

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1. A. 1.

The University of Wisconsin (UW) System Board of Regents mandates that each campus formulate a Select Mission that defines its operations in broad terms consistent with the [UW System's Mission Statement](#). [UWGB's Select Mission](#) guides the University's governance, planning, and decision-making processes.

UWGB's original select mission was adopted in 1972, and has been reviewed and revised three times since—in 1988, in 2006, and in 2014. In 2006, UWGB embarked on a review and revision of its mission since it had not been comprehensively reviewed for nearly two decades. After input from dozens of faculty and staff members, the revised statement was distributed campus-wide for comment, reviewed by the institution's primary governance groups, approved by the Faculty Senate in May 2007, and approved by the Board of Regents in September 2007. Significantly, the phrase “encouraging engaged citizenship” was added to the statement, reflecting UWGB's commitment to prepare students to be active community members and citizens.

In 2014, UWGB adopted a minor change to its mission statement at the request of the UW System, which required the statement to list the major areas in which programs are offered and degrees conferred by the institution. Such delineation of specific program responsibilities and types of degrees granted is required by Wisconsin State Statute. The Associate Provost drafted the language to be added to the mission statement, which was reviewed by the UW System and determined to be in line with other UW institutions. The amended mission statement was adopted by the UWGB Faculty Senate on September 10, 2014 and approved by the UW System Board of Regents, December 5, 2014.

In 2017, the [Chancellor announced that UWGB would review its current mission](#) during the 2017-2018 academic year, the first time the mission has been systematically updated in a decade.

1. A. 2.

Concordant with the UWGB Select Mission, UWGB offers an array of baccalaureate degree programs in the liberal arts and sciences and professional studies. These programs include both interdisciplinary and disciplinary fields. These programs along with UWGB's general education program provide students with an "interdisciplinary, problem-focused educational experience" that encourages critical thinking and the addressing of "issues in a multicultural and evolving world." Many of UWGB's programs are interdisciplinary and problem-focused, including some distinctive ones such as [Democracy and Justice Studies](#), [Environmental Policy and Planning](#), [Humanities](#), and [Information Sciences](#) as well as more common interdisciplinary programs like [Women and Gender Studies](#) and [Global Studies](#). Even professional programs such as [Business](#) and [Social Work](#) have a strong foundation in interdisciplinary/problem-focused perspectives. All undergraduate UWGB students must complete an [interdisciplinary major or minor](#) as part of their baccalaureate degree requirements. The UWGB graduate program array builds upon the institution's undergraduate strengths within specific fields of [Education](#), [Environmental Science and Policy](#), [Management](#), [Nursing Leadership and Management in Health Systems](#), and [Social Work](#). Collaborative master's degrees in [Data Science](#), [Health and Wellness Management](#), and [Sustainable Management](#) delivered in partnership with other UW System institutions round out the graduate offerings.

All programs that have been or will be developed go through the [UW System planning process](#) that requires the proposed academic program to specify how it supports UWGB's Select Mission. All academic programs go through a comprehensive, internal [program review](#) cycle every seven years. Part of this review requires programs to discuss how they contribute and are related to UWGB's mission. In addition to this seven-year review, all programs do [yearly assessment](#) on selected learning outcomes, collect information through avenues such as embedded assessments and internship evaluations, and receive and review data from the Office of Institutional Research and Assessment.

UWGB went through a significant general education reform effort that commenced in 2008 with a new program implemented in the fall 2014. The reform effort led to a new [general education program](#) that better reflected UWGB's interdisciplinary, problem-focused mission and also its commitment to sustainability, multicultural, and global issues. The program drew heavily from the [AAC&U's LEAP Initiative](#). As part of the development and implementation of the new general education program, UWGB also developed a more comprehensive and valid assessment for general education learning outcomes.

UWGB's enrollment profile in fall 2016 shows an undergraduate enrollment in which [38% of students are residential, and 55% are from the Northeast Wisconsin area](#). Other students are from the rest of Wisconsin with a smaller number of out-of-state and international students. UWGB serves a significant student population through online education. Programs in Nursing, Integrative Leadership Studies, Business, and others allow UWGB to serve the access mission of the entire UW System. Student service offices including [Academic Advising](#), the [Cofrin Library](#), [Disability Services](#), [Counseling and Health](#), and others support these students, guided by UWGB's Select Mission.

As indicated in the Select Mission, UWGB devotes attention to "serve the needs of a diverse student body." UWGB has been working to meet this component of its mission and has seen a steady increase in underrepresented minority students. Since its last review, UWGB has seen an approximate [increase of 500 underrepresented students, doubling the prior percentage](#). The increase aligns with the changing demographics of the Northeast Wisconsin region. In addition, special efforts by UWGB's Enrollment Management office and precollege programs such as [Upward Bound](#) and the [Regional Center for Math and Science](#) support these efforts. Once enrolled, students benefit from the [First Year Experience Program](#) (FOCUS), the [Gateways to Phoenix Success \(GPS\)](#) Program, and an array of

programming sponsored by the [American Intercultural Center \(AIC\)](#). UWGB also serves a significant nontraditional aged student body. Since the last review, the percent [of students over the age of 25 has increased from 17% to nearly 30%](#) of the student population; many of these students are pursuing their degrees online. Finally, the [Disability Services Office](#) supports students and faculty members needing its services through accommodations, support, and programming. In the 2016-2017, the Disability Services Office assisted 285 students with disabilities, a significant increase over the 152 students assisted in 2007-2008.

1. A. 3.

UWGB, like most public higher education institutions, has been faced with [decreasing levels of tax support](#) in recent history. Within the UW System, institutions have traditionally received most of their operating funds from General Purpose Revenue (GPR), a combination of state tax appropriations and student tuition revenues. The percentage of state support to the UW System has declined significantly over the past several decades. In addition, the Wisconsin legislature has limited the UW System's ability to increase tuition to address these shortfalls.

In response, UWGB has supported creative efforts to produce revenue outside of the state appropriation. Some of these programs, such as Social Work and the Integrative Leadership Studies program, have experienced substantial growth, and the revenue generated has enabled the institution to address some shortfalls. This greater reliance on tuition and fee revenue to fund operations has led to a focus toward both revenues and expenditures and away from just the expense side of the balance sheet.

Annual budget development starts with the Budget Director giving [general instructions](#) to the units, colleges, and divisions responsible for university operations. These instructions include both detailed operational guidelines and the strategic institutional priorities that each unit is to address as part of its budget plan.

As discussed in Criterion 5.C.1, area leaders develop strategic plans and goals for their areas. Recently, faculty members and leaders in Academic Affairs have developed several new academic programs, including the undergraduate degree in [Engineering Technology](#), the graduate program in [Athletic Training](#), and collaborative graduate programs, including [Data Science](#) and [Health and Wellness Management](#).

UWGB is dedicated to enabling success for all students. It does so through degree programs such as the [Bachelor of Applied Studies with a major in Integrative Leadership Studies](#), an online program directed at students who already have earned an AAS and wish to complete a bachelor's program. It also offers [Gateways to Phoenix Success \(GPS\)](#), a program designed to support underrepresented minority students and students who are underprepared for college. These efforts have required hiring new faculty and staff, such as the new [Director of Student Success](#) and Engagement, as well as investments of time and effort on the part of faculty, staff, and administration to develop and run such programs.

UWGB allocates a substantial portion of its financial resources toward instruction. In FY 2016, of the \$128 million in expenses, \$38.1 million was spent on instruction and academic support. Another \$37.7 million was spent on financial aid, making it the single largest expenditure in that fiscal year. In addition to state support and revenue generated through tuition and revenue, the University benefits from the support of the UWGB Foundation. In 2016, the Foundation provided \$3.3 million in support, \$1.2 million of which was awarded to students in scholarships.

To ensure that the budget process aligns with and supports the mission, UWGB maintains a

representative budget committee. The composition of this committee has shifted over the years, but the goal of soliciting feedback on budget issues from campus constituents as well as providing an avenue for communication has remained consistent. In 2007, then-Chancellor Shepard replaced the Strategic Budgeting Committee with the [University Planning Committee](#) to “promote integrated planning across the institution informed and inspired by the academic plan.” In 2010, then-Chancellor Harden established this committee as the [Campus Planning and Budget Council](#). The council was advisory to the Chancellor but provided “leadership in the development and coordination of internal planning processes” with the responsibility of ensuring “that planning occurs in a coordinated, integrated, and timely manner, and that the operating and capital budgets are developed according to the campus strategic plan.” In 2014, Chancellor Miller reconstituted the Campus Planning and Budget Council as the [University Planning and Innovation Council \(UPIC\)](#) “to collaborate closely with university governance, the Chancellor and senior leadership to envision and invent the future of UWGB.... [and] vet large, institution-wide ideas for change and prepare recommendations regarding the risk and reward of undertaking such change.” Shortly after the establishment of this council as well as the [Invent the Future](#) initiative, in 2015, UWGB faced significant budget cuts as well as increasing enrollment challenges. Because of those challenges, Chancellor Miller decided to [revise and reinvigorate the UPIC](#) with a [new charge](#) in 2016. However, some of the questions posed to UPIC were deemed beyond the scope of the committee, which recommended that the [University Committee](#) be consulted. As a result of these deliberations, the Chancellor decided that a new budgetary committee more directly focused on strategic budgeting issues was necessary, and in July 2017, the [Strategic Budgeting Committee](#) was created. Each of these committees or councils has included in its membership faculty, staff, and students in addition to administrators.

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1. B. 1.

[UWGB's Select Mission](#) highlights the institution's emphasis on interdisciplinary, problem-focused education; critical thinking; diversity; environmental sustainability; and engaged citizenship. The mission is the foundation for strategic planning and the development of institutional priorities.

In 2016, Chancellor Miller issued a new [Urban-Serving Strategic Vision](#) that emphasizes an "access-driven, urban-serving comprehensive university that provides a world-class education and promotes economic growth, sustainability, as well as health, wellness, and social equity in Green Bay and the surrounding areas through a commitment to interdisciplinary learning, scholarship, and problem-solving." The vision statement lists several priorities, including student success, enrollment growth, diversity, interdisciplinarity, and innovation.

Both the mission and vision statements are published on UWGB's website. The mission is linked to the *About UWGB* page, in both the *Undergraduate* and *Graduate Catalogs*, and links to the mission and vision appear on several webpages, including the Chancellor's website, the Provost's website, each of the colleges and schools, the Dean of Students website, Continuing Education and Community Engagement, and the Advising Office. The mission also is published in the *Faculty Handbook* and the *Employee Handbook*.

Finally, each issue of [Inside](#) magazine describes how students, faculty, and staff exemplify UWGB's core values. The magazine is widely distributed internally and mailed to over 32,000 external recipients.

1. B. 2.

As noted in 1.A.1., UWGB's mission was last reviewed in 2006 and approved in 2007, with significant additional emphasis on engaged citizenship. UWGB has worked to ensure its mission remains current. Beginning in 2008, for example, UWGB participated in the [MLLO Project](#), which identified five core learning goals identified in the institutional mission: Interdisciplinary, Problem-focused Education; Critical Thinking; Diversity; Environmental Sustainability; and Citizenship. One goal of the project was to show that the institutional mission was an integral part of the curriculum across many majors, whether disciplinary, interdisciplinary, or professional. Students encounter the special themes embedded in the mission from multiple perspectives throughout their academic

careers: in their majors and minors, in general education, and in co-curricular activities. Virtually every major identified critical thinking and problem solving, interdisciplinarity, and communication as core learning objectives, and in addition, most majors emphasized at least one additional learning outcome identified by the MLLO Project team. The project continued through 2011, culminating in a focus on diversity.

Parallel to these efforts, UWGB initiated an extensive reform of its General Education program in 2008. The charge of the [General Education Task Force](#) was to develop a General Education program that “supports the University's Select Mission by providing an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world.” The project concluded in the fall of 2012 with specific [recommendations for a new General Education program and its implementation](#). The program was launched in fall 2014.

The MLLO Project was linked formally to the General Education program in 2017 when UWGB adopted a set of [Institutional Learning Outcomes](#).

Finally, recognizing that UWGB is poised to take advantage of numerous external opportunities, Chancellor Miller announced in 2017 that [UWGB would review its mission for the first time in a decade](#). This review will have as its focus,

“(a) the [Greater Green Bay] Chamber [of Commerce] recommendations; (b) regional social and economic goals; (c) the changing nature of work, (d) the future of the various disciplines and programs; and (e) the changing nature of knowledge and learning.... The goal... will be to sharpen college program priorities; emphasize the social, cultural and civic impact of key higher learning dimensions (e.g., Humanities; Arts and Music; Social Sciences; Communications; STEM; Business; Helping Professions, etc.); and make the case for the college vision and mission in the context of the Green Bay environment.”

Chancellor Miller’s purpose in calling for a review of the mission is to bring UWGB into closer alignment with the needs of the region while maintaining its strong educational roots, as outlined in the Urban-Serving Strategic Vision.

1. B. 3.

As outlined above, UWGB’s mission and vision, as well as Chancellor Miller’s call to review the mission, clearly identify the nature, scope, and intended constituents of the institution’s programs and services. UWGB’s mission is to provide students the knowledge and skills necessary to identify and to critically address problems from an interdisciplinary perspective and to thrive in a multicultural and evolving world. While its chief purpose is to serve and support its urban and regional environment by providing access to education and resources, it seeks to extend its reach across the country and around the world by attracting faculty, staff, and students to its innovative programs. In doing so, UWGB seeks to enrich the quality of life for students and the community by embracing diversity, environmental sustainability, and engaged citizenship.

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1. C. 1.

[UWGB's mission](#) embodies a strong commitment to a global and multicultural world, explicitly stating that students will be prepared to "address complex issues in a multicultural and evolving world" as well as "embracing the educational value of diversity, promoting environmental sustainability, [and] encouraging engaged citizenship." Likewise, UWGB's [Urban-Serving Strategic Vision](#) emphasizes an internationally-recognized and diverse institution that reflects its community and instills the benefits of interdisciplinary thinking and learning.

1. C. 2.

UWGB's commitment to diversity is guided by the [UW System's Inclusive Excellence Initiative](#) of which UWGB is a participant. UWGB supports many institutional, programmatic, curricular, and other efforts that reflect its mission and its role in a multi-cultural society. These efforts serve to create a rich and inclusive experience for students, and meet the needs of both internal and external constituents.

A primary means by which the UW System's Inclusive Excellence Initiative is implemented is via the [Chancellor's Inclusive Excellence Committee](#), which has convened continually since its inception in 2012. This committee replaced the Chancellor's Advisory Committee on Diversity Issues which began in 2008, and was developed in response to the [UWGB 2011 Campus Climate Survey](#). The survey sought to explore the climate of diversity and inclusiveness at UWGB with regard to race, ethnicity, gender identity and sexual orientation, religious affiliation, veteran status, and more. Key findings from the survey include the presence of equity gaps experienced by African Americans and Native Americans in admission, retention, and degree completion. These findings were supplemented by another [Campus Climate Survey in 2014](#). These issues are presently addressed on campus via the Inclusive Excellence Committee, its various subcommittees, the American Intercultural Center (AIC), and via other campus collaborations. (Complete findings and recommendations can be viewed via the [Equity Score Card report](#).)

In 2015-2016, UWGB conducted follow-up surveys to the 2011 Campus Climate Survey to further explore the current inclusivity climate. Results of these surveys, as well as activities of the various subcommittees, are available on the [Inclusive Excellence](#) website. The Chancellor's Inclusive Excellence Initiative Committee currently includes 22 faculty, staff, and students. The UWGB Inclusive Excellence Initiative includes seven subcommittees aimed at raising awareness of diversity and increasing the impact of inclusivity across campus: Advising, Community Connectedness, Inclusive Classroom, Inclusive Workplace, Leadership, Mentorship, and Scholarships.

The Inclusive Excellence Initiative also strives to eliminate bias and hate crimes on campus.

Institutional policy supports and tracks reporting of these incidents via the [“Bias Incident or Hate Crime Report”](#) form available to students, faculty and staff, in order to record, respond and prevent future incidents.

UWGB is particularly proud of the campus Pride Center, now in its fifth year of operation. The [Pride Center](#) addresses the needs and concerns of LGBTQ students, faculty, staff, and their allies by providing programs and services that promote the academic and personal growth of participants. It offers a safe, supportive, and welcoming physical space for all.

The [Inclusivity and Equity Certificate Program](#) also addresses inclusivity on campus. This program offers courses and events designed to help participants learn about diverse and cultural issues and groups. Topics include the following: veterans, Millennials, the inclusive classroom, socioeconomic status, religion, disabilities, and multi-cultural anxiety. To date, 944 individuals have attended 24 events offered by the program; unduplicated numbers show that 360 individuals have participated in several of these events. The first certificates from this program were awarded during the Fall 2016 University Convocation.

An additional aspect of diversity concerns the composition of faculty and staff with respect to race, ethnicity, and gender. The most recent available data (Fall 2016) shows an [instructional staff population of 14% Asian, 4% Hispanic, 2% Black, 1% First Nations, and 78% White](#) (self-identified). Data on gender for instructional staff alone shows 48% female and 52% male across all racial/ethnic categories.

Institutional Resources and Student Organizations

UWGB provides a variety of institutional resources that benefit students, faculty, staff, and the community-at-large. The [American Intercultural Center \(AIC\)](#) is a primary example of this and an important resource which has as its mission to “provide services and activities that promote the academic success, personal growth and development of multicultural students.” The AIC is a central point of access for social and academic activities, services, and support for diverse students including Southeast Asian, Asian, African-American/Black, Hispanic, Women of Color, Native Americans, and students of mixed race. Inter-tribal collaboration for students of Native American tribes is provided through the AIC in conjunction with the First Nations Studies academic program on campus. One unique feature of the First Nations Studies program that benefits all students including AIC participants is the opportunity for students to meet one-to-one with tribal Elders from Northeast Wisconsin.

An additional resource that promotes and supports diversity programming is the Campus Life Diversity Task Force. Each semester, the Task Force publishes the [Human Mosaic](#), a compilation of the many diversity-related campus events. The 2015-16 edition includes “Inclusivity and Equity at UWGB,” “10 Factors Minority Students Face Attending Predominantly White Institutions: Preparation for the Present and Future”, a speaking engagement on stereotypes and tropes associated with women in popular culture, Safe Ally training, and more. The AIC’s website highlights the current edition of the *Human Mosaic* and promotes all AIC events.

Several UWGB offices support the recruitment and retention of diverse students. The Office of International Education provides support to students and faculty engaging in study abroad activities, and offers support and mentoring for international students on campus. The Disability Services office works with students, faculty, and staff to promote learning, teaching, and understanding of policies and procedures regarding rights and needs of students with disabilities. TRiO and pre-college

programs offer programs for first generation college students.

The Richard Mauthe Center for Faith, Spirituality, and Social Justice is a private, non-profit organization on campus that serves both the campus community and the greater Green Bay metropolitan area. Its mission is to serve students, faculty, staff, and the community “in pursuit of spiritual development, faith exploration, and social justice.”

A highly successfully program on campus, the [Phuture Phoenix Program](#) encourages students from economically challenged and under-represented backgrounds in the Green Bay Area Public Schools (GBAPS), West De Pere Public Schools (WDP), Oneida Nation Schools, and other schools in Northeast Wisconsin to complete high school and recognize the importance of pursuing post-secondary education. Each fall, the program sponsors two day-long campus visits for fifth grade students wherein they are exposed to various college events and activities. Since the program’s inception in 2002, nearly 20,000 fifth-graders have participated in these campus visits and events. In addition, the Phuture Phoenix program provides an opportunity for pre-education students to tutor/mentor in 15 schools in the greater Green Bay area. In 2016-17, [533 students from 16 schools were tutored and mentored by 176 UWGB mentors, who provided 5,831 hours of tutoring and mentoring](#). In fall 2016, 191 students enrolled at UWGB self-identified as Phuture Phoenix “alumni”; 61% of those are first generation college students. Students who participate in Phuture Phoenix programs are eligible to apply for a Phuture Phoenix Scholarship upon acceptance to UWGB. Currently there are 50 students attending UWGB on a Phuture Phoenix Scholarship. Forty-eight students who have received a Phuture Phoenix scholarship or self-identified as a Phuture Phoenix participant have graduated since 2013-14.

Over 60% of UWGB students come from historically underrepresented backgrounds; on average, 60% are first generation, 36% are low income, and 10% are students of color. A collaborative team of UWGB faculty, students, and staff developed the [Gateways to Phoenix Success \(GPS\)](#) program to improve institutional capacity to serve these underrepresented populations. Prior to the program, the second year retention rates for students of color and low income students were significantly lower than for non-underrepresented student by 3.9% and 3.1% respectively, with an overall year two retention rate for underrepresented students of 70.7% in 2012-13. The GPS program places freshmen into groups of 25 with a primary support system consisting of a faculty mentor, a peer mentor, and an academic advisor.

UWGB takes pride in its reputation as a [“veteran friendly”](#) institution of higher learning. A new student resource was initiated in 2015 to meet the needs of students who are current or past military veterans. The “Veteran’s Pad” provides students and others a designated place for social support, conversation, and community resource information, where they feel comfortable. Veterans also have access to a dedicated academic advisor who is a veteran and understands their unique experiences and challenges.

Several student organizations focus on multi-cultural and international issues and events, LGBTQ, disability concerns, and religious diversity, to name a few. Specific diversity-related student organizations include the Black Student Union, Organización Latino Americana, Southeast Asian Student Union, Southeast Asian Student Alliance, Sexuality and Gender Alliance, and a variety of faith-based, international, political, social justice and service clubs. In 2015-16, these and other student organizations sponsored student panels, presentations, and discussion groups on a range of issues including racial and ethnic concerns, aging, gender and gender identity issues, global and international concerns, and film previews.

Many of UWGB’s offices collaborate with student and other organizations to offer a variety of

diversity-themed events and celebrations, including Black History Month, Cinco de Mayo, Kwanzaa, the Inclusivity Health Fair, International Women's Day, Lavender Graduation for LGBTQ students, Women's History Month events, and the annual Martin Luther King Celebration, which is co-sponsored by UWGB, St. Norbert College, and Northeast Wisconsin Technical College. In 2015-2016, UWGB had an NEH/ALA grant, "Latino Americans: 500 years of History." The grant sponsored six different film screenings with guest scholars in the community and a number of other events, including an art project by a local elementary school with a significant Hispanic student population, Danz Elementary. New to UWGB in 2016 is the UWGB Eat-30 Fest; this event focuses on Southeast Asian culture and cuisine and features dance, music, and other activities. The [Student Life](#) website provides a complete listing of student organizations.

Curricular Resources:

Several academic programs at UWGB offer interdisciplinary and disciplinary majors, minors, and emphases in diversity-focused areas. These include the following:

- [Culture and Gender Diversity Emphasis in Psychology](#)
- [Democracy and Justice Studies Major/Minor](#)
- [First Nations Studies Major/Minor](#)
- [Global Studies Minor](#)
- [Inclusivity and Equity Certificate Program](#)
- [International Business Minor](#)
- Majors/minors in [French](#), [German](#), and [Spanish](#)
- [Religious Studies Emphasis in Humanistic Studies](#)
- [Teaching English as a Second Language \(TESL\) Programs](#)
- [Women's & Gender Studies Minor](#)
- [Women's and Gender Studies Emphasis in Democracy and Justice Studies](#)

The University has received [HLC](#) and [UW System approval](#) for a Doctoral Professional Program in First Nations Education, which is currently under development at UWGB. This collaborative doctoral program will offer the first doctorate at UWGB. The first cohort of students is slated to enroll in 2018.

Other unique curricular resources for students that recognize diversity's value include the recent development of a course offered via [Humanistic Studies \(HUS 483\)](#) entitled, "Documenting Memory." This course offers students the opportunity to participate in multiple projects in oral history and story collection to document the lives of palliative care patients in a local hospice organization. In these projects, students interview patients and create audio files and transcripts, and subsequently prepare a full-color, hardbound, professionally printed "Life Journal" presented to the patient.

A general education course offered by [Social Work \(SOC WORK 250\)](#) entitled, "[You and Your Future: Living and Working in an Aging Society](#)" provides service-learning opportunities for students who spent 4-6 hours per week in local agencies that serve older adults and their families. The primary goal is to prepare students to critically examine a variety of interdisciplinary topics and issues related to growing older in a youth-oriented society. The course challenges students to examine their own personal values, attitudes and biases towards aging including their own aging, and increase their sense of civic responsibility as a result of the service learning component. This course uses Second Life Virtual Technology wherein each student, in an online-setting, assumes the character of an older avatar to better understand aging myths and stereotypes as they "situate" themselves in the aging process.

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1. D. 1.

Since its inception, UWGB has been a part of the UW System and shared its commitment to the Wisconsin Idea: "the boundaries of the university are the boundaries of the state."

Besides fostering problem-solving, interdisciplinary, and critical thinking skills in our students, UWGB's Select Mission also includes a commitment to enriching the quality of life of our community by "encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource." UWGB serves the public and our community through many community partnerships that cultivate civic engagement, promote research and learning to the public, offer cultural opportunities in the visual and performing arts, and through Division I intercollegiate athletics. UWGB's academic programs encourage civic participation, active community outreach, and community access to resources of our institution.

The UW System's [Accountability Dashboard](#), which took the place of institutional [Annual Accountability Reports](#) in 2015, includes details of UWGB's contributions and commitment to the UW System's seven core strategies. UWGB has numerous Centers whose missions include a public obligation to serve not only the university but also the broader public. Some highlights include:

- [Environmental Management and Business Institute \(EMBI\)](#). In FY 2015, EMBI was awarded three collaboratively-developed grants that yielded partnerships with Aurora BayCare Medical Center; Tosca, Ltd; and the Great Lakes Higher Education Corporation.
- [Center for Public Affairs](#). The Center's mission focuses on four elements: Student Engagement (e.g., internships, service learning); Community and Scholarly Research (e.g., policy snapshots, customized technical assistance and research); Continuing Education for Public and Nonprofit Administrators; and Public and Community Civic Engagement Opportunities.
- [Cofrin Center for Biodiversity](#). The mission of the Center is to promote research, education, and community services contributing to the conservation of the western Great Lakes fauna and flora. It is dedicated to guiding conservation efforts throughout the region.
- [Professional Program in Education Center for First Nations Studies](#). The Professional Program in Education's Center for First Nations Studies provides the unique resource of oral traditional Elder scholars in residence who assist in teacher education and prepare K-12 teachers and UWGB faculty to deliver accurate, culturally competent instruction. Additionally, it serves as an important bridge between the UWGB community and the tribal nations in Wisconsin.

Civic participation is an important element of student learning at UWGB. For example, 277 students, faculty, and staff participated in [Make a Difference Day](#) activities and contributed 729 hours of service on October 21, 2016. Among the community beneficiaries were The Bridge Between, Sexual Assault Center, the New Community Shelter, and the Green Bay Botanical Garden. The Office of Student Life promotes service and community and civic engagement for all UWGB students. [In 2014-15, students provided over 14,000 hours of service and volunteer work](#). In order to recognize and encourage those accomplishments, the Office of Student Life recognizes those students who demonstrate excellence in academics, service to the community, and extracurricular involvement with two awards, the University Leadership Award and the Chancellor's Medallion.

UWGB's Division of [Continuing Education and Community Engagement](#) provides community engagement, personal and professional development, and innovative learning opportunities for youth and adults throughout the State of Wisconsin and beyond. Such opportunities include Summer Camps and Conferences, PK-12 Education Outreach, College Credit in High School, Lifelong Learning Institute, Government Affairs and Economic Development, Collaborative Degrees and Continuing Professional Education (assisted living facilities, caregivers, social workers, counselors, practitioners and health and human services professionals). Credit and non-credit offerings provided by the Division of Outreach and Extension have great impact on the communities served, with 7,143 individuals participating in its services and programs in 2015-2016.

The [Weidner Center for Performing Arts](#) is a key venue for cultural activity in Northeast Wisconsin. The Weidner Center brings an average attendance of over 75,000 to the UWGB campus annually. Additionally, the UWGB Theatre program had an attendance of 2,420 for its five productions in 2016-17. Its production of *I Never Saw Another Butterfly* performed to 2,000 regional middle and high school students in the Weidner Center as part of the Stage Doors Educational series. The UWGB Music program brought more than 2,000 attendees to campus for its public performances. The [6:30 Thursdays Music Series](#), specifically designed to "connect the campus and local communities with music in a more meaningful way," had 1,350 attendees for its nine concert performances.

The Kress Events Center, designed to enhance the student education experience with facilities that create an inclusive environment of wellness, recreation and athletics, not only hosts many of UWGB's Division I athletic events, but is one of only four UW System schools that provides community memberships. In 2014-15 over 135,000 visitors used the Kress Center, including students, UWGB employees, alumni, retirees, and community members. The Kress Center hosted 868 unique events in 2014-15, including rentals, classes, athletic events, and numerous local high school graduation ceremonies.

1. D. 2.

As part of the UW System, UWGB is governed by an 18-member Board of Regents. The UW [Board of Regents](#) is "responsible for establishing policies and rules for governing the System, planning to meet future state needs for collegiate education, setting admission standards and policies, reviewing and approving university budgets, and establishing the regulatory framework within which the individual units are allowed to operate with as great a degree of autonomy as possible." Additionally, UW System policy is designed to "ensure that public records are properly managed in compliance with relevant state and federal laws." Each institution in the System is required to submit an [Annual Accountability Report](#) that reflects the institution's strategic priorities as well as those required by state legislation. In 2015, UW System transitioned to using an [Accountability Dashboard](#) that provides information about access, progress and degree completion, cost and efficiency, economic development, and similar data.

Furthermore, UWGB's educational responsibilities are clearly outlined in the institution's [Mission](#). The UW System mission emphasizes instruction, research, extended education, public service, and the search for the truth. The Core Mission of UWGB, shared with other UW comprehensive regional universities, focuses on the types of degrees awarded in both the liberal arts and sciences as well as pre-professional programs, as well as fostering diversity and meeting the educational and personal needs of our students. Annual assessment and accountability reports to the UW System ensure that UWGB adheres to its various missions.

1. D. 3.

UWGB is committed to serving its external constituencies and the broader public. Both the Select Mission as well as the Core Mission emphasize UWGB's role in serving the community, promoting student engagement, maintaining outreach activities, and promoting the economic development of the state. These activities are integrated into institutional and academic structures, including hiring and personnel review practices, whereby service and community outreach comprise a portion of the annual performance reviews of all academic and unclassified staff, both pre- and post-tenure. Central to those outreach activities is UWGB's [Small Business Development Center](#) (SBDC).

UWGB's Chancellor is guided and advised by a [Council of Trustees](#), part of whose task is to communicate institutional objectives and goals to the community at large. The Council's membership consists of CEOs, board members and UWGB alumni representing area banks, medical centers, and prominent businesses, including the Green Bay Packers, Breakthrough Fuel, Associated Bank, and Festival Foods.

As part of the UW System's monitoring of institutional effectiveness in supporting the Wisconsin Idea, campuses submit annually a Critical Analysis Report from the Division of Continuing Education and Community Engagement chronicling activities and priorities as well as an annual [Partnership Data Report](#), summarizing the wide array of partnerships and student service/engagement activities for the year. Highlights of the 2015-16 report include:

- 398 businesses hosted UWGB student interns;
- Students volunteered and engaged in community-based research and/or service-learning projects at 325 area organizations, including 125 art or cultural related partners;
- 590 businesses or organizations received development assistance in conjunction with UW-Extension and the SBDC.

Almost all of UWGB's academic departments and programs engage in outreach activities that serve the greater Green Bay community. A sampling of these activities includes:

- The Center for History and Social Change has since 1985 organized a nationally recognized [Historical Perspectives Lecture Series](#) which brings to campus lectures and seminars, all open to the community, from nationally and internationally renowned historians and social scientists.
- The Green Bay Film Society has since 1999 collaborated with Humanistic Studies, the Neville Public Museum of Brown County, and the Brown County Library to organize an annual nine-month long international film series at the Neville Museum, in which faculty and academic staff introduce and discuss world cinema with our community audience.
- The Austin E. Cofrin School of Business, in partnership with UWGB's Career Services, has since 2011 held an annual [Business Week](#), bringing together students and area businesses for discussions and networking.

UWGB, as mentioned in 1.D.1., houses the nationally acclaimed Weidner Center for the Performing Arts which serves as a regional center and performance venue. Additionally, UWGB is home to the

Division I Phoenix Athletics in the Horizon League. All men's basketball games are played in the Resch Center located in Ashwaubenon, while women's basketball games are played at the Kress Center on campus. This past year, both the men's and the women's basketball teams qualified for the NCAA Tournament.

UWGB is the [Higher Education Partner of the Green Bay Packers](#). This partnership has led to several opportunities to engage with the Green Bay community, such as [UWGB Day at Lambeau Field](#), the [Lambeau Lectures Series](#), and the [UWGB Packers Project](#) created by our faculty and students.

Sources

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

UWGB makes every effort to ensure that its mission, vision, and values are clearly articulated, transparent, intentional, and incorporated into every aspect of the University.

The University has adopted a Select Mission and Vision statement that are the centerpiece of institutional efforts to define priorities and continuously plan, budget, and evaluate success. Faced with significant budgetary and political challenges, the institution has struggled to develop a definitive strategic plan. However, the effort to define such a plan is ongoing, as evidenced by the Invent the Future process, the work of the University Planning and Innovation Council (UPIC), the creation of a Strategic Budget Committee, and the efforts of the Provost's Administrative Council to define an Academic Plan.

UWGB's mission documents emphasize the importance of diversity and inclusivity. The University complies with affirmative action policies, and numerous initiatives led by the Inclusive Excellence Committee, the American Intercultural Center, and the Pride Center bring diversity-related issues and concerns to the attention of the administration and the campus community as a whole.

UWGB is committed to serving the public. The institution contributes to the community in numerous ways, including supporting business and economic initiatives, contributing artistic and cultural enrichment, and providing opportunities for continuing education.

Sources

There are no sources.