can be met by taking one of the international travel courses, by completing foreign language courses numbered 225 or above, or by taking courses specifically approved to meet the requirement, such as Introduction to Cultural Geography, World Politics, Modern Asian Civilization, The Third World, or Latin America Today. Courses taken to fulfill the other-culture requirement may not be used to fulfill other general-education requirements except the writing emphasis requirement.
- Students must complete three credits of course work focused on cultural diversity within the United States. Courses typically taken to fulfill this requirement include interdisciplinary First Nations Studies courses, the interdisciplinary Cultural Diversity course, the Roots of Black America history course, and the Minority Groups sociology course. Courses taken to fulfill the ethnic studies requirement may not be used to fulfill any other general-education requirement except the writing emphasis requirement.

Students can accomplish the fine arts and world culture requirements either by course work or experiential opportunities. In the fine arts for example, theater practicum participation as a crew member, cast member, or scene or costume shop member in production of a live performance would meet the requirement. World culture requirements may be fulfilled by course work, completion of a fourth semester of a college-level foreign language or an upper-level foreign language course, or through travel experiences including an approved UW-Green Bay trip outside the United States, a study-abroad program, a student exchange program outside the United States, or a documented and substantial living experience outside the United States. Students who are not residents of the United States satisfy the requirement by residence and course work at UW-Green Bay.

Goals accompanying the general-education mission statement emphasize acquisition of proficiency skills and substantive knowledge.

Students who complete the General Education Program are expected to possess:

- Effective communication skills, analytical thinking skills and library research skills;
- A knowledge of major intellectual traditions in the arts and humanities, social sciences, and natural sciences, and an understanding of the different ways knowledge is defined, sought after and put to use in those domains;
- An awareness and understanding of issues and values which affect them both as individuals and as members of society and the ability to critically analyze the positions they choose to affirm;
- An understanding of cultures different from their own, a respect for cultural diversity, and an awareness of the causes and effects of stereotyping, racism and ethnocentrism;
- The ability to see relationships among major areas of knowledge, and to apply an interdisciplinary perspective to problem-solving and decision-making tasks.

These general abilities are further defined by 13 specific learning outcomes for both skill and knowledge goals for general education.

The relationship between UW-Green Bay’s mission and values and the effectiveness of its general education is assessed through data collected from standardized exams, student self-reports, and embedded assessment. Details of this assessment are discussed in Core Component 3a of Chapter Four.

Evidence shows that UW-Green Bay graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry. This is indicated in students' retrospective assessments of their own learning. For example, in the 2006 Alumni Survey, a high percentage of alumni indicated that their college preparation was "excellent" or "good" in several general-education categories, including:

- Written communication skills (75 percent)
- Listening skills (71 percent)
- Problem-solving skills (68 percent)
- Reading skills (66 percent)

In the 2005 Graduating Senior Survey, students said that their general-education course work had contributed to their knowledge and skill proficiencies. The seniors said they were most proficient in:

- Problem-solving skills (high, 67 percent)
- Critical analysis skills (high, 61 percent)
- Understanding causes and effects of stereotyping and racism (high, 64 percent)
- Written communication skills (high, 64 percent)
- Understanding the impact of social institutions and values (high, 50 percent)

Objective measures gathered through the College-BASE test, are discussed in Core Component 2c of Chapter Three and Core Component 3a of Chapter Four.

Global Education Is Measured by Participation

The University's annual "Achieving Excellence" report to the UW System includes measures of student participation in global education. The UW System has a long-term goal of 25 percent of baccalaureate recipients studying abroad. Over the past six years, the number of UW-Green Bay students studying abroad annually ranged from 102 to about 170.

The Office of International Education is charged with maintaining international relationships and fostering international educational opportunities for students and faculty. It coordinates travel courses and student and faculty exchanges, and manages funds for international education activities.

UW-Green Bay has study abroad exchange arrangements for a semester or a year with Aalborg University in Aalborg, Denmark; Kassel University in Kassel, Germany; Universidad Autonoma de Yucatán in Merida, Mexico; The Hague School of European Studies in The Hague, Netherlands; The University of León in León, Spain; and Bordeaux Business School in Bordeaux, France. As part of the Wisconsin-Hessen Sister State program, UW-Green Bay students have access to exchanges as well with five universities in the state of Hessen, Germany, located in Kassel, Fulda, Frankfurt am Main, Giessen and Marburg.

UW-Green Bay also has arrangements with and can place students for a semester or year at Auckland University, Auckland, New Zealand, and at the British Institute of Florence in Florence, Italy.

Three-week travel courses are offered during winter break or immediately following spring semester. Each academic program includes a travel course in its curriculum. The faculty-led courses include those to Ecuador, Italy, Greece, Slovakia, Costa Rica, and Australia.

UW-Green Bay also offers access to language and cultural immersion programs. These provide students intense study-abroad experiences for four or five weeks during the summer. Immersion courses are offered to Proyecto Linguistico Francisco Marroquin in Antigua, Guatemala, and A.B.C. Language Center: Instituto Español de Cultura in Barcelona, Spain.

The University recently gained approval for a Global Studies minor to be implemented in 2007-08. The 24-credit requirement includes nine lower-level credits (three each in Geography and Environmental Sciences and three credits from Political Science, History, Anthropology, Public and Environmental Affairs, Urban and Regional Studies, or Social Change and Development) and 15 upper-level credits on topics of global democracy, global environmental sustainability, global human security, and global peoples.

Problem Focus Defines Graduate Studies

UW-Green Bay graduate studies provide problem-focused, interdisciplinary instruction at the master's level in several specific programs. To accomplish this mission, UW-Green Bay offers programs that combine elements not usually linked in most master's programs, and participates in programs offered in cooperation with two other UW System institutions. The program in Environmental Science and Policy, for example, combines studies in the sciences and in public and environmental policy to give graduates strong preparation for a variety of careers in resource management, administration, research, environmental education, environmental technology, and other fields dedicated to solving today's environmental problems. The collaborative UW-Green Bay-UW-Oshkosh Master of Social Work program brings the strengths of two universities into a single Council of Social Work Education-accredited program that is problem-focused on child welfare. The Applied Leadership for Teaching and Learning program also draws upon partnerships — in this case with area school districts — to offer teachers a credential based on National Board of Professional Teaching Standards criteria.

Graduate programs at UW-Green Bay have individual program coordinators. Three report to the dean of professional and graduate studies, and one to the dean of liberal arts and sciences. The deans and coordinators work collaboratively with an elected Graduate Faculty Board of Advisers and members of the graduate faculty. Each graduate program has a separate budget through their respective academic deans. A small centralized budget and support staff are provided directly through the Office of Graduate Studies.

UW-Green Bay has entitlement for four degree-granting programs: Applied Leadership for Teaching and Learning, Environmental Science and Policy, Management, and Social Work. The latter is a collaborative program with UW-Oshkosh. Each program is responsible for admission decisions, curriculum and specific academic requirements. The faculty in each area elects a coordinator to administer the program.

The University also participates in three cooperative master’s degree programs in Education. These include: Administrative Leadership and Supervision with an Emphasis on Educational Administration and Supervision (UW-Milwaukee); Educational Psychology with concentrations in Community Counseling, Rehabilitation Counseling and School Counseling (UW-Milwaukee); and a Master of Science in Education-Reading (UW-Oshkosh). These programs offer a coordinated set of UW-Green Bay and UW-Milwaukee or UW-Oshkosh courses so that students can complete requirements for these degrees on the UW-Green Bay campus.

A summary of the number of students enrolled in graduate programs is shown in Figure 8, Graduate Student Enrollments.

Figure 8-
Graduate Studies Enrollments

	2002	2003	2004	2005	2006	Five yr. average	% for 2006-07
Environmental Science and Policy	45	59	59	46	33	48.4	29%
Management	5	30	39	38	44	31.2	39%
Social Work	NA	6	23	21	22	18.0	19%
Teaching & Learning	35	41	37	25	15	30.6	13%
Graduate Total	85	136	158	130	114	124.6	100%

Graduate Programs Set Their Own Goals

Each UW-Green Bay master’s-level program requires 12 to 13 credits of core courses, 15 to 19 elective credits, and a thesis or research project. The thesis or project is a key element and serves as an evaluation and assessment tool. The thesis/project process includes formation of a committee that includes at least three faculty members, completion and approval of a proposal, and a defense before the final product can be accepted by the dean. Each graduate program has its own goals and outcomes statements.

The Applied Leadership for Teaching and Learning program offers growth opportunities for master teachers. Graduates are expected to be technologically literate and leaders in developing and accessing technology’s use in learning; leaders in designing, implementing, monitoring, and assessing learning programs; leaders in examining, developing and teaching school-to-work transition philosophy, curriculum and implementation issues; leaders in developing learning programs for students with diverse abilities and backgrounds; prepared to provide teaching and learning leadership in diverse settings; and knowledgeable about seminal issues facing the information society and their impact on learning. The program began in 1998.

Environmental Science and Policy serves students with interests in the scientific and/or public policy aspects of complex environmental problems. The course of study prepares graduates for positions in scientific, technical and administrative organizations and agencies. The program’s core focuses on identifying and analyzing environmental issues and developing interdisciplinary approaches and solutions to problems. Students may emphasize one of three areas: Ecosystems studies, resource management or environmental policy and administration. In a new, integrated program, undergraduates in their last year of completing majors in Environmental Science or Environmental Policy and Planning can begin working on a master’s degree in Environmental Science and Policy. If done optimally, a student can earn both bachelor’s and master’s degrees in five years.

The Management program prepares individuals to become skilled and imaginative in management and policy-making positions in government, nonprofit organizations and the private sector. It also prepares them for entry into doctoral programs in management, policy science and related fields.

The Master of Social Work program uses a competency-based approach focusing on six major program themes: Public sector practice, leadership roles, family focus, diversity, rural emphasis, and interdisciplinary cooperation. It aims to prepare practitioners who can work to strengthen families through programs, services and policies that support family and community well being, with special emphasis on family needs in rural and tribal settings. Emphasis also is placed on professional acceptance of responsibility for participating in civic life, providing leadership in the community and encouraging the inclusion and representation of Native Americans and members of other cultures in the region. The program began in 2003.

Core Component 4c:

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Review Processes Are Well Defined

Academic program review is carried out through cyclical reviews of individual academic programs and periodic review of the General Education Program. Established written procedures guide these processes. Since fall 1996, the academic program review process at UW-Green Bay has focused on anticipated student learning outcomes and their assessment changes.

The provost and vice chancellor for academic affairs has ultimate oversight of the program review process, delegating implementation responsibility to the deans and the associate provost for academic affairs. Policy guidance on program reviews comes from the faculty through the Academic Affairs Council.

Individual academic programs are reviewed on a five-year cycle. The process is briefly described here and fully described in **Appendix J, “Guidelines for the Academic Program Review Process.”**

The review process has four phases. Each program prepares a program development plan; implements the quality improvement initiatives and assessment strategies outlined in that plan over the next five years; prepares a program self-study report; and finally, receives a formal program review conducted by the appropriate dean and the Academic Affairs Council.

The program development plan is an academic unit’s official planning document. It is expected to provide a mission statement and an explanation of how it relates to the institution’s mission, and describe anticipated student learning outcomes and initiatives that the program will focus on during the ensuing five years. The appropriate dean reviews the plans. The final version of the plan is the unit’s blueprint for the next five years. The plan also is used by the dean during annual program planning and resource allocation processes.

In the second phase, program faculty members implement the plan’s assessment procedures and other elements. Toward the end of the plan’s period, units take the third step by preparing a self-study report documenting how they implemented their quality improvement and assessment strategies. Finally, the reports are reviewed by the Academic Affairs Council. The council reports findings to the appropriate dean who submits final reports to the provost.

To implement the review process, all programs offering majors as well as the General Education Program were required to prepare and submit program development plans by March 31, 1997. The first program reviews using the format were completed during spring 1997. All programs have now completed at least two complete review cycles. **A chart listing programs scheduled for review by year is shown at the end of the document in Appendix J.**

Review Responsibilities Are Spelled Out

Evaluation of academic programs is reinforced by the Academic Affairs 2006-09 Strategic Plan, which includes among its goals specific assessment strategies aimed at offering “academic programs and services of high quality and integrity that are flexible and responsive to the needs of the region.” In many cases the strategies have a target time for implementation. The plan provides that curricular evaluation involve alumni, employers and other external constituents who understand the relationships among course of study, currency of the curriculum, and the utility of knowledge and skills gained.

The General Education Council, comprised of faculty members elected from various domains, is the governance body responsible for the General Education Program and develops curriculum and reviews courses for general-education credit. General Education Council responsibilities and General Education Program assessment are discussed in Core Component 3a of Chapter Four and Core Component 2c of Chapter Three.

The assessment of student learning is a responsibility that extends beyond the faculty in a given program. That responsibility lies with the Academic Affairs Council, comprised of five faculty members elected from among the various campus domains.

The “Faculty Governance Handbook” charges the Academic Affairs Council (AAC) with recommending approval of new programs or modifications to existing programs (majors and/or minors), and on new credit courses or modifications to existing credit courses at both the undergraduate and graduate levels; reviewing all credit courses and all academic programs at both the undergraduate and graduate levels; examining the interrelationships among program areas in the University; and overseeing on behalf of the faculty the total academic plan and its various programs and components. The examining and overseeing function includes reviewing course titles and content for duplication, and monitoring records pertaining to enrollments in lower-level and upper-level courses, the graduate program, and credit courses in career and adult education. The dean, in turn, provides another evaluation of the program’s self-study based, in part, on the recommendations of the AAC. This report is forwarded to the program chair, the AAC, and the associate provost.

External review of several UW-Green Bay programs also comes from various accrediting bodies. A listing of those approvals and accreditations is in Core Component 2c of Chapter Three.

Core Component 4d:
The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Research Requires Institutional Review

UW-Green Bay maintains an Institutional Review Board (IRB) for the Protection of Human Subjects. It has responsibility for reviewing research protocols to ensure that human subjects are protected and seeing that federal guidelines are followed. In recent years, the IRB has undertaken an extensive revision of the policies and procedures regarding the use of human subjects and has prepared a guide to assist faculty, staff and students in preparing protocols for submission to the IRB for review. The guide is available on the IRB's website. Individual academic programs, such as Human Development, also address ethical data collection and research methods in their course syllabi.

Going beyond the National Institutes of Health (NIH) requirement that investigators or key personnel in human-subject projects complete training in human subject protection, UW-Green Bay requires all personnel involved with human subjects to take the training, regardless of the nature of their involvement or who sponsors the project. The training is carried out through an online tutorial, and can lead to a certificate of completion. The IRB requires that a copy of the certificate be attached to all protocols submitted for review. UW-Green Bay adheres to regulations of the U.S. Division of Health and Human Services Office for the Protection from Research Risks.

The IRB also oversees the Institutional Animal Use and Care Committee. Its website provides direct links to the National Institute of Health's Office of Extramural Research and the National Academy of Science's Guide for the Care and Use of Laboratory Animals, and provides forms to be used in creating protocols for research proposals. The committee reviews proposals and ensures that ethical guidelines are followed. Review and approval is required before any research involving animals is allowed to take place. The use and care of animals in research and study at UW-Green Bay is governed by principles of the Public Health Service Policy on Humane Care and Use of Laboratory Animals.

Policies Protect Integrity

UW-Green Bay has a well-defined statement, "Policies and Procedures on Scientific Misconduct." Misconduct in science may be cause for discipline or dismissal. The policy defines misconduct in science as "fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, or reporting research" and outlines procedures for reporting and responding to alleged scientific misconduct. The complete policy is available on the website of the Institute for Research.

Several other well-established policies, procedures and practices support academic integrity. Faculty and staff are required to abide by University and UW System policies, and they are encouraged to model and reinforce responsible behavior for their students. Students are informed of the academic integrity policies that apply to their pursuit of knowledge, and are made aware of sanctions that may apply to breach of these policies.

UW System Student Academic Disciplinary Procedures (UWS Chapter 14) makes clear a strong commitment to academic honesty:

"The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions."

These guidelines are included in a UW-Green Bay document entitled, "A Faculty Guide to Implementation of Chapter 14, Student Academic Discipline," and in the dean of students policies and procedures document entitled, "Academic Disciplinary Procedures." The documents are available on the dean of students website.

Students have multiple opportunities to learn about and practice responsible acquisition and application of knowledge. Resources regarding plagiarism and appropriate use and acknowledgement of others' words and ideas are available to students through various avenues. The Writing Center has a "Plagiarism" hand-out, and individual academic units disseminate information on plagiarism. The Cofrin Library website offers a list of "Plagiarism Resources" on its "Resources for Faculty" page.

UW-Green Bay has two policies guiding appropriate use of technology and the Internet — one for students and one for employees. These were developed by the Technology Council in 2002 to supplement UW System policy that had been in effect since 1997. The council periodically reviews the policy to make sure it is up-to-date with changes in technology. Both policies are available online.

The University adheres to the U.S. Copyright Office’s guidelines for fair use of copyrighted materials. The Cofrin Library maintains the guidelines on its webpage.

Policies regarding faculty and staff outside activities and conflicts of interest are described in Chapter Seven of the “Faculty Governance Handbook” and Chapter Nine of the “Academic Staff Handbook.” The policies are online on the Secretary of the Faculty and Academic Staff Office website. Faculty and staff members may engage in outside activities, whether or not these are remunerative or related to fields of academic interest or specialization, but they may not engage in outside activities that conflict with their public responsibilities to the UW System or to UW-Green Bay. What constitutes conflicts and how possible conflicts are addressed are defined in the policies. Faculty and staff members are asked annually to respond to a report of outside activities survey compiled by the secretary of the faculty and academic staff. UW-Green Bay policies adhere to the UW System Code of Ethics for unclassified employees in UWS Chapter 8 of the Wisconsin Administrative Code.

The handbooks also spell out personal conduct policies prohibiting faculty or staff members from using their public positions or state property to gain anything of substantial value for private benefit for themselves or individuals or groups with which they are associated, or from soliciting or accepting anything of value with an expressed or implied understanding that doing so would influence University business. Policies also preclude intentionally using or disclosing confidential University information in ways that could result in the receipt of anything of value.

Criterion 4: Acquisition, Discovery and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Active engagement in interdisciplinary, problem-focused research is an integral part of the student learning experience.

The widespread opportunities for students to engage in interdisciplinary, practical, hands-on research and other problem-solving learning experiences are institutional strengths that reflect UW-Green Bay’s interdisciplinary and problem-focused mission. Institutional support of these types of scholarly activities has led to an impressive array of faculty accomplishments including distinguished publication records and procurement of extramural grants.

In keeping with its mission, international education has become a prominent feature of the UW-Green Bay learning experience.

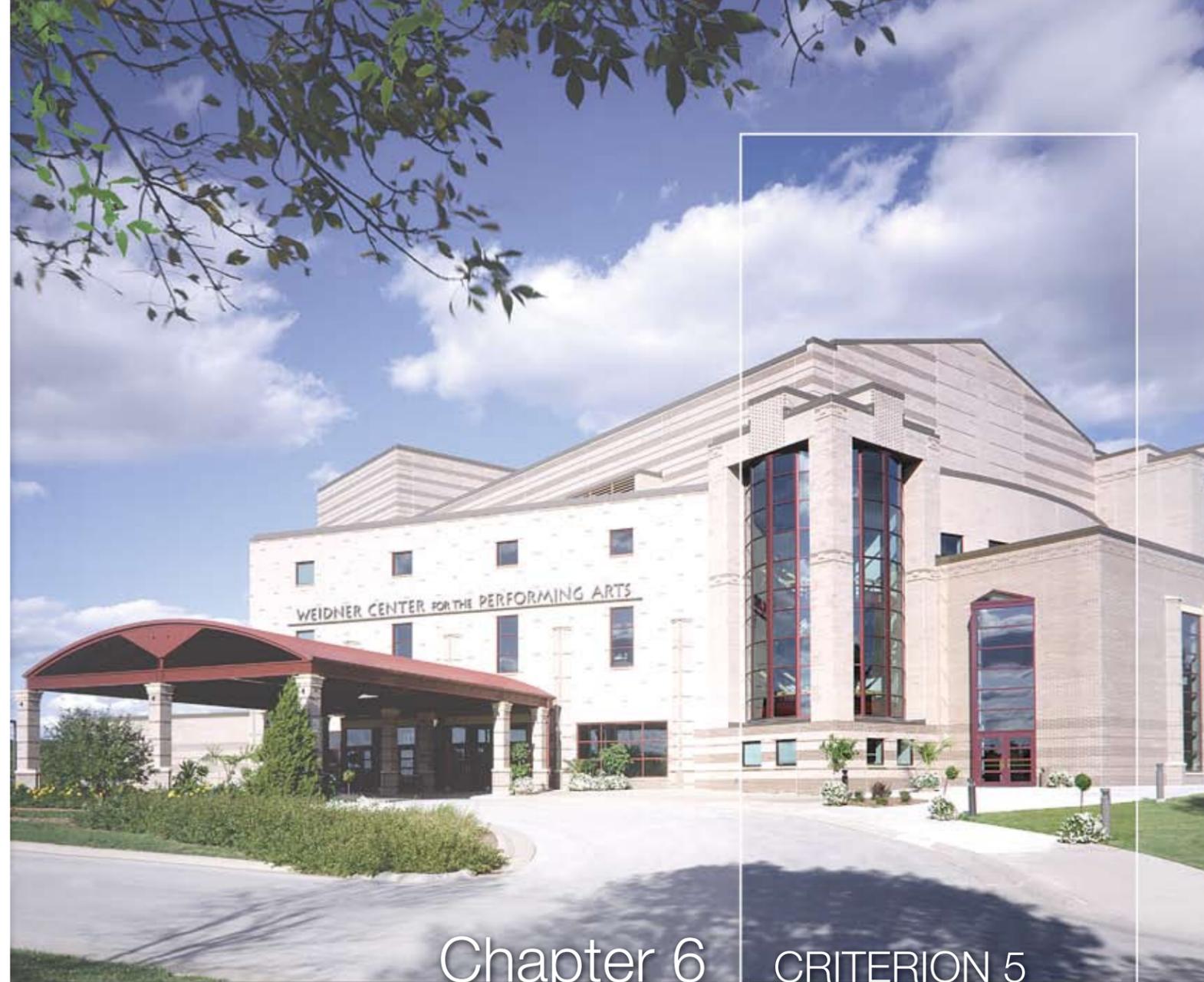
UW-Green Bay has expanded its educational opportunities for students to gain knowledge about and experience with other nations and cultures. Students have opportunities to study other cultures and languages and study abroad for weeks or an entire semester. These initiatives are consistent with the institutional mission and responsive to a world that increasingly has become a more diverse and global society.

Service to the northeastern Wisconsin region is a hallmark of Outreach and Adult Access.

UW-Green Bay serves the nontraditional student population of northeastern Wisconsin region well through a variety of successful lifelong learning and continuing education programs. Programs ranging from summer youth camps to a learning in retirement program have positively impacted large numbers of learners by contributing to their lifelong learning goals of personal and career development. The Outreach and Adult Access division is positioning itself to better serve nontraditional students seeking bachelor’s degrees by offering additional degrees and expanding alternative delivery systems.

UW-Green Bay’s graduate programs are of high quality and have the potential to expand.

Overall enrollment in the institution’s graduate programs has remained fairly stable over the past ten years. New programs established during those years include master’s-level programs in education and social work. Most recently a five-year, integrated bachelor’s-master’s degree program has been established. A careful analysis of community needs could result in development of additional successful graduate programs.



Chapter 6

CRITERION 5



Engagement
and Service

Chapter 6

Criterion 5: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Overview

UW-Green Bay has maintained strong community ties throughout its 40-year history. Today the phrases “Connecting learning to life” and “Green Bay’s University of Wisconsin” are used to convey the importance of being an integral part of community. The University’s capacity to “connect” is exemplified by the willingness of faculty and staff to engage with the community. The University has developed many programs and services in response to the growing and increasingly diverse community, and has established partnerships to make efficient use of resources. The community in turn expresses its value for the University through the willingness of its leaders to support campus initiatives, including a plan to “grow” by about 2,000 students. The success of a recent capital campaign, frequent community requests for student, faculty and staff expertise, and the willingness of non-University employees to act on behalf of the University are other indicators of how constituencies value the University. UW-Green Bay is known for its natural areas and for the world-class Weidner Center for the Performing Arts. Recent capital improvements include construction of a large classroom building and several new residence halls, and renovation of the Laboratory Sciences Building. In progress are a new recreation and events center due to open in fall 2007, and an expanded University Union slated for completion in 2008. These campus resources expand the University’s capacity to serve its constituencies.

UW-Green Bay Looks to the Future

UW-Green Bay has tied its mission to the northeastern Wisconsin region since the institution was founded in the 1960s. Then, the relationship was described as a “communiversity.” Now the University articulates its mission in terms of “Connecting learning to life” — by connecting with an array of constituents, with other entities, and with the community beyond the campus.

When Chancellor Shepard conducted his own environmental scan of campus and community shortly after joining UW-Green Bay, he saw a community that was growing faster than state average (5.4 percent compared to 3.2 percent since 2000), and a county with the third largest population in Wisconsin but the third smallest public institution of higher education. He saw a region whose leaders were seeking to shift from an “old” economy to a “new” knowledge-based economy in order to grow opportunity. And he saw a University with a history of

Core Component 5a:

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

service to the region, but one limited by resources in its ability to expand those services. In fact, demand for a UW-Green Bay education was such that for several years running the institution closed freshman admissions before every other UW System campus. He began to speak often about “Green Bay’s University of Wisconsin,” noting that three-quarters of UW-Green Bay students come from northeastern Wisconsin, three-quarters of graduates take jobs in the region, and 90 percent stay in Wisconsin.

These analyses of need and capacity were the impetus for the University’s Growth Agenda, a plan to grow from 5,500 students to 7,500 by 2017 in order to meet the needs of area businesses and organizations for more UW-Green Bay graduates and more opportunities for lifelong learning in the region. The Growth Agenda is endorsed by the Green Bay Area Chamber of Commerce and many business and community leaders. The *Green Bay Press-Gazette* has endorsed the Growth Agenda in several editorials, declaring the University the key to educating workers and to the regional economy. When Gov. Jim Doyle came to UW-Green Bay early in 2007 to announce his education initiatives in the 2007-09 state budget and reveal that these included \$1.7 million for the first phase of the UW-Green Bay Growth Agenda, The *Press-Gazette* carried another editorial urging that the funds stay in the budget.

The Growth Agenda would greatly enhance the University’s ability to continue to serve area constituencies and expand those services.

The University Responds to Needs

Over the years UW-Green Bay has developed many programs in response to regional needs. One of the newest examples is the Bachelor of Applied Studies degree, approved by the Board of Regents in May 2007. It would enable students with associate degrees from technical colleges to transfer a block of 60 credits into UW-Green Bay and complete the new bachelor’s degree with an additional 60 credits of UW-Green Bay courses in general education, the Interdisciplinary Studies major and other areas. The degree addresses the need for more college-educated citizens in northeastern Wisconsin.

The UW-Green Bay adult degree program leading to the Bachelor of Arts in Interdisciplinary Studies degree offered through Outreach and Adult Access has been an avenue to a degree for more than 35 years. It first was organized in the 1970s to enable working adults throughout Wisconsin who are unable to attend conventional classes to complete a college degree.

The master’s degree program in Management came about in response to a survey of business leaders. The Master of Social Work program offered in conjunction with UW-Oshkosh responded to regional need for social workers with advanced credentials. The long-established on-campus Bachelor of Science in Nursing program for registered nurses responded to the needs of area nurses for four-year degrees. More recently, UW-Green Bay joined with four other UW campuses and UW Extension to offer a largely online B.S.N. program for registered nurses across Wisconsin. A new First Nations Studies major — in the past a minor only — has been approved by the Board of Regents to meet demand for such a program in a region with significant Native American population.

Formation of the Institute for Learning Partnership at UW-Green Bay responded to needs for services and training in area school districts and enabled the University to develop the master’s degree program in Applied Leadership for Teaching and Learning to further serve area educators. The Partnership also offers the Professional Development Certificate program for educators. The Northeastern Wisconsin (NEW) Science Forum at UW-Green Bay, coordinated by a UW-Green Bay faculty member, is a program of long-standing that offers twice-yearly forums on up-to-date science topics for area middle- and high school teachers.

A federal IV-E grant from the U.S. Department of Education-supported Education and Training Partnership has enabled UW-Green Bay to prepare more social work students to work in public child welfare in the region. The Intertribal Child Welfare Training Partnership, a partnership among UW-Green Bay, the 11 American Indian nations in Wisconsin and the Wisconsin Division of Health and Family Services came about to meet an expressed need for specific training for those who care for American Indian children and families.

The Small Business Development Center, in which the University has multiple partners, and the Paper Industry Resource Center, supported by a grant from the U.S. Small Business Association, were initiated to serve regional needs.

UW-Green Bay's Outreach and Adult Access division serves more than 9,000 citizens each year and all of its programs are tailored to specific needs. These include the Learning in Retirement program; continuing education and credentialing for educators, business professionals, social workers, government employees, and others; and youth programs such as summer camps and college courses in high school.

For example, practicing social workers must earn 30 hours of approved training every two years. UW-Green Bay responded by forming the Northeast Wisconsin Alliance for Social Worker Continuing Education, a collaboration among the Outreach and Social Work departments at UW-Green Bay and UW-Oshkosh, to deliver the training. Education Outreach serves area educators in the same way by offering the credit and noncredit courses they need to advance their careers. UW-Green Bay's Municipal Clerks and Treasurers Institute is the only authorized provider in Wisconsin for certifications for some municipal officers. The Emergency Management, Planning and Administration certificate program came about in 2004 in response to need expressed by alumni to a faculty member who relayed news of the need to Outreach and Adult Access. Among other benefits, the Emergency Management program fulfills the education requirement for emergency managers for Wisconsin's Department of Military Affairs. Offered in conjunction with the Public and Environmental Affairs major and the Environmental Science and Policy graduate program, it also can now be taken as a for-credit area of emphasis in the Interdisciplinary Studies major. Other professionals are served by a variety of Outreach and Adult Access-sponsored institutes, seminars and courses that document the learning experience gained.

Institution Serves Region's Diversity

The University has responded to the growing diversity of the region. U.S. Census Bureau figures show a 7.6 percent growth in the number of "nonwhite" residents in Brown County from 1990 to 2005. The UW-Green Bay campus Plan 2008 is aimed at gaining greater diversity among students, faculty and staff, and better serving a diverse constituency through several initiatives described in Core Component 1b of Chapter Two. A new Red Carpet Tours program will make special efforts to recruit students of color in the local community. The chancellor has initiated a Chancellor's Advisory Council on Diversity. UW-Green Bay recently established a Hmong Learning Center that sponsors Hmong language and culture courses and guest lectures. Its advisory board will include membership from the Hmong community. The University is offering free conversational Spanish language courses for employees to help them better communicate with constituents. The University's Phuture Phoenix program for at-risk fifth graders won the first Ann Lydecker Award for Education that recognizes innovative practices promoting diversity. UW-Green Bay was active in initiating the Brown County Diversity Circles project that organized discussion groups to talk about critical public issues, and sponsored an area Leadership Summit on Diversity. These are examples of some UW-Green Bay responses to the changing region.

UW-Green Bay Analyzes Capacity

UW-Green Bay invested time and resources during the decade of the 1990s to analyze its capital capacity and academic programming needs, and then engaged in planning with the results it gathered. The studies showed that severe space issues limited the University's ability to increase programming offerings.

Since 1997, the University has addressed its most significant capital space and class scheduling issues by constructing the largest and most technologically advanced academic building on campus, Mary Ann Cofrin Hall; remodeling and adding to one of its original science buildings; constructing new student housing that has increased the number of beds on campus from 1,200 to 2,000; and most recently through construction of the Kress Events Center soon to be completed. The addition of the new capital projects has eliminated some of the major physical capacity issues for serving campus and community and positioned the University to address on-campus challenges and opportunities on the academic programming side.

The capital improvements came about through the University's engagement with constituents. The Kress Events Center project was made possible through a combination of private philanthropic gifts from the current capital campaign, student segregated fees, and capital project funding from the state of Wisconsin. A combination of private gift support and state tax support made possible the construction of Mary Ann Cofrin Hall. The expansion of the University Union in 2007-08 is happening because students voted to increase their fee allocations. Private gifts enabled the University to renovate the historic Lambeau Cottage on the shore of Green Bay.

Recent private philanthropy also has enhanced the academic endeavor. The University has been able to establish its first endowed chair, create three new named professorships — the first in more than 20 years — and offer several new scholarships.

Core Component 5b:
The organization has the capacity and the commitment to engage with its identified constituencies and communities.

University's Capacity Serves Many Constituencies

The Cofrin Center for Biodiversity, founded through private philanthropy, models UW-Green Bay's interdisciplinary, problem-focused mission and its capacity and commitment for reaching out beyond campus. The center promotes education, research and community services that contribute to western Great Lakes fauna and flora. It is the locus for faculty and student research, manages the on-campus arboretum and outlying University natural areas, and serves as an information clearinghouse for professional biologists, naturalists, educators and local private enterprises. Center for Biodiversity student and faculty researchers regularly work with agencies such as the U.S. Fish and Wildlife Service, National Forest Service, Wisconsin Department of Natural Resources and others, and with local businesses, organizations and individuals seeking expertise. The center offers workshops to the public and has a noncredit Wisconsin Naturalists program through which citizens can gain skills and knowledge in wildlife and natural resources. The center also sponsors an annual heirloom vegetable plant sale that draws hundreds of gardeners from throughout northeastern Wisconsin to campus on a May weekend.

The Cofrin Library has long had community as well as campus users, but its services have expanded through NEW ERA, a new regional alliance of public universities and technical colleges and through NEWIL, a regional consortium of institutional higher learning libraries. Both make library services seamless among members. The library's Special Collections area and its Area Research Center — a regional depository of Wisconsin State Historical Society materials for 11 counties of northeastern Wisconsin — gets heavy community use as well as use from within the campus community.

The Weidner Center for the Performing Arts, with state-of-the-art facilities, speaks to both capacity and commitment to serve the public and the community. Community groups, touring performers and University groups use the facility. Businesses and organizations frequently use it for gatherings. The Weidner Center recently has redefined its identify to serve more community-based programs, while continuing to rent the facility to independent promoters for professional entertainment presentations.

The University's Lawton Gallery serves a teaching function, but also is one of only a few free, public venues for displaying fine art in the region. It mounts six to eight exhibits each academic year.

UW-Green Bay expanded into the community in 2004 by creating a Downtown Learning Center in a downtown mall. Until the mall closed in 2006, the center was the site for courses and workshops oriented toward the community.

The Division I Intercollegiate Athletics program, which annually attracts more than 100,000 spectators, is a significant link between University and community. Completion of the Kress Events Center will enhance capacity to serve fans, especially those of women's basketball.

Academic Programs 'Connect' to Community

In speaking to the University's commitment to "Connecting learning to life" throughout this report, a number of examples of student learning and research in the community already have been cited. The academic units encourage internships. Sixty percent of seniors graduating at the end of 2005-06 said they had had an internship. Students may seek out a faculty sponsor to oversee an independent study in the community. Some academic units include descriptions in the *Undergraduate Catalog* for courses that promise community experience: Business Administration offers a Practicum in Marketing Research for an Area Business; Communication and the Arts offers a Practicum in Arts Management for an applied experience with an arts organization; Environmental Science has a Practicum in Environmental Science for a practical application experience; and First Nations Studies offers an Oral Tradition Concentration course in which students work with American Indian tribal members and elders. Students in Education, Social Work and Nursing must complete a practicum placement in order to fulfill graduation requirements. Students in a Human Development Senior Seminar course must complete a 12-to-15-hour service-learning project in an appropriate community venue.

Courses that explore "real-world" issues are as varied as the Social Work class that chose for a project a two-semester look at the Brown County Board's vote to make English the official language, and a History class that advised the nearby National Railroad Museum on repositioning as it prepared to celebrate its 50th anniversary. A faculty researcher's involvement with an innovative dairy farm project to generate electricity from manure gave graduate students research opportunities and experience in running the on-site lab. Earlier this year, the master plan presented for Green Bay's developing On Broadway district owed much to the work of a UW-Green Bay faculty member serving on the On Broadway design committee and to his students who worked on the project. More examples of courses and research in the community are discussed in Core Component 5d. The University's "Connecting learning to life" website also provides an overview. Close to half of the student projects exhibited at the spring 2007 Academic Excellence Symposium reported on research and projects that took place off campus.

Students other than those at UW-Green Bay have benefited from some initiatives. The multiyear Lower Fox River Watershed Monitoring Program supported by a grant from Arjo Wiggins Appleton Ltd., not only gave UW-Green Bay graduate students research opportunities, but provided learning opportunities for high school students. Students from six area high schools and their teachers learned how and then carried out the on-the-ground monitoring. The group gathered annually at a symposium to share what they learned. The project involved partnerships with UW-Milwaukee, the Green Bay Metropolitan Sewerage District and the U.S. Geological Survey.

UW-Green Bay Communicates With Constituencies

UW-Green Bay communicates with constituents on- and off campus through a variety of print and web-based communication pieces. The *Inside UW-Green Bay* magazine is mailed to 22,500 alumni and friends as well as faculty and staff, the monthly *Chancellor's FYI* newsletter goes to 1,500 friends, the web-based *@alumni Newsletter* to 3,000 alumni, and the weekly online in-house *LOG* newsletter to 800 current and past employees. A number of departments and programs create communication pieces for their specific constituents. In addition, the University's website has a wealth of information for those who seek it out.

The Office of Marketing and Communications in 2002 developed a faculty and staff "Experts' Guide" that was published and distributed to local media and posted on the University's website. The office regularly fields calls from the media and others seeking experts on everything from election analysis to Mars geology to the chemical composition of the goo in a lava lamp. Office staff proactively keep local print and electronic media informed about University events and initiatives and as a result, constituents throughout the media coverage areas can regularly read and hear about the University. Morning television news programs have broadcast live from campus for events such as the dedication of the remodeled Laboratory Sciences Building, the opening of the remodeled historic Lambeau Cottage, and the appearances of several presidential candidates on campus.

Boards Help University 'Connect'

University boards and support groups extend the University's capacity to interact with constituents. Major community boards and advisory groups include the Chancellor's Council of Trustees, the Founders Association board, the Alumni Association board and the Chancellor's Advisory Council on Diversity.

Other boards or advisory groups provide guidance for specific programs or initiatives. University groups and initiatives with such advisers include the UW-Green Bay Capital Campaign, University Village Housing, Inc. (private nonprofit group of local leaders that provides student housing), the Phoenix Fund (intercollegiate athletics), the Dunkers Booster Club (men's basketball), and the Fast Break Club (women's basketball). Boards and advisers for the Paper Industry Resource Center, the Small Business Development Center, the Institute for Learning Partnership at UW-Green Bay, the Hmong Studies Center, the Phuture Phoenix, and the Friends of the Cofrin Library speak to particular initiatives. The academic programs in Business Administration, Social Work and others have community-based advisory groups.

The Founders Association is an example of a long-standing University relationship with the community. It was organized in 1973 by the University's founding chancellor to foster advocacy and financial support from the community. In 2005-06, Association membership totaled nearly 1,900 — up by 600 over 2001-02 — and 25 of its number were among the original members.

The Alumni Association is another constituency group of long duration. It was founded in spring 1970 as students from the University's first graduating class prepared for commencement. Initially, the association adopted a dues-paying membership structure and in the early years the University also contributed toward some of the operating costs. Although the association was awarded 501 (c) 3 status in November of 1972 and was incorporated as a nonstock corporation in November of 1990 it has remained closely affiliated with the University. Over time, the association faced diminishing membership and dwindling interest and after a strategic planning exercise in 1997, the board adopted new goals. Instead of focusing on membership for the organization and fund-raising for the University, it works in conjunction with the University's Advancement Office. The Alumni Association focuses on friend-raising and the Advancement Office handles the fund-raising component. Alumni Association membership no longer is limited to dues-payers, but includes all graduates.

Volunteerism Is an Avenue for Connections

In 2005-06, UW-Green Bay's Office of Student Life and the University's student organizations worked with more than 100 local agencies and schools helping to fill their need for volunteers. About a third of UW-Green Bay student organizations have a service component in their missions. Community agencies in northeastern Wisconsin often come to campus to seek volunteer helpers. The annual on-campus Volunteer Fair in 2005-06 had representation from about 30 agencies seeking volunteers. In that same year, student athletes from the 15 Division I sports teams contributed almost 2,000 hours of service to the community. Student service projects have included collecting books and teddy bears for children, gathering money for hurricane relief, and assisting with various benefit runs and walks.

Some classes and student organizations engage in specific projects and learn in the process. The Public and Nonprofit Management class offered through the Public Administration major for several years has organized, marketed, staffed and carried out all aspects of a benefit Steps to Make a Difference Walk. The students give the proceeds to nonprofit organizations that they have researched. For more than 30 years, members of the student chapter of VITA (Volunteers in Tax Assistance) have provided free income tax preparation assistance to taxpayers who are low-income, elderly or not comfortable with the English language. The student Art Agency organization has for many years organized Empty Bowls. Students organize the event, make ceramic bowls, solicit chili donors, and "sell" the bowls to purchasers who get to eat the chili and keep the bowl. Benefits go to a nonprofit organization that provides food or shelter.

Community Expresses Value in Words and Print

The words of seven community leaders who addressed the UW Board of Regents when the board met at the University in spring 2006 are strong evidence of the value the community places on UW-Green Bay. Speaking in support of the University's Growth Agenda, the president of the Green Bay Area Chamber of Commerce said, "There is a sense of urgency here," when explaining how the University's growth would help drive regional growth in high-tech, high-knowledge sectors of the economy. The chief of staff for the Oneida Nation of Wisconsin said the University "needs to grow to remain available to the young people and returning adults for whom quality education is desperately needed." The speakers included the president of Northeast Wisconsin Technical College and officers of several businesses.

The *Green Bay Press-Gazette* has run several editorials supporting the Growth Agenda and praising Chancellor Shepard's direction for the University. Of the plan to grow the University to educate citizens for new economic directions, the newspaper said, "Wisconsin cannot afford to have its third-largest metropolitan area stagnate because today's economy requires skills and education that the regional work force doesn't have."

UW-Green Bay Supports the Region

The institution through its officers and staff supports economic development in the region by participating in the Mayor's Entrepreneurial Connection, the Northeastern Wisconsin Global Trade Conference and other regional and state initiatives. It supports regional education initiatives as part of the Northeast Wisconsin Educational Resource Alliance (NEW ERA), an alliance of 13 public universities and technical colleges organized to make relationships among the organizations more seamless to better serve students and citizens. Among NEW ERA initiatives are agreements that ease transfer of general studies credits from the technical colleges to the universities, and availability of free library cards to citizens that can be used in any of the institutions' libraries. The Cofrin Library also joins with libraries of other regional institutions of learning in the NEWIL consortium that makes resources of all the libraries available to faculty, staff and students of any of the institutions.

Core Component 5c:

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

UW-Green Bay collaborates with many other educational institutions in order to provide optimum opportunities for the region. The University has an articulation agreement with the College of the Menominee Nation; even before the NEW ERA alliance easing credit transfers among regional institutions, it had agreements regarding credit transfer from certain programs at Northeast Wisconsin Technical College; it collaborates with the regional Cooperative Educational Service Agency (CESA) districts, most particularly in the Institute for Learning Partnership at UW-Green Bay; by agreement with Bellin College of Nursing, UW-Green Bay provides the lower-level courses for Bellin students. In addition, UW-Green Bay collaborates with UW-Oshkosh on a Master of Social Work program, with UW-Extension and several other UW campuses on a statewide Bachelor of Science in Nursing completion program for registered nurses, and with UW-Milwaukee on a program enabling engineering students to complete lower-level studies at UW-Green Bay. Many of the initiatives in the Outreach and Adult Access division are sponsored in partnership with UW-Extension. These are some of the University's collaborative and cooperative arrangements.

UW-Green Bay also is a participant in Partners in Education, an alliance involving area K-12 superintendents, the president of Northeast Wisconsin Technical College, the Chamber of Commerce, and area CEOs and corporate officers. The group aims to improve the fit between the educational sector's strategic directions and the needs of area employers.

Cooperation Exists on Many Scales

UW-Green Bay has cooperative and partnering arrangements on many scales.

Wisconsin Public Service Corp. (WPS) was a critical participant with UW-Green Bay and the state of Wisconsin on one of the most forward-looking technologies in the construction of Mary Ann Cofrin Hall. The utility company assisted in providing the photovoltaic component — the material bonded to roofing and sandwiched in glass that actually generates electricity from the sun. The installation thus serves as a demonstration project for WPS, the University and the state. In addition, the project provided thesis research material for a UW-Green Bay graduate student. UW-Green Bay and WPS have long had a relationship through the utility's high school Solar Olympics competition. The University is host on a rotating basis to the competition and the UW-Green Bay faculty member who coordinates the event on campus serves on the WPS committee that awards solar panel installations to schools through a competitive process and also develops the curriculum accompanying the panels.

The UW-Green Bay Music program has long been responsive to needs of music educators. It has for many years been a host site for the Wisconsin State Music Association's (WSMA) solo and ensemble festival that brings hundreds of pre-college students from 200 schools to campus. For half a dozen years it also has been host to the WSMA summer camp for about 500 of the best precollege music students across the state. Locally, the department hosts the University's own summer music camps, serves as the summer-camp site for the Green Bay Boy and Girl Choirs, and is the rehearsal home for the Green Bay Symphony Youth Orchestra. Directors of UW-Green Bay performing groups regularly invite area school choral and instrumental groups to campus to perform on programs with UW-Green Bay performing groups.

Some efforts have results beyond their original intent. A faculty member's three-year grant from the U.S. Department of Education to improve the teaching and learning of American history in area schools, has led to on-going experiences in learning history for northeastern Wisconsin middle- and high school students. The grant supported on-campus summer seminars and follow-up activities for teachers of American history, but it also provided start-up funds for the first participation by students from northeastern Wisconsin middle- and high schools in the National History Day (NHD) competition. Its success evidenced a need, and the event continued after the grant ended. Organized by the University's archivist, regional National History Day participation began in 2003. By 2006 it had grown to become the biggest regional National History Day competition in Wisconsin. In 2007, 1,200 students in the region, along with their teachers, participated in NHD activities in their schools, and the actual competition brought 300 academically talented precollege students from across northeastern Wisconsin to the UW-Green Bay campus. Students from the regional contest have been selected for state and national competitions each year.

Faculty and Staff Are Active in the Community

Founded by a UW-Green Bay faculty member, the Green Bay Film Society schedules twice monthly free public international film showings at a downtown location during the academic year. The organization has forged partnerships with the Neville Public Museum of Brown County, where the films are shown; the Brown County Public Library; Wisconsin Public Radio; and others.

The word "founder" in relationship to community initiatives can precede the names of several present faculty and staff members. They include founders of a day camp for grieving children, a University-community African-American dance troupe, an inner-city neighborhood resource center, and others. They are part of a continuum of community-active faculty and staff members and students dating to the University's beginning.

One of the University's early catalogs describes faculty and student involvement in a community organization in a deteriorating neighborhood and in a study of a nearby river. Since the University's beginning, faculty and staff scientists and students have studied the bay of Green Bay and its watershed and provided their results to local, state and federal agencies and to community groups. A faculty member and his wife were instrumental in founding Green Bay's summer Artstreet event and also the garden fair that led to organization of the Green Bay Botanical Garden. Both Artstreet and the Botanical Garden are now community institutions. For well over 30 years, the Green Bay Metropolitan Sewerage District board has been headed by a UW-Green Bay faculty member. Saving the Oneida language by helping to develop a grammar and a dictionary has been a 30-year commitment by a faculty linguist. A UW-Green Bay faculty member was the founding editor of *Voyageur: Northeast Wisconsin's Historical Review* in 1984, and its editors since have been a succession of active and emeritus faculty members. A faculty mathematician helped the city of Green Bay decide where to locate a new fire station. Many similar examples can be cited.

UW-Green Bay faculty and staff members are highly active in the community, whether it's helping to plan a new school playground through a parent-teacher organization, working toward making a new public library branch become a reality, driving nails in a home-build project for low-income students, or serving on the boards of such organizations as the Brown County Public Library, the United Hmong Community Center, the area chapter of the American Red Cross, the Baird Creek Preservation Foundation, the Art Garage, Green Bay Community Theater, the YWCA, the Green Bay Botanical Garden, and many others. Many serve on advisory groups for various area planning, development and preservation initiatives. Faculty members frequently serve as experts for local media. It's a rare week that passes without a quote in the area media from a UW-Green Bay faculty or staff member.

Constituent Concerns Spur UW-Green Bay Actions

UW-Green Bay is responding to regional concern about college participation rates in the newly identified NEW North economic region with its Growth Agenda aimed at increasing the University's capacity to accommodate more students. The University's Phuture Phoenix program, which involves fifth graders from at-risk schools in a program aimed at exciting them about education and encouraging them to complete high school and go on to college; various initiatives resulting from the University's Diversity Plan 2008, aimed at enrolling more minority students; creation of the new Hmong Studies Center; the new First Nations Studies major; and other efforts respond to the growing diversity of northeastern Wisconsin. Other examples are cited in Core Component 5a.

All of the credit and noncredit programs described in Core Component 5a demonstrate the University's responsiveness to constituents. These programs and others were started to meet expressed needs.

'Valuing' Is a Two-Way Street

Local community response to UW-Green Bay's recent capital campaign can be read as one gauge of community value for the institution. In the successful completion of phase I that raised \$11.1 million for the construction of the new Kress Events Center, nearly 90 percent of the funds raised came from individuals or entities located in Brown County.

Growth in contributions also can be seen as a measure of support. In the University's annual giving campaign in 2005-06, community members, alumni and employees gave \$1.03 million, compared to \$704,454 in 2001-02.

One way that UW-Green Bay reciprocates for community support is by making its facilities — many made possible by private philanthropy — available to citizens. Community members come to campus not only for campus events such as performances and the like, but also for private meetings, weddings and other events, and for recreation. The Shorewood Golf Course, the disc golf course, the arboretum trails, the Phoenix Sports Center soon to become the Kress Events Center, the Weidner Center for the Performing Arts, Lambeau Cottage, the University Union, David A. Cofrin Library, and Theater Hall and the other academic buildings are widely used by community individuals and groups.

Core Component 5d:
Internal and external constituencies value the services the organization provides.

The University often brings campus and community together through events, many of them aimed at acknowledging constituents. The Founders Association, the University's philanthropic organization, gathers on campus for a fall dinner and a spring reception. Members of the Founders Association are invited to the annual fall convocation at which Founders Association Awards for Excellence are presented to University faculty and staff. The Alumni Association has an awards night. Donors of scholarship funds are invited to a campus reception to meet the scholarship recipients. The chancellor presents Chancellor's Awards, the University's highest community honor, during commencement ceremonies to a person or persons who have distinguished themselves as friends and supporters of the institution. Other on-campus events include the No Limits banquet and Hall of Fame induction events for athletics, and opening night receptions for members of the Theater program's First Nighter support group. The annual on-campus Chancellor's Scholarship Dinner sponsored by the Council of Trustees is a fundraiser for the Chancellor's Scholarship Fund.

Chancellor Shepard and his wife, Cyndie, host holiday receptions and other special events at the chancellor's residence. The annual Phoenix-Packers Steak Fry, sponsored by the Phoenix Fund to raise money for athletics scholarships, typically is held on Packers' "turf." Many other donor and program recognition events are held.

Performances by the Theater and Music programs, lectures such as the Historical Perspectives Lecture Series, and events such as the Volunteer Fair, the Career Fair, Kwanza celebrations, the Powwow, and the International Dinner welcome constituents to campus.

Area business leaders have a history of support for UW-Green Bay. When the University faced a roadblock to growth in the mid-1980s because the state provided no funds for student housing, a group of community leaders formed the nonprofit University Village Housing, Inc., which continues to be the entity responsible for constructing student housing. At present, a second Phoenix Home Build project is underway to raise funds for scholarships for intercollegiate athletes. Two dozen businesses are discounting or donating labor or materials for construction of a house that will be sold to benefit the athletics scholarship fund.

Supporting the University is by no means limited to the community beyond campus. Two of the newest scholarship funds were created by individuals with long ties to UW-Green Bay. A staff member and his wife, both children of photojournalist fathers, created an endowment for a Green Bay Photojournalism Scholarship to be awarded to a continuing student with that career objective. A faculty emeritus couple has created a scholarship in memory of a friend — also a faculty emeritus member — to be awarded to a student “with a significant interest in writing as a way of learning or sharing knowledge.”

Constituents Seek University Expertise

The sense of the value the University adds to the community also can be seen in the frequent requests for University expertise. Requests for reference to faculty and staff experts have come from many quarters including the president of the Green Bay Area Chamber of Commerce, the Green Bay mayor and the president of the Brown County Library Board on issues ranging from a regional water pipeline project to development of Green Bay's waterfront to financial challenges facing the county library system. Such requests may be made to the chancellor or other University officers, or made directly to “known” faculty members or offices, or channeled to the Marketing and Communications Office.

Faculty members whose classes tackle “real-world” issues have no lack of projects for their students. A marketing class was asked to determine the economic impact of Green Bay's Resch Center for the Green Bay Area Visitor and Convention Bureau. Graphic Communications classes design and layout *Voyageur*, the Northeast Wisconsin Historical Society magazine. Students in the Coastal Management class conducted a study of land use along the shore of Pickerel Lake for the lake homeowners association.

UW-Green Bay's Environmental Design program, initiated by two faculty members — one in Urban and Regional Studies and one in Communication and the Arts — has a 35-year history of completing analyses and plans for neighborhoods, business districts, parks, marinas, and other projects. The program has been sought out by municipalities, planning commissions, Native American tribes, economic development authorities, neighborhood associations, the YMCA, the YWCA, and many other entities.

Members of the UW-Green Bay art and music faculties are widely sought as judges, clinicians and adjudicators.

The Cofrin Center for Biodiversity is sought out by a far-reaching constituency. Its web page is the most visited at UW-Green Bay, with more than 1,000 sessions every day, most from outside the University or indeed, any university — the most frequent web addresses end in .net, followed by .com. In 2006, its web page had visits from 161 countries. The most frequent visits are to plant and animal identification pages and phenology pages. The center gets many requests for information about the natural world from agencies, companies and citizens and often is approached for more formal assistance. Recently the National Park Service and the Canadian Wildlife Service asked the center to help them develop tools for bird identification. The center gets more job requests for UW-Green Bay-trained summer field workers than it can fill from agencies such as the U.S. Forest Service, the U.S. Fish and Wildlife Service and the Wisconsin Department of Natural Resources.

Interns from UW-Green Bay are highly sought by a growing number of area businesses and organizations and on-campus offices. From July 1, 2006 through the end of March 2007, the Career Services Office fielded 730 requests for interns, compared to 350 for all of fiscal 2003-04 (July through June).

University Asks for Input

Many University entities ask their constituents to gauge their performance.

Initiatives in the Outreach and Adult Access area — summer camps, education outreach, government outreach and others — regularly seek evaluation by “customers” and tailor their programs to expressed needs. Here are examples of some results. Of educators who took for-credit courses in 2005-06, 96 percent said their courses provided a stimulating atmosphere for critical and independent thinking, and the same number believed the instructor conducted the course in a manner that effectively encouraged learning. In a 2005 survey of 2004 high school graduates who had taken UW-Green Bay college credit courses in high school, all said the credits counted toward their college graduation requirements, and 100 percent also said the learning experience had a positive effect on their success in college. Sixty-one percent of the students had received scholarships to their college. Of middle- and high school students who attended summer camps in 2005, 87 percent said they would or probably would attend the following summer. Eighty-two percent said their instructors were excellent to very good and an additional 16 percent rated instructors good to satisfactory.

Other surveys of particular constituencies take place at events such as the Career Fair and the Volunteer Fair, and through offices such as Career Services that come into contact with particular constituencies. The Phoenix Fund board of directors has asked advice of its constituents and the Athletics department has conducted fan surveys.

Three years after graduation, UW-Green Bay alumni are surveyed on a wide range of topics. Of alumni surveyed in 2006, 85 percent strongly agreed or agreed that they would recommend UW-Green Bay to a co-worker, friend or family member. Eighty-three percent said they would choose UW-Green Bay again.

Membership on the major community boards and advisory groups assisting the University represent a cross section of the community and all assist in identifying needs of constituents. These include the Chancellor’s Council of Trustees (16 members), the Founders Association board (36 members), the Alumni Association board (24 members), the Phoenix Fund [intercollegiate athletics] board (35 members), and the Chancellor’s Advisory Council on Diversity (12 members).

Informally, UW-Green Bay officers, faculty and staff members participate as private citizens in diverse community activities that give them perspectives on community needs and issues.

Willingness to Act Bespeaks Value

A willingness to act on behalf of UW-Green Bay bespeaks people’s sense of the University’s value.

Nearly 415 faculty, staff, community members and parents are members of Phoenix Network, an online database aimed at connecting students and alumni with professionals in their fields of career interest. Organized by the Career Services Office, the network has grown since 2000 when the number of volunteer professionals stood at fewer than 50. In addition, Career Services has engaged 41 community health care sites that volunteer to let UW-Green Bay students do health care shadows.

Many other efforts needing volunteers are successful. The Phuture Phoenix program in fall 2006 attracted 360 UW-Green Bay student volunteers to help with the fall visit to campus by 1,000 fifth-grade students and to continue to serve as their mentors. About 30 community volunteers also helped out. A hundred UW-Green Bay faculty, staff, students, alumni and community members volunteered to be judges and to help with logistics for the 2007 on-campus National History Day competition. The Weidner Center for the Performing Arts, which also staffs performances in nearby University Theater, has a four-year waiting list to become a volunteer. The Phoenix Fund, the fund-raising organization for intercollegiate athletics, engaged 120 volunteer community, business and alumni leaders to solicit gifts for its 2006-07 campaign. Not least, 130 faculty and staff members, Student Ambassadors, alumni, and others volunteered to help new freshmen move into student housing in fall 2006.

Others have acted in other ways to benefit the University. The Friends of the Cofrin Library is a volunteer University-community organization that coalesced to advocate for and support the Library. Two emeritus faculty members and their spouses started, with their own money, the UW-Green Bay Southeast Asian Visiting Scholars Program that evolved into the present joint UW-Green Bay-St. Norbert College International Visiting Scholars Program. UW-Green Bay faculty and staff retirees are in the process of organizing a Retiree Center that has among its goals advocacy and volunteerism on behalf of the University.

In keeping with the University's mission to serve community and campus, UW-Green Bay Founders Association Awards for Excellence since 1975 have recognized faculty and staff members for superlative actions in those regards. The Award for Community Outreach singles out an individual for volunteer work; activities with clubs, service organizations, advisory boards, and foundations; and other actions beyond campus. The Award for Institutional Development is made to one who has given particular service to the UW-Green Bay campus or to the UW System as a whole. Founders Association Awards for Academic Support and for Classified Staff Excellence also sometimes recognize individuals who have distinguished themselves in those areas.

KEY FINDINGS

Criterion 5: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

UW-Green Bay needs to serve more students to meet community and regional needs.

A recent environmental scan and concerted efforts on the part of many faculty and staff to connect to the community have enabled UW-Green Bay to identify the most pressing educational needs in the region it serves. Economic trends, changing demographics and the particularly low percentage of baccalaureate degree holders in northeast Wisconsin suggest that UW-Green Bay needs to dramatically increase its capacity in order to meet future needs and expectations.

Strong community support has allowed UW-Green Bay to successfully address its most pressing facilities needs.

Since the last review, the strengthening of community ties has played a critical role in the institution's ability to complete one of its most successful capital campaigns and four major facilities projects — its largest classroom building, a complete remodeling of its Laboratory Sciences Building, expansion of the University Union, and an events center. The second phase of the capital campaign, and a state budget initiative to increase enrollment and address pressing community needs — the Growth Agenda — is currently underway. If these latest initiatives are successful it will again be due in large part to the strong community support that has been established.

Community feedback regarding campus programs and services has not been systematically collected and used.

Community support for UW-Green Bay is, in general, strong and thriving. However, information about the perceived value and support of specific programs and services is largely anecdotal. Multiple methods for obtaining systematic feedback from the community need to be put in place in order to assess the quality and impact of particular programs and services and identify emerging community needs.

Partnerships increase UW-Green Bay's capacity to address community needs and demonstrate fiscal responsibility.

UW-Green Bay's willingness to engage in partnership activities with other educational institutions, businesses and community organizations demonstrates that it is responsive to community needs. These strategically planned partnerships have expanded UW-Green Bay's ability to extend its capacity to meet those needs and also demonstrate that it is a good steward of the state's resources by striving to gain efficiencies through collaboration and cooperation.



Chapter 7

CONCLUSIONS



The information provided in this report intends to present the strongest possible case that the University of Wisconsin-Green Bay deserves continued accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Chapter 7

Summary and Concluding Remarks

The information provided in this report intends to present the strongest possible case that the University of Wisconsin-Green Bay deserves continued accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Overview

This chapter provides an overview of the process UW-Green Bay used to conduct the institutional self-study and prepare the Self-Study Report. Following that is a summary and conclusions section that lists the strengths and major issues identified through the self-study process along with proposed actions and opportunities for improvement.

THE UW-GREEN BAY SELF-STUDY PROCESS

The self-study process and preparation of this report was truly a cooperative effort and included representatives from each University of Wisconsin-Green Bay constituent group. From the outset, the University community was encouraged to view the Higher Learning Commission of the North Central Association of Colleges and Schools self-study process and on-site visit as an opportunity to conduct a thoughtful and comprehensive review of UW-Green Bay as a maturing institution of higher education. In planning for the self-study, efforts were made to use processes that would engage the entire campus community and move UW-Green Bay forward in its development. The primary goal was to conduct a comprehensive review leading to results that could be easily incorporated into the institution's ongoing planning and development efforts.

Representatives of all University constituencies participated in the self-study.

In April 2006 the chancellor formed a Steering Committee and charged it with leading the University's self-study and on-site review process. In the course of three subsequent meetings, the Steering Committee developed the following organizational structure to conduct the institution's self-study:

Self-Study Coordinator:

The associate provost for academic affairs coordinating the self-study has been with the University for over 25 years in a variety of staff, faculty and administrative positions and also served as the coordinator for the last self-study and on-site review. He has worked closely with the Institutional Assessment Committee to develop and implement the University's Comprehensive Assessment Plan.

Steering Committee Membership:

The Steering Committee, chaired by the self-study coordinator, included the chancellor and the chairs of eight working groups formed to conduct the self-study. The chair of the Steering Committee for UW-Green Bay's 2006-07 National Collegiate Athletic Association accreditation review also served to ensure communication between these key groups.

Working Groups:

The self-study was conducted by eight working groups organized according to the major functional areas of the University. The chair of each working group was selected on the basis of expertise and familiarity with the institution. Consideration also was given to the composition of each working group. Each group included approximately ten individuals with knowledge about a particular functional area and who represented the University's various constituencies. The eight working groups were: Assessment, Curriculum/Academic Policies and Procedures, Organization and Governance, Personnel/Professional Development, Planning and Resource Allocation, Relations to External Constituencies, and Student Life and Student Support. A list of individuals who served on the Steering Committee and as members of the eight Working Groups is in Figure 9. HLC/NCA Self-Study Committee Membership.

The Steering Committee formulated a charge for each working group and provided suggestions for the accreditation criteria and core components each group should address. The Steering Committee concluded its planning work by developing a timetable for conducting the self-study.

Membership of each working group was solidified in July 2006. The self-study coordinator prepared a "Handbook to Assist Working Groups During the Preparation of the Self-Study Report" and distributed it to Steering Committee members. The handbook was designed to be a comprehensive guide to the self-study process and included all of the basic information the Steering Committee and Working Groups needed to carry out their assigned responsibilities. Throughout 2006-07 the working groups gathered information and drafted their reports. Several preliminary drafts of the Self-Study Report were reviewed between March and June 2007. In addition to members of the Self-Study Working Groups, key institutional groups responding to drafts included the University Committee, Academic Staff Committee, the Chancellor's Cabinet, and Student Government representatives. A complete draft of the Self-Study Report was reviewed and approved by the Steering Committee in July 2007.

Figure 9-
HLC/NCA Self-Study
Committee Membership

Steering Committee

Heidi FencI,
Chair, Institutional Assessment
Committee; Chair, Assessment
Working Group

Fritz Erickson,
Dean of Professional and Graduate
Studies; Co-Chair, Curriculum/
Academic Programs
Working Group

Cliff Abbott,
Secretary of the Faculty and
Academic Staff; Chair, Organization/
Governance
Working Group

Deborah Furlong,
Director, Institutional Research;
Staff Support

Regan Gurung,
Associate Dean of Liberal Arts
and Sciences; Chair, Personnel/
Professional Development
Working Group

Fergus Hughes,
Interim Dean of Liberal Arts and
Sciences; Co-Chair, Curriculum/
Academic Programs
Working Group

Sue Keihn,
Associate Provost for Student Affairs;
Co-Chair, Student Services
Working Group

Tom Maki,
Vice Chancellor, Business and
Finance; Coordinator,
NCAA Self-Study

Kathy Pletcher,
Associate Provost for Information
Services; Co-Chair, Student Services
Working Group

Dean Rodeheaver,
Assistant Chancellor for Planning
and Budget; Chair, Planning and
Resources Allocations
Working Group

Timothy Sewall,
Associate Provost for Academic
Affairs; Self-Study Coordinator; Chair,
Steering Committee

Bruce Shepard,
Chancellor

Steve Swan,
Assistant Chancellor for University
Advancement; Chair, Relations with
External Constituencies
Working Group

Figure 9-
HLC/NCA Self-Study
Committee Membership

Working Groups	
Assessment Working Group (9):	
Heidi Fencl	Chair, Institutional Committee on Assessment (Chair)
Tom Nesslein	Faculty Member, Institutional Committee on Assessment
Deborah Furlong	Director, Institutional Research
Pam Gilson	Testing Services Coordinator
Brian Sutton	Faculty Member, Liberal Arts and Sciences
Sally Dresdow	Faculty Member, Professional Programs
Lisa Tetzloff	Academic Staff Member, Student Affairs
Andy Speth	Academic Staff Member, Information Services
Michael Heller	Student Representative
Curriculum/Academic Programs Working Group (9):	
Fergus Hughes	Interim Dean, Liberal Arts and Sciences (Co-Chair)
Fritz Erickson	Dean, Professional and Graduate Studies (Co-Chair)
Jan Thornton	Associate Provost for Outreach and Adult Access
Mark Everingham	Faculty Member, Academic Affairs Council
Michael Herrity	Registrar
Debra Pearson	Faculty Member, General Education Council
Patricia Terry	Coordinator, Professional and Graduate Studies
Donna Ritch	Budget Chair, Liberal Arts and Sciences
Michael Marinetti	Assistant Dean of Professional Studies and Research
Organization and Governance Working Group (10):	
Cliff Abbott	Secretary of the Faculty and Academic Staff (Chair)
Scott Furlong	Chair (Elect), University Committee
Lucy Arendt	Chair, Academic Staff Committee
Nathan Petrashek	Student Representative; President, Student Government Association
Richard Anderson	Bursar, Classified Staff Representative
Sue Hammersmith	Provost and Vice Chancellor for Academic Affairs
Paula Marcec-Ehrfurth	Executive Assistant, Chancellor's Office
Illene Noppe	Faculty Member, At-Large
Paula Ganyard	Academic Staff Member, At-Large
Kaoime Malloy	Faculty Member, Committee on Committees and Nominations
Personnel/Professional Development Working Group (9):	
Regan Gurung	Associate Dean, Liberal Arts and Sciences (Chair)
Sheryl Van Gruensven	Director, Human Resources
Yarville Draper-King	Affirmative Action/Equal Opportunity Officer
Heidi Fencl	Chair, Instructional Development Council
Amanda Braun	Associate Athletic Director, Compliance and Student Services
Georjeanna Wilson-Doenges	Faculty Member, At-Large
Pat Ragan	Faculty Member, Personnel Counsel
Jane Swan	Academic Staff Professional Development
Mary Ann Rose	Classified Staff Professional Development

Figure 9-
HLC/NCA Self-Study
Committee Membership

Working Groups	
Planning and Resource Allocations Working Group (11):	
Dean Rodeheaver	Assistant Chancellor for Planning and Budget (Chair)
Tom Maki	Vice Chancellor for Business and Finance
Kelly Franz	Controller
Alison Gates	Senate Planning and Budget Committee
Les Raduenz	Director, Facilities Management
James Rohan	Assistant Director, Financial Aid
Deborah Furlong	Director, Institutional Research
SuAnn Detampel	University Budget Officer
Katie Gassenhuber	Student (Segregated University Fee Allocation Committee)
David Kieper	Academic Staff (Strategic Budgeting Committee)
Judi Pietsch	Non-represented Classified Staff (Strategic Budgeting Committee)
Relations to External Constituencies Working Group (10):	
Steve Swan	Assistant Chancellor for University Advancement (Chair)
Barbara McClure-Lukens	Assistant Director, Outreach and Extension
Melissa Jackson	University Counsel
Scott Hildebrand	Director, Marketing and Media Relations
Shane Kohl	Director, Annual Giving
Lisa DeLeeuw	Director, Advancement Services and Grants
Don McCartney	Faculty Member, Professional and Graduate Studies
William Laatsch	Faculty Member, Liberal Arts and Sciences
Jeanne Stangel	Director, Phoenix Fund
Grant Winslow	Academic Staff Member
Student Services Working Group (10):	
Sue Keihn	Associate Provost for Student Affairs (Co-Chair)
Kathy Pletcher	Associate Provost for Information Services (Co-Chair)
Brenda Amenson-Hill	Assistant Dean for Campus Life
Mike Stearney	Assistant Dean for Enrollment and Academic Services
Scott Furlong	Faculty Member, FOCUS
Sandy Deadman	Director, Academic Advising
Leanne Hansen	Director, Cofrin Library
Diane Blohowiak	Coordinator, User Support Services, CIT
Glenn Gray	Director, Residence Life
Donna Ritch	Intercollegiate Athletics Representative

SUMMARY AND CONCLUSIONS

Important Strengths Identified Through the Self-Study

1. The select mission is enthusiastically supported and valued by the University's constituencies.

Evidence gathered through the self-study indicates that UW-Green Bay's select mission is supported and highly valued by faculty, staff and students. Two of its core components, interdisciplinarity and problem focus, remain at the heart of the institution's curricula. A recent review and subsequent modification of the select mission statement reaffirmed the institution's values and helped create a renewed interest in how the major concepts expressed in the mission are reflected in the institution's organization, curricula, planning, and priority setting.

Proposed Actions and Opportunities for Improvement:

- A comprehensive review and analysis of how the University's mission is manifested throughout the institution should be conducted. Results could be used to support and inform future strategic planning.
- Academic programs, through the interdisciplinary program structure, should specifically examine how teaching, scholarship and service activities in their units address and support the institution's mission.
- Student Affairs divisions should identify how their programs and services support both students and faculty as these relate to key elements of the University's missions.

The self-study process served to identify University strengths and some issues for the future.

2. Interdisciplinarity remains at the heart of the institution's mission.

The definition of the term "interdisciplinarity" continues to be the subject of considerable campus discussion. While it has proved to be a difficult concept to succinctly define and communicate to potential students and community members, the phrase "Connecting learning to life" has helped to make the concept operational. Faculty, staff and even students can readily cite examples of how it manifests itself in the institution's academic program organization, faculty development opportunities, and scholarship of teaching and learning, or in the curriculum.

Proposed Actions and Opportunities for Improvement:

- The University was founded on the principle of providing its students with an interdisciplinary education — the integration of a set of multiple perspectives when addressing an issue or problem under study. The principle should continue to be promoted in every way possible as a primary institutional value.
- The self-study process and the recent review of the select mission reaffirmed the strong desire of all the University's constituencies to continue to incorporate the concept of interdisciplinarity into the institutional fabric but improvements can still be made in how its educational value is explained. Faculty and staff should explore ways to continue to communicate interdisciplinarity's educational value to students and prospective students from the moment they first examine the University's catalog until the time they take their final interdisciplinary course.

*Important Strengths***3. To fulfill its mission, UW-Green Bay has successfully realigned revenue sources and expenditures to address budget challenges.**

Despite a significant reduction in state support over the past three biennia, UW-Green Bay has done a commendable job of realigning resources to address critical campus needs. Campus communication structures to address budget challenges have improved significantly since the arrival of Chancellor Shepard through a concerted effort to engage the campus community in “bottom up” rather than “top down” decision-making processes. Finally, while scarce resources and budget reductions have constrained academic and support program development in recent years, the entire northeastern Wisconsin community has been successfully mobilized to support a UW-Green Bay Growth Agenda calling for a significant infusion of state resources over the next four biennia. This planning effort is in direct response to meeting the educational needs of a region that is becoming increasingly diverse and struggling to make the transition from a manufacturing-based to a knowledge-based economy.

Proposed Actions and Opportunities for Improvement:

- Additional ways to generate alternative sources of funding to support new or expanding academic programs should be identified and pilot-tested.
- In response to the growing need for more individuals with bachelor’s degrees to fuel a knowledge-based economy in northeastern Wisconsin, consideration should be given to developing alternative models for delivering baccalaureate degree programs with a particular emphasis on serving adult students.
- Additional recruitment and retention initiatives should be implemented to specifically address the needs of students and potential students from diverse backgrounds.

*Important Strengths***4. Planning processes have improved considerably and results are communicated effectively to campus constituencies.**

Several successful campuswide planning initiatives recently have been carried out. The provost formed the Academic Affairs Planning Committee in 2004 to develop an integrated strategic plan for all of the divisions across the provost’s area. The provost also established a Comprehensive Program Review Committee in 2006 to carry out a review of each individual academic program in terms of a common set of characteristics. The campus Master Plan was revised in 2005 to allow for the possibility for growth. Finally, UW-Green Bay’s long-term diversity initiative, generally referred to as Plan 2008, was begun in 1998 to address issues including recruitment, retention, cultural awareness program development, scholarship program development, personal and cultural support and advocacy, and training and professional development.

Proposed Actions and Opportunities for Improvement:

- Operational planning processes have improved considerably in the past ten years but strategic planning initiatives conducted at the department, division and University levels need to be better coordinated to improve efficiency and maximize the impact of their results and recommendations.
- UW-Green Bay’s planning efforts currently lack a comprehensive human resources plan, particularly as it relates to turnover in positions of leadership. Developing an institution-wide staffing plan will be particularly important given that a fully-funded growth agenda will require hiring as many as 80 new faculty and staff over the next three biennia.
- The Outreach and Adult Access and Information Services divisions are integral to the institution’s ability to carry out its mission. Their valuable contributions and services should continue to be incorporated into academic program planning processes.

Important Strengths**5. Academic programs and support services effectively support the campus mission.**

The self-study indicates that UW-Green Bay's undergraduate programs support its mission to "provide an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world." The foundation of every student's program of study is an interdisciplinary major or minor and all programs are intentionally designed to provide educational experiences that "connect" what students learn in the classroom with practical problem-solving opportunities on campus or in the larger community. Results from campus-based and national survey instruments consistently indicate that students recognize how the campus mission is reflected in their educational experiences. These results also provide convincing evidence that the institution, through its faculty, staff and outstanding facilities, are successful in fulfilling its educational mission.

Proposed Actions and Opportunities for Improvement:

- A thorough examination of the academic program review process should be undertaken to determine whether changes could be made to further enhance and streamline the process.
- Academic programs should be more explicit in campus publications and on web sites, course syllabi and other documents, about the interdisciplinary nature of their curricula and other student learning opportunities.

6. Teaching effectiveness is of primary importance and actively supported.

Professional development workshops, seminars and other sponsored activities with a special emphasis on improving teaching have been expanded in recent years. Existing programs have been refined to help faculty and teaching academic staff become more knowledgeable and effective teachers. Careful planning, the ability to secure state resources and a successful capital campaign have resulted in exceptional campus facilities to support instruction. A state-of-the-art classroom building recently has been completed and several other buildings and instructional spaces have been extensively remodeled and updated. A major expansion and renovation of the sports center and University Union will contribute in significant ways to the total student learning experience.

Proposed Actions and Opportunities for Improvement:

- Since the last review, efforts have been made to reduce the average number of course preparations per faculty member but these efforts have only been marginally successful. This ongoing area of concern should be taken into account during all future curriculum planning and resource allocation efforts.
- In order to sustain and expand professional development opportunities for faculty and staff, including the proposed Teaching and Learning Center, a concerted effort should be made to obtain grants or other external sources of funding.

Important Strengths**7. Information technology resources and staff support are major institutional assets.**

Teaching and student learning are supported by an outstanding array of information technology equipment, software and support services. Students and faculty have access to resources that are comparable to many larger campuses in the University of Wisconsin System. Information technology division management has done a particularly good job of listening to concerns and needs expressed by students, staff and faculty and systematically seeking their advice throughout the planning and resource acquisition processes.

Proposed Actions and Opportunities for Improvement:

- Being part of a large university system presents challenges that make it difficult to quickly take advantage of technological advancements. UW-Green Bay should continue to explore changes in business practices at the campus and UW System levels to make the most effective and efficient use of available technological resources.
- Information pertaining to budgets and personnel currently resides in several different databases that are frequently incompatible with one another, scattered throughout the institution, and controlled by a number of people. Development of a single, central database for budget and personnel information should be established as a high institutional priority.
- Establishing processes to process internal documents electronically should be a high institutional priority.

8. Active engagement in interdisciplinary, problem-focused research is an integral part of the student learning experience.

Widespread opportunities for students to engage in interdisciplinary, practical, hands-on research and other problem-solving learning experiences are institutional strengths that reflect UW-Green Bay's interdisciplinary and problem-focused mission. Institutional support for these types of scholarly activities has led to an impressive array of faculty accomplishments including distinguished publication records and procurement of extramural grants.

Proposed Actions and Opportunities for Improvement:

- Investing additional institutional resources in the Institute for Research and toward faculty reassignments now appears to be necessary in order to provide the ranges of services needed to sustain and perhaps increase the level of faculty research productivity.
- Creating opportunities to publicly recognize outstanding student and faculty scholarly efforts should continue to be an institutional priority.

Important Strengths**9. In keeping with its mission, international education has become a prominent feature of the UW-Green Bay learning experience.**

UW-Green Bay has expanded its educational opportunities for students to gain knowledge about and experience with other nations and cultures. Students have opportunities to study other cultures and languages and study abroad for weeks or an entire semester. These initiatives are consistent with the institutional mission and responsive to a world that increasingly has become a more diverse and global society.

Proposed Actions and Opportunities for Improvement:

- Academic programs should be encouraged to provide additional course offerings and other educational opportunities that emphasize global issues and experiences.
- Consideration should be given to increasing the tuition remissions and scholarships and increasing recruitment dollars for international students.
- More students should be encouraged to participate in study-abroad programs through developing scholarships or other special funding initiatives.
- Faculty exchanges between UW-Green Bay and international higher education institutions should be encouraged.

10. Service to the northeastern Wisconsin region is a hallmark of Outreach and Adult Access.

UW-Green Bay serves the nontraditional student population of northeastern Wisconsin region well through a variety of successful lifelong learning and continuing education programs. Programs ranging from summer youth camps to a Learning in Retirement program have positively impacted large numbers of learners by contributing to their lifelong learning goals of personal and career development. The Outreach and Adult Access division is positioning itself to better serve nontraditional students seeking bachelor's degrees by offering additional degree programs and expanding alternative delivery systems.

Proposed Actions and Opportunities for Improvement:

- Faculty and staff contributions to serving the region through activities sponsored by Outreach and Adult Access should become a special focus of recognition.
- A strategic plan for offering additional degree and certificate programs using self-funded, alternative delivery systems should be developed.

Important Strengths**11. Strong community support has allowed UW-Green Bay to successfully address its most pressing facilities needs.**

Since the last review, the strengthening of community ties has played a critical role in the institution's ability to complete one of its most successful capital campaigns and four major facilities projects — its largest classroom building, a complete remodeling of its Laboratory Sciences Building, expansion of the University Union, and an events center. The second phase of the capital campaign, and a state budget initiative to increase enrollment and address pressing community needs — the Growth Agenda — is currently underway. If these latest initiatives are successful it will again be due in large part to the strong community support that has been established.

Proposed Actions and Opportunities for Improvement:

- UW-Green Bay should continue to capitalize on its outstanding community support to acquire additional state resources to better address the educational needs of the region.

12. Partnerships increase UW-Green Bay's capacity to address community needs and demonstrate fiscal responsibility.

UW-Green Bay's willingness to engage in partnership activities with other educational institutions, businesses and community organizations demonstrates that it is responsive to community needs. These strategically planned partnerships have expanded UW-Green Bay's ability to extend its capacity to meet those needs and also demonstrate that it is a good steward of the state's resources by striving to gain efficiencies through collaboration and cooperation.

Proposed Actions and Opportunities for Improvement:

- The University leadership should continue to emphasize to community leaders and state legislators the importance of engaging in partnership activities and carefully document the value-added to the people and economy of the state.

Major Issues Identified Through the Self-Study

1. Interdependence of governance groups is not always clearly understood.

The basic governance responsibilities of faculty, staff and students are established by state statute but the interdependence of these three governance structures is neither clearly identified nor widely understood throughout campus. Each governance group has established its own set of codified rules and procedures for carrying out its governance responsibilities. What remains to be addressed, however, is how these three groups can work more effectively together to advance the interests of the institution and fulfill its mission.

Recommended Actions:

- Consideration should be given to forming a joint task force that would study how the three governance groups can more effectively carry out their responsibilities by working collaboratively and cooperatively together.
- The entire faculty governance committee structure should be carefully examined to determine what improvements could be made to strengthen the relationship of these committees to the University's decision-making process.
- While shared governance is an important component of the University's culture and management, many non-governance issues are of "primary" concern to more than one group. Consideration should be given to forming a University-wide representative body that can meet at specifically designated times to discuss campuswide issues and provide joint input and advice.

2. Assessment processes are becoming part of the institutional culture but improvements are needed.

While assessment efforts have improved both campuswide and at the department level since the last review, actual use of assessment results to drive campus planning and decision making does not occur to the extent that it could. Several components of the institution's Comprehensive Assessment Plan have been only partially implemented and the recent review of the plan by the Institutional Assessment Committee resulted in a number of recommendations that, when implemented, will improve the quality and usefulness of the results considerably.

Recommended Actions:

- The institution should consider investing additional resources, including staff support, to assist academic and support units with implementing their assessment plans.

Major Issues

- The Office of Institutional Research should be more consistently engaged in the process of providing data to assist in campus planning and decision-making processes. (Note: A recent reorganization bringing this function directly into the Provost's Office was made to help facilitate this process.)
- The Institutional Assessment Committee should devise a strategic plan for continuing to assess the feasibility of implementing all components of the UW-Green Bay Comprehensive Assessment Plan.

3. Student learning outcomes assessment processes should be better implemented.

All academic programs have clearly stated student learning outcomes and a significant number have implemented methods to assess these outcomes. There is, however, some inconsistency in the extent to which assessment methods have been used for curricular and program improvement. This inconsistency appears to be due in part to limited institutional staff support of the academic program review process. Reductions in staff time devoted to the institutional assessment process since the last review also has made it difficult for some programs to fully implement their assessment processes. A process for assessing General Education Program learning outcomes has been established but not consistently implemented, and results have not always been used effectively by the General Education Council to assess program strengths or to identify areas in need of improvement.

Recommended Actions:

- The link between specific learning outcomes and general-education courses is not always clearly described. As a follow-up to the recent revision of the select mission, a comprehensive review of the General Education Program learning outcomes and the courses that support them should be conducted. The links between learning outcomes and assessment methods should also be specifically determined.
- Recently two or three models for change in the General Education Program have been suggested, but lack of campuswide discussion has prevented any from reaching a point of being voted on for implementation. The General Education Council should be encouraged to take a leadership role to ensure that a campuswide discussion of alternative models takes place in the very near future.
- Efforts should be made to require all faculty members teaching general-education courses to state on their syllabi the specific learning outcomes of the course and their relationship to the broader general-education learning outcomes.

*Major Issues***4. UW-Green Bay's graduate programs are of high quality and have the potential to expand.**

Overall enrollment in the institution's graduate programs has remained fairly stable over the past ten years. New programs established in that period include master's-level programs in education and social work. Most recently a five-year, integrated bachelor's-master's degree program has been established. A careful analysis of community needs could result in development of additional successful graduate programs.

Recommended Actions:

- To better serve the needs of the region, the optimal configuration of graduate programs at UW-Green Bay needs to be determined. A strategic plan to better market existing programs or develop new ones also should be developed.
- Graduate education is now under the direction of both the dean of liberal arts and sciences and the dean of professional and graduate studies. Future planning and the process of developing budgets should be a joint effort of both deans. The Graduate Faculty Board of Advisers, which has representation from each of graduate programs, should be encouraged to play a role in the planning process.

*Major Issues***5. UW-Green Bay needs to serve more students to meet community and regional needs.**

A recent environmental scan and concerted efforts on the part of many faculty and staff to connect to the community have enabled UW-Green Bay to identify the most pressing educational needs in the region it serves. Economic trends, changing demographics and the particularly low percentage of baccalaureate degree holders in northeast Wisconsin suggest that UW-Green Bay needs to dramatically increase its capacity in order to meet future needs and expectations.

Recommended Actions:

- In response to changing demographics in Northeast Wisconsin that have resulted in an increasingly diverse population, UW-Green Bay should increase its efforts to attract more diverse students and attract and retain more diverse faculty and staff.
- The next phase of the Comprehensive Academic Program Assessment process should be undertaken to identify which programs are most likely to address pressing community needs.

6. Community feedback regarding campus programs and services has not been systematically collected and used.

Community support for UW-Green Bay is, in general, strong and thriving. However, information about the perceived value and support of specific programs and services is largely anecdotal. Multiple methods for obtaining systematic feedback from the community need to be put in place in order to assess the quality and impact of particular programs and services and identify emerging community needs.

Recommended Action:

- An ongoing mechanism should be developed for obtaining feedback and advice from community constituent groups to assess the quality and impact of the University's programs and services.



Appendix



Appendix A Institutional Snapshot

**Institutional Snapshot
(Replaces Basic Institutional Data Forms – BIDs)**

Purpose: The purpose of the *institutional snapshot* is to give the Evaluation Team a basic impression of the organization’s overall scope and nature of operations during a specified time frame preceding the on-site visit. Some of the data sets described below constituted the Commission’s old Basic Institutional Data Forms; several are new. However, we no longer provide a required set of forms you must fill out. Instead, we describe the data, suggest when appropriate where it might exist in other reports, and leave it to you to provide it to the team in the format most convenient to you. You may choose to integrate some of the data into the report in the form of charts or tables; you may choose to provide the team with copies of your IPEDS reports; you may provide internal or annual reports that contain much of the data. Teams have indicated that these data are helpful to them in gaining a quick understanding of the institution.

If any of the proposed information cannot be created without significant expenditure of money and/or staff time, you should be able to explain to the team why the institution has chosen not to collect the data.

Instructions: Except where noted, information should be provided at least for the two past complete fall semesters prior to the on-site evaluation visit. A completed institutional snapshot should be included as a part of the Self-Study Report submitted relative to either a Comprehensive Evaluation Visit or Mandated Focused Visit.

1. Student Demography Headcounts

- A. Undergraduate Enrollments by Class Levels (Freshman-Senior)
- B. Undergraduate Students by Degree Seeking and Non-degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report)
- C. Graduate/Professional Students by Degree Seeking and Non-degree Seeking Status (showing totals, with breakdowns by gender and by race/ethnicity per IPEDS report)
- D. Age Range of Undergraduate Students (24 and under; 25 and older)
- E. Numbers of Students by Residency Status of Credit-seeking Students Who Come to a Campus or Site for Instruction
 - In-State Resident
 - Out-of-State Resident
 - Non-US Resident

2. Student Recruitment and Admissions

- A. Number of Applications, Acceptances, and Matriculations for Each of the Following Categories of Entering Students
 - Freshman
 - Undergraduate Transfer
 - Graduate/Professional
- B. If your institution requires standardized test scores as a condition of admission, what instrument(s) do you require and what is the mean score for each?
 - Name of Test(s) Mean Score of Students Accepted

3. Financial Assistance for Students

- A. What percentages of your undergraduate and of your graduate students applied for any type of financial assistance?

- B. How many of your undergraduate students and of your graduate/professional students received financial assistance of any type? What percentage is this of your total enrollment? What percentage of your total enrollment received assistance in each of the following categories?

Undergrad; Graduate/Professional

- Loans
- Scholarships/Grants
- Work-Study
- Academic Based Merit Based Scholarships

- C. Using the formula cited below, what was the *tuition discount rate* (TDR) for undergraduate and graduate student populations? If this rate cannot be separated for these two categories, so note and simply report aggregate figures.

TDR = total institutional financial aid dollars as a proportion of income that would result from all students paying full tuition.

I = Institutional Financial Aid Dollars Awarded for Tuition

P = Payments of Tuition Expected of Students and Their External Aid

TDR = I/(I + P) as a percentage

4. Student Retention and Program Productivity

- A. What percentage of your first-time, full-time fall entering undergraduate students in the previous year returned for study during the fall semester on which this report is based? Please provide the following data in aggregate and with breakdowns by race/ethnicity per IPEDS categories.

Number Entering (NE) Number Returning (NR)
NR/NE as percentage

- B. How many students earned graduate or professional degrees during the past year, and what was the distribution by race/ethnicity per IPEDS categories?

Appendix A Institutional Snapshot

C. Report the number of graduates in the previous academic year by college/program in keeping with the following Classification of Instructional Programs (CIP) codes.

- Agriculture/Natural Resources (1, 3)
- Architecture/Engineering/Engineering Technology (4,14,15)
- Biological and Physical Science (26, 40, 41)
- Business (52)
- Communications/Communication Technology/ Fine Arts (9,10, 50)
- Education/Library Science (13, 21, 25)
- Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)
- Health (51)
- Law (22)
- Mathematics/Computer Science (11, 27)
- Military Technology/Protective Services (29, 43)
- Personal Services/Consumer Services/ Fitness (12, 19, 31)
- Psychology/Social Sciences and Services (42, 44, 45)
- Trades/Production/Transportation Health (46, 47, 48, 49)

D. List, by discipline and by name of test, the separate pass rates of undergraduate, and graduate/professional students sitting for licensure examinations as appropriate.

- a.
- b.
- c.
- d.
- e. others

5. Faculty Demography

A. Indicate the head count of faculty in the full-time and part-time categories according to highest degree earned.

Degree level	Full-time	Part-time
Doctorate		
First Professional		
Master's		
Bachelor's		
Associate's		
None		

B. Indicate the head count of faculty full-time and part-time categories according to each of the following breakdowns.

- Race/Ethnicity (using the standard IPEDS categories)
- Gender
- Rank

C. Report the number of faculty by college/program (full-time and part-time together) in keeping with the following Classification of Instructional Programs (CIP) codes.

- Agriculture/Natural Resources (1, 3)
- Architecture/Engineering/Engineering Technology (4,14,15)
- Biological and Physical Science (26, 40, 41)
- Business (52)
- Communications/Communication Technology/ Fine Arts (9,10, 50)
- Education/Library Science (13, 21, 25)
- Health (51)
- Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54)
- Law (22)
- Mathematics/Computer Science (11, 27)
- Military Technology/Protective Services (29, 43)
- Personal Services/Consumer Services/ Fitness (12, 19, 31)
- Psychology/Social Sciences and Services (42, 44, 45)
- Trades/Production/Transportation Health (46, 47, 48, 49)

6. Availability of Instructional Resources and Information Technology

A. Provide an account of the technology resources dedicated to supporting student learning (library sites, residence hall hook-ups, Internet Cafes, etc.) and explain how you monitor the level of their usage.

7. Financial Data

Please provide the following information for the past two completed fiscal years.

A. Actual Unrestricted Revenues

- Tuition and Fees
- State/Local Appropriations (if applicable)
- Denominational Income (if applicable)
- Investment and Annuity Income
- Contributions
- Auxiliary
- Other
- Total

B. Actual Unrestricted Expense

- Instructional/Departmental/Library
- Student Services
- Operation and Maintenance of Plant
- Administration
- Fundraising
- Auxiliary
- Other
- Total

C. If, in either of the past two completed fiscal years, the total in 7B exceeded the total in 7A above, how did the institution cover its shortfall?

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Effective January 3, 2005

Appendix A Institutional Snapshot

Snapshot Table 1-A.

Undergraduate Enrollments by Class Levels

Class	Fall				
	2002	2003	2004	2005	2006
1-Freshman	1116	1193	1241	1174	1240
2-Sophomore	1111	1157	1165	1195	1195
3-Junior	1097	1128	1134	1172	1190
4-Senior	1707	1712	1631	1719	1780
5-Other/None	232	295	271	286	259
All	5263	5485	5442	5546	5664

Snapshot Table 1-B.

Undergraduates by Degree Status and Gender

Degree	Gender	Fall				
		2002	2003	2004	2005	2006
1-Degree	1-Female	3361	3467	3457	3474	3573
	2-Male	1670	1723	1714	1786	1832
	All	5031	5190	5171	5260	5405
2-Non-degree	1-Female	151	187	172	187	141
	2-Male	81	108	99	99	118
	All	232	295	271	286	259
All		5263	5485	5442	5546	5664

Snapshot Table 1-B.

Undergraduate Degree Status and Race

Degree	Race	Fall				
		2002	2003	2004	2005	2006
1-Degree	1-Nonresident	52	42	34	35	33
	2-Black	44	42	44	49	50
	3-Indian	79	74	70	78	93
	4-Asian	121	132	136	143	165
	5-Hispanic	33	43	53	59	64
	6-White	4536	4723	4733	4790	4921
	7-Unknown	166	134	101	106	79
	All	5031	5190	5171	5260	5405
2-Non-degree	1-Nonresident	4	13	17	15	9
	2-Black	1	4	1	3	3
	3-Indian	5	13	16	20	9
	4-Asian	3	2	5	5	5
	5-Hispanic	5	4	.	10	2
	6-White	212	257	230	227	226
	7-Unknown	2	2	2	6	5
	All	232	295	271	286	259
All		5263	5485	5442	5546	5664

Appendix A Institutional Snapshot

Snapshot Table 1-B.
Undergraduates by Degree Status, Gender and Race

		Fall				
		2002	2003	2004	2005	2006
Degree 1-Degree	Gender					
	Race					
1-Female	1-Nonresident	20	15	14	11	12
	2-Black	25	20	22	22	21
	3-Indian	54	56	54	62	68
	4-Asian	67	71	81	90	100
	5-Hispanic	20	26	35	39	43
	6-White	3069	3200	3192	3187	3286
	7-Unknown	106	79	59	63	43
	All	3361	3467	3457	3474	3573
	2-Male	Race				
1-Nonresident		32	27	20	24	21
2-Black		19	22	22	27	29
3-Indian		25	18	16	16	25
4-Asian		54	61	55	53	65
5-Hispanic		13	17	18	20	21
6-White		1467	1523	1541	1603	1635
7-Unknown		60	55	42	43	36
All		1670	1723	1714	1786	1832
All		5031	5190	5171	5260	5405

Snapshot Table 1-B.
Undergraduates by Degree Status, Gender and Race

		Fall				
		2002	2003	2004	2005	2006
Degree 2-Non-degree	Gender					
	Race					
1-Female	1-Nonresident	1	8	13	8	1
	2-Black	1	1	1	1	2
	3-Indian	4	10	8	9	4
	4-Asian	.	2	3	2	4
	5-Hispanic	3	1	.	6	.
	6-White	141	164	146	156	127
	7-Unknown	1	1	1	5	3
	All	151	187	172	187	141
	2-Male	Race				
1-Nonresident		3	5	4	7	8
2-Black		.	3	.	2	1
3-Indian		1	3	8	11	5
4-Asian		3	.	2	3	1
5-Hispanic		2	3	.	4	2
6-White		71	93	84	71	99
7-Unknown		1	1	1	1	2
All		81	108	99	99	118
All		232	295	271	286	259

Snapshot Table 1-C.
Graduate Students by Degree Status and Gender

		Fall				
		2002	2003	2004	2005	2006
Degree 1-Degree	Gender					
	1-Female	60	82	101	89	74
	2-Male	41	54	54	42	37
All	101	136	155	131	111	
Degree 2-Non-degree	Gender					
	1-Female	168	191	193	116	117
	2-Male	74	53	53	37	38
All	242	244	246	153	155	
All	343	380	401	284	266	

Appendix A Institutional Snapshot

Snapshot Table 1-C.
Graduate Students by Degree Status and Race

		Fall					
		2002	2003	2004	2005	2006	
Degree 1-Degree	Race						
	1-Nonresident	4	5	4	2	1	
2-Non-degree	2-Black	.	.	.	1	1	
	3-Indian	5	8	5	6	6	
	4-Asian	1	4	2	.	.	
	5-Hispanic	1	1	.	.	1	
	6-White	89	118	142	120	101	
	7-Unknown	1	.	2	2	1	
	All	101	136	155	131	111	
	Degree 1-Degree	Race					
		1-Nonresident	4	2	4	.	2
2-Black		1	2	2	1	1	
3-Indian		.	2	1	1	3	
4-Asian		.	2	2	.	2	
5-Hispanic		.	2	2	1	4	
6-White		231	232	234	148	141	
7-Unknown		6	2	1	2	2	
All		242	244	246	153	155	
All	343	380	401	284	266		

Snapshot Table 1-C.
Graduate Students by Degree Status, Gender and Race

		Fall				
		2002	2003	2004	2005	2006
Degree 1-Degree	Gender					
	Race					
1-Female	1-Nonresident	1	2	1	1	.
	2-Black	.	.	.	.	1
	3-Indian	5	8	5	6	4
	4-Asian	1	3	1	.	.
	6-White	53	69	93	81	68
	7-Unknown	.	.	1	1	1
	All	60	82	101	89	74
	2-Male	Race				
1-Nonresident		3	3	3	1	1
2-Black		.	.	.	1	.
3-Indian		.	.	.	.	2
4-Asian		.	1	1	.	.
5-Hispanic		1	1	.	.	1
6-White		36	49	49	39	33
7-Unknown		1	.	1	1	.
All	41	54	54	42	37	
All	101	136	155	131	111	

Appendix A Institutional Snapshot

Snapshot Table 1-C.
Graduate Students by Degree Status, Gender and Race
Degree 2-Non-degree

		Fall				
		2002	2003	2004	2005	2006
Gender	Race					
1-Female	1-Nonresident	.	.	1	.	.
	2-Black	.	1	2	1	1
	3-Indian	.	2	.	1	3
	4-Asian	.	2	2	.	1
	5-Hispanic	.	2	2	1	4
	6-White	164	183	186	112	108
	7-Unknown	4	1	.	1	.
	All	168	191	193	116	117
2-Male	Race					
	1-Nonresident	4	2	3	.	2
	2-Black	1	1	.	.	.
	3-Indian	.	.	1	.	.
	4-Asian	.	.	.	.	1
	6-White	67	49	48	36	33
	7-Unknown	2	1	1	1	2
	All	74	53	53	37	38
All	242	244	246	153	155	

Snapshot Table 1-D.
Undergraduates by Age

	Fall				
	2002	2003	2004	2005	2006
Age					
1-Under 25	4139	4437	4508	4562	4686
2-25 and up	1124	1048	934	984	978
All	5263	5485	5442	5546	5664

Snapshot Table 1-E.
On-site Students by Residency

	Fall				
	2002	2003	2004	2005	2006
Residency					
1-Wisconsin	4650	4845	4868	4999	5124
2-Out of State	197	199	181	177	187
3-Non-US	64	62	59	51	43
All	4911	5106	5108	5227	5354

Snapshot Table 2-A.
Admission Funnel by Student Category

		Fall				
		2002	2003	2004	2005	2006
Category						
1-Freshman	Applied	2637	2980	3218	3350	3499
	Admitted	2016	2278	2260	2222	2461
	Enrolled	898	965	999	910	1031
2-Transfer	Applied	958	1186	1248	1404	1307
	Admitted	623	865	789	957	966
	Enrolled	340	497	475	604	594
3-Graduate	Applied	79	90	97	88	84
	Admitted	52	69	79	60	63
	Enrolled	39	42	54	39	45

Snapshot Table 2-B.
Average ACT Composite for New Freshmen

	Fall				
	2002	2003	2004	2005	2006
ACT_Composite	22.9	23.0	22.8	23.0	22.7

Appendix A Institutional Snapshot

Snapshot Table 3-A.
Percent of Students Who Applied for Aid

	Fall				
	2002	2003	2004	2005	2006
	Aidapp	Aidapp	Aidapp	Aidapp	Aidapp
Level					
1-Undergraduate	67.2%	69.2%	71.3%	72.0%	73.6%
2-Graduate	13.7%	15.3%	18.2%	22.5%	22.2%

Snapshot Table 3-B.
Percent of Students Who Received Aid

	Fall				
	2002	2003	2004	2005	2006
	Aided	Aided	Aided	Aided	Aided
Level					
1-Undergraduate	63.3%	65.6%	67.5%	67.7%	68.9%
2-Graduate	11.1%	13.4%	17.2%	21.8%	18.4%

Snapshot Table 3-B.
Percent of Students Who Received Aid

Level 1-Undergraduate					
	Fall				
	2002	2003	2004	2005	2006
Loans	48.8%	51.5%	54.7%	54.9%	55.7%
Athletic	4.0%	3.9%	3.9%	4.0%	3.9%
Scholarship	14.2%	13.9%	14.5%	13.6%	13.5%
Waivers_grants	23.8%	25.4%	25.5%	25.5%	26.6%
Work_study	4.4%	4.2%	4.2%	4.2%	4.2%

Snapshot Table 3-B.
Percent of Students Who Received Aid

Level 2-Graduate					
	Fall				
	2002	2003	2004	2005	2006
Loans	9.0%	10.5%	13.5%	17.6%	14.3%
Athletic	0.3%	0.0%	0.2%	0.0%	0.4%
Scholarship	1.2%	1.3%	3.7%	3.5%	6.4%
Waivers_grants	3.5%	6.1%	7.5%	6.0%	4.1%
Work_study	0.0%	0.0%	0.0%	0.4%	0.0%

Snapshot Table 3-C.
Tuition Discount Rate

	Institutional_Aid	Payment	TDR
Aid_Year			
2002-03	\$1,715,458	\$12,431,927	12.1%
2003-04	\$1,979,858	\$14,797,236	11.8%
2004-05	\$2,207,513	\$17,027,424	11.5%
2005-06	\$2,287,175	\$17,685,775	11.5%
2006-07	\$2,436,938	\$19,154,616	11.3%

Appendix A Institutional Snapshot

Snapshot Table 4-A.
Retention of First-time, Full-time Fall Undergraduates

		Fall				
		2001	2002	2003	2004	2005
		N	N	N	N	N
Race	Retained					
	N					
	Y					
1-Nonresident	Retained	2	3	1	1	2
	N	5	6	1	4	7
	All	7	9	2	5	9
2-Black	Retained					
	N	2	4	5	4	3
	Y	6	8	3	7	3
All	8	12	8	11	6	
3-Indian	Retained					
	N	6	1	3	7	2
	Y	2	4	5	4	8
All	8	5	8	11	10	
4-Asian	Retained					
	N	4	9	7	11	8
	Y	12	22	24	24	14
All	16	31	31	35	22	
5-Hispanic	Retained					
	N	2	1	1	2	5
	Y	4	7	8	9	6
All	6	8	9	11	11	
6-White	Retained					
	N	222	141	220	217	188
	Y	620	675	673	694	642
All	842	816	893	911	830	
7-Unknown	Retained					
	N	3	3	.	1	2
	Y	6	11	6	8	5
All	9	14	6	9	7	
All		896	895	957	993	895

Snapshot Table 4-A.
Retention of First-time, Full-time Fall Undergraduates

		Fall				
		2001	2002	2003	2004	2005
		N	N	N	N	N
All	Retained					
	N	241	162	237	243	210
	Y	655	733	720	750	685
All		896	895	957	993	895

Snapshot Table 4-A.
Retention of First-time, Full-time Fall Undergraduates

		Fall				
		2001	2002	2003	2004	2005
		Percent	Percent	Percent	Percent	Percent
Race						
1-Nonresident	71.4%	66.7%	50.0%	80.0%	77.8%	
2-Black	75.0%	66.7%	37.5%	63.6%	50.0%	
3-Indian	25.0%	80.0%	62.5%	36.4%	80.0%	
4-Asian	75.0%	71.0%	77.4%	68.6%	63.6%	
5-Hispanic	66.7%	87.5%	88.9%	81.8%	54.5%	
6-White	73.6%	82.7%	75.4%	76.2%	77.3%	
7-Unknown	66.7%	78.6%	100.0%	88.9%	71.4%	
All	73.1%	81.9%	75.2%	75.5%	76.5%	

Appendix A Institutional Snapshot

Snapshot Table 4-B.
Master's Degrees Completed by Race

	December, May and August				
	2001-2	2002-3	2003-4	2004-5	2005-6
Race					
1-Nonresident	4	2	2	.	1
2-Black	3	1	.	.	.
3-Indian	3	3	3	.	3
4-Asian	.	.	.	.	1
5-Hispanic	.	.	.	.	2
6-White	52	30	46	45	51
7-Unknown	4	1	.	1	3
All	66	37	51	46	61

Snapshot Table 4-B.
Master's Degrees Completed

	December, May and August				
	2001-2	2002-3	2003-4	2004-5	2005-6
ACAD_PLAN					
MS ENV SCI	14	9	19	22	11
MS MGMT	32	13	10	8	11
MS TCH LRN	20	15	22	16	18
MSW	.	.	.	.	21
All	66	37	51	46	61

Snapshot Table 4-C.
Majors Graduated by CIP Area (Multiple majors counted separately)

	December, May and August				
	2001-2	2002-3	2003-4	2004-5	2005-6
CIP					
1-Biological/Physical Science	109	128	134	138	131
2-Business	225	161	228	226	226
3-Communications/Arts	98	143	132	141	136
4-Education	56	63	69	48	63
5-Humanities/Interdisciplinary	125	157	140	139	119
6-Health	28	41	49	33	49
7-Math/Computer Science	43	40	35	45	31
8-Social Sciences & Services	300	341	289	324	341
All	984	1074	1076	1094	1096

Snapshot Table 4-D.
Institution does not track data.

Appendix A Institutional Snapshot

Snapshot Table 5-A.
Faculty Headcount by Degree and Employment Status

	Fall								
	2004			2005			2006		
	Status		All	Status		All	Status		All
	Full-time	Part-time		Full-time	Part-time		Full-time	Part-time	
Level									
1-Doctoral	128	31	159	137	23	160	132	22	154
2-First Professional	1	1	2	1	1	2	1	1	2
3-Master's	38	53	91	39	43	82	41	64	105
4-Bachelor's	4	28	32	2	31	33	4	25	29
5-Associate's	.	1	1	.	1	1	.	2	2
6-None	.	1	1	.	1	1	.	1	1
All	171	115	286	179	100	279	178	115	293

Snapshot Table 5-B.
Faculty Headcount by Employment Status and Race

	Fall								
	2004			2005			2006		
	Status		All	Status		All	Status		All
	Full-time	Part-time		Full-time	Part-time		Full-time	Part-time	
Race									
1-Black	2	2	4	2	.	2	2	.	2
2-Indian	3	1	4	3	1	4	3	3	6
3-Asian	12	2	14	11	5	16	11	2	13
4-Hispanic	5	2	7	7	.	7	7	1	8
5-White	149	104	253	156	93	249	155	108	263
All	171	111	282	179	99	278	178	114	292

Appendix A Institutional Snapshot

Snapshot Table 5-B.
Faculty Headcount by Employment Status and Sex

	Fall								
	2004			2005			2006		
	Status		All	Status		All	Status		All
	Full-time	Part-time		Full-time	Part-time		Full-time	Part-time	
Sex									
Female	68	64	132	72	57	129	71	74	145
Male	103	51	154	107	43	150	107	41	148
All	171	115	286	179	100	279	178	115	293

Snapshot Table 5-B.
Faculty Headcount by Employment Status and Rank

	Fall								
	2004			2005			2006		
	Status		All	Status		All	Status		All
	Full-time	Part-time		Full-time	Part-time		Full-time	Part-time	
Rank									
Assistant Professor	52	2	54	48	1	49	38	1	39
Associate Professor	59	5	64	68	3	71	73	2	75
Full Professor	32	6	38	37	2	39	36	.	36
Unranked	28	102	130	26	94	120	31	112	143
All	171	115	286	179	100	279	178	115	293

Division	CIP Areas	Fall		
		2004	2005	2006
1-Liberal Arts & Sciences	1-Biological/Physical Science	61	56	51
	3-Communications/Fine Arts	42	41	39
	6-Humanities/Interdisciplinary	48	47	46
	7-Computer Science	14	17	19
	8-Social Sciences & Services	44	48	49
	10-Fitness	10	9	9
2-Professional & Graduate Studies	2-Business	30	25	24
	4-Education	18	17	20
	5-Health	4	6	8
	8-Social Sciences & Services	11	12	13
3-Outreach & Extension*	1-Biological/Physical Science	1	.	3
	4-Education	1	.	3
	6-Humanities/Interdisciplinary	2	.	7
	8-Social Sciences & Services	.	1	2
All		286	279	293

Snapshot Table 5-C.
Faculty Headcount by Division and Instructional Program (CIP)

*Instructors who teach for Outreach and campus programs and are listed under their campus division.

Appendix A Institutional Snapshot

*Snapshot Table 6.
Availability of Instructional Resources and Information Technology*

6. Availability of Instructional Resources and Information Technology

Technology is a critical part of the day-to-day operations of the University and is used to enhance student learning; support the preservation, creation and transmission of knowledge; and support campus management functions. UW-Green Bay is especially committed to supporting technology in the service of learning. Through careful planning and allocation of resources the Information Services division has been able to provide equitable access to instructional technology for all faculty, staff and students by focusing on classroom technology, online learning tools, interactive web technologies, electronic library resources, and computer laboratory facilities.

Currently there are numerous technology classrooms equipped with a desktop computer, high speed network connection, projector and screen, sound system and digital camera. These classrooms are booked through the Registrar’s Office for regular classes and through the University Union for one-time needs. Faculty use Power Point, overheads, films, and animation to assist with their learning modules. A number of faculty are starting to incorporate clicker technology into their Power Point presentations. This is popular with students because it is more interactive. The Information Services division is working with faculty to assess this technology and develop some standards to improve its availability for faculty and to improve student’s experience with it.

The campus participates in the systemwide project called Learn@UW, a central utility that provides course management software for all University of Wisconsin faculty across the state. The product in use is Desire2Learn. This CMS is available for all faculty members and is fully supported by the UW-Green Bay Learning Technology Center. This has been adopted by more than two-thirds of faculty, and each semester there are 10,000 enrollments in D2L classes. Most students have at least one class using this online learning environment and many have two or three D2L classes.

The David A. Cofrin Library provides a wide array of electronic resources for students and faculty that are accessible from anywhere at any time. In addition to traditional print resources and databases, the library provides access to over 8,000 electronic journals and 5,000 electronic books on- and off campus. The Cofrin Library also participates in a UW system consortium called one system-one library, which means that UW-Green Bay students have access to the same resources as the flagship campus in Madison. Through the Universal Borrower Service, students, faculty and staff can initiate requests for materials from any library in the UW System and have them delivered to the UW-Green Bay library within a few days. Federated search software makes research easier and more comprehensive, and provides quick access to intralibrary loan and interlibrary loan.

The Information Services division supports both general access labs and specialty purpose labs across campus. The general access labs are located in the Cofrin Library and in the Instructional Services Building, and serve all students for over 100 hours per week. More than 200 instructional applications are available in the general access labs. Information Services has recently implemented “Remote Lab” which allows students to log into a lab machine from anywhere and have access to these specialized applications. Currently remote desktop services for faculty and staff are being implemented, which allows for access to applications and files stored on campus from a remote location. Also being implemented is a document management system called GBshare that will provide collaborative workspace for faculty, staff and students. This application will be useful for group projects, departmental work and governance work.

Appendix A Institutional Snapshot

*Snapshot Table 7-A.
Financial Data*

Type Revenues

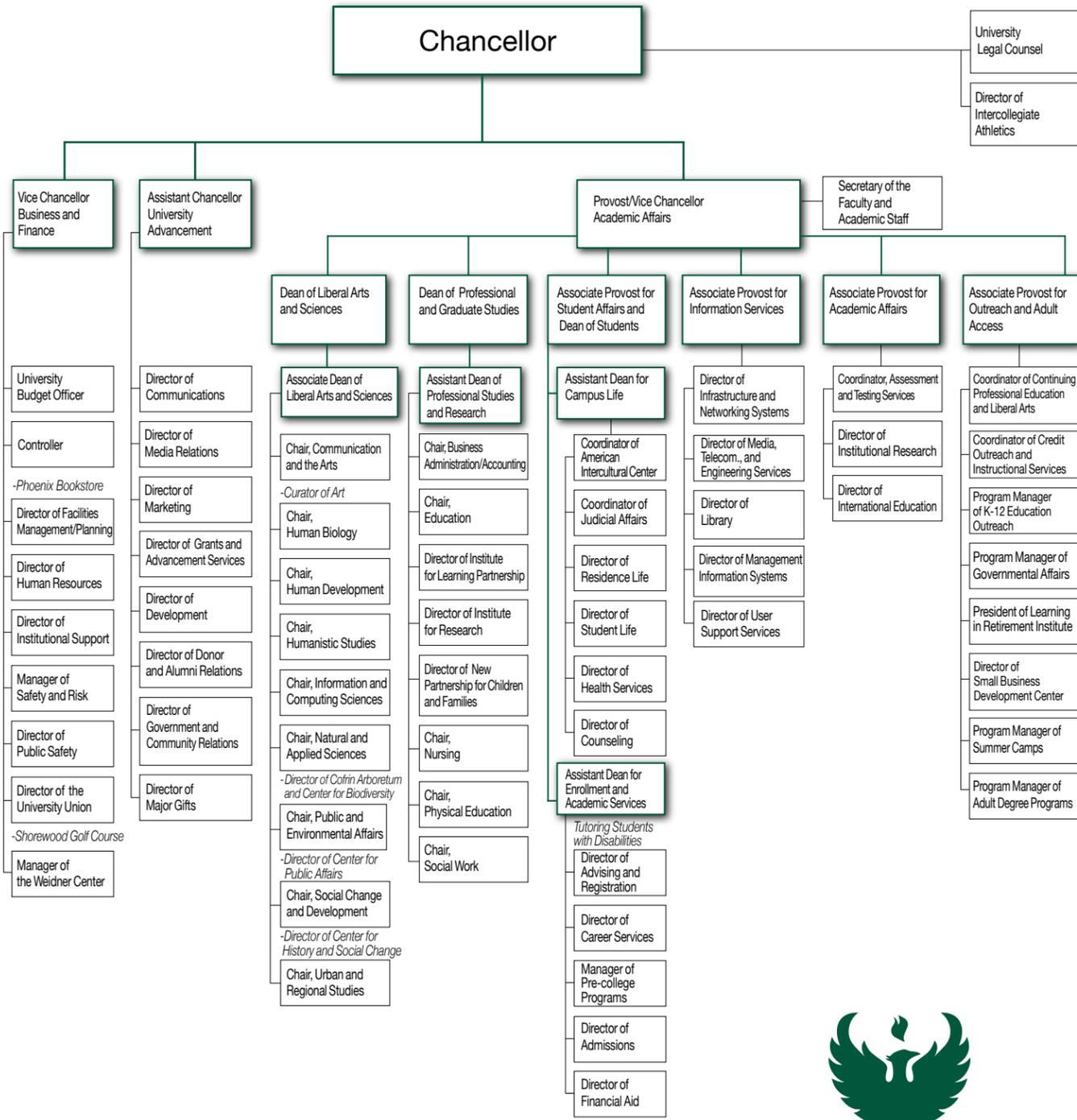
Category	Year			
	FY2002	FY2003	FY2004	FY2005
	Value	Value	Value	Value
1-Tuition & Fees	10,477,087	11,990,528	15,038,709	17,211,004
2-State and Local Grants and Appropriations	24,856,818	26,430,044	25,025,578	22,671,777
3-Federal Grants	5,237,819	5,002,611	6,619,560	6,079,759
4-Auxiliary Sales & Services	6,257,810	5,507,460	6,000,988	7,669,398
5-Other Operational	15,109,654	18,289,777	17,211,344	15,659,234
6-Gifts	738,525	458,261	563,374	673,678
7-Investment Income	-2,028	202,434	163,919	184,662
8-Capital Appropriations, Gifts & Grants	3,593,724	9,682,552	6,701,162	3,470,010
9-Other Non-operational	33,622	240,993	10,540	382,989
10-Total	66,303,031	77,804,660	77,335,174	74,002,511

*Snapshot Table 7-B.
Financial Data*

Type Expenditures

Category	Year			
	FY2002	FY2003	FY2004	FY2005
	Value	Value	Value	Value
1-Instruction	18,950,512	20,176,943	20,791,377	21,022,488
2-Research	939,485	1,094,485	1,483,568	1,417,012
3-Public Service	11,455,770	11,698,706	10,919,028	8,986,925
4-Academic Support	5,856,149	6,199,041	5,325,849	5,810,064
5-Student Services	8,466,876	9,020,403	9,256,902	9,716,705
6-Institutional Support	5,234,235	5,502,573	6,105,527	5,227,709
7-Operation & Maintenance of Plant	3,970,553	4,422,857	5,177,656	6,220,225
8-Depreciation	2,502,838	3,099,156	3,613,786	3,686,689
9-Scholarship expenses	0	0	1,153,670	983,349
10-Auxiliary	6,572,418	6,523,092	8,304,555	9,030,818
11-Other	104,544	55,092	107,287	206,902
12-Total	64,053,380	67,792,348	72,239,205	72,308,886

**Figure B-1
UW-Green Bay Organizational Chart**



**Figure C-1
Student Affairs Staffing and Contribution to Mission**

Unit	FTE	Programs & Services	Evidence of Quality and Contribution to Mission
Academic Advising	6.05	<ul style="list-style-type: none"> Provide quality, developmental advising to first-year, new transfer, undeclared students Help students become self-directed learners and effective decision-makers 	<ul style="list-style-type: none"> Conduct over 4,500 individual appointments annually Advise students informally via phone and e-mail (15,000 contacts annually) Provide over 30 programs, training sessions, and 2-year campus visits each year
Academic Support	.30	<ul style="list-style-type: none"> Provide academic support services by offering tutoring via structured study groups led by trained peer tutors Provide web based resources and links for academic success 	<ul style="list-style-type: none"> 40+ weekly study groups offered each semester with 2,992 total academic year contacts Semester assessments show approval of study groups by attendees and the leaders that provide them Website data tracking for semester reflect high numbers of sessions to site links/resources (>6,500)
Admissions	9.0	<ul style="list-style-type: none"> Process admission applications in accordance with University policy and federal guidelines Plan and conduct Campus Preview Day; Counselor Day; and Admissions visitations programs Develop and implement the institution's marketing plan 	<ul style="list-style-type: none"> Process approximately 7,100 admission applications annually Host 3,254 prospective students for campus visits annually Provide marketing activities to a prospect pool of approximately 18,000 individuals
American Intercultural Center	3.5	<ul style="list-style-type: none"> Provide academic, social and cultural support to help multicultural students achieve their educational goals Educate the University community about diverse cultures, cultural differences and the rich contributions of other cultures to the campus community Provide a forum in which issues of diversity, identity, prejudicial attitudes and behaviors and cross-cultural communication can be broadly addressed in the campus community 	<ul style="list-style-type: none"> Hosts over 7,200 visitors and provides academic, social, and cultural support to students Provide 30 programming opportunities to educate the University community each year Staff, contribute, and participate in various formats, such as the Diversity Task Force, in order to help provide a forum for discussion

**Figure C-1
Student Affairs Staffing and Contribution to Mission**

Unit	FTE	Programs & Services	Evidence of Quality and Contribution to Mission
Career Services	4.0	<ul style="list-style-type: none"> • Provide full range of professional career counseling and placement services • Provide opportunities for self-assessment, career exploration, and the development of employment-seeking skills • Make available resources to enable clients to become informed career researchers and employment seekers • Assist employers with recruitment needs and make available University programs and services 	<ul style="list-style-type: none"> • Annually average over 2,800 student appointments & conduct over 140 class presentations/ workshops • Manage and coordinate 28 programs/events • Teach 4 career development classes with average annual enrollment of 120 students • Refer over 12,000 candidates to employers • Facilitate over 4,900 contacts with employers including over 114 job development interactions
Counseling Services	2.7	<ul style="list-style-type: none"> • Provide high quality individual and group counseling services to students and employees who may be experiencing psychological or behavioral difficulties • Psycho-educational programming aimed at maximizing the potential of students and employees to benefit from the academic environment and experience • Consultative services to the institution that benefit the intellectual, emotional and psychological needs of students and employees 	<ul style="list-style-type: none"> • Conduct over 500 individual counseling sessions annually • Facilitate a six hour alcohol education course provided 18 times a year serving 190 students last year • Annually provide about 50 presentations on mental health and related issues • 70% of clients stated the issue that brought them to counseling affected their academics • 92% of responding clients stated their experience with Counseling Services was excellent or good
Dean of Students	6.6	<ul style="list-style-type: none"> • Supervise all student services • Advise student government • Handle student misconduct • Coordinate first year programs 	<ul style="list-style-type: none"> • Provide vision and leadership to 16 areas • Investigate and resolve 1,000 non-academic and academic misconduct cases annually

**Figure C-1
Student Affairs Staffing and Contribution to Mission**

Unit	FTE	Programs & Services	Evidence of Quality and Contribution to Mission
Disabilities Support Services	1.35	<ul style="list-style-type: none"> • Identify and provide academic accommodations for students with documented disabilities • Resource for disability issues and awareness to ensure disability compliance as stated by federal laws and UW policies 	<ul style="list-style-type: none"> • Provide services for over 150 registered students and works with over 175 faculty which includes proctoring 1,079 exams and hiring note-takers for 217 classes last year • No formal disability discrimination complaints have been filed and students seem to be satisfied with DS services based on survey results
Financial Aid	6.80	<ul style="list-style-type: none"> • Complete and process financial aid applications • Ensure that financial aid is received in a timely manner and is accounted for in accordance with current federal regulations • Assist campus employers with job posting and assist students with job search • Identify off-campus jobs and make appropriate job referrals 	<ul style="list-style-type: none"> • Review over 5,000 applications annually and award approximately \$15,000,000 in financial aid • Continue to process application on an in on Friday out by Thursday model • Off-campus employment opportunities increasing and close to 30% of Work-Study students working in off-campus not for profit agencies
Health Services	5.18	<ul style="list-style-type: none"> • Provides an optimal intermediate health care facility • Promotes self responsibility for health and teaches positive lifestyle choices as preventive health care measures • Works with other University departments to obtain and maintain a safe and healthy environment 	<ul style="list-style-type: none"> • Annually provide assessment, diagnosis, treatment, teaching and referral during 4,000 student/ RN visits and 600 MD/student visits • Provide health information and immunizations for all International Travel Groups and Study Abroad students • Participate in orientations and training that reach over 1,000 persons annually • Responsible for communicable disease surveillance, assessment and containment

**Figure C-1
Student Affairs Staffing and Contribution to Mission**

Unit	FTE	Programs & Services	Evidence of Quality and Contribution to Mission
Pre-College Program	5.8	<ul style="list-style-type: none"> Administer Upward Bound and Regional Center for Math and Science TRiO programs Provide academic enrichment programs for middle and high school students 	<ul style="list-style-type: none"> Serve 57 local students and 58 regional students from low-income and/or first generation families Provide 6 state access to Math and Science pre-college programming Serve over 300 students of color annually
Registrar	9.0	<ul style="list-style-type: none"> Records custodian of the institution. We retain academic history as it relates to catalog, curriculum, enrollment and academic plans Support the ongoing development and modification of requirements. We insure that the institution's standards are applied to all degrees conferred and assist students in completing their degrees 	<ul style="list-style-type: none"> Process 2,632 credit evaluations for transfer students Provide 6,934 official transcript requests annually Serve 175 veterans Graduate over 1,000 bachelor and master degree students each year
Residence Life	16.0	<ul style="list-style-type: none"> Provide convenient, well-maintained, affordable and safe housing Provide students a seamless living-learning experience Provide social activities, educational programs and leadership involvement opportunities Provide professional, principle-driven, student-centered service 	<ul style="list-style-type: none"> Provide on-campus housing to approximately 70% of the freshman class and 40% of the overall student body Provide over 200 programs and activities annually for students living on campus 85% of students responding to the annual satisfaction survey report satisfaction with their overall campus housing experience
Student Life	5.0	<ul style="list-style-type: none"> Enhance the quality of a student's life using experiential educational opportunities and social development Ensure that the choice of campus involvement, including a commitment to lifelong learning and community leadership, significantly and positively changes the student 	<ul style="list-style-type: none"> Provide about 175 programs each year with a total attendance of about 15,000 Oversee approximately 90 student organizations Coordinate multiple campus committees designed to maximize overall programming Most students report "learning useful information" at programs

**Figure C-2
Information Services Staffing and Contribution to Mission**

Information Services	Programs & Services	Evidence of Quality and Contribution to Mission
Library 14 FTE	<ul style="list-style-type: none"> Provide reference services, interlibrary loan, print and electronic resources and bibliographic instruction Universal Borrowing allows for patron initiated requests to borrow research materials not owned by the library Participate in the federal government document depository program Operate an Area Research Center with Wisconsin State Historical Society materials for northeastern Wisconsin Provide public access to collections and resources of the Cofrin Library 	<p>The library is open 87 hours per week during the fall and spring semesters with extended hours during exam periods. The students actively use the library building for study and research. In particular they make use of the project rooms equipped with computers, editing software and scanners that were designed collaborative work. The "virtual library" provides a wealth of online resources delivered to the desktop across campus, in the residence halls and off campus. There are 100 general and specialized electronic databases. The library also houses a general access computer lab, which is the most heavily used computer lab on campus, and has wireless Internet access throughout the building. In surveys conducted periodically students report a high satisfaction with library services and moderate satisfaction with library hours</p>
Computing and Information Technology Services 20.5 FTE	<ul style="list-style-type: none"> Provide Help Desk services via phone, e-mail and walk-in for hardware and software support Support general access computers labs with access to Internet, core campus software and instructional software Provide printing services in all computer labs across campus Provide technical support for hi-tech classrooms Provide technical and pedagogical assistance to faculty for incorporating technology into their teaching Provide training to students, faculty and staff on core campus software Provide enterprise systems, including e-mail, file and print services, student information system, course management system and desktop deployment Provide robust network backbone and a wireless network that covers 80% of public areas 	<p>The General Access Computer Labs are open 100 hours per week in the IS building and 87 hours per week in the Library. Computers are replaced on three year cycle and all software is maintained on the current version. Students make heavy use of the scanners, printers, and editing equipment in the project rooms. Classrooms with technology are in high demand and 60% of the faculty use the Desire2Learn course management system to better engage students in learning activities. Periodic surveys of faculty, staff and students show a very high degree of satisfaction with computing resources and services. The campus has standardized on e-mail, electronic calendar, centralized file and print services which allows for timely communication and easy sharing of information across all users, and protects the campus from viruses and network attacks. The campus has not had a virus or worm infection in over 6 years</p>

Figure C-2
Information Services Staffing and Contribution to Mission

Information Services	Programs & Services	Evidence of Quality and Contribution to Mission
<p><i>Computing and Information Technology Services</i> 20.5 FTE (Continued...)</p> <p>Computing and Information Technology Services 20.5 FTE</p>	<ul style="list-style-type: none"> • Provide test scoring and analysis services • Manage the campus enterprise web site and provide assistance to faculty and staff for local web sites 	<p>Currently the Information Services Division is rolling out a new document management system to better support collaborative work on and off campus. The Division is exploring purchasing an enterprise web content management system to better manage the web content and services. Under development is an e-billing and guest access service that would allow parents to pay their students' tuition online</p>
<p>Telecommunications, Engineering and Media Services 9 FTE</p>	<ul style="list-style-type: none"> • Provide design and installation services for classroom technology • Provide individualized instruction on the use of classroom technology and audiovisual equipment • Schedule and deliver audiovisual equipment • Provide engineering expertise and installation services relative to new building and renovation projects • Provide analog and digital audio-video recording, editing and duplication • Provide sound system set up and operation for special events • Provide technical set up and support for distance education. Provide telephone services for campus and residence life • Provide installation services for network wiring and electronic equipment 	<p>An annual survey of the faculty has consistently showed a high degree of satisfaction with the expertise, timeliness and courtesy of the Media Services staff. Typically the only complaint is regarding hours of service. Budget cuts over the past 6 years has been a barrier to increasing hours of service. There have been several new buildings and major building renovation projects over the past six years that have stretched the engineering resources to the limit. The feedback from builders, state project administrators and campus administrators has been very positive regarding the quality and quantity of work produced by T.E.A.M. staff. A change in the funds management several years ago has enabled the department to be more responsive to "customers" and more fiscally sound. Telephone services, which includes assisting departments in planning for call centers, office moves and voice mail, is one of the most improved services since the last accreditation. The process of deregulation and staff turn over had created a customer service support crisis. The current staff and manager have turned around the reputation of telephone services from a very negative one to a very positive one</p>

Figure C-3
Outreach and Adult Access Staffing and Contribution to Mission

Outreach and Adult Access Division	Programs & Services	Evidence of Quality Contribution to Mission
<p>Office of Outreach and Extension 10 FTE</p>	<p>In collaboration with UW Extension, UWGB faculty and community partners, design and deliver lifelong learning and continuing education learning opportunities to the following multiple constituencies, including:</p> <ul style="list-style-type: none"> • K-12 educators • Wisconsin municipal clerks and treasurers • High school students seeking to earn college credit • Wisconsin middle school and high school youth who want to pursue art, music, language study during the summer • Professionals such as health and human services workers, social workers, funeral directors, and disaster preparedness response teams • Retired people who want to continue to learn and grow 	<p>In support of the University's mission to "encourage engaged citizenship, and serve as an intellectual, cultural and economic resource," Outreach develops and delivers over 250 continuing education conferences, workshops, seminars and courses annually. More than 7,000 community and state residents participate in programs designed to meet both professional and enrichment learning needs</p> <p>Outreach programmers assure high standards of relevance and quality through a process of ongoing needs assessment and post-program evaluation. Drawing on the expertise of UWGB faculty and feedback from community advisory boards, programmers design curriculum that is research-based and responsive. Following program delivery, participants are surveyed, suggestions for improvement are implemented, and assessments are conducted to measure impact</p> <p>Typical Outreach evaluation summaries find that at least 90% of participants believed their course provided a stimulating atmosphere for critical and independent thinking. In addition, they believed the instructor conducted the course in a manner that effectively encouraged learning.</p> <p>Outreach is positioned to quickly respond to community needs with programs that are grounded in UWGB expertise</p>
<p>Small Business Development Center 3 FTE</p>	<p>In collaboration with UW-Extension, UWGB faculty and community partners, serve the needs of entrepreneurs and aspiring entrepreneurs as well as business people seeking training and education for management development and human resources expertise</p>	<p>The SBDC champions regional entrepreneurial growth and thus supports UWGB's mission to serve as an economic resource. This was evident in the 47 workshops and courses offered this past fiscal year. Over 480 people participated in business plan development, management education and small business topics</p>

**Figure C-3
Outreach and Adult Access Staffing and Contribution to Mission**

Outreach and Adult Access Division	Programs & Services	Evidence of Quality Contribution to Mission
<p><i>Small Business Development Center</i> 3 FTE (Continued...)</p>		<p>One-on-one business counseling was also provided to 106 clients. Over 35 business clients reported opening their new business this past year with the assistance of the SBDC</p> <p>Both training and counseling clients report a high degree of satisfaction with the services received. Economic development goals of business start-ups and capital infusion in emerging and existing businesses continue to be met</p> <p>The SBDC is positioned to provide the resources, expertise and education to help businesses get to the next level. As a leading partner in the Business Assistance Center, the SBDC is linked to regional service providers and technical assistance to strengthen the region's entrepreneurial culture</p>
<p>Office of Adult Degree Programs 5 FTE</p>	<p>The Office of Adult Degree Programs serves primarily adult students whose work, family and/or community responsibilities preclude regular attendance in classes that are offered at traditional times on weekdays but who wish to be part of a supportive community of engaged learners. The programs of study are interdisciplinary and problem-focused and are based upon a broad foundation of liberal studies courses and the completion of an area of emphasis leading to a Bachelor of Arts or Bachelor of Applied Studies Degree. Courses are offered on weekends and online</p>	<p>This program, which offers a major in Interdisciplinary Studies, supports UWGB's mission to be an intellectual resource. Evidence of quality includes the facts that the curriculum is overseen and controlled by a Faculty Executive Committee and that 90 percent of the courses are taught by UWGB's tenure track faculty with the remainder taught by faculty-approved adjuncts. Student evaluations of the courses are consistently high and surveys of graduates indicate high satisfaction overall with the program. The program's "Capstone" course provides evidence of the program's effectiveness through the students' synthesis of their learning experiences. With the exception of the Capstone, all courses are identical in title, course number and content to UWGB's traditionally-offered courses</p>

**Figure D-1
Faculty Elective and Appointive Committees**

Name	Composition	Charge
Academic Affairs Council (E)	Five faculty, one staff and one student	Responsibility for review of all courses and all academic programs at the undergraduate and graduate levels
Academic Actions Committee (A)	Four faculty, three students, two staff	Provides advice on registration, add-drop and grading system policies, academic standing of students, calendar
Awards and Recognition Committee (A)	Four faculty, three staff, two students	Nominates individuals for University awards and other forms of recognition
Committee of Six Full Professors (E)	Six full professors	Reviews credentials of faculty and advises deans regarding promotion to rank of full professor
Committee on Committees and Nominations (E)	Five faculty	Monitors regulations concerning faculty committee structure; nominates faculty for appointive and elective committees
Committee on Rights and Responsibilities (E)	Five faculty	Serves as the faculty hearing and appeals body on matters of renewal
Facilities Planning Committee (A)	Four faculty	Provides advice on matters related to facilities and grounds
Faculty Senate (E)	Twenty-nine faculty	Represents the faculty on all matters pertaining to curriculum, educational policy, and budget
General Education Council (E)	Five faculty, one student, Associate Dean	Provides advice on all matters related to general education including but not limited to general education courses
Graduate Faculty Board of Advisers (E)	Seven faculty, one student, Dean	Provides advice concerning curriculum, program and personnel within graduate programs
Intercollegiate Athletics Committee (A)	Five faculty, two staff, one community member, one student	Represents the faculty in making recommendations on all matters and policies related to intercollegiate
Library and Learning Resources Committee (E)	Four faculty, two staff, one student	Makes recommendations on all matters pertaining to the Library and other units under the Director of the Library
Personnel Council (E)	Five faculty	Provides advice whenever a candidate for appointment or promotion is to receive tenure
Senate Committee on Planning and Budget (A)	Six faculty	Provides information and advice to the Faculty Senate, University Committee and other governance bodies
Senate Legislative Affairs Committee (A)	Three faculty	Monitors actions of the Legislature as they pertain to the concerns of the faculty
Student Affairs Committee (E)	Four faculty, three staff, two students	Responsible for admission standards, student life programs, student support services and student conduct
University Committee (E)	Six faculty and one student representative	Executive committee of the Faculty Senate; considers questions of educational interest and policy

**Figure D-2
Academic Staff Elective and Appointive Committees**

Committee ¹	Composition	Charge
Academic Staff Committee (E)	Seven staff	The Academic Staff Committee represents the Academic Staff in all matters within the jurisdiction of the Academic Staff
Academic Staff Personnel Committee (E)	Five staff	To serve as a hearing body in personnel issues, including but not limited to nonrenewal, denials of position conversion, dismissal for cause, complaints, and grievances, and submit findings to the Chancellor
Professional Development Allocation Committee (E)	Five staff	Notify academic staff of the availability of professional development funds, meet to review funding requests, and inform applicants of the committee's decision
Legislative Committee (A)	Four staff, one faculty, one student	To monitor legislative and Board of Regents activities which may effect the University at-large and the academic staff in particular
Nominating Committee (A)	Four staff	To consult with the Academic Staff Committee on internal and external issues to determine what personal strengths or areas of influence may be useful for candidates for the coming year's committees
Professional Development Programming Committee (A)	Five staff	To plan, publicize, and conduct professional development training programs in accordance with the "Guidelines for Use of Professional Development Funds"
Orientation Committee (A)	Four staff	Initiate contact with each new Academic Staff member within the first few weeks of employment; organize and deliver the Academic Staff portion of the all-campus orientation program and mentoring program

¹ (E) indicates that it is an elective committee; (A) indicates the committee is appointive

**Figure D-3
Committees Appointed by the Provost**

Committee	Composition	Charge
Classified Staff Advisory Council	Twelve staff members	Provide recommendations and advice regarding issues that pertain to the classified staff
Committee on Individuals with Disabilities	One faculty, five staff, one student	Responsible for providing information and recommendations relating to the needs and concerns of persons with disabilities
First-Year Experience Committee	Three faculty, four staff, four administrators, one student	Responsible for overseeing the planning, development and implementation of programs and services designed to enhance the quality of our students' first year
Individualized Learning Committee	Seven faculty, one staff	Examine student documentation and make decisions about the awarding of credit for prior learning
Institutional Animal Care and Use Committee	Three faculty and two community members	Review research proposals that include animals as subjects to determine compliance with state and federal regulations
Institutional Assessment Committee	Four faculty, four staff, one student	Responsible for matters pertaining to institutional assessment activities
Institutional Review Board	Five faculty, one staff	Review research proposals that include humans as subjects to determine compliance with state and federal regulations
Instructional Development Council	Eight faculty	Coordinate institution-wide faculty development activities; award grants to support individual faculty; provide recommendations regarding sabbaticals
International Education Council	Four faculty, four staff, two administrators, two students	Promote international understanding, experience, and scholarship among our faculty, staff, students, and the region served by UW-Green Bay
Research Council	Five faculty	Coordinate activities related to the support and dissemination of faculty research
Technology Council	Three faculty, four staff, seven administrators	Provide advice on academic computing, administrative computing, telecommunications, media resources, library automation, and distance education

Figure E-1
Results, National Survey of Student Engagement (NSSE)

Item	Measurement Scale	Freshmen	Seniors
To what extent have your examinations challenged you to do your best work?	1 = very little to 7 = very much	5.53; same as comparison groups	5.45; same as comparison groups
Number of assigned readings	1 = none to 5 = more than 20	3.45; significantly higher than UW	3.41; significantly higher than UW
Number of papers 20 pages or longer	1 = none to 5 = more than 20	1.13; significantly lower than UW and national norms	1.61; same as comparison groups
Number of papers between 5 and 19 pages	1 = none to 5 = more than 20	2.04; significantly lower than UW and national norms	2.62; same as comparison groups
Number of papers fewer than 5 pages	1 = none to 5 = more than 20	2.93; significantly lower than UW and national norms	3.25; significantly higher than national norms
Number of problem sets that take you more than an hour to complete (weekly)	1 = none to 5 = more than 6	2.35; significantly lower than UW and national norms	2.37; same as comparison groups
Number of problem sets that take you less than an hour to complete (weekly)	1 = none to 5 = more than 6	2.55; significantly lower than UW and national norms	2.31; same as comparison groups
How much has your coursework emphasized memorizing?	1 = very little to 4 = very much	3.01; same as UW and significantly higher than national norms	2.69; same as comparison groups
How much has your coursework emphasized analyzing?	1 = very little to 4 = very much	2.88; same as UW and significantly higher than national norms	3.30; significantly higher than UW and same as national norms
How much has your coursework emphasized synthesizing?	1 = very little to 4 = very much	2.63; same as UW and significantly higher than national norms	3.13; significantly higher than UW and same as national norms
How much has your coursework emphasized making judgments?	1 = very little to 4 = very much	2.58; significantly lower than UW and national norms	2.96; same as comparison groups
How much has your coursework emphasized applying theories and concepts?	1 = very little to 4 = very much	2.90; same as UW and significantly higher than national norms	3.25; same as comparison groups

Figure E-2
Results, Higher Education Research Institute (HERI) Survey

Method	Percent using these methods "most" or "all" of the time		Comparison
	UW-Green Bay	Public 4-year Colleges	
Essay mid-term and/or final exams	62%	57%	+5%
Group projects	41%	36%	+5%
Student evaluations of each other's work	21%	17%	+4%
Recitals/demonstrations	25%	22%	+3%
Student evaluations of their own work	21%	20%	+1%
Student presentations	46%	46%	=
Short-answer mid-term and/or final exams	36%	39%	-3%
Multiple-choice mid-term and/or final exams	31%	34%	-3%
Term/research papers	27%	36%	-9%

Figure E-3
Student Self-Assessment of Core Proficiencies

Skill area, as listed on Senior Survey; wording on Alumni Survey and NSSE may vary slightly and may be the cause of some differences	Percent of Graduating Seniors rating their Proficiency as "High" on a 3-point scale	Percent of Alumni rating their Preparation as "Excellent" or "Good" on a 5-point scale	Percent of NSSE Seniors rating educational and personal growth as "Very Much"
Critical analysis skills	59%	63%	54%; higher than UW peers
Problem-solving skills	68%	66%	
Biological and physical environment concepts	20%	46%	
The impact of science and technology	30%	48%	
Social, political, geographic, and economic structures	31%	56%	
Impact of social institutions and values	49%	62%	
Significance of major events in Western civilization	27%	48%	
Role of the humanities in identifying and clarifying values	30%	53%	
At least one Fine Art	36%	59%	
Contemporary global issues and problems	29%	52%	
Causes and effects of stereotyping and racism	62%	57%	
Written communication	61%	75%	37%; higher than UW peers
Public speaking and presentation skills	45%	55%	27%; equal to UW peers
Computer skills	51%	Not asked	36%; lower than UW peers
Reading	Not asked	68%	
Listening	Not asked	72%	
Leadership and management	Not asked	66%	
A range of literature	Not asked	51%	

Figure E-4
Student and Faculty Assessment of Interdisciplinary Mission

Instrument	Item	Finding from most recent administration
Senior Survey	"UWGB's interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school."	55% Agree or Strongly Agree
Senior Survey	"UWGB provides a strong, interdisciplinary, problem-focused education."	69% Agree or Strongly Agree
Alumni Survey	"UWGB's interdisciplinary, problem-focused education gives its graduates an advantage when they seek employment or apply to graduate school."	74% Agree or Strongly Agree
Alumni Survey	"UWGB provides a strong, interdisciplinary, problem-focused education."	79% Agree or Strongly Agree
Faculty Survey	"During the past two years, have you... taught an interdisciplinary course?"	82.5% of respondents from UWGB replied yes, compared with 35.6% from the national sample of public, 4-year colleges
Faculty Survey	"Do you, 'to a great extent', engage in academic work that spans multiple disciplines?"	53.4% of respondents from UWGB replied yes, compared with 30.8% from the national sample of public, 4-year colleges

Figure E-5
Student and Faculty Assessment of Problem-Focus Mission

Instrument	Item	Finding from most recent administration
Senior Survey	Students at UWGB have many opportunities to apply their learning to real situations.	58% Agree or Strongly Agree
Senior Survey	Preparation in “problem-solving skills”	70% rate their proficiency as High
Alumni Survey	Students at UWGB have many opportunities to apply their learning to real situations.	64% Agree or Strongly Agree
Alumni Survey	Preparation in “problem-solving skills”	79% rate their proficiency as Excellent or Good
NSSE	How much has UWGB contributed to your ability to solve complex real-world problems?”	38% of freshmen replied very much or quite a bit compared with 43% of freshmen at other UW Comprehensives; 54% of seniors replied very much or quite a bit compared with 56% of seniors at other UW Comprehensives
NSSE	During the current school year, how much has your coursework emphasized applying theories or concepts to practical problems or in new situations?	65% of freshmen replied very much or quite a bit compared with 71% of freshmen at other UW Comprehensives; 83% of seniors replied very much or quite a bit compared with 81% of seniors at other UW Comprehensives
FSSE, 2004	To what extent do you structure your course so that students learn to solve complex real-world problems?	51% of faculty evaluating lower-level classes and 75% of faculty evaluating upper-level classes replied very much or quite a bit.
FSSE	In your course, how much emphasis do you place on applying theories or concepts to practical problems or in new situations?	69% of faculty evaluating lower-level classes and 95% of faculty evaluating upper-level classes replied very much or quite a bit.
Faculty Survey	Colleges should be actively involved in solving social problems.	81.0% of respondents from UWGB agree strongly or somewhat, compared with 66.2% from the national sample of public, 4-year colleges

Figure E-6
Student and Faculty Assessment of Critical-Thinking Mission

Instrument	Item	Finding from most recent administration
Senior Survey	How proficient are your critical thinking skills?	59% responded High
Senior Survey	How much did UWGB’s General Education Program contribute to your critical thinking skills?	20% responded High
Alumni Survey	How well did UWGB prepare your critical analysis skills?	13% said Excellent and 50% of respondents said Good
Alumni Survey	How important are critical analysis skills to your current work?	61% said Very Important and 24% of respondents said Important
NSSE	To what extent has your experience at UWGB contributed to your thinking critically and analytically?	79% of freshmen said quite a bit or very much, compared to 74% of freshmen at other UW Comprehensives; 89% of seniors said quite a bit or very much, compared to 85% of seniors at other UW Comprehensive Universities
FSSE	To what extent do you structure your selected course section so that students learn and develop skills in thinking critically and analytically?	88% of lower division instructors report quite a bit or very much and 95% of upper level instructors report quite a bit or very much
Faculty Survey	Developing the ability to think critically is a very important or essential goal for undergraduates	100% of respondents at UWGB and 99% of respondents from the national sample

**Figure F-1
FOCUS Program Summary**

Program	Goals	Students or Parents Participating	Units Involved
Registration and Resources- A one day program for parents and students. Offered six days in early June.	<ul style="list-style-type: none"> • Advise and register students for fall courses • Provide a warm welcome and overview of General Education and Academic Expectations • Provide campus tours 	1,000 students and 2,000 parents/guests participate	<i>Primary-</i> FOCUS, Academic Advising, Registrar, Student Life, Dean of Students Office, faculty <i>Secondary-</i> Student Affairs Offices, Bookstore
Summer Connections- Targeted communication June-August	<ul style="list-style-type: none"> • Communicate w/students and parents regarding housing, roommates, meal plans, health insurance and other timely information 	1,000 students 2,000 parents	FOCUS and Student Ambassadors
Orientation- Three day program for students. The students spend time in large group and cohort small groups. The cohorts are facilitated by faculty, staff and Student Ambassador teams. Late August-early September.	<ul style="list-style-type: none"> • Schedule activities and programs that engage the students and help them build relationships w/their peers, staff and faculty • Provide a warm "Campus Welcome" • Provide a balance of educational, resource and social activities • Provide students an opportunity to navigate the campus in non-threatening, supportive environment • Show students how to get involved on campus 	1,000 students	<i>Primary-</i> FOCUS, 36 faculty, 36 staff and 36 Student Ambassadors/ Dean of Students Office and Student Life <i>Secondary-</i> All Student Affairs, Technology and Business areas are open and involved
Great Beginnings Week- first weekend/week of classes	<ul style="list-style-type: none"> • Provide programs and activities that help students meet peers and connect to campus 	1,000 students	Student Life, Union, Student Organizations and FOCUS

**Figure F-1
FOCUS Program Summary**

Program	Goals	Students or Parents Participating	Units Involved
Freshman Seminars- fall semester	<ul style="list-style-type: none"> • Provide students an opportunity to engage w/faculty/students in a small classroom environment • Provide students the opportunity to engage in an interdisciplinary group activity • Start with college writing • Participate in a course that includes co-curricular assignments 	Six pilot Freshman Seminars offered in 2006. Six faculty and approximately 150 students participated.	Faculty and Co-Directors for FOCUS
Majors Fair- one day program in February	<ul style="list-style-type: none"> • Introduce students to potential majors, advising and careers 	Faculty from all academic areas. 200-600 students participate	FOCUS, Career Services, Academic Advising
FOCUS Website	<ul style="list-style-type: none"> • Provide ongoing communication regarding all FOCUS programs 	Target market- 1,000 freshmen/ 2,000 parents	FOCUS, Student Affairs Webmaster in the Dean of Students Office
Student Ambassadors	<ul style="list-style-type: none"> • Provide trained student leaders and peer mentors for all freshmen • Involve student leaders in all aspects of the FOCUS program 	36 Student Ambassadors	FOCUS and Student Life

Figure G-1
Research Grants Over \$100,000 (2001-02 – June 2006)*

Project	Investigator	Sponsor/Donor	Amount
Lower Fox River Watershed Monitoring Program	Fermanich, Kevin	Arjo Wiggins Appleton Ltd.	\$1,370,000
Development of Environmental Indicators of Condition, Integrity and Sustainability in the Great Lakes Basin	Howe, Robert W.	University of Minnesota/ U.S. Environmental Protection Agency	\$913,513
Teaching American History in Northeast Wisconsin	Kersten, Andrew E.	CESA 7/U.S. Department of Education	\$441,737
Information Disclosure and Environmental Decision Making	Kraft, Michael E.	National Science Foundation	\$306,842
Quantitative Morphology of Mars Pathfinder Rocks and Correlation with Multispectral Data	Yingst, R. Aileen	National Aeronautics and Space Administration	\$153,952
A Comparative Evaluation of Post-Disaster Municipal Recovery Strategies: What Works and What Doesn't	Alesch, Daniel J.	Public Entity Risk Institute	\$149,800
A Terrestrial Library of Mars' Sedimentary Characteristics	Yingst, R. Aileen	National Aeronautics and Space Administration	\$113,693
Quantitative Clast Morphology as a Probe to the Transport History of Sediments at the MER Landing Site	Yingst, R. Aileen	National Aeronautics and Space Administration	\$100,336

**Figures here do not necessarily represent the total grant amount, but rather the dollars received during this particular time period.*

Figure H-1
Academic Program Learning Outcome Assessment Survey

PROGRAM/MAJOR: _____ 26 responded back out of 34 = 76% _____

PART A:

Please check the box associated with the description that best identifies the current status of assessment of your major. Where requested, we would like to have a copy of the written material associated with your response.

N = 1 4%	Our program does not have a written assessment plan and has not adopted learning outcomes for the program.
N= 4 15%	Our program does not have a written assessment plan but has adopted learning outcomes for the program. <i>Please attach a copy of your program's learning outcomes.</i>
N= 0	Our program is currently engaged in developing an assessment plan that will discuss the program's learning outcomes, assessment methods, and how assessment is integrated into our academic planning decisions. <i>Please attach a summary of the activities that are underway and an anticipated completion date.</i>
N= 21 81%	Our program has adopted an assessment plan that discusses the program's learning outcomes, assessment methods, and how learning outcome assessment is integrated into our academic planning decisions. <i>Please attach a copy of your program's assessment plan.</i>

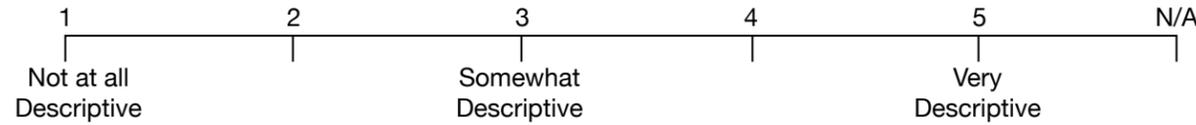
If you checked description 3 or 4, please respond to the questions in Part B on the next page using the Lickert scoring template provided. If you checked description 1 or 2 please proceed to Part C

Figure H-1
Academic Program Learning Outcome Assessment Survey

PART B:

How strongly do the following statements describe your program's Assessment Plan?

PART B RESPONSE SCALE



Our Assessment Plan:	1	2	3	4	5	N/A
Contains the program's mission statement	N=1 5%	N=2 9%	N=2 9%	N=6 27%	N=11 50%	
Shows how the program's mission statement supports the mission of UWGB.	N=1 5%	N=3 14%	N=2 9%	N=4 18%	N=11 50%	N=1 4%
Identifies the core competencies that students should be able to demonstrate in their lives/career upon completion of the program. Competencies relate to what the students are actually able to do. They are not the same as a learning outcome but rather reflect abilities/actions that an integration of the outcomes would help achieve.		N=1 4%	N=2 9%	N=5 23%	N=14 64%	
States the program's global learning outcomes and how they support the core competencies and the program's mission		N=1 4%	N=5 23%	N=4 18%	N=12 55%	
Discusses how the broad global learning outcomes reflect the expectations of external constituents who hire program's graduates	N=1 4%	N=3 14%	N=4 18%	N=3 14%	N=9 41%	N=2 9%
Identifies learning outcomes unique to the major/emphasis area.		N=1 4%	N=1 5%		N=18 82%	N=2 9%
Articulates how the learning outcomes for the different majors or emphasis link to the global learning outcomes for the program.	N=2 9%	N=1 4%	N=5 23%		N=4 18%	N=10 46%
Describes multiple methods of assessing how effectively students can demonstrate the learning outcomes.	N=1 5%		N=2 9%	N=3 14%	N=15 68%	N=1 4%
Contains a process to ensure that multiple sections of a course are grounded in the same global learning outcomes.	N=1 4%	N=2 9%	N=1 5%	N=4 18%	N=5 23%	N=9 41%
Contains a process for developing criteria that will be used to develop and review the content of the methods used to evaluate how well students demonstrate the program's broad global learning outcomes.	N=1 5%	N=5 23%	N=4 18%	N=4 18%	N=6 27%	N=2 9%
Contains a process for separating evaluation of class assignments for a course grade from evaluation of questions, projects, performances, thesis, etc. for learning outcomes assessment purposes.	N=1 4%	N=1 4%	N=3 14%	N=11 50%	N=3 14%	N=3 14%

Figure H-1
Academic Program Learning Outcome Assessment Survey

Our Assessment Plan:

Our Assessment Plan:	1	2	3	4	5	N/A
Contains a process for ensuring that there are learning outcomes established for all courses related to learning expected from that course.	N=2 9%		N=6 27%	N=5 23%	N=8 36%	N=1 5%
Contains a process for ensuring that course learning outcomes are identified on course syllabi.	N=7 32%	N=4 18%	N=4 18%	N=3 14%	N=3 14%	N=1 4%
Contains a process for documenting how learning in each course will be assessed and communicated to students.	N=6 27%	N=2 9%	N=5 23%	N=1 5%	N=6 27%	N=2 9%
Contains a process for ensuring that the relationship between course learning outcomes and the program's global learning outcomes are communicated to students.	N=3 14%	N=6 27%	N=7 32%	N=2 9%	N=1 4%	N=3 14%
Discusses the role that faculty are expected play in assessing their learning outcomes.	N=1 4%	N=1 5%	N=3 14%	N=4 18%	N=11 50%	N=2 9%
Identifies how learning outcome assessment engagement is to be used by faculty as part of their annual performance reports, renewal documents, and tenure and promotion documents.	N=9 41%	N=1 4%	N=2 9%	N=3 14%	N=4 18%	N=3 14%
Identifies learning outcomes that are clearly tied to meeting the aims of general education requirements (if the program has courses that contribute to general education).	N=2 9%		N=3 14%	N=2 9%	N=5 23%	N=10 45%
Identifies learning outcomes that are clearly tied to meeting the aims of the writing emphasis requirement (if the program has courses that contribute to the writing requirement).	N=2 9%	N=1 4%		N=6 27%	N=10 46%	N=3 14%
Describes how the program will assess its contribution to interdisciplinary education.	N=6 27%		N=5 23%	N=2 9%	N=7 32%	N=2 9%
Identifies a process for the regular review and revision of the program's assessment plan, learning outcomes and competencies	N=4 18%	N=3 14%	N=4 18%	N=4 18%	N=7 32%	
Identifies how information gained from the evaluation of learning outcome assessment criteria, methods, and findings will be used in programmatic decisions [for example, curriculum design, course and number of sections offered, program review, strategic planning, faculty recruitment, and faculty training and development]	N=2 9%		N=2 9%	N=5 23%	N=11 50%	N=2 9%

Figure H-1

Academic Program Learning Outcome Assessment Survey

PART C: What methods are currently used by your program to assess student learning? Please check all that apply.

- N=18, 69% – Course Grades
- N=12, 46% – GPA in the Major/Minor
- N=19, 73% – Direct Performance Measures (i.e.: comprehensive exam, portfolios, projects, presentations).
- N=13, 50% – Embedded Assessment Activities
- N=18, 69% – Faculty Professional Judgment
- N=10, 39% – External Critiques (i.e.: adjudicators, reviewers, internship Sponsors, professional certifications)
- N=9, 35% – Capstone Course
- Other (*Please identify other methods used*)
 - SPAN - Exit interviews (assessment of program), Internship assessment forms, Study abroad: Evaluations of foreign faculty on UW-Green Bay Spanish students, Market competitiveness of Spanish grads
 - GERMAN - Exit survey of program, Cultural proficiency test, Student placement in grad schools
 - FRENCH - Exit survey, French program survey
 - PHILOS - Exit interview with graduating students
 - ENGL - survey
 - SOC WRK - Field evaluation of competencies, Self evaluation of course objectives, Alumni evaluation of competencies
 - MUSIC - See page 3 & 4 assessment strategies from memo
 - HUM STUD - Exit survey in Capstone
 - PSYCH - Exit interviews, Course exam performance, Group project grade, Alumni interviews
 - HUM DEV - Graduate & Alumni surveys, Supplemental course evaluations, Graduate school acceptances, Individualized learning lists
 - NURS - Program assessments (self-report student proficiency survey) at end of program & 1 yr post, Unit policy that a grade of “c” or better is required in major nursing courses, Unit is in the process of implementing a direct assessment of student work by a faculty committee to discuss/evaluate the degree to which program learning outcomes are met with individual course assignments
 - POL SCI - Alumni surveys, Internship assessments
 - PUB ADM - Grad Senior survey
 - ENV P&P - Student survey
 - ART- Student juried exhibit, Scholarship awards, Senior exhibits

Figure H-1

Academic Program Learning Outcome Assessment Survey

Part D:

What methods are currently used by your program to assess the quality of teaching? Please check all that apply.

- N=20, 77% – The CCQ is administered in most or all classes
- N=9, 35% – A form selected by this program that is different from the CCQ is administered in most or all classes
- N=2, 8% – The program participates in a formal program of teacher observation
- N=3, 12% – Faculty maintain a teaching portfolio
- Other (*Please identify other methods used*)
 - COMN ART - Evidence of teaching quality includes student achievement, teaching materials, & internship assessment
 - SPAN - Syllabi, faculty conversations and meetings
 - GERMAN - Mid-term evaluations occasionally, senior survey results
 - HIST - Some instructors use CCQ, others use SCD or HUS eval forms
 - FRENCH - French program survey
 - MUSIC - Student solo performances (jury, honors recital), ensemble performances, invitation of students to perform off campus, students accepted into grad programs
 - COMP SCI - Periodic meetings to discuss course content in light of changing technologies
 - SOC C D - Some faculty maintain a teaching portfolio
 - PSYCH - Number of independent study/internships, Workshops attended, Awards for teaching course innovations
 - HUM DEV - Individualized learning, course innovations, pedagogical workshop attendance, awards
 - NURS - Optional peer review of teaching (highly encouraged)
 - POL SCI - Each interdisp unit uses its own evaluation process. PEA handles most of Pol Sci, but so do SCD & URS
 - PUB ADM - Maintain records of teaching material
 - ENV P & P - Course material
 - ART - Merit & retention reviews

If your program does collect student end-of-course survey data about teaching, how are those results used?

- N=19, 73% – All scores are considered during the merit review process
- N=2, 8% – Scores that the instructor chooses to enter into his/her file are considered during the merit review process
- N=1, 4% – Scores are not considered during merit review
- N=5, 19% – Some or all scores are used to evaluate on-going teaching improvement efforts
- Other (*Please identify other uses*)
 - Comments are considered as significant as raw numbers, Raw numbers are evaluated in light of comments
 - Also used in the contract renewal process for untenured faculty
 - Chair reviews course comments, CCQs & discusses areas of concern with faculty, CCQ scores & comments from all courses are reviewed by the unit assessment & evaluation committee (AEC)
 - For PEA. This is less true of SCD & URS

Figure H-1

Academic Program Learning Outcome Assessment Survey

Part E: Briefly list a few of the recommendations that resulted from this program's most recent self-study.

Part E Comment:

More effective assessment and a greater distinction between Info Sci and Computer Sci
Develop a gateway course, Enrollment control, More sections of core courses, Development of intermediate courses
Revise placement procedures, increment the number of upper-level courses offered per semester, consider implementing a service learning requirement, consider implementing a FLAC program (FL Across Curric)
In addition to the attached changes implemented already, we have established an international business minor with business to enhance career possibilities for our students. see attached
Improve assessment process, increase number of majors
Improve the Intro Physical Geog Lab experience, Devise hands-on activities to Intro Earth Sci (102 non-lab course), Improve student research opportunities, Offer experiential learning opportunities such as field trips.
Improve advising for English majors, create a certificate in editing & publishing, create Film Studies courses
To recruit & hire new faculty members, To review & strengthen its departmental admin structure, To develop non-traditional revenue sources
To recruit & hire new faculty members, To review & strengthen its departmental admin structure, To develop non-traditional revenue sources
see AAC review enclosed
Development of new assessment methods, development of mathematics center, modification of Math 101-instruction/funding
Revise Gen Ed, improve assessment process, evaluate mission & areas of emphasis with the goal of diversifying our curriculum, improve advising, increase number of majors, establish First Nations Studies major
Maintain strong relationships with regional employers, continue to use assessment to strengthen the program, university should commit funds to maintain currency of hardware/software
In-process at AAC, we did make a few minor changes but the program has been very effective despite chronic under staffing
Increase faculty to meeting rising # of majors, look to an online format for assessing students (exit interview), standardize a process for compiling alumni information from various faculty
Hired additional faculty, will implement a diversity course requirement, will implement a research methodology requirement, modifying seminar series
Review practices in clinical courses when mentors are used & are part of student grading,
Review policies & practices for students in Community Health Practicum relative to direct care interventions
Generally students are satisfied with the program. The chief concern has been lack of sufficient courses & frequency of offering. We have been unable to do much given our limited resources. We need additional faculty positions.
Added a core class to the PA major, added an emphasis in the PA major, combined 2 courses into one, added additional course selections to EPP major
We need expanded facilities.
Our faculty are spread too thin, we need new faculty-1st position needed is a 2-D generalist. We need a capstone senior art portfolio course. We need a developed & consistent visiting artist series.

Figure H-1

Academic Program Learning Outcome Assessment Survey

How have those recommendations been implemented? Please check all that apply.

N=1, 4% – No changes were suggested as part of the self study process

N=5, 19% – All changes have been implemented

N=9, 35% – We are implementing the changes and expect to eventually address all changes suggested in the self study

N=9, 35% – Important suggested changes are not being considered because of fiscal constraints

Please feel free to attach additional pages with any comments or additional information that you would like to share with the Institutional Assessment Committee about any of the issues that have been addressed in this survey.

Fall 2006 new curriculum was introduced merging the previous 2 tracks together. A draft of learning outcomes has been developed, but not adopted. Currently a program review/self-study report is being completed and will contain learning outcomes as well as an assessment plan.

Appendix I
General Education Program Requirements
General Education Program

PURPOSE

The General Education Program gives students an opportunity to strengthen academic skills, broaden intellectual horizons, develop and explore new academic interests, reflect on personal values, and build a foundation of knowledge for future course work and lifelong learning.

In addition to providing a breadth of knowledge, general education requirements are designed to enhance students' ability to solve problems, think critically and communicate effectively. Students take courses in six broad areas: fine arts, humanities, social sciences, natural sciences, world culture and ethnic studies.

LEARNING OUTCOMES

Students who graduate from UW-Green Bay should achieve the three skill-based learning outcomes listed here.

The General Education Program emphasizes developing:

- The ability to communicate effectively through listening, speaking, reading, writing, and the use of computers.
- The ability to think critically.
- The ability to exercise problem-solving skills, such as identifying and analyzing problems, formulating solutions, and implementing and assessing, using an integrated, interdisciplinary approach.

GENERAL EDUCATION REQUIREMENTS

All students must complete the general education requirements. Depending upon the courses chosen, as well as the need to reach competency in mathematics and writing, students may take between 37 and 48 credits. Courses taken to fulfill general education requirements also may be used simultaneously to fulfill requirements in the major, minor or certificate programs.

- **Mathematical and English Competency Requirement: 0-9 credits**

All students must demonstrate competency in mathematics and written English. The University uses the Wisconsin Mathematics Placement Test (WMPT) and the English portion of the ACT or the verbal portion of the SAT I to assess these competencies. Students may need to take additional courses to satisfy this requirement.

- **Writing Emphasis Requirement: 4 courses**

Writing emphasis courses provide the opportunity to practice and improve writing skills across the curriculum. All students must complete four writing emphasis courses. At least two of these courses must be at the upper level. Courses taken to fulfill the emphasis may also be used, simultaneously, to fulfill any other requirements, including general education breadth requirements and requirements in the major, minor or certificate programs.

- **Breadth Requirement: 37 to 39 credits**

In order to build a foundation of knowledge for future course work and lifelong learning, students must complete from 37 to 39 credits in the following areas: fine arts (3 credits), humanities (9 credits), social sciences (9 credits), the natural sciences (10-12 credits), ethnic studies (3 credits) and world culture (3 credits).

Students should achieve the outcomes described in each of the areas of knowledge listed.

Appendix I
General Education Program Requirements

FINE ARTS

Outcomes: An understanding of one or more of the fine arts, including an understanding of the nature and functions of art and ways of evaluating art.

Requirement: 3 credits

Fulfilled by taking one or more courses in either of the following two lists.

History/Appreciation

COMN ART 102	History of the Visual Arts: Ancient to Medieval
COMN ART 103	History of the Visual Arts II: Renaissance to Modern
COMN ART 121	Survey of Western Music
COMN ART 141	Introduction to Theatre Arts
COMN ART 142	Performing Arts Perspectives: Experience and Evaluation
COMN ART 202	Concepts and Issues of Modern Art
COMN ART 221	Popular Music Since 1955
COMN ART 257	Arts in the Community
COMN ART 261	Foundations I: Understanding the Arts
COMN ART/ WOST 272	Women in the Arts
COMN ART 327	Jazz History
COMN ART 328	Musical Theatre History
COMN ART 329	World Music
COMN ART 360	Art and Ideas
COMN ART 370	Modern American Culture
COMN ART 371	World Art
THEATRE 219	"UWGB Meets NYC": New York Theatre Trip
THEATRE 309	Theatre History I: Greek to Elizabethan
THEATRE 310	Theatre History II: 17th Century to Realism
THEATRE 311	Theatre History III: 20th Century and Contemporary
THEATRE 340	Dance History

Studio/Performance

ART 106	Design Methods
ART 107	Two-Dimensional Design
ART 210	Introduction to Painting
ART 230	Introduction to Ceramics
ART 260	Introduction to Jewelry/Metals
MUSIC 242	Jazz and Pop Literature, 2 credits
MUS APP xxx	Ensembles (University Chorus, Concert Choir, Collegium Musicum, Phoenix Chorale, Symphonic Band, Jazz Combo, Wind Ensembles, New Music, Jazz, Vocal, Vocal Jazz, Woodwind, Brass, Guitar, Hand Drumming, and Contemporary Percussion)*
MUS APP xxx	Individual Lessons*
THEATRE 128	Jazz Dance I, 1 credit*
THEATRE 131	Acting I (concurrent enrollment, Performance Practicum)
THEATRE 137	Ballet I, 1 credit*
THEATRE 141	Period Dance Styles*

Appendix I
General Education Program Requirements

THEATRE 142	American Musical Theatre Dance*
THEATRE 145	Modern Dance I, 1 credit*
THEATRE 161	Tap Dance I, 1 credit
THEATRE 228	Jazz Dance II, 2 credits*
THEATRE 261	Tap Dance II, 1 credit*
THEATRE 335	Production Practicum: Crews, 1 credit*
THEATRE 336	Production Practicum: Cast Member, 1 credit*
THEATRE 338	Production Practicum: Scene Shop, 1 credit*
THEATRE 339	Production Practicum: Costume Shop, 1 credit*

*Repeatable courses. For purposes of general education, each course may be repeated for a total of 3 credits.

HUMANITIES

Outcomes: An understanding of the humanities, including the significance and chronology of major events and movements in Western civilization; knowledge about a range of different literatures representative of different literary forms and historical contexts; and the role of the humanities in identifying and clarifying individual and social values in a culture and understanding the implications of decisions made on the basis of those values.

Requirements: 9 credits

One course from each of the following three lists of courses.

Introduction to Western Culture I (Origins through the Renaissance)

HUM STUD 101	Foundations of Western Culture I
HUM STUD 201	Introduction to the Humanities I

Introduction to Western Culture II (Seventeenth Century to Modern Era)

HUM STUD 102	Foundations of Western Culture II
HUM STUD 202	Introduction to the Humanities II

Role of Humanities in Social Issues

ENGLISH 101	Introduction to Film
ENGLISH 104	Introduction to Literature
ENGLISH 206	Women in Literature
ENGLISH 214	Introduction to English Literature I
ENGLISH 215	Introduction to English Literature II
ENGLISH 216	Introduction to American Literature I
ENGLISH 217	Introduction to American Literature II
HISTORY 205	History of United States 1600-1865
HISTORY 206	History of United States 1865-Present
HISTORY 208	Development of Modern Science in Western Society
HUM STUD 103	Introduction to Religious Studies
PHILOS 101	Introduction to Philosophy
PHILOS 102	Problems in Ethics
PHILOS 105	Introduction to Social and Political Philosophy
PHILOS 208	Science and Human Values
PHILOS 210	Philosophy of Culture
PHILOS 211	Philosophy of Art

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General Education Program Requirements

PHILOS 212	Philosophy, Religion, and Science
PHILOS 213	Ancient Philosophy
PHILOS 214	Modern Philosophy
PHILOS 216	Introduction to Asian Philosophy
PHILOS 217	Introduction to the Philosophy of Religion
WOST 205	Women in Literature

SOCIAL SCIENCES

Outcomes: An understanding of the social sciences, including major concepts of social, political, geographic and economic structures; and the impact that social institutions and values have on individuals and groups in a culture.

Requirements: 9 credits

Two courses (6 credits) in two different areas from the first list of courses, and one course (3 credits) from the second list.

Introductory Social Sciences

ANTHRO 100	Varieties of World Culture
BUS ADM 202	Business and Its Environment
ECON 202	Macro Economic Analysis
ECON 203	Micro Economic Analysis
GEOG/ UR RE ST 102	World Regions and Concepts: A Geographic Analysis
HISTORY 100	History of the Modern World
HUM DEV 210	Introduction to Human Development
POL SCI 100	Global Politics and Society
POL SCI 101	American Government and Politics
PSYCH 102	Introduction to Psychology
SOC C D/ WOST 241	Introduction to Women's Studies
SOCIOL 202	Introduction to Sociology
UR RE ST 100	Introduction to Urban Studies

Application of Social Science Principles

ANTHRO 215	Introduction to Prehistoric Archaeology
ANTHRO 304	Family, Kin and Community
ANTHRO 320	Myth, Ritual, Symbol and Religion
ANTHRO 340	Medical Anthropology
BUS ADM 206	Law and the Individual
EDUC 206	Cultural Images in Materials for Children and Adolescents
GEOG 342	Settlement Geography
GEOG 371	Geography of U.S. and Canada
HUM DEV/ WOST 336	Gender Development Across the Lifespan
HUM DEV 342	Cross-Cultural Human Development
HUM DEV 344	Dying, Death, and Loss

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General Education Program Requirements

POL SCI/ PU EN AF 202	Introduction to Public Policy
POL SCI 353	Politics of Developing Areas
PU EN AF 102	Environment and Society
PU EN AF 215	Introduction to Public Administration
SOC C D 204	Freedom and Social Control
SOC C D 250	Introduction to Global Studies
SOC C D 251	Sustainable Development
SOC C D 265	Music, Politics and Social Change
SOC C D/ HISTORY 275	The Vietnam War in Historical Perspective
SOC C D/ WOST 340	Women, Work and Family
SOC C D/ WOST 345	Women, Race and Culture
SOCIOLOG 203	Ethnic and Racial Identities
UR RE ST 205	Urban Social Problems

NATURAL SCIENCES

Outcomes: An understanding of the natural sciences, including major concepts, principles, and theories of the biological and physical environment; and the impact of scientific and technological activities and products on individuals, society, and the environment.

Requirements: 10-12 credits

Students choose one of the following three ways to complete the Natural Sciences requirement:

1. Complete one course in each of the four Natural Science categories, or
2. Complete Biology 202 and one course from the Natural and Physical Sciences 1 category and one course from either the Natural and Physical Sciences 2 or Human Biology 2 category.
3. Complete a lab course from the Natural and Physical Sciences 1 category and one course from the Human Biology 1 category and one course from either the Natural and Physical Sciences 2 or Human Biology 2 category.

Human Biology 1

BIOLOGY 202	Principles of Biology I w/lab (4 cr)
HUM BIOL 102	Introduction to Human Biology

Human Biology 2

ANTHRO/ HUM BIOL 364	Human Variability
HUM BIOL 205	Biotechnology and Human Values
HUM BIOL/ WOST206	Fertility, Reproduction and Family Planning
HUM BIOL 217	Human Disease and Society
HUM BIOL 310	Human Genetics
HUM BIOL 331	Science and Religion: Spirit of Inquiry
NUT SCI 242	Food and Nutritional Health
NUT SCI 250	World Food and Population Issues

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General Education Program Requirements

NUT SCI 300	Human Nutrition
NUT SCI 302	Nutrition and Culture
Natural and Physical Sciences 1	
CHEM 108	General Chemistry w/lab (5 cr)
CHEM 211	Principles of Chemistry I w/lab (5 cr)
EARTH SC 102	Introduction to Earth Science
EARTH SC 202	Physical Geology w/lab (4 cr)
EARTH SC/ GEOG 222	Ocean of Air: Weather and Climate
ENV SCI 102	Introduction to Environmental Sciences
ENV SCI/ PHYSICS 141	Astronomy
ENV SCI 142	Exploration of the Universe
PHYSICS 103	Fundamentals of Physics I w/lab (5 cr)
PHYSICS 180	Concepts of Physics
PHYSICS 181	Concepts of Physics Lab 1 cr.
PHYSICS 201	Principles of Physics I w/lab (5 cr)

Natural and Physical Sciences 2

ENV SCI 188	Issues in Biological Conservation
ENV SCI 260	Energy and Society
ENV SCI 303	Conservation of Natural Resources
ENV SCI 370	Emergence of Western Technology
ENV SCI 460	Resource Management Strategy
ENV SCI 468	Ecological Applications
ENV SCI 469	Conservation Biology
INFO SCI 201	Information, Computers and Society

ETHNIC STUDIES

Outcome: An understanding of the causes and effects of stereotyping and racism and an appreciation of cultural diversity in the United States.

Requirement: 3 credits

Fulfilled by completing one course from the following list.

(Courses used to fulfill this requirement cannot be used to fulfill other general education requirements.)

COMN ART/ FNS 301	Oneida Language I
COMN ART 327	Jazz History
EDUC 206	Cultural Images in Materials for Children and Adolescents
ENGLISH/ FNS 336	American Ethnic Literature
ENGLISH 344	African American Literature
FNS/HUM STUD 210	American Indians in Film
FNS/HUM STUD 224	American Indian Tribal Religion
HISTORY 207	Roots of Black America
HISTORY 209	United States Immigration History

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General Education Program Requirements

HISTORY 340	Topics in African American History
HUM BIOL 202	Ethnic Minorities in Science
HUM DEV 346	Culture, Development and Health
HUM STUD 213	Ethnic Diversity and Human Values
HUM STUD/ UR	
RE ST/ FNS 216	Native American Landscapes
HUM STUD/ FNS 225	Introduction to First Nations Studies: The Tribal World
HUM STUD/ FNS 226	Introduction to First Nations Studies: Social Justice
HUM STUD/ FNS 372	Indigenous Nations Oral and Storytelling Traditions
HUM STUD/ FNS 374	Wisconsin First Nations Ethnohistory
PSYCH 440	Multicultural Counseling and Mental Health
SOC WORK 330	Understanding Diversity, Challenging Oppression: A Service Learning Course for Helping Professionals
SOC WORK 380	Cross Cultural Diversity and The Helping Professions
SOCIOL 203	Ethnic and Racial Identities
SOCIOL 303	Race and Ethnic Relations
UR RE ST 323	Asian Americans in the U.S.
UR RE ST 324	Latino Communities in the U.S.

WORLD CULTURE

Outcome: An understanding of contemporary global issues and problems, through the study of beliefs, values and ways of life in a country other than the United States.

Requirement: 3 credits

One course from the following list, or completion of one of the four options listed below. (Courses used to fulfill this requirement cannot be used to fulfill other general education requirements).

ANTHRO 100	Varieties of World Culture
ANTHRO 303	Political, Economic and Environmental Anthropology
ANTHRO 304	Family, Kin and Community
ANTHRO 320	Myth, Ritual, Symbol and Religion
ANTHRO 340	Medical Anthropology
BUS ADM 421	International Marketing
COMN ART 329	World Music
COMN ART 371	World Art
GEOG 202	Introduction to Cultural Geography
GEOG/ UR	
RE ST 370	Geography of South America
HISTORY 250	Traditional Asian Civilization
HISTORY 317	History of the Yucatan Maya
HISTORY 354	History of Modern Southeast Asia
HISTORY 356	History of Africa
HISTORY 358	Political History of Modern Latin America
HUM DEV 342	Cross-Cultural Human Development
HUM STUD 321	Language and Society
HUM STUD 326	Non-Western Religions

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General Education Program Requirements

HUM STUD/	
SPANISH 355	Spanish and Latin American Cinema
HUM STUD/	
GERMAN 356	German Culture
HUM STUD/	
GERMAN 357	German Cinema
HUM STUD 384	Perspectives on Human Values in Other Cultures
NUT SCI 250	World Food and Population Issues
NUT SCI 302	Nutrition and Culture
PHILOS 216	Introduction to Asian Philosophy
POL SCI 100	Global Politics and Society
POL SCI 351	Comparative Political Systems
POL SCI 353	Politics of Developing Areas
SOC C D 250	Introduction to Global Studies
SOC C D 251	Sustainable Development
SOC C D 333	Social Change in a Selected Area
SOC C D/	
WOST 345	Women, Race and Culture
UR RE ST 392	Analysis of South Asia

The world culture requirement also may be fulfilled by one of these options:

1. Completion of a second year (fourth semester) of a foreign language at the college level or any upper-level foreign language course. Courses with variable content (course numbers 498, 497, and 478) may be approved for the world culture requirement by use of a special petition.
2. Completion of any approved UW-Green Bay trip outside the United States, or study abroad programs, or student exchange programs outside the United States.
3. Substantial living experience outside the United States. The associate dean of liberal arts and sciences or a designate may grant a waiver of the world culture requirement to students based on documented prior experience living in a foreign country.
4. Students who are not residents of the United States will satisfy the requirement by residence and course work at UW-Green Bay.

Appendix J
Guidelines for the Academic Program Review Process

UNIVERSITY OF WISCONSIN-GREEN BAY
Guidelines for Academic Program Review

Introduction

The UW System Board of Regents mandates periodic review of all academic programs. The Provost and Vice Chancellor for Academic Affairs exercises oversight of the program review process, delegating the responsibility for implementation to the Associate Provost for Academic Affairs and deans. Policy guidance on program reviews comes from the faculty through the Academic Affairs Council and these guidelines reflect recommendations from that body as well as from the deans.

At the heart of the academic program review is a self-study conducted by the program's faculty under the supervision of the appropriate dean. Its purpose is (1) to state the program's mission, and relationship to the institution as a whole; (2) summarize and interpret the program's learning outcomes assessment results; (3) explain how assessment results were used to ensure program quality; (4) describe program development efforts and accomplishments; and (5) establish future program plans.

Overview of Procedure

The academic program review procedure includes the following steps.

1. The Provost and Vice Chancellor for Academic Affairs, in consultation with the Associate Provost for Academic Affairs and deans, determines the program review schedule.
2. The dean and program chair review these guidelines, discuss the process for preparing the self-study document and determine whether an external evaluator will be part of the review.
3. After consultation with the dean, the program faculty, led by the chair, complete the self-study report and submit it to the dean.
4. The dean forwards the self-study report and attachments to the Academic Affairs Council for its review. A copy of the Self-Study Report is also sent to the Associate Provost for Academic Affairs or her/his designee.
5. The Associate Provost for Academic Affairs or her/his designee prepares a set of comments and suggestions on the program's learning outcomes, assessment plan and its implementation for the Academic Affairs Council to use in its review.
6. The Academic Affairs Council conducts a review of the program and submits its report and recommendations to the dean.
7. The dean reviews the Academic Affairs Council report and may request a meeting with the Academic Affairs Council to discuss its contents.
8. The dean consults with the program chair and faculty and prepares a set of recommended actions, including a timetable for implementing them. The final report is submitted to the Provost and Vice Chancellor for Academic Affairs for review with a copy sent to the Associate Provost for Academic Affairs.
9. The program chair, in consultation with the faculty, prepares and submits a five-year Program Development Plan to the dean. A copy of the plan is also sent to the Associate Provost for Academic Affairs.

Appendix J
Guidelines for the Academic Program Review Process

The Review Process

The review consists of four steps, which are completed over a continuous, five-year evaluation cycle.

1. A Program Development Plan is prepared, based on the program's most recent review and input from program faculty.
2. Program faculty implement the educational initiatives and assessment strategies outlined in the Plan.
3. An Academic Program Review Self-Study Report is prepared describing the outcomes of the program improvement efforts, results from the assessment of student learning and how the program development and assessment results led to the enhancement of program quality.
4. The appropriate dean and the Academic Affairs Council conduct a formal program review.

The Program Development Plan

The Program Development Plan serves as a program's official five-year planning document. It includes a description of program development efforts: program goals, development projects and initiatives, resource needs, and allocation of resources. Student learning outcomes, the methods used to assess them, and an explanation of how the results are used serve as the core of the document. Programs are encouraged to use the suggested format, but to ensure consistency should at least provide:

1. An introduction including a concise mission statement and an explanation of how the program's mission relates to the UW-Green Bay Core and Select Missions.
2. The program's anticipated student learning outcomes, including outcomes that compliment the institution's general education program and providing an interdisciplinary, problem-focused education. This section should also include a description of what methods will be used to assess student learning outcomes, and a description of how the results will be used.
3. Program goals for the next five-year period that will serve as a guide to program planning, support requests for additional resources, and a framework for the next self-study and review. Programs are asked to include goals that contribute to the implementation of Diversity Plan 2008, the use of instructional technology, and the enhancement of academic advising.
4. Program development initiatives that the program intends to focus on during the ensuing five-year period are be described in the final section. Areas addressed include faculty development efforts such as curricular modifications, procurement of resources, faculty and staff development, student advising, Plan 2008; and other supporting activities, such as internships, program-based student organizations, workshops, lecture series, etc.

Once completed, a draft development plan is submitted to the appropriate dean for her/his review and recommendations. Written feedback provided by the dean would address four major questions: How appropriate and realistic is the program's plan, given the institution's mission, and budgetary realities? Are the suggested assessment methods likely to yield results that can be used to improve program quality? Are the anticipated student learning outcomes specific, attainable and measurable? Are the faculty and program improvement initiatives clearly stated and realistic?

The final version of the plan serves as a blueprint for a program's development and quality assurance efforts during the ensuing five years. In short, the plan provides an overview of what a program hoped to accomplish and how it planned to document program accomplishments.

Appendix J
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Implementation of Program Development Plan

This step involves the implementation of the proposed assessment procedures and other program initiatives. To be most useful, program faculty gather evidence throughout the review cycle and not just assemble it immediately prior to the program's scheduled self-study and review. Program chairs and executive committees seek advice and consultation from their dean, Assessment Services, and Institutional Research throughout the implementation process. Programs can also take advantage of information that is routinely collected as part of UW-Green Bay's Comprehensive Assessment Plan to assist in the program development and assessment process. For example, the University's plan now calls for an annual alumni survey, a graduating senior survey, and several other relevant data gathering techniques. Finally, the Office of Institutional Research can provide concise summaries of institutional research data such as enrollment figures, number of majors, etc.

The key to successfully implementing the Program Development Plan is to focus on the student learning outcomes and program initiatives outlined in the plan, integrate teaching and program assessment activities as much as possible, and coordinate assessment activities with those taking place throughout the institution.

The Self-Study Report

The third phase of the program review process involves the preparation of a Self-Study Report, a program's official review document. During the process of preparing the report, program chairs are primarily responsible for documenting how they implemented their quality improvement and assessment strategies. The format can be tailored to meet the unique needs of the program; however, each self-study report should provide an evaluative look at the educational quality of the program, not simply describe the program's current state of affairs. A suggested outline for the Self-Study Report is as follows:

1. Introduction. *This section provides basic background information and a context for the review.* It includes the program's mission, its relationship to the institution's mission and a description of noteworthy aspects of the program's curriculum.
2. Student Learning Assessment. *This section provides an analysis of results obtained through a program's student learning assessment efforts.* The purpose is to provide a brief summary and interpretation of assessment results for each student learning outcome and an explanation of how results were used (e.g., What program or curricular modifications took place as a result of the assessment process?)
3. Program Accomplishments. *The success of program initiatives, other than student learning outcomes, are the focus of this section.* A summary evaluation of how successful the program was in accomplishing each initiative outlined in the Program Development Plan should be included. Documentation can be provided in attachments as appropriate.
4. Program Plans and Future Initiatives. *This final section is intended to set the context for the next five-year program review.* It should include a listing of revisions to your student learning outcomes and/or assessment strategies and major program initiatives in the areas of faculty development, procurement of resources, curricular modifications, and other initiatives for the next five-year cycle.

Each program should prepare the Self-Study Report as outlined above. Four attachments round out the report: a series of 14 tables, prepared by Institutional Research; the program's most recent Development Plan; the program's official requirements as stated in the catalog; and the Academic Affairs Council and dean's conclusions and recommendations from the program's last review. A program also has the option of including a summary of the results from their teaching assessment procedures; course syllabi; a listing of faculty publications, University and community service, and awards and recognition, etc.

Appendix J
Guidelines for the Academic Program Review Process

The Program Review

The fourth phase of the review process involves a critique of the Self-Study Report and formal review by the Academic Affairs Council. The Council reviews the report, supporting documentation, and ancillary reports prepared by the Office of Institutional Research. Council members can request additional information and interview the department chair or other program faculty. Using this information, the Council prepares a written report, including comments on the quality of the program's assessment efforts (including methods and how the results are used), program strengths, areas needing improvement, and the viability of the program's future plans.

The final step in the review process is the institutional and program response, which provides an opportunity for a constructive dialog between the responsible dean and program faculty members. The main focus of these discussions would be on educational quality and how the program is accomplishing its mission. What are the program's educational goals? How well are they being achieved? What changes should be made in light of the review completed by the Academic Affairs Council? One or more follow-up sessions with the dean could take place after an appropriate interval to discuss changes that have occurred as a result of the program review.

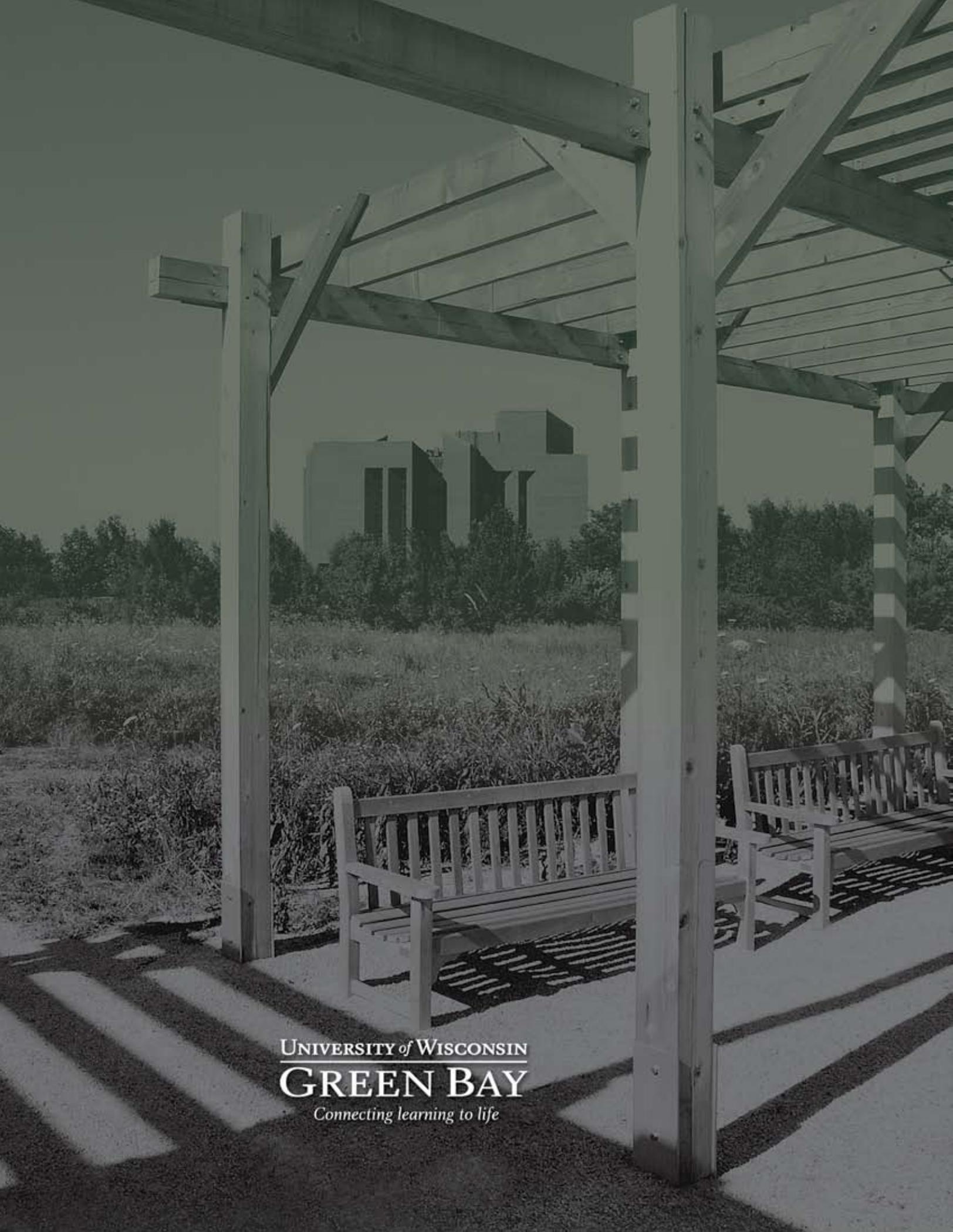
Assessment Services and Institutional Research
Data Tables to Support Program Review

- A. Graduating Senior Survey Tables
- B. Alumni Survey Data Tables
- C. Student Tables
 1. Declared Majors and Minors for Past Five Falls
 2. Profile of Declared Majors (most recent fall)
 - a. Profile includes gender, ethnicity, age, geographic origins, year in school and full-time, part-time attendance status
 3. Majors and Minors Graduated for Past Five Years
 4. Profile of Graduated Majors (most recent year)
 - a. Profile includes gender, ethnicity, age, honors, mean credits earned at UW-Green Bay, mean GPA at graduation
 5. Student Qualifications of Declared Majors (most recent fall)
 - a. Qualifications include original status (freshman or transfer), prior college GPA, mean transfer credits, mean high school GPA, mean high school percentile rank, mean ACT composite, reading, English and mathematics scores
- D. Teaching Tables
 6. Headcounts by Level and Course Type for Past Five Years
 7. Student Credit Hours by Level and Course Type for Past Five Years
 8. Sections by Level and Course Type for Past Five Years
 9. Average Section Sizes by Level for Group Sections for Past Five Years
 10. Total Unduplicated Group Courses Offered in Past Four Years
 11. Student Credit Hours in General Education Courses for Past Five Years
 - a. As percent of all enrollments in group sections
- E. Faculty Tables¹
 12. Cost per credit for majors for most recent fall
 13. Full-Time Faculty by Rank
 - b. Headcount, FTE, student credit hours per FTE
 14. Student Credit Hours (SCH) per FTE

¹ The information in these tables is based on all faculty in a program's budgetary unit.

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Guidelines for the Academic Program Review Process

Review Year/Program	Self-Study Report Due to Dean
2005-06 Academic Year Computer Science Economics History Human Biology Human Development Theatre	October 1, 2005 November 1, 2005 December 1, 2005 February 1, 2006 March 1, 2006 April 1, 2006
2006-07 Academic Year Social Work Public Administration /Environmental Policy and Planning Social Change and Development Biology Interdisciplinary Studies Psychology Management (Graduate)	October 1, 2006 November 1, 2006 December 1, 2006 January 1, 2007 February 1, 2007 March 1, 2007 April 1, 2007
2007-08 Academic Year Chemistry Earth Science Environmental Science and Policy (Grad) Nursing Philosophy Education	October 1, 2007 November 1, 2007 December 1, 2007 February 1, 2008 March 1, 2008 April 1, 2008
2008-09 Academic Year Communication and the Arts English Modern Languages (German, French, Spanish) Earth Sciences Mathematics Music Political Science Applied Leadership (Graduate)	October 1, 2008 November 1, 2008 December 1, 2008 December 1, 2008 January 1, 2009 February 1, 2009 March 1, 2009 April 1, 2009
2009-10 Academic Year Accounting/Business Administration Art Communication Environmental Science Humanistic Studies Information Sciences Urban and Regional Studies	October 1, 2009 November 1, 2009 December 1, 2009 January 1, 2010 February 1, 2010 March 1, 2010 April 1, 2010



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