
Criterion 3: Teaching and Learning: Quality, Resources, and Support The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3.A The institution's degree programs are appropriate to higher education.

3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

As stated in the University's Mission [[CHANCELLOR Mission Statement](#)], UWGB offers exemplary undergraduate, master's, and select doctoral programs and operates with a commitment to excellence in teaching, scholarship and research, and service to the community. The University provides a problem focused educational experience that promotes critical thinking and student success across four campuses reaching 16 counties in Northeast Wisconsin. Courses and programs are carefully evaluated when proposed and revised (PROVOST_Curriculum Guide_Establish New Degree), and they are continuously reevaluated during systematic program reviews [[PROVOST_APRSOA](#)].

In alignment with UW System Policy, new degrees and majors are reviewed at the institutional level as well as by UW System Administration, distributed for feedback, and evaluated and approved by the UW System Board of Regents [UWS_SYS 102_Program Planning]. The needs of both the region and the potential and current student body, including teaching modality, are considered when developing and reviewing new programs and majors. Proposals for new/revised courses and majors are reviewed at all levels of faculty governance, including departments, administrative units, faculty governance committees, Dean, and Provost, and Faculty Senate when appropriate [PROVOST_Curriculum Guide_Establish New Degree

Until 2018, all academic programs engaged in an annual cycle of program assessment that considered factors such as relevance, quality of curriculum, and alignment with university mission, values, and goals. Summaries of assessment findings and recommendations for improvement were forwarded annually to the University Accreditation and Assessment Council [PROVOST_APRSOA] and the results were published on the assessment website [PROVOST_Assessment]. As a result of the UWCX Restructuring Project [UWS_UWCX Restructuring Project_2018], previous assessment measures were halted to enable the four locations to engage in curricular mapping (2018-2019) and then a review and revision of departmental learning outcomes (2019-2020). In fall of 2020, the position of Assessment Coordinator was reinstated [MARKETING_Inside_Valerie Murrenus Pilmaier named UW-Green Bay assessment coordinator_2020-09-15], and a new assessment plan was created to include assessment of institutional learning outcomes as well as departmental and divisional learning outcomes. Assessment of general education learning outcomes for all general education courses and of institutional learning outcomes for the upper-level and graduate courses resumed in spring of 2021. Beginning in fall of 2021, general education, programmatic and institutional learning outcomes will be assessed per college (College of Humanities, Arts and Social Sciences, College of Health, Education and Social Work, College of Science, Engineering and Technology, and Cofrin School of Business) on a rotating basis, with the undergraduate programs and graduate programs of one to two colleges assessed per year. All assessment will follow a three-year cycle to generate longitudinal data. The University Assessment Committee recommends that

all departments have dedicated assessment coordinators to oversee assessment, help the department to identify areas in need of revision, and to report on the effectiveness of the changes/revisions to curriculum/pedagogy. The University Assessment Committee [SOFAS_UAC_Charge] (which has replaced the University Accreditation and Assessment Council) has been created and will oversee the assessment process, including the creation of proficiency indicators for the institutional learning outcomes.

Academic Program Reviews and Student Learning Outcomes Assessments [PROVOST_APRSOA] are conducted on a seven- year cycle and include preparation of a Self-Study Report as well as focused responses from the Academic Affairs Council, Deans, and Provost. At the conclusion of each program review, the Self-Study Report and all responses are posted on the Assessment website [PROVOST_Assessment_Biology]. The reporting of ongoing Student Learning Outcomes Assessment is a central part of the Self-Study Report as is the implementation of the recommendations that emerge from this process. Because we will be assessing both institutional and department-specific learning outcomes each year in all courses, departments will use this yearly data to inform programmatic and curricular decisions that lead to student success. A three-year cycle allows departments to build upon their strengths and tweak areas that are less strong and gauge the effects on student learning. Using department members, rather than department chairs, as the assessment coordinators will create extra leadership opportunities, enable more hands-on oversight of the assessment process at the department level and create more faculty buy-in.

Evaluation of academic programs by their respective faculty has led to the development of several innovative programs that serve the region's needs, including majors in Electrical [CSET_Electrical Engineering Technology], Environmental [CSET_Environmental Engineering Technology], and Mechanical [CSET_Mechanical Engineering Technology] Engineering Technology, Electrical Engineering [CSET_Electrical Engineering], and Mechanical Engineering [CSET_Mechanical Engineering], now housed in the Resch School of Engineering [CSET_Resch School of Engineering]; Writing and Applied Arts B.F.A [CAHSS_Writing and Applied Arts B.F.A]; M. S. in Sport, Exercise, and Performance Psychology [CAHSS_M.S. Sport, Exercise, and Performance Psychology]; online offerings of Business, Psychology, and Public Administration among others [PROVOST_Online Programs]; and the collaborative Master's degrees in Data Science [CSOB_Data Science], Sustainable Management [CSET_Sustainable Management], Health and Wellness Management [CHESW_MS Health & Wellness Management], Cybersecurity [CSET_Cybersecurity], and Applied Biotechnology [CSET_Applied Biotechnology], the Impact MBA [CSOB_MBA], as well as the First Nations Education Doctoral Program[CHESW_First Nations Ed.D].

3.A.2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Learning outcomes are articulated on the assessment website [PROVOST_Assessment] from the level of individual programs through the institutional level and are properly differentiated across undergraduate ([PROVOST_Assessment_UndergraduateLearningOutcomes] and graduate programs ([PROVOST_Assessment_GraduateLearningOutcomes]. In fall 2018 the University adopted syllabus guidelines in response to comments made by HLC 2017 site visit teams in an effort to develop consistent course descriptions and articulated course outcomes on syllabi across campuses and modalities

([UWGB_HLC Interim Report_Syllabus Consistency_2019]). Some actions that were taken include the implementation of centralized of syllabus repository, the development of syllabus checklist, the development syllabus template, and the deployment of syllabus guidelines website to maintain faculty resources for syllabus development ([PROVOST_Syllabi Guidelines - Faculty Resources]). In 2018-20219 each department reviewed their learning outcomes to ensure clarity, measurability, and alignment with national best practices.

In 2017, UWGB adopted a set of Institutional Learning Outcomes [PROVOST_ILOs_2017-03-30] (ILOs) with the purpose of more clearly aligning the mission-level outcomes identified by the Mission-level Learning Outcome [PROVOST_MLLO] (MLLO) Project with the University's General Education Program as well as its academic program and co-curricular activities. The ILOs adopted by the University were based on the AAC&U's LEAP Initiative [AACU_LEAP] and Lumina's Degree Qualifications Profile [LUMINA_DQP] (DQP). The University Accreditation and Assessment Committee ([SOFAS_UAACCharge_2018-01-08] developed these outcomes, which were then approved by numerous governance committees, including the Faculty Senate in March 2017. Assessment of these outcomes in upper-division and graduate courses began in 2021.

At the program level, the University Curriculum Guide ([PROVOST_Curriculum Guide_Establish New Degree]requires that all new programs and courses specify student learning outcomes (SLOs). Proposals for new and revised programs are reviewed to assure that the stated SLOs are clear and appropriate for the intended educational level. Programs must clearly articulate their SLOs as part of their program review.

UWGB has a growing number of online academic programs. There are seventeen fully online undergraduate and graduate degree programs that are reviewed and follow the same program assessment and review cycles as UWGB's face-to-face programs ([PROVOST_Online Programs]).

UWGB offers seventeen credit-bearing certificate programs [Registrar_Catalog_Certificates] at the undergraduate level.

Certificate program proposals are reviewed ([PROVOST_Curriculum Guide_Establish a Certificate Program] by the Executive Committee of the initiating budgetary unit, which consists of the budgetary unit's tenured faculty members; the appropriate Dean(s); the Graduate Studies Council or Academic Affairs Council; and the Provost's Office using a process that requires specification of learning outcomes and how the certificate would fulfill regional needs.

3.A.3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

UWGB offers courses across all four campuses and off-campus in partnership with regional school districts (e.g., College Credit in High School [PROVOST_CECE_CCIHS], the Rising Phoenix Early College High School Program [CECE_Rising Phoenix], GEAR UP [CECE_GEAR UP Target Schools], and the Dual Enrollment Access Academy [CECE_Dual Enrollment Access Academy]). UWGB also has a vibrant online learning environment. UWGB has consistent processes or program and course approval, instructor approval, and quality review for all modalities and locations. All courses, whether intended as long-term offerings or one-time only, must undergo review and approval via defined curriculum processes [PROVOST_Curriculum Guide_Develop a New Course Offering]. These processes include review and

approval by faculty, Chairs, Deans, and Provost. Distance Education courses and programs are guided by UWGB's Distance Education Policy ([UWGB_DistanceEducationPolicy_2017-05-18]), and different modalities [REGISTRAR_Learning Options] are defined for both faculty and students. The Center for Advancement of Teaching and Learning (CATL) has created a rubric ([CATL_Online course checklist] to maintain quality assurance in these courses. As a result, instructors can use the rubric as a self-assessment. Instructors could complete a self-paced course which is designed to help them create a course that satisfies the rubric.

During the summer 2020, in response to the COVID-19 pandemic, CATL developed and implemented a series of training courses to help faculty and staff prepare for the fall semester while still in the pandemic. These included a foundational course on the best uses of Canvas [CATL_Cowbell_Foundations of Teaching with Canvas], the University's learning management system, and a series of two-week courses designed to address specific issues and types of learning, including first-year seminars, experiential learning, and applied learning courses [CATL_Cowbell_Advanced Trainings_Summer 2020]. In keeping with its mission, however, CATL ensured that the core frameworks of curricular design – backward design, universal design, and culturally relevant pedagogy – were implemented even in the “emergency” training courses. The courses sought to convey the importance of ensuring that students had full engagement in the courses. CATL also has collaborated closely with the Division of Instructional Technology to rapidly improve the technological infrastructure in classrooms across the institution. That work resulted in the equipment of 20 rooms with additional technology in the summer of 2020 and the additional development of several more rooms with even more agile technology in preparation for fall 2021.

CATL also provided support to faculty and staff in dealing with the COVID-19 pandemic directly. One good example of this was the “Intellectual Road Trip” [CATL_Cowbell_Call_“Intellectual Road Trip” Community of Practice], which was delivered in partnership with the Center for Civic Engagement. More than 45 faculty and staff came together to reflect on their experiences with remote teaching and learning and feelings of isolation. Part of the purpose of this event was to consider how faculty and staff could improve courses, teaching, and the institution moving forward, but it also reflects the deep concern and commitment the CATL team has to the mental and emotional well-being of UWGB's faculty and staff.

In 2020-2021, the University conducted a Comprehensive Program Review [PROVOST_Comprehensive Program Review_2020-2021] of all of its undergraduate academic programs. The report noted several opportunities, including the potential to diversify the modalities in which programs and courses are offered and to explore opportunities to deliver curricula through the additional locations and better serve the Northeast Wisconsin region. This is consistent with the institution's vision of a single university with four locations [UWGB_HLC_Multi-locationVisit_InstReport_UWGB_Final], delivering a variety of academic programs – certificates, 2-year degrees, 4-year degrees, and select graduate programs – to all campuses. Specific recommendations in the report suggest that programs should work to expand and diversify curriculum, incorporate diversity and inclusivity, develop high-impact practices, and improve the institution's environmental and sustainability.

Individuals who are not members of the regular UWGB faculty may teach courses as long as the individuals meet the stated faculty qualifications ([SOFAS_FacultySenate_FacultyQualifications_2016-02-24]) The process requires a review of vita and rationale based on exceptional qualifications related to the course and the individual's current credentials. Similarly, instructors teaching dual-enrollment courses in high schools must be approved by the relevant academic department

([CECE_ADJUNCTINSTRUCTORCONSIDERATION_05192016]). The instructor also hosts a site visit from a university faculty mentor and provides evidence of student learning.

Core Component 3.B The institution offers programs that engage students in collecting, analyzing, and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

3.B.1 The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

3.B.2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

UWGB's General Education program imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that UWGB's faculty believes every college-educated person should possess. The program published under 2019-2020 Undergraduate Catalogue [REGISTRAR_Catalog_general-education], provides an educational foundation for all baccalaureate degree programs and reflects the Select Mission of UWGB. Specifically, UWGB's General Education program develops liberally educated students and facilitates their living in an ever-changing world by:

- Introducing students to interdisciplinary education
- Providing knowledge that includes disciplinary breadth
- Working with students to develop an understanding of critical social problems
- Supporting the development of important academic skills, including communication, critical thinking, problem solving, and quantitative and information literacy.

These elements are strongly supported by, and consistent with, the Association of American Colleges & University's LEAP (Liberal Education and America's Promise) essential learning outcomes [AACU_LEAP]. The General Education program strengthens academic skills, broadens intellectual horizons, develops and explores new academic interests, reflects on personal values, and builds a foundation of knowledge for future course work and lifelong learning.

To achieve these learning outcomes, all students who begin their college careers at UWGB are required to complete a 36-43 credit General Education program consisting of four major elements.

Students begin their General Education program [REGISTRAR_Catalog_general-education] with a First Year Seminar. The Breadth Requirement includes the traditional distribution requirements for four major domains: Humanities, Natural and Biological Sciences, Social Sciences, and Fine Arts. The Perspectives Requirement ensures that students examine critical social issues and problems of sustainability, global, and multicultural issues. Finally, students complete their General Education requirements by participating in a Senior Capstone Experience, through which all students have either a classroom seminar experience

or another integrative experience such as an internship, field experience, or honors project that addresses an interdisciplinary perspective, focuses on a problem, and develops communication skills [REGISTRAR_General Ed_Capstone 2019-2020].

An assessment plan for the revised General Education program was implemented during the 2014-2015 academic year. The General Education Council (GEC) [SOFAS_GEC_Charge] oversees the program's assessment, which relies upon both direct and indirect measures, including the National Survey of Student Engagement (NSSE) [NSSE_UWGB_2020 Snapshot] and locally developed assessment tools [PROVOST_Assessment]).

Prior to 2018, the General Education learning outcomes [REGISTRAR_Catalog_general-education] were assessed on a rotating basis. For example, in 2014-16, assessment of the Sustainability Perspective outcome showed that 4,269 items out of 6,208 items were assessed and the percent scoring "Yes" across all 4,269 items was 85%. [PROVOST_OIRA_Bench Mark Assessment Results Sustainability Perspectives 2014-2016]. The General Education learning outcomes were revised and approved by faculty Senate in 2017. In the spring of 2021, all general education courses will have their learning outcomes assessed for a baseline assessment. Starting in the fall of 2021, general education courses will be assessed on a three-year cycle of assessment. Benchmarks will be "meets," "exceeds," and "fails to meet," with the goal of 75% and above at the "meets" and "exceeds" level.

To master modes of inquiry and skill development, students build upon their general education while pursuing their major. All UWGB majors require academic field-specific coursework in methods of inquiry. For example, both the BSN and MSN programs in nursing require a research course - Nursing Research and Evidence-Based Practice [CHESW_NURS_446_Syllabus_SPRING2020] and Evaluation and Evidence-Based Practice [CHESW_NURS_734_Syllabus_FALL2019], respectively – to improve clinical practice. In addition, students can apply their knowledge in various types of field experiences including internships, teaching apprenticeships, and field placements. Approximately 50% of UWGB students complete a field experience with some programs, such as Nursing [CHESW_RN-BSN Practicum], Social Work [CHESW_BSW_Field-Handbook-2019-20], Health Information Management and Technology [CHESW_Health Information Management & Technology], and Education [CHESW_Education_Student-Teaching-Handbook_F2019], achieve 100% of graduates with applied field experience.

While the University's General Education program has been successful, it has now been in place for seven years, and the recently completed Comprehensive Program Review [PROVOST_Comprehensive Program Review_2020-2021] recommends an assessment and possible revision of the General Education Program to ensure it reflects our four location community and equip all UWGB students to thrive in an ever changing world.

Master's degree students master modes of inquiry and skill development appropriate to their level of study, as demonstrated in their Master's thesis or other culminating project [GRADSTUDIES_Style and Format Requirements_Masters of Science Thesis].

3.B.3 The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multi-cultural world.

UWGB's mission [CHANCELLOR_Mission Statement] articulates the institution's commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. The University of Wisconsin-Green Bay is committed to a vision of diversity that is inclusive, welcoming, and equitable in its treatment of all members of the campus community. This is demonstrated in the general education requirements, academic programs, student support offices, and extra-curricular programming available to all students.

The General Education program requires a 3-credit Ethnic Studies [REGISTRAR_Catalog_general-education] element that enables students to identify ethnic and cultural contrasts and similarities, describe ethnic relations from multiple perspectives, and/or articulate causes and effects of stereotyping and racism within the context of the United States. Courses examine the experiences of the LGBTQ community, women, African Americans, Hispanic/Latino Americans, Asian Americans, or Native Americans.

Many academic programs include a cultural or diversity component or requirement in addition to the General Education program requirement. For example, Humanities offers a Linguistics/ESL Minor [CAHSS_Humanities_Linguistics-ESL_Minor], which also serves the Education program's need to meet high demand from local schools for certified ESL/Bilingual teachers. There is also a certificate in Teaching English as a Second Language [CAHSS_TESL Certificate_Catalog]. The Education program offers travel abroad and student teaching programs in Cuernavaca, Mexico [CHESW_Education_Cuernavaca-Mexico]. These programs emphasize understanding the language, culture, and educational system and has application to Hispanic students in UWGB's local school districts.

The Global Culture [REGISTRAR_General Education_Global Culture] requirement of the General Education program asks students to demonstrate an understanding of individual and cultural differences outside the U.S.; explore issues that cross geographic, political, economic, and/or socio-cultural boundaries outside the U.S.; or engage in informed judgments about global issues and problems as a socially responsible citizen. Students can complete the requirement through an approved course or study abroad. Through the Office of International Education, UWGB offers students opportunities to study abroad [PROVOST_OIE_Study Abroad] for short periods of time (2-3 weeks) or for a semester at a partner institution.

In addition to required courses, there are several other ways in which UWGB supports cultural diversity and global perspectives, such as the Global Studies minor [REGISTRAR_Catalog_global-studies], the First Nations Studies major [REGISTRAR_Catalog_first-nations-studies], the Women, Gender, and Sexuality Studies minor [REGISTRAR_Catalog_womens-gender-studies], the First Nations Education Doctoral Program (FNED) [REGISTRAR_Catalog_FNED], and the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Studies Certificate [REGISTRAR_Catalog_lgbtq certificate].

In 2018, the faculty of First Nations Studies created the official UW-Green Bay Land Acknowledgement [UISA_Land Acknowledgment]. Faculty are encouraged to incorporate the land acknowledgment as part of their syllabi and to integrate it into publications and programs as appropriate.

UWGB has several offices dedicated to supporting diverse students including the Student Accessibility Services Office [UISA_Student Accessibility Services]. This office collaborates with students, instructors, and staff to ensure equal educational and programmatic access for eligible students with documented disabilities. They provide students the opportunity to reach their full potential by creating academic accommodations and support services along with promoting independence and self-advocacy.

The UW-Green Bay Pride Center [UISA_Pride Center] seeks to identify and respond to the concerns and needs of LGBTQ+ students, faculty, staff, and their allies; to provide high-quality support services that

contribute to the academic and personal growth of LGBTQ+ students, faculty, staff, and allies; and to offer a safe, supportive, and welcoming environment for LGBTQ+ people and their allies. Initiatives supported by the Pride Center include gender inclusive restrooms, preferred name changes for transgender students, numerous student social and advocacy groups, inclusivity training [UISA_Inclusivity & Equity Certificate Program], and SAIL [UISA_Res Life_SAIL Community] (safe and inclusive living) housing community for LGBTQ students. Since its inception in 2014, 51 employees have completed Inclusivity and Equity Foundation trainings and conferred 75 Level 1 Inclusivity and Equity Certificates and 28 Level 2 Inclusivity and Equity Certificates to employees. In 2020-2021, 90 employees completed the Foundation training and 12 have earned Level 1 Inclusivity and Equity Certificates. Also in 2020-2021, 22 students completed the Inclusivity and Equity Student Leadership Foundation 1 and 2 trainings. Six of those students earned the Inclusivity and Equity and another five intend to earn the certificate in time for their graduation in 2022. Since the Pride Center took over administration of SAFE Ally training [UISA_Pride Center_SAFE Ally Training] in 2013, over 1400 students and employees have participated in the program. SAFE Ally training has also been provided to the surrounding communities in the past 7 years. In addition, over 3,500 individuals from the region have attended SAFE Ally trainings including municipal employees, police, medical providers, juvenile prison and mental health employees, non-profit community centers such as the ADRC, Boys and Girls Clubs, Girl Scouts, Human resource directors, private organizations including health insurance providers, Casa Alba, case managers of Northeastern WI (in both Spanish and English), two churches, teachers, attorneys, and many others.

The UW-Green Bay Multi-Ethnic Student Affairs (MESA) [UISA_MESA_Mission] office provides services and activities that promote the academic success, personal growth, and development of multicultural students. MESA also conducts educational programs that enhance learning, promote respect, and create appreciation for racial and ethnic diversity. MESA supports the academic mission of UW-Green Bay and contributes to the development of a campus community dedicated to diversity of thought and experience [UISA_MESA_Human Mosaic_2020].

The Veteran's Services Office [UISA_Veteran's Services] offers veterans and active-duty military personnel many support services and benefits, including financial aid for veterans and their families. Each November, the Chancellor's Veteran Reception kicks off a week-long series of events including an awareness walk, volunteer organization panel, and military speakers. For these and other services, UWGB has been named a Military Friendly School since 2010.

UWGB strives to offer programming that demonstrates our commitment to diversity, inclusion, social justice, and civic engagement. In fall of 2019, with the help of a grant from the Wisconsin Humanities Council and the Oneida Nations Art Program, UWGB hosted a week-long suite of programming to accompany DeLanna Studi's play, "'And So We Walked': An Artist's Journey Along the Trail of Tears." [WEIDNER_And So We Walked_2019]. Programs included elder storytelling, family history research, and a guest panel that explored the concepts of individual and collective identity related to Native people's removal from their land in Wisconsin [CAHSS_First Nations Studies_Events].

The UWGB Libraries have started the monthly program Inclusive Reads & Conversations [LIBRARY_Inclusive Reads_2-2021]. The goal of this program is to help the University ask difficult questions, encourage tough conversations, help amplify voices, and magnify talents at our university. Each month during the academic year, the program will feature a guest speaker, a brief reading, and a discussion focused on diversity, equity, and inclusion. Starting in 2019 and continuing, virtually, in 2020, the College of Arts, Humanities, and Social Sciences has organized the Common CAHSS conference [CAHSS_Common CAHSS]. This annual event showcases the work of students, faculty, and alumni organized around a theme that relates to interconnected local and global challenges. A stated goal of the

conference is to generate awareness and conversation around the connections between global and local issues that span disciplinary and national boundaries.

Additional programming includes participation in the Greater Green Bay Community Book Read, Debby Irving's "Waking Up White and Finding Myself in the Story of Race." [LIBRARY_Greater Green Bay Community Book Read 2020_Waking Up White] Multiple discussions were facilitated by members of the UWGB Diversity Taskforce and UW-Green Bay Libraries staff. In February of 2020, the Psychology Department, Women's & Gender Studies Program, and the UW-Green Bay Libraries brought the American Psychological Association's multimedia exhibit *I am Psyched!* [CAHSS_Psychology_I Am Psyched] to campus. The exhibit highlighted achievements of women of color in psychology. A team of student interns created programming surrounding the exhibit's two-week installment.

3.B.4 The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Tenured and tenure-track faculty are expected to be active in research or creative activity. The tenure process [SOFAS_Tenure Process] includes scholarship as part of faculty members' responsibilities, and such productivity is evaluated in annual reviews [SOFAS_Faculty Handbook_2020_Reviews].

UW-Green Bay faculty are actively engaging in scholarship. During 2017 academic year, faculty of Natural and Applied Science had published 25 scholarship papers in the peer-reviewed journals, and was awarded \$675,377 grants [CSET_Tech Notes_Fall 2017]. Between 2017 and 2019, faculty at College of Health, Education and Social Welfare (CHESW) had six scholarship publications [CHESW_Scholarship]. In 2021, Education professor Pao Lor published his memoir, *Modern Jungles: A Hmong Refugee's Childhood Story of Survival* [CHESW_Education_Pao Lor_'Modern Jungles']. Students are also very active. Every year, over 60 different creative and scholarly projects by students are showcased at the Academic Excellence Symposium [MARKETING_Inside_20th annual Academic Excellence Symposium is approaching_2021-03-02] the Cofrin Biodiversity Center Research Day [MARKETING_Inside_Students receiving Cofrin Grants will showcase research_2021-03-29] UW System Symposium for Undergraduate Research, Scholarly and Creative Activity (URSCA) [OGR_URSCA_2019-2020], and at the Posters in the Rotunda session in Madison [MARKETING_Inside_UW-Green Bay at Posters in the Rotunda 2016_2016]. Student work is included in the UW-Green Bay Libraires Digital Collections and is also presented at regional and national conferences.

The UWGB art, music, and theatre faculty and students produce a wide array of shows and performances. Those shows and performances demonstrate impressive range, depth, quality, and excellence, including art exhibits in the Lawton Gallery [CAHSS_Lawton Gallery_Exhibition Archives_2020], musical performances [MARKETING_Inside_UW-Green Bay music, performance and arts events -2019], theatrical performances [CAHSS_Theatre_Calendar of Mainstage & Studio Events_2019-2020], the 6:30 Concert Series [CAHSS_Music_6-30 Concert Series], and the annual Jazz Fest [CAHSS_Music_Jazz Fest - Music - UW-Green Bay_2021].

UW-Green Bay is investing in the research and sponsored projects enterprise to better support the research and sponsored project initiatives of its faculty, staff, students and administrators. Traditionally a one-person pre-award office and a one-person post-award office, a new director was hired in August 2019 to lead the Office of Grants and Research [PROVOST_Office of Grants & Research], a research program

manager was hired in January 2020 and a program specialist was added in December 2020. Additionally, to better provide seamless service between pre- and post-award activity, the grants accountant (reporting to the Controller's Office) was relocated to reside in the Office of Grants and Research, with an office next to the director. As a result, External Funding (Research, Public Service, and Instruction Activity) has grown significantly in the past three years, increasing 68% from \$3,713,592 in 2018 to \$6,259,610 in 2020.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

3.C.1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

The Office of Human Resources and Workforce Diversity oversee all faculty and staff recruitment and hiring for the Green Bay, Marinette, Manitowoc, and Sheboygan locations. A number of procedures and recommendations are in place to ensure that the overall composition of our faculty and staff meet the needs of our dynamic institution and reflect the University of Wisconsin's Core Mission [CHANCELLOR_Mission Statement] to "[s]erve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff."

UW-Green Bay is an Affirmative Action Equal Employment Opportunity [HR_Affirmative Action_Equal Employment Opportunity] employer and aims to recruit a diverse pool of applicants for every job vacancy and to remove all forms of bias, intentional and unintentional, from the evaluation of applicants to ensure that no individual receives advantage or disadvantage based upon a protected status. The Chancellor's Council on Diversity and Inclusive Excellence includes the Inclusive Workplace Environment subcommittee [UISA_Inclusive Workplace Environment Sub-committee], a group that plans and implements procedures and recommendations to ensure a diverse workforce. Highlights of this subcommittee's work includes the creation of a sample list of interview questions related to inclusivity and equity to be used in University recruitments [UISA_InclusivityandEquityInterviewQuestions], the development of required implicit bias training for all recruitment committee panel members [HR_Connect_Implementation of Implicit Bias Training for Recruitment Panel], and the facilitation of new and existing Employee Resource Groups [UISA_Inclusive Excellence_Employee Resource Groups]. Employee Resource Groups are intended to provide social support for a variety of populations including employee groups focusing on ethnic diversity, international employees, LGBT and allies, veterans, and women.

3.C.2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

Data from the Faculty Summary show UWGB employed 235 instructional staff in spring 2021, with 184 (78%) either tenured or tenure-track. 180 hold a doctorate or terminal masters' degree in their field. The academic Deans and the Provost are responsible for recruiting and hiring faculty [HR_Policy-for-Recruitment-and-Hiring] in a manner that ensures high standards for academic credentials are met. The Position Review Committee authorizes recruitment for all faculty positions before recruitment can begin. Administrative Unit Executive Committees define the position responsibilities and qualifications, subject to approval by the appropriate Dean and the Provost. The recruitment chair assures the recruitment is conducted in accordance with UWGB policies and procedures. As outlined in 3.C.1, the Office of Human Resources and Workplace Diversity ensures procedures and recommendations are in place to recruit a workforce that reflects the University's mission.

The UWGB faculty is responsible for its curriculum. Curriculum approval procedures comply with existing UWGB and UW System policies and procedures and encourage the faculty to creatively develop and refine UWGB's curriculum and academic programs to improve quality, maximize students' learning, and meet the region's needs. A Curriculum Guide website [PROVOST_Curriculum Guide_Establish New Degree] describes the process for curricular modification. The Academic Affairs Council (AAC) [SOFAS_AAC Charge] oversees these processes and procedures. The AAC reviews and approves all new courses and programs or modifications to existing courses and programs. Units regularly offer upper-level elective courses, and faculty advisors make students aware of their periodicity. The fall 2021 student to faculty ratio was 22:1. [PROVOST_ISE_Factbook_Academics_2021]

Expectations for student performance [UWGB_Expectations for Learning] are based on the promotion of free inquiry and expression, mutual respect and preservation of individual dignity and privacy, and mutually considerate behavior. Graduating seniors and alumni highly rate experiences and coursework [REGISTRAR_Testing_Student Survey-2019] that encouraged them to think creatively and innovatively.

An extensive Assessment Plan [PROVOST_Assessment] incorporates both direct and indirect measures of student achievement of learning outcomes, including the annual graduating senior and alumni surveys. Prior to 2018, all academic units submitted annual assessment updates to the University Accreditation and Assessment Council's Academic Program Assessment Subcommittee (APAS) for review. . In spring of 2021, general education courses were assessed for the general education learning outcomes and the upper-level and graduate courses were assessed for one of the institutional learning outcomes. Starting in fall of 2021, general education outcomes, programmatic learning outcomes and institutional learning outcomes will be assessed within each college on a rotating basis and all will be on a three-year cycle of assessment. Annual assessment updates will then be sent to the University Assessment Committee for review.

3.C.3 All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

The UWGB policy for recruitment and hiring requires [HR_Policy-for-Recruitment-and-Hiring] that all instructional staff must have the appropriate credentials and experience in order to be considered for employment. This policy is reiterated in a policy regarding Faculty Qualifications [SOFAS_FacultySenate_FacultyQualifications_2016-02-24] adopted by Faculty Senate. Typically, this means a terminal degree for consideration for a tenure-track position. To teach graduate courses, faculty must have a terminal degree and be a member of the appropriate graduate faculty. Any exceptions

regarding credentials require approval from appropriate faculty, chairpersons, Deans, or other administrators. Human Resources provides detailed recruitment and hiring processes and procedures to search committees, chairs, and administrators.

Instructors in dual credit, contractual, and consortial programs also must follow a rigorous recruitment and hiring process [CECE_CCIHS_Become an Instructor] . For example, instructors who teach through the College Credit in High School program coordinated by the Division of Continuing Education and Community Engagement, works with high school teachers to offer UWGB courses at participating high schools. High school teachers are required to have a master's degree in the discipline they are teaching. If their master's degree is in another area, the instructor must have at least 18 graduate credits in the discipline or acceptable tested experience as determined by the appropriate UWGB department. UWGB faculty may also request an interview, classroom observations, or other documents to aid in their decision. Additionally, UWGB faculty liaisons [CECE_CCIHS_Faculty-Liaison-Responsibilities-and-Best-Practices] collaborate with the high school instructor to align the high school course section with regard to course content, philosophy, assessment, instructional methods, grading, and similar topics.. The UWGB faculty liaison conducts an annual high school site visit to observe or collaborate on instruction and review the syllabus, student assessments, and grading procedures. All high school teachers partnering with additional UWGB campuses in Marinette, Manitowoc, and Sheboygan were reevaluated by UWGB departments, assigned faculty liaisons, and oriented with department and program expectations as part of the integration.

3C4: Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Faculty and instructor evaluation criteria are established at the program level, with input from the Dean and Provost. The Faculty Handbook describes evaluation procedures for all faculty members from each of UW-Green Bay's locations who are eligible for tenure, promotion [SOFAS_Tenure Process], and appointment to the graduate faculty [SOFAS_Faculty Handbook_Graduate-Faculty] . In 2016, the University adopted a new policy on Post-tenure Review [SOFAS_Faculty Handbook_Post-Tenure-Review-Policy] to remain compliant with UW Board of Regents Policy. The performance of each non-tenured faculty member is reviewed annually by the faculty member's interdisciplinary unit Executive Committee. Tenured faculty members are reviewed annually by the faculty member's unit Executive Committee, as part of the post-tenure review process. Each year, faculty are required to submit a Professional Activities Report [SOFAS_PAR] summarizing their teaching, scholarship, and service accomplishments along with supporting documents. Instructional academic staff are reviewed annually, either by the same review policy as faculty noted above, or by the same review procedures as non-instructional academic staff. [HR_Employee-Handbook_Performance Evaluation]

Faculty and instructors from all four locations solicit evaluations from students of each face-to-face course using the Course Comments Questionnaire [REGISTRAR_Testing_Course_Evaluations] [, a standard 7-item course evaluation instrument developed at UWGB. A 13- item CCQ is used to evaluate all online courses; it includes the questions asked in face-to-face courses along with online-specific questions. Many departments and individual faculty use supplemental course evaluations, including mid-term evaluations [CATL_Mid-term_Feedback] , to further monitor teaching effectiveness. Student course

evaluations are a major component of all tenure and promotion decisions, merit salary deliberations, and post-tenure review processes.

During the COVID-19 pandemic [UWGB_COVID-19 Institutional Response_Final], Faculty Senate approved an alternative course evaluation form [SOFAS_Senate_Resolution-On-Teaching-Evaluations-for-Spring-2020} and promoted compassionate and equitable grading [SOFAS_SEnate_Resolution-on-Equitable-and-Compassionate-Grading].

In 2019, the University Committee, in conjunction with the Office of the Provost, appointed a faculty committee to reevaluate and update the policies governing the evaluation of teaching. The Working Group includes faculty from the University's four colleges, and three of its locations (Green Bay, Manitowoc, and Sheboygan). The charge of the Evaluation of Teaching Effectiveness Working Group [PROVOST_ETE Working Group_Charge_signed_2019-08-02] asks the group to engage research on student ratings of instruction and effective methods for evaluating teaching to evaluate and make necessary revisions to the policy on student feedback [SOFAS_Faculty Handbook_Student_Feedback_Policy] and evaluation of teaching and retention and promotion in the polices referenced above. The Working Group conducted a university-wide survey of faculty, instructors, and deans to gain a stronger understanding of the current practice of evaluating teaching, and to ensure the Working Group solicited the views of a broad range of voices. This work is ongoing.

3C5: The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

The policies for faculty and instructor review and promotion outlined in 3.C.4 are the primary processes by which the university ensures that faculty and instructors are current in their disciplines and proficient instructors.

UW-Green Bay provides professional development resources and opportunities to ensure that faculty are current in their discipline and in research-driven pedagogies and course design. The Instructional Development Council [SOFAS_IDC_Charge]] and UW System's Office of Professional and Instructional Development (OPID) [UWS_OPID] provide professional development opportunities each fall and spring semester through the Center for the Advancement of Teaching and Learning (CATL) [PROVOST_CATL. Collectively, these groups provide ongoing support of Scholarship of Teaching and Learning (SoTL), an annual Instructional Development Institute [CATL_IDI] , and Teaching Enhancement Grants [CATL_TEG] to support activities or projects that lead to improvement of teaching skills or development of innovative teaching strategies. CATL and OPID support the UWGB Teaching Scholars Program [CATL_UWGB Teaching Scholars], the UW System's Teaching Fellows and Scholars Program [UWS_OPID_WTFS], the UW System's Spring Conference on Teaching and Learning [UWS_OPID_2021 Spring Conference on Teaching & Learning], and the UW-System's Faculty College. [UWS_OPID_Faculty College 2021] Faculty from all four locations are eligible to participate in these programs. There have been 14 participants in UWGB's Teaching Scholars Program since 2017-18, and 6 participants in the UW-System Teaching Fellows and Scholars Program since 2017-18. The Center for the Advancement of Teaching and Learning (CATL) also facilitates annual communities of practice across the four locations, including a First-Year Experience community of practice in 2018-19 [CATL_FYECOP] that included 26 faculty and staff from Green Bay, Marinette, Sheboygan, and Manitowoc.

All programming and support offered via OPID or CATL supports instructors who teach in a variety of modalities at each of UW-Green Bay locations. UW-Green Bay's Online Teaching Fellows program offers training for instructors who teach fully online. This program supports faculty members as they strive to make their online courses engaging, rewarding, and challenging for students. The objectives and activities of the Online Teaching Fellows [CATL_Online Teaching Fellows] are based on our Online Course Checklist [CATL_Online course checklist] , which emerged out of a scholarship of teaching and learning project evaluating the effectiveness of the Quality Matters rubric. Since 2017, 40 instructors have gone through the program. The University also offers a new Online and Hybrid Program Grant [CATL_Online or Hybrid Program Development Grant] , which works closely with a set of instructors to develop new, or revise old, curricula or suites of courses delivered online, via point-to-point video technology, or hybrid modalities. Beginning in 2018-19, this program has included 12 instructors and 28 courses. In the spring and summer of 2020, CATL offered numerous workshops and classes aimed at supporting online teaching including teaching large online classes, facilitating online discussions, and pivotal pedagogies.

In 2017-2020, UW-Green Bay also participated a Lumina-funded project organized by the National Association of System Heads on "Taking Student Success to Scale: High-Impact Practices." [MARKETING_Inside_UW-Green Bay is one of five UW institutions to share NASH grant_2017-12-04] Five academic programs and the Office of Student Life worked to embed high-impact, research-based undergraduate research experiences, or community-based learning experiences into their curricula. Each program was given support and resources to think strategically about how to build students' ability to engage in these high-impact experiences by embedding engaged learning practices within their curricular or co-curricular experiences. Each program revised courses to place them in better alignment with the research on equity-minded course-based undergraduate research or community-based learning. Programs created their own assessment measures of student learning, and at a project level we assessed students' confidence in the skills associated with each HIP. The results showed general gains in certain skills (e.g., the ability to formulate research question), and we found that underrepresented students in sections of courses that had integrated characteristics of HIPs had slightly higher GPAs on average than those in the other sections. Another finding of the grant was that, to take this project to scale, the University would need to invest in a person to coordinate this work. In 2021, the Provost hired a HIPs coordinator [MARKETING_Inside_Prof. Kuenzi named high-impact practices coordinator_2021-01-28] because of our experience with this grant.

Faculty may receive funds to support professional development in both scholarship and teaching at both University and College levels. These funds may be used to further training, attend conferences, purchase laboratory supplies, and other forms of professional development. The Research Council offers Grants in Aid of Research [OGR_GIAR] to support faculty research initiatives. They also offer a Research Scholar program [OGR_RS]. Additionally, UWGB has an Office of Grants and Research [PROVOST_Office of Grants & Research] that supports faculty in grant writing and engagement in other scholarly and creative activities. Faculty from all locations are eligible for sabbatical leave to participate in intensive study and pursue their professional goals [SOFAS_Faculty handbook_Sabbatical Program]. The UWGB Foundation offers named professorships to support the innovative and creative work of outstanding faculty [PROVOST_Named Professorships]

3.C.6 Instructors are available for student inquiry.

UWGB faculty are committed to meeting the needs of students, especially regarding instruction, tutoring, advising, and supervising student research. All instructors are responsible for holding regular office hours. (SOFAS_Faculty Handbook_Contact Outside Classroom) If a student's class schedule conflicts with the instructor's posted office hours, the instructor is expected to be available for an appointment at another mutually convenient time. In addition to posting office hours and instructor contact information on course syllabi, many departments assemble a single online document each semester that lists faculty members' office hours.

In addition to traditional in-person office hours, faculty often provide additional opportunities for student/faculty interactions. These supplemental opportunities include online discussions via the Canvas course support platform, weekly review sessions, faculty mentorship such as in the Gateways to Phoenix Success program (PROVOST_GPS_Intensive Mentoring), and email communication.

Faculty also contribute to formal and informal academic planning and career advising. Freshmen students interact with faculty at the annual GB Orientation event. (UISA_GB Orientation] During their first few semesters at UWGB, students are advised by general advisors through Academic Advising and professional advisors through each college. ([ES Advising Professional Advisor](#)) After students declare a major, they transition to a faculty advisor. ([ES Advising Faculty Advisor](#)) Faculty advisors assist with course planning, internships (CAHSS_Psychology_Internship Information), independent studies, research experiences, honors in the major, application preparation for professional programs, and career advising.

3.C.7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities are appropriately qualified, trained and supported in their professional development.

Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development. UWGB academic staff meet qualifications for employment and are well trained as demonstrated through rigorous job searches ([HR Policy-for-Recruitment-and-Hiring](#)) and routine performance evaluations. The Office of Human Resources and Workforce Diversity offers advanced training to staff at all four UW-Green bay locations on multiple topics including diversity and inclusion and leadership. (HR_Leadership Development) The University provides additional support for professional development activities through several shared governance committees including the Academic Staff Professional Development Allocation Committee, the University Staff Professional Development Committee, and the Professional Development Programming Committee.

3.D The institution provides support for student learning and effective teaching.

3.D.1. UWGB provides programs, services, and support designed to assist students in their academic careers.

The Division of Enrollment Services is organized to support student recruitment and retention, especially in terms of student access and student success, two of the highest priorities of Academic Affairs [PROVOST_Academic Affairs Strategic Priorities] and of the University [CHANCELLOR_Strategic Plan]. The newly adopted mission of Enrollment Services makes this explicit:

The Division of Enrollment Services at the University of Wisconsin-Green Bay is committed first and foremost to student success. We provide equitable opportunities to access higher education, availability to resources and guidance to students from all backgrounds, socioeconomic levels, and academic experiences. We deliver excellent student service by providing accurate and timely information and proactively reaching out to students to ensure they are well informed and equipped to be successful at UW-Green Bay and beyond.

Likewise, the Mission [UISA_Mission] of the Division of University Inclusivity and Student Affairs reads:

The Division of University Inclusivity & Student Affairs was created to partner with you, our students, in creating a safe and engaging community. The staff members who work to serve you are extremely dedicated to finding ways to help you succeed at UWGB. We promise to work tirelessly to give you a place where you feel you matter and belong to your Phoenix family.

We will find ways to create a dynamic and engaging campus community where every student feels they have a voice and a place. We will accomplish this through providing inclusive programming, living and learning, wellness and recreation, individual and group support opportunities for every student.

UWGB offers various services to assist students in transitioning and acclimating to campus quickly and achieving success. A few of the offices that provide such support include The Learning Center [PROVOST_TLC], Transfer Services [ES_Admissions_Transfer], Veteran's Services [UISA_Veteran's Services], the MESA [UISA_MESA_Mission], the Pride Center [UISA_Pride Center], and the Office of International Education (OIE) [PROVOST_OIE_Study Abroad]. One program of note is the Green Bay Orientation (GBO) Green Bay Welcome (GBW) [UISA_GB Orientation] and. Both offer programs that provide tools for achieving academic success and opportunities to meet people and develop friendships.

3.D.2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Learning support and preparatory instruction are essential to student success, and UWGB offers several programs and services to develop needed skills. Some programs begin before students arrive on campus. For example, UWGB recently entered a collaborative program with Northeast Wisconsin Technical College (NWTC) and the Green Bay Area Public School (GBAPS) District to promote college attendance and to prepare students for greater success in college. Called Turbocharge [PROVOST_CECE_Turbocharge], the goal of the program is to ensure that all Green Bay area high school students are college ready and have earned “at least 15 college credits, college certificate, or an equivalent achievement while in high school.” An additional program, Rising Phoenix [CECE_Rising Phoenix], is a collaboration between Manitowoc school districts and UW-Green Bay, providing students

in the program with dual enrollment, ongoing student success coaching and the opportunity to earn a high school diploma and their Associate of Arts and Sciences degree. Rising Phoenix is currently offered on the Manitowoc and Green Bay locations.

UWGB offers a comprehensive developmental education program. Beginning in 2017, UW-Green Bay took part in the UW System Math Initiative [UWS_Math Initiative]. Its purpose was to: reduce the number of students placed into developmental math courses, improve the success of students in developmental math courses, and improve success of students in their first credit bearing math courses. A common cut score for math placement was established, we looked at multiple measures for math placement, and new math courses and gateways were developed to better meet our student's needs and educational goals.

To reduce our remediation rates, in 2017 we invited STEM related majors, who placed into remedial math, to take part in an online Math MOOC Program to better their skills over the summer and retake the math placement test with the prospect of placing into a higher-level mathematics course. In 2019 we added a weeklong on-campus program, Phoenix Phlash Phorward [PROVOST_PH3_2020 Brochure], where students arrived at campus one week prior to Fall semester beginning. While our success rates were on the incline from 2017 to 2018, we saw a slight drop in 2019. Our success rates of students placing out of remedial and into a credit bearing course went from 56% in 2017 to 63% in 2018, but down to 36% in 2019. In 2020, we saw an increase to 54% this year in success rate. [PROVOST_PH3_Results_2020]

The Learning Centers [PROVOST_TLC] at the UWGB campuses offer academic support, including individual tutoring, study groups, and online tutoring through Brainfuse. Learning Center locations are staffed by academic staff, faculty, and student tutors. Peer tutors, student employees that are professorially recommended are subject area experts who have successfully completed the course, usually with the same professor. Tutors can answer questions, review course material, assist with preparing for exams, guide discussion, and provide tips on study strategies in the content area. Professional staff help in study strategy and learning techniques on an appointment basis. Online tutoring was supported with the purchase of the vendor product Brainfuse [Writing Center_Brainfuse] in 2019. Synchronous and asynchronous tutoring in writing and many subject areas is available.

UWGB's First Year Seminar Program is an opportunity for new students to develop their resourcefulness and curiosity. The First Year Seminars (FYS) [REGISTRAR_Gen Ed_FYS], which is part of the university's general education requirements, is high-impact, first-contact courses designed to foster a learning environment for first-year students that help students adjust to campus life, develop intellectual and life skills, and engage dynamically in a lower-level class. The courses provide high quality interactions with the professor, an embedded professional advisor, and classmates in a small size seminar environment, and encourage students to connect with the campus community through various activities.

The Gateways to Phoenix Success (GPS) [PROVOST_GPS] program places first-year students into a two-semester, enrichment-focused learning community with mentors, advisors, and individualized interventions. Between 2016 and 2018, the size of the program increased from 100 students to almost 250 students. In 2019, the program was extended to three additional locations in Manitowoc, Marinette, and Sheboygan as a result of Project Coastal [UWGB_Project Coastal_2018] and the reorganization of the UW Colleges. Both expansions have included an increase in the number of conditionally admitted students who are required to participate in the program as a condition of admission to the University. And the program is an integral part of the Summer Bridge program launching in 2021. Participants in the Bridge program will be required to continue into the GPS program during the academic year. All of these

initiatives are related to the University's efforts to increase access to education for the region and to support student success.

3 D. 3 The institution provides academic advising suited to its programs and the needs of its students.

UWGB's Academic Advising and Retention Office [PROVOST_ES_Advising] provides personalized advising to first-year, transfer, and undeclared students. Through individual and group sessions, students have access to the support and information needed to help them earn degrees in a timely and cost-effective manner and to become effective decision-makers in the management of their academic careers.

The model currently used at UWGB is the split advising model. In this model, as noted above in 3.C.6, initial advising of students is split between staff in the Office of Advising and Retention, which include central advisors [ES_Advising_Professional Advisor] who work with first-year students, embedded advisors in the colleges who work with transfer students, and advisors at our Marinette, Manitowoc, and Sheboygan locations who work with associate degree seeking students. Once a student declares a major, they transition under the auspices of a faculty advisor [ES_Advising_Faculty Advisor] in that major. The Advising Office has original jurisdiction for monitoring and approving academic transactions for a specific group of students (undecided students, undeclared students with fewer than 45 credits) while faculty in academic units maintain jurisdiction of the remaining students. Academic advising oversight moves from the Advising Office to the faculty when a predetermined set of conditions have been met, such as declaration of major or admission to a program. Students who begin with a faculty advisor may receive supplemental services from the Advising office. For example, declared students who become undecided on major would return to the center.

To support the split model, the Advising Office uses developmental advising to help students explore and clarify life and career goals. Academic performance is only one factor in a student's life. Other factors such as identity, learning styles, family, work, and other variables impact academic success. Advising sessions take many forms, including one-on-one sessions, Skype, or Face Time sessions, and/or phone appointments.

The Advising Office serves a variety of different student populations, including first-generation, transfer, international, athletic, GPS, at-risk, undecided, undeclared, and provisionally-admitted students. Advisors are trained and continually learn about how to best support various student populations.

Professional advisors in various UWGB departments meet as part of an Advising Working Group to share information and solve problems. This group supports various institutional programs such as Green Bay Orientation (GBO), Majors Fair, and Gateways to Phoenix Success (GPS). The Advising Working Group also collaborates across the institution to coordinate support for various offices such as Disability Services and Dean of Students.

UWGB uses EAB's Navigate [UWGB_EAB_Navigate] - a student success management software that supports the advising workflow and student planning by incorporating the best practices into student success and advising programs. The project braces 360 Advising priorities and strategies [EAB_61 Campaign Ideas Infographic] to expand high-quality, proactive advising to improve retention and guide students to graduation.

The work through Navigate is powered by its three dynamic tools, each having its own strategic value:-

- Provide smart guidance [EAB_Early-Alert-Infographic] and intelligent information at the most pivotal moments students encounter in college, simplifying and structuring the student journey to completion.
- Create a connected and coordinated network of support for every student, enabling targeted intervention and proactive, strategic care [EAB_Hidden Motives Infographic].
- Unlock the power of data analytics and machine learning to bring timely student success management intelligence [EAB_Measuring Student Success Infographic] to administrators and leaders.

Recent analysis suggests significant engagement [EAB_UWGB AY20-21 Navigate Utilization Assessment] with students as a result of the implementation of Navigate:

- 10,934 total appointments for 4,057 unique students
- 38 Success Marker courses created for Biology, Computer Science, Democracy & Justice Studies, Environmental Science, Human Biology, Mechanical Engineering, Music, Organizational Leadership, Psychology, and Spanish programs
- 26,993 progress reports received from 160 faculty in 858 course sections (40% faculty participation)
- 5,382 students received at least 1 report (80% of those requested)
- 1,805 alerts issued on 1135 students, 96% of which came from Progress Report

3 D 4 The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Technological Infrastructure:

The Information Technology [B&F_Information Technology] division, under the direction of the Chief Information Officer, oversees academic technology services, the computer labs, help desk, classroom technology, enterprise applications and servers, network, telecom infrastructure, audio-visual services, web technology services, and other event-related technology support. Information Technology is advised by numerous committees [B&F_Information Technology_Committees] for specific services or systems, such as the CRM Steering Committee which guides Salesforce, the SIS Admin Group that guides development of the student information system, and many others. These committees provide feedback and guidance to the CIO on institutional policies related to information technology and advice on major computing, instructional technology, and management systems.

Academic Technology Services (ATS) provides support and maintenance services for instructional technology in classrooms, including projectors, televisions, DVD players, projection screens, control systems, and other instructional equipment. In addition to permanent equipment, ATS also delivers portable equipment to various locations on campus by request of faculty and staff.

The Information Technology Division provides access to over 650 student workstations in computer labs across all 4 campus locations. There are both general access labs and over 20 specialty labs. General access labs are available to students over 80 hours a week during the academic school year; several teaching labs are available to students when not in use as a classroom. Software configurations on student

workstations are sufficient to support research and learning. In addition, IT provides students with a robust virtual lab environment. IT provides training opportunities for students, staff, and faculty on computer applications and software through LinkedIn Learning, and the UKnowIT knowledge base. The Help Desk is staffed over 50 hours a week, and help is available in-person, by phone, online chat, and through email.

CATL:

A team of instructional designers and technologists in the Center for the Advancement of Teaching and Learning (CATL) [PROVOST_CATL] offer faculty training on classroom software and media and instructional design support. Open fora provide faculty, staff, and students an opportunity to explore new teaching tools, technologies, and techniques related to teaching and learning. A Learning Management System Manager Provides support for the University's LMS (Canvas), and instructional technologists and distance education coordinator support distance education through compressed video, satellite conferences, and audio-graphics technologies.

Libraries:

The UW-Green Bay Libraries [PROVOST_Libraries] advances UWGB's mission of teaching, research, and service by providing services and resources to meet the needs of its community [PROVOST_Libraires_Mission]. It also serves as an intellectual and cultural asset for both UWGB and the Northeast Wisconsin community.

Collections [PROVOST_Libraries_Collections] are developed to support the curriculum and with faculty input. The Library provides access to journals, newspapers, books, eBooks, DVDs, streaming videos, instructional materials, government documents, artist's books, zines, and original archival material. Access to certain collections and databases is enhanced through cooperative purchasing agreements with other UW Systems institutions. Materials not owned by the Library may be requested through UW System borrowing, transfers through the Wisconsin Historical Society's network of Area Research Centers [PROVOST_Libraries_Archives and ARC], or through interlibrary loan. Items are also shared between the main and alternate locations. Physical and electronic collections are evaluated on a regular basis and usage statistics are consulted to ensure continued access to high quality materials. Most electronic collections are available 24/7 through the library website and the Search@UW discovery service. The Libraries are open over 80 hours a week during the academic school year; this includes evening and weekend hours.

The Library offers a variety of study spaces for both groups and individuals [PROVOST_Libraries_Rooms & Spaces]. Group study rooms, private study rooms, and general open-access study areas are available on both a first-come, first-served basis and by reservation. In recent years, the Cofrin Library in Green Bay has remodeled several areas to create the Breakthrough Studio and the Library Commons. These spaces allow for creative groupwork and the use of technology.

The newly renovated library at UWGB's Manitowoc location was first completed in September of 2017 as part of a larger \$5,000,000 renovation project that also included new science labs, art studios, and a dedicated nursing classroom. The new library features more flexible furniture options to help accommodate students' diverse study habits, ample group study rooms, updated public workstations, and a state-of-the art instruction space in which student can collaborate with instructors and librarians on research projects and information literacy workshops. Relocated near the main entrance of campus, the new library also serves as the primary location for tutoring, student IT support, and exam proctoring for students with special accommodations. The collocation of those services has allowed students to receive

multiple types of learning support in a single location, making the process of finding extra support a much easier process for our students.

The Library provides access to a wide array of equipment [PROVOST_Libraries_Equipment]. The circulating equipment collection includes laptops, iPads, DSLR cameras, camcorders, tripods, microphones, projectors and screens, webcams, GoPro cameras, headsets, and voice recorders. An online user guide for all equipment is kept up to date by library staff.

Professional librarians offer one-on-one and group instruction [PROVOST_Libraries_Library Instruction] to students, staff, and faculty through a variety of in-person and electronic methods, including instant messaging, phone, email, in-person, and by appointment. Research help is also provided through the creation of online research guides, course instruction guides, and video tutorials. Course specific information literacy instruction can be scheduled for in-person and online classes.

Clinical Practice Sites:

Several programs, such as Education, Nursing, and Social Work, provide clinical practice opportunities. For example, Social Work provides a field placement program [CHESW_BSW_Field-Handbook-2019-20] that incorporates the program themes of teamwork, critical thinking, and adult learning. The Social Work faculty has reviewed and selected over 200 field sites. Each student undergoes a formal assessment conference after each field placement semester to ensure student progress and development. Students in the traditional nursing program will develop their skills in the brand-new Aurora BayCare Nursing Skills Center [MARKETING_Inside_New look for Aurora Baycare Nursing Skills Center_2021-01-27], a partnership between UWGB and a local health care provider. An innovative online curriculum, seven medium fidelity simulator mannequins, and clinical practicum work in a variety of settings will be used extensively throughout the Nursing program.

Education integrates experience in a classroom setting with student coursework through field-based courses. Student teaching sites [CHESW_Education_Student-Teaching-Handbook_F2019] include over 20 Wisconsin school districts and Cuernavaca, Mexico [CHESW_Education_Cuernavaca-Mexico].

The MSN Leadership and Management in Health Systems, part of the Nursing and Health Studies unit, requires over 300 practicum hours [CHESW_MSN_Practicum]. Practicum experiences are arranged with healthcare facilities close to students' homes or work sites. The BSN program in Nursing provides a 3-credit community health nursing practicum [CHESW_RN-BSN Practicum] arranged through public health agencies.

Scientific Laboratories, Performance Spaces, and Studio Spaces:

UWGB has well-equipped teaching and research labs to support the Natural and Applied Sciences and Human Biology programs, which include classes in Chemistry, Biology, Environmental Science, Human Biology, Physics, and Nutritional Science. Teaching and research facilities include the 290-acre Cofrin Arboretum [UWGB_Arboretum], the Richter Natural History Museum [UWGB_Richter], the University Herbarium [UWGB_Herbarium], small animal laboratories, cellular and molecular biology research labs, human physiology and fitness research facilities, and a greenhouse. Spaces include 17 research labs, 17 teaching labs, 1 greenhouse, and 57 chemical hoods. These laboratories provide students opportunities to conduct and publish original research. Students engaged with the Aquatic Ecology and Fisheries Lab recently gained state-wide recognition for their work [MARKETING_Inside_Students and faculty in the Aquatic Ecology and Fisheries program featured on Discover Wisconsin_2021-05-11]. A generous grant

from the Green Bay Packers has established the Willie Davis Financial Trading and Investment Laboratory [MARKETING_Inside_Green Bay Packers Honor Legacy of Willie Davis_2020-12-17].

The Music, Theatre, and Dance programs at all four locations provide multiple performance spaces. The Weidner Center for the Performing Arts [UWGB_Weidner Center], one of the finest performing arts centers in the United States, offers a 2,021-seat performance hall, three smaller performance spaces, and state-of-the-art equipment. The Studio Arts classroom building offers a variety of rehearsal rooms, an electronic piano/computer lab with video projection equipment, and piano practice facilities with grand pianos, two percussion studio/rehearsal rooms, choral and instrumental music libraries, and individual student lockers for instrument storage. Theatre Hall houses the 500-seat University Theatre [CAHSS_Theatre_University Theatre] that is used regularly for recitals, concerts, and productions. Other performance spaces include the acting studio, dance studio, scene shop, costume shop, and sound lab. The University Theater on the Sheboygan [CAHSS_Theatre_University Theatre_Sheboygan] campus stages a minimum of two fully realized theatrical productions per academic year and is supported by both students and community members. UWGB-Marquette supports two local programs, Children's Theatre [CAHSS_Theatre_Children's Theatre_Marquette] and Theatre on the Bay, offering opportunities for both students and community to participate in theatrical productions.

The Art program, which includes Studio Art, Art Education, and Pre-Art Therapy emphases, offers multiple studio spaces. The ceramics studio [CAHSS_Art_Ceramics Studio] includes electric and kick wheels, extruders, a slab roller, three electric kilns, three gas reduction kilns, a raku kiln, and a wood-fired kiln. The jewelry and metals studio [CAHSS_Art_Jewelry & Metals Studio] is equipped for basic fabrication techniques, casting, raising, die-forming, electroforming, aluminum anodizing and enameling. Photography studio [CAHSS_Art_Photography Studio] facilities include a gang black and white darkroom, a special projects lab, a color lab, a digital lab, a lighting studio, and a critique classroom. Additional studios include introductory and advanced painting studios and printmaking, drawing, and sculpture studios.

The Lawton Gallery [CAHSS_Lawton Gallery] is a 1700 sq. foot gallery open during the spring and fall semesters. The space supports the Art academic program by showcasing the work of students and faculty through approximately seven exhibitions per year. The Lawton Gallery also serves as the laboratory experience for the Gallery/Museum Practices minor in the Art discipline. All UWGB locations have fine arts galleries [CAHSS_Manitowoc Art Gallery] that highlight a variety of art exhibits throughout the academic year and during the summer months. Professor Berel Lutsky hosts the annual Really Big Prints [CAHSS_Art_Really Big Prints_Manitowoc], a collaboration between the city of Manitowoc and the UWGB Manitowoc campus that sees participants using a steamroller to create graphic prints. Prints will be displayed at the Rahr-West Museum of Art, Hamilton Wood Type Printing Museum after the event.

The Stem Innovation Center [CSET_STEM Center] groundbreaking was in September of 2018 and opened in the fall of 2019 on the campus grounds [MARKETING_Inside_It's Full STEAM Ahead with New STEM Innovation Center_2020-01-29]. The building is the first building that paves the way for the development of Phoenix Innovation Park, a Brown County-developed innovation park on University land, to attract STEM entities to the region. The University named the new school of Engineering, which is housed in the 63,000 square foot building, the Richard J. Resch School of Engineering [CSET_Resch School of Engineering]. Co-location of the University of Wisconsin-Extension Brown County program shares the first floor with Brown County's Land & Water Conservation department. Large classroom space with or without partitions can accommodate 120 people for collaboration, symposiums, and receptions. The same floor includes a makerspace as part of the Einstein Project which provides educational curriculum and hands-on materials for teachers and students, with a focus on STEAM. The

second floor holds three dedicated laboratory classrooms, one each for fluid dynamics, thermodynamics, and instrumentation and controls. The building also holds a green roof which is maintained by the Extension Master Gardener program. The 2nd floor holds faculty offices and small gathering spots for faculty-student and student-student collaboration. An instructional kitchen is shared by the extension staff and the University's Nutritional Science and Dietetics program.

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