

# **ASSURANCE SECTION**

## **REPORT OF A COMPREHENSIVE EVALUATION VISIT**

TO

University of Wisconsin-Green Bay  
Green Bay, Wisconsin

November 12-14, 2007

FOR

**The Higher Learning Commission**

A Commission of the North Central Association of Colleges and Schools

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## **I. CONTEXT AND NATURE OF VISIT**

### **A. Purpose of Visit**

The team visited University of Wisconsin-Green Bay (UWGB) for the purpose of conducting a comprehensive evaluation for continued accreditation from the Higher Learning Commission of North Central Association of Colleges and Schools.

### **B. Organizational Context**

On September 2, 1965, the Governor of Wisconsin signed into law a bill authorizing a new University of Wisconsin campus for Northeast Wisconsin. The University of Wisconsin-Green Bay, a comprehensive regional university, became one of the universities in the University of Wisconsin System in Fall 1968 when the first junior and senior-level courses were offered at the Green Bay Center Deckner Avenue Campus. Today, the University offers undergraduate majors and minors in more than 36 fields of study. The Self-Study reports that in Fall 2006, University of Wisconsin Green Bay enrolled 5,962 students and a majority (96%) of the students were Wisconsin residents. Forty-one percent of the students live on campus; 65% of undergraduate students and 72 % of graduate students were women; and 7% were students of color. University of Wisconsin-Green Bay was first accredited by the North Central Association in 1972 and the last review for continued accreditation was in 1997

### **C. Unique Aspects of Visit**

None

### **D. Sites or Branch Campuses Visited**

None

### **E. Distance Education Reviewed**

None

### **F. Interactions with Constituencies**

1. Chancellor
2. Provost and Vice Chancellor for Academic Affairs
3. Self-Study Steering Committee Members
4. Vice Chancellor for Business and Finance
5. Assistant Chancellor for University Advancement
6. Chair, Institutional Assessment Committee
7. Dean of Professional and Graduate Studies
8. Secretary of the Faculty and Academic Staff

9. Director of Institutional Research
10. Dean of Liberal Arts and Sciences
11. Associate Provost for Student Affairs
12. Associate Provost for Information Services
13. Associate Provost for Academic Affairs
14. Director, Office of International Education
15. Coordinator, American Intercultural Center
16. Associate Vice President for Academic Affairs University of Wisconsin
17. Community Representatives (14 attended)
18. Faculty and Teaching Academic Staff – (26 attended)
19. Student Government Officers
20. President, Student Government Association
21. Student Court Chief Justice
22. Chairperson, Student Senate
23. Chairperson, Residence Halls & Apartment Association
24. SUFAC Secretary
25. Lead CFO, Organizational Finance Office
26. Editor-in-Chief, Fourth Estate
27. Budget Unit Leaders – Group A
28. Chair, Arts and Visual Design
29. Chair, Human Biology
30. Chair, Human Development
31. Chair, Education
32. University Committee (Members of the Faculty Senate Executive Committee)
33. Assistant Dean for Enrollment and Academic Services
34. Associate Provost, Outreach and Adult Access
35. Budget Unit Leaders – Group B
36. Chair, Information & Computing Sciences
37. Chair, Natural and Applied Sciences
38. Chair, Public & Environmental Administration
39. Interim Chair, Nursing
40. Academic Staff Committee (7 members)
41. Budget Unit Chairs – Group C
42. Chair, Urban and Regional Studies
43. Chair Business Administration
44. Chair, Social Change and Development
45. Chair, Social Work
46. Chair, Humanistic Studies
47. Academic Affairs Council (six members)
48. General Education Council (six members)
49. Personnel Council (five members)
50. Committee of Six Full Professors
51. Graduate Program Chairs (4 members)
52. Alumni (14 attended the alumni luncheon)
53. Academic Staff and Classified Staff
54. Registrar

55. Director, University Communications
56. Director, Human Resources
57. Undergraduate and Graduate Students – (9 students )
58. Librarian, Cofrin Library

**G. Principal Documents, Materials, and Web Pages Reviewed**

1. University of Wisconsin-Green Bay organization chart (SS and web page)
2. UWGB Undergraduate Catalogue (published version)
3. UWP 2005 Strategic Plan (Web)
4. UWGB: Access Green Bay (“Growth Agenda”)
5. UWGB Staff Handbook
6. Plan 2008 Phase II
7. Student Bill of Rights and Responsibilities (Web)
8. Faculty Senate minutes and agendas (2004-2007; Web).
9. Higher Learning Commission Steering Committee minutes (2006-2007)
10. Academic Staff Committee agendas and minutes (Web)
11. Student Government Association Senate agendas and minutes (Web)
12. Institutional Review Board Manual (Web)
13. Annual Financial Reports
14. 2007-2009 Biennial Budget Proposal
15. 2006 New Freshman, Graduating Senior, and Alumni Survey
16. University of Wisconsin System Red Book for FY07 (Website)
17. Third Party Comment Notices
18. Student Service Policies
19. Student Compliant log
20. Procedure of Handling Written Student Complaint
21. Procedure for Logging Student Complaint
22. Policies and Procedures Related to Curriculum Adoption, Review, and Evaluation
23. Policies for Allocation and Use of Computer Resources
24. Individual departmental program review and assessment reports and related documents
25. Minutes of major organizational committees, including self-study committee
26. Policies on interaction with other academic organizations and programs
27. Budgets and expenditure reports for units, programs, and the organization as a whole, and the organizational audits, at least for the prior five years
28. Physical facilities master plan
29. Viewbooks and other promotional literature
30. Academic admission, good standing, and completion policies
31. Policies related to the employment, orientation, supervision, and evaluation of full-

- time faculty, part-time faculty, and teaching assistants
- 32. Faculty and staff handbooks
- 33. Bylaws of faculty and staff assemblies or other representative bodies
- 34. Governance documents: charter, bylaws, policies, membership, minutes, reports
- 35. A complete roster of all faculty members (full- and part-time) and their teaching assignments during the current academic term
- 36. Formal agreements for all consortia or contractual relationships
- 37. Student service policies (residence, governance, health, financial aid, student records), and the refund policy
- 38. Board rosters, charters, and bylaws, including those of separately incorporated entities e.g., research, development, foundation, alumni associations, or athletic corporations)
- 39. Reports from other agencies or accrediting bodies

## II. COMMITMENT TO PEER REVIEW

### A. Comprehensiveness of the Self-Study Process

Based on the review of the membership of the self-study steering committee and various working groups, the team determined that the self-study process was inclusive and comprehensive.

### B. Integrity of the Self-Study Report

The self-study process began in April 2006, guided by a steering committee composed of 13 campus leaders and informed by 7 working groups, each charged with reporting on particular areas of the Higher Learning Commission Core Criteria and Components. At least two groups addressed each of the 21 Core Components. The working groups were made up of 9 to 11 members, including administrators, support staff, faculty members, and students. The scope of the self-study process was comprehensive in its breadth. Supporting materials and documents were available in a virtual resource room on the university's website. Specific data, analytic detail, and documentation in the self-study and the available resources were not always at the level most helpful for an accreditation visit, but the institution responded in a timely manner to requests for additional information and data during the three-day onsite visit.

### C. Adequacy of Progress in Addressing Previously Identified Challenges

The peer review team report for the 1997 comprehensive accreditation visit listed 10 particular challenges facing the university (pp. 31-32). The University listed the challenges in the 2007 self study report submitted to the team, but did not include responses to any of the identified challenges. Written responses to the challenges were provided upon request by the

site team. The team considers the response of the organization to previously identified challenges to be **minimally adequate**. Although issues related to the participation of classified and academic staff involvement in the decision making process and institutional response to changing minority demographics have been adequately addressed, **the University is continuing to work on developing strategies to address issues pertaining to workload, low graduate rate, shared governance structure, student outcome assessment, and recruitment and retention of female and minority faculty and staff.**

#### **D. Notification of Evaluation Visit and Solicitation of Third-Party Comment**

The University of Wisconsin Green Bay submitted a press release to the Green Bay Press Gazette for the purpose of soliciting written public comments on the institution's request for continued accreditation. The team did not receive any third-party comments. Requirements for notification of evaluation visit and solicitation of third-party comment were minimally met. The team did not find evidence that the press release was sent to any other media outlets other than the Green Bay Press Gazette nor published in a manner of significant size and location to attract attention.

### **III. COMPLIANCE WITH FEDERAL REQUIREMENTS**

Institutional **compliance with federal requirements was not addressed in the self study report.**

The team **reviewed appropriate documents provided during the on-site** visit and determined that University of Wisconsin Green Bay is in compliance with the Title IV compliance areas and the student complaint information.

### **IV. FULFILLMENT OF THE CRITERIA**

**CRITERION ONE: MISSION AND INTEGRITY.** The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

#### **1. Evidence that Core Components are met**

- a. The University of Wisconsin-Green Bay is guided by three complementary mission statements. As a member of the University of Wisconsin System, UW Green Bay operates under the system mission, approved by the Board of Regents in 1974. As one of the non-doctoral granting four-year universities within the University of Wisconsin System, the University of Wisconsin Green Bay operates under the Core mission approved

by the Regents for all non-doctoral four-year system institutions in 1988. The University of Wisconsin Green Bay also has its own select mission, a mission tied to the historical foundation and values of the university. The University's mission statements are published in widely distributed in printed materials and on its website.

- b. The unique nature of the University's Select Mission lies in its claim to provide an "interdisciplinary, problem-focused educational experience." In support of this mission the University's curriculum is organized to "connect learning to life" through disciplinary and interdisciplinary programs housed within interdisciplinary "budget units" that serve as principle administrative units. The mission and vision of the institution have been recently reviewed and reaffirmed by the University community. Interviews with administrators, students, faculty and staff reveal that there is general acceptance and support of the mission by those familiar with its structure and outcomes. **These interviews, the university self-study report, and other documents, however, acknowledge an institutional discussion about the meanings of such terms as "interdisciplinary" and "problem-focused" that has been ongoing since the University's founding. These sources reveal that such discussions have been used to continually evaluate and redefine the University's role.**
- c. The mission of UWGB is further linked to the UW system, especially in the area of diversity through the Design for Diversity initiative, Plan 2008. There is clear evidence of commitment on the part of UWGB to expand the diversity of faculty, staff and students. **UWGB clearly values and is responsive to the needs of a diverse community despite inherent challenges related to the institution's location and several years of cuts in budget support from the state.** Efforts in recruitment and retention as well as the establishment of the American Intercultural Center and the International Programs Office are clear evidence of this commitment. The university's active involvement in the UW System's "Design for Diversity" initiative provides evidence that the university recognizes the importance of being responsive to the diverse constituencies and the greater society it serves.
- d. The annual accountability report required by the Board of Regents for the UW System is also used to provide feedback to internal and external communities on the performance of the university in four areas: ensuring access, providing services that facilitate success, creating an environment that fosters learning and personal growth, and using resources effectively and efficiently.
- e. The University of Wisconsin Green Bay's newly adopted vision statement stipulates that the institution will be responsive to the educational needs of its diverse learners by "offering innovative, high quality programs and services to promote lifelong learning,

critical thinking, and practical problem solving needed for a healthy and sustainable community, environment, and economy”. Feedback from students and community members confirmed that the university is proactive in its effort to “connect learning to life.”

- f. Based on feedback from faculty, staff, and administrators, the team determined that there is a **clear commitment to shared governance** with representation of all constituent groups on the decision and policy making groups of the organization. There are clearly defined governance structures for the faculty, staff and students to provide input to the administration. This structure is valued and accepted by the constituent groups, although there is a current campus examination of the effectiveness of some specific features of the faculty governance structure.

## **2. Evidence that one or more specified Core Components need organizational attention**

Although the University of Wisconsin Green Bay has adopted a ten-year plan (Design for Diversity Initiative, Plan 2008) to promote diversity, **there is still a need for the University to devote resources to promote and support efforts to increase the representation of female, minorities, and other underrepresented population in all areas of the university, including students, faculty, staff, and administration.** The self study reports that the select mission of the University is “enthusiastically supported and valued by the university’s constituencies. However, interviews with faculty and students suggest that the questions about **the nature of interdisciplinary studies and their relation to the University’s Select Mission will need ongoing discussion and attention in a rapidly changing national educational environment**

## **3. Evidence that one or more specified Core Components require Commission follow-up.**

None

## **4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

None

### **Recommendation of the Team**

Criterion is met; no commission follow-up is recommended.

**CRITERION TWO: PREPARING FOR THE FUTURE.** The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

**1. Evidence that Core Components are met**

- a. The Chancellor, following an environmental scan and SWOT analysis, produced a list of 11 strategies for achieving institutional aspirations. A significant outcome of this was called the “Growth Agenda” which was ultimately developed for the entire UW System and which has led to a \$1.7 million increase for UWGB beginning July 1, 2008. The success of this campaign reflects the community support and consequent political action that has been garnered for the university. Interviews with faculty, students and staff revealed general support for the “Growth Agenda” although many expressed concerns about how this program would be funded and what reallocations of resources might be required.
- b. The University has had a campus-wide technology plan for nearly a decade that is regularly “reviewed and revised as the changing environment requires.” From this planning, the University has taken steps to centrally budget for hardware replacement and new hardware and software, concurrently establishing purchasing standards and reviewing facility usage to improve efficiencies.
- c. The University has organized its planning processes toward enrollment expansion. In 2005 campus master plan was revised to accommodate student growth, as evidenced by recent and new construction on campus. It has also renamed and reconstituted its enrollment management function into enrollment planning to align enrollment with resources. The “Phuture Phoenix” program is an early outreach program for students still in elementary school to encourage and develop students to eventually complete high school and move on to higher education. This program is especially notable as a linking of community service with the university’s own efforts to respond to anticipated demographic shifts in the region.
- d. The University of Wisconsin System and the Board of Regents provide system and institutional oversight. An interview with the Associate Vice President for Academic Affairs, UW-System, confirmed the system’s support and confidence in the staff and leadership of UWGB.
- e. The campus environment supports student learning. The well- groomed and maintained campus was home of several new and renovated buildings since the last 1997 Higher Learning Commission team visit. The construction of Mary Ann Cofrin Hall, which includes about 40 percent of the institution’s general instructional classrooms, the building of five new student residential buildings between 1997 and 2004 which enlarge student housing capacity by nearly 600, the construction of the Kress Events Center, which incorporates the former Phoenix Sports Center into the University’s largest facility, the renovation of the University Union, and other projects demonstrate the organization’s commitment to preparing for the future through the capacity of its facilities.

## 2. Evidence that one or more specified Core Components need organizational attention

- a. The University engages in a number of different planning processes, but it appears that these processes lack necessary integration with each other and with a comprehensive system of evaluation and assessment that would inform budgeting processes. In addition, the linkages between planning and budget are not well communicated to faculty and mid-level administrators. Decision making regarding financial planning and resource allocations is relegated to senior administration.
- b. Since the official financial statements are prepared at system level, it is not possible to discern much data that indicates unique aspects of the Green Bay campus. IPEDS data does show the University of Wisconsin Green Bay receives the least tuition revenue compared to its peers in the UW system (10% below the mean) and just slightly above the average in state appropriations. Financial planning and resource reallocation may be difficult to execute without university-specific financial statements and information.
- c. The University's academic program review processes are more clearly defined than program review processes for non-academic support areas of the university. Specifically, while some academic support units are using data to inform process improvement, institutional support areas have not developed processes to review and evaluate their productivity. Furthermore, it is not clear to the team if assessment information for any unit is used to inform resource allocation and utilization.
- d. The University has experienced significant funding cuts over the past biennia. As a consequence, faculty salaries lag behind their counterparts at other University of Wisconsin comprehensive universities and are well below the averages in most ranks for comparable institutions nationwide. Funding for faculty development, research and entrepreneurial initiatives is extremely limited despite the importance placed on research and scholarship in merit pay and promotion decisions.

## 3. Evidence that one or more specified Core Components require Commission follow-up.

The reports of the last three site visit teams identified faculty workload as a major concern. In 1988, the site team notes that "excessive diversification of courses and attendant scheduling and workload issues have not been addressed." The report of the focused visit conducted in 1992 also concluded that "despite progress, there remain faculty who have too many preparations and who are teaching at the margins of their expertise in some areas." One of the findings of the 1997 site visit team was that "representatives of all categories of workers on campus self-report considerable stress from heavy workloads". The progress report provided

to the 2007 site team suggests that the University of Wisconsin Green Bay is still working on developing strategies to address this on-going concern. Interviews with faculty suggest that the short-term and long-term plans of the “Growth Agenda” have not been shared adequately with faculty and staff. The alignment of the growth agenda with mission, values and goals has not been widely discussed with and input sought from all major constituency groups.

The team determined that UWGB should **submit a progress report** to the Higher Learning Commission. The progress report to the Higher Learning Commission should discuss the alignment of this agenda with the overall mission of the university with specific focus on how resources will be allocated to improve faculty and staff workload, faculty-student ratio, and enhance quality of instruction and student learning. The report should address also the actions taken to include the governing structures to develop and implement the “growth agenda” and how the initiative will be structured within the institution’s developing cycle of planning, budgeting, implementation, and assessment/evaluation.

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

None

**Recommendation of the Team**

Criterion is met; commission follow-up is recommended.

**CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING.** The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

**1. Evidence that Core Components are met**

- a. The University of Wisconsin Green Bay has developed a first year experience program called FOCUS (First Year Opportunities and Connections). The main goal of FOCUS is to prepare the students for the transition into college and connect them to mentoring relationships with faculty, staff, and peers. This program includes mentoring students through the fall class registration process and introducing them to campus resources during summer connection-orientation, a “Great Beginnings” week at the start of fall semester, freshman seminars, and a major fair in the spring semester. This program is well conceived and is highly successful according to the assessment data over the past several years. The strategic plan is to ultimately have enough freshman seminars for every incoming first year student that prepares them for the inquiry based, problem solving curriculum at University of Wisconsin-Green Bay.

- b. The University of Wisconsin-Green Bay's mission supports student learning initiatives and outcomes. The University's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. Interviews with faculty and staff indicate that the University recognizes the importance of academic and student services and promotes the use of assessment to enhance student learning. However, much of current assessment practice still relies heavily on indirect measures of student learning such as the National Survey of Student Expectations (NSSE).
- c. The team confirmed that UW-Green Bay considers students to be its major constituent group. This belief was supported by faculty, staff, students, community leaders and administrators throughout the comprehensive visit. University of Wisconsin Green Bay has a continued commitment to the importance of general education. Interviews with the faculty and administrators indicate that the General Education Program provides students with a rigorous education with an interdisciplinary component that is recognized in the local and wider community for its usefulness and quality. The current undergraduate general education program is largely uniform and has remained unchanged in recent years. The self-study report notes that this program is currently undergoing review.
- d. University of Wisconsin Green Bay offers support for the development of effective teaching and rewards teaching with several awards. The plan to establish a Center for Teaching Excellence shows further commitment to the development of excellent teaching. The University of Wisconsin-Green Bay Research Scholar Program awards faculty a three-credit course release for a specific project that will result in a product such as a grant, book, or manuscript of student outcomes assessment to suggest areas for improvement.
- e. Cofrin Library provides a broad range of services, spaces, and resources that support student learning inside and outside of the classroom. The Library leverages available resources by participating in the Universal Borrowing service with other Wisconsin libraries and the University of Wisconsin Shared Electronic Collection. Many library and system resources can be accessed online by students and faculty.

## 2. Evidence that one or more specified Core Components need organizational attention

- a. Available funding for individual faculty development, including purchase or access to materials and travel is not abundant and is distributed inconsistently. Funding and other support for unit and individual faculty efforts in improvement of teaching and learning will need to be sustained according to a plan that assures access, equity and efficacy for faculty development.
- b. There is some evidence of work on institutional effectiveness in the student service offices; however, most offices have little or no evidence of systematic evaluation that aid in providing better service and showing commitment to continuous improvement of service.

The University is encouraged to develop and integrate evaluation processes within its comprehensive planning cycle of assessment/evaluation, budgeting, and allocation of resources.

- c. Workload continues to be a source of concern for the faculty, who continue to find that they are called upon to do more with less. Faculty report that despite the increased expectation for research and creative activities there has been a lack of release time or appropriate compensation and/or other forms of support for research and creative activity. Unit and department chairs who have the responsibility of recruitment and retention of new faculty, in addition to their teaching and other administrative duties, made particular note of the ongoing workload burden.
- d. University of Wisconsin Green Bay has demonstrated progress in and commitment to assessment of student learning. As a result of the 1997 visit, a follow up report was required to demonstrate development of an assessment program based on student learning outcomes. A campus report, documenting development of a four-step assessment program, was submitted and accepted in February 2001 by the Higher Learning Commission. Currently, implementation continues but lacks consistency. The learning outcomes assessment information gathered needs to be carefully reviewed, measured against established benchmarks, and used for curricular and budgetary decisions that will support improvement of student learning, thus "closing the loop" of the assessment cycle. Direct measures of general education learning, such as BASE, and indirect measures, including NSSE, are appropriate assessment tools, but discussions with faculty suggest that it is still unclear how such data will be used to close the loop to budgeting and resource allocation. The University is a participant in the HLC Academy for Assessment of Student Learning. Good faith participation in the Academy is a necessary condition for the University to demonstrate its commitment to student learning and outcome assessment.
- e. The recently established Program Review process is laudable and there is evidence of attempts to assess content, quality, viability, and mission of the academic programs. Program Review studies still need to use data based on direct measures of student learning to show how successfully their students are meeting learning outcomes and to show how this information will be used in planning, staffing, and allocation of resources. Programs need more timely feedback from their reports in order to continue improvement.
- f. Technology is well used and is a major part of the planning process for both programs and facilities. The institution regularly assesses the effectiveness of technology while maintaining technical support for both students and faculty. However, some faculty and staff voiced concerns about the sustainability of technological infrastructure and

development support in light of staffing levels in the instructional technology area.

- g. The UW-Green Bay academic plan is organized to provide an interdisciplinary, problem-focused educational experience. Students are expected to make connections with what they are learning in the classroom to the world beyond. They are also expected to think critically and to address issues in a changing world. These learning outcomes are the basis of program assessment plans. **The plan, however, is complicated by the needs and expectations of disciplinary programs within the institution's structure and by differing interpretations of what "interdisciplinary" means among the individual budget units.**

**3. Evidence that one or more specified Core Components require Commission follow-up.**

None

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

None

**Recommendation of the Team**

Criterion is met; no commission follow-up is recommended.

**CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE.** The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

**1. Evidence that Core Components are met**

- a. In keeping with University of Wisconsin's system-wide mission to pursue knowledge and application beyond campus borders, the University of Wisconsin Green Bay makes explicit its responsibility to research and scholarship and practical application. Interviews with several faculty from interdisciplinary units as well as disciplinary units on campus reveal that faculty members on the whole acknowledge that scholarship is an integral part of their jobs and the way they contribute to the interdisciplinary focus of the university. Regardless of the individual discipline's definition of and practice in scholarship, faculty report that they value the role of scholarship in their professional lives. Students acknowledge that faculty-student research, the use of scholarly case studies, and project-based research add immense value to their educational experiences and preparation.
- b. Acknowledging heavy teaching loads for faculty, several administrators including the the Dean of Liberal Arts and Sciences and Dean of Professional and Graduate Studies confirm that the University expects and supports faculty participation in scholarly

activities and in its practical application in the greater community. Scholarship, whether it be traditional research, consulting, research and scholarship in teaching, or other forms of activities that advance knowledge and meet the professional expectations of their peers, is defined by the University's respective units and promoted by the administration. Promotion and tenure guidelines, recruitment standards, merit awards, special grants, and public recognitions demonstrate an organizational commitment to scholarly inquiry as well as to social responsibility. Students and faculty alike understand and purport to accept the direct alignment of scholarship and problem-based curricula. That expectation is clearly linked to the organization's special mission and values.

- c. The institutional self-study report, documents in the resource room and interviews with faculty and administrators affirm that faculty achieve considerable success in the area of scholarship despite the heavy demands of teaching and modest amounts of institutional support. The University's web site highlights recent scholarly and creative achievements by UWGB faculty, including pictures and descriptions that exemplify such achievements. Testimonies from faculty, students, and even alumni point to activities in classes, student assignments, faculty-student interactions, and problem-solving curricula. These testimonies and descriptions evidenced in syllabi and other documents reveal that intellectual inquiry is integral to the curriculum and teaching. Additional evidence includes individual awards for research; sabbatical leave projects, public showcases of research, and compilations of lists of scholarly activities. Public documents and a variety of testimonials corroborate the overall pride and general sense of the faculty that their colleagues are dedicated to scholarship and the advancement of knowledge.
- d. Expressing concern that the amount of institutional support for research and scholarship is minimal at times and inadequate at other times, many faculty members admitted to team members in the open meeting that the limited support does not, however, noticeably curtail the scholarly productivity of the faculty. While the team noted the concerns about the minimal support and recognizes the need for support, the team members were nevertheless impressed by the diversity of awards and incentives. The Applied Research Grant Program supports research activities for regional economic development, and the capital campaign generated support for an endowed chair.
- e. The 2006 renovation of the Laboratory Sciences building for research labs and support spaces, the Research Council awards for faculty research, sponsorships for faculty lecture series, and extensive library research holdings indicate that the institution values and supports scholarship and research. For example, the Institute for Research provided a considerable amount of funding in 2006-2007 for research. The University's Research Scholar Program; programs to support release time for research, the Arboretum Student Research Program, and outreach programs, such as the Institute for Learning in Retirement, reveal additional support for scholarship. One faculty member, for example, was grateful for the institution's support of scholarship in its housing and support of a national reading journal on campus. These and other examples provide evidence to suggest that the institution values and supports scholarship and sees the advancement of knowledge and problem solving as essential to the life and future of the institution. It

should be noted as well that research and scholarly activities underlie an interdisciplinary mission focused on problem solving and social responsibility.

- f. Institutional documents, policies, and procedures available for review indicate that scholarly, creative, and other forms of inquiry on the University of Wisconsin Green Bay campus are guided by appropriate institutional policies, as evidenced in promotion and tenure guidelines and criteria, departmental expectations, and institutional research standards upheld and exercised by the Institutional Research Board (IRB). Peer review on campus ensures appropriate peer review of research proposals and promotion applications.

**2. Evidence that one or more specified Core Components need organizational attention**

None

**3. Evidence that one or more specified Core Components require Commission follow-up.**

None

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

None

**Recommendation of the Team**

Criterion is met; no commission follow-up is recommended.

**CRITERION FIVE: ENGAGEMENT AND SERVICE.** As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

**1. Evidence that Core Components are met**

- a. University of Wisconsin Green Bay has analyzed trends suggested by regional economic and demographic data as a basis for its "Growth Agenda" plan. Projected population growth in northeastern Wisconsin and the Green Bay area suggests the need for increasing involvement and investment by the university in the regional community. The strong commitment of UWGB students to the University and the region is affirmed by the fact that three-quarters of the institution's graduates stay and take jobs in the region. The commitment of students and alumni to the region is also affirmed anecdotally by interviews with constituent groups.
- b. The University has revealed its public commitment to engage in multiple ways with its constituencies as is evidenced by the University of Wisconsin system's core mission, which

emphasizes participation in inter-institutional relationships. The University's Select Mission underscores as well the purpose to support and encourage engaged citizenship and to connect with other institutions in the region and around the world. The University of Wisconsin Green Bay fulfills this state-wide and institutional commitment to engagement and participation in the area outside its campus through a number of initiatives and projects aimed at collaboration, such as Phuture Phoenix and the Institute for Learning Partnership, a collaboration with local K-12 school districts, businesses, and community agencies, which led to the development of a master's degree program to serve area teachers.

- c. Statements by community members and students at meetings with the Higher Learning Commission team affirm that these constituents recognize and value the University's role in preparing students for lives that will interact with the community. Statements by administrators, faculty and staff members also affirmed the service role of the institution and its members. Such statements are further supported by service-learning activities, including internships and various forms of community interactions that are embedded in the curricula and requirements of a number of academic programs and courses.
- d. University of Wisconsin Green Bay students report that the campus itself is devoted to the values of active engagement and the support of a campus life that models responsible involvement and provides its internal constituencies with myriad opportunities for active involvement. Students report that there are many opportunities for their active engagement on campus and in ways to participate in the governance and life of the campus. There are at least 90 student organizations which strengthen the life and engagement of the campus and provide students opportunities to participate in activities that support philanthropic and social causes on campus and in the greater community. The Student Government Association (SGA), the primary governance association representing the student body, represents and expresses the voices of the students in responsible ways. In an interview with team members, the SGA officers reported that student interests and opinions of campus initiatives and policy development are relayed through appropriate channels in the governance structure on campus.
- e. The University's curriculum provides students and others with opportunities to engage in activities and relationships with regional and global partners. Faculty exchanges, study abroad programs, and global curricular emphases introduce and involve students and faculty in the regional and global community. The minor in Global Studies, the new First Nations program (i.e., a Native American studies program), and the Hmong Learning Center are notable examples of programs that provide students with in-depth academic study and direct experience with regional ethnic groups. The University's aim to increase diversity is well suited by these regional and global initiatives.
- f. From the original notion of the "communiversity", a concept the University used in its early years to describe its commitment to service and engagement with the larger community, to the current pledge to connect learning to life, the university demonstrates its service commitment through the support of organizations and initiatives that foster educational outreach. Collaborative partnerships, such as Educational Resource Alliance

between Green Bay, Oshkosh, community colleges and technical colleges, provide the means by which the University can serve the greater community and at the same time involve students and faculty in connecting learning to life. Special initiatives make those connections as well and serve as effective means of responding to regional needs and demonstrating the University's social responsibility to participate in the solution of community problems.

- g. The University also demonstrates a strong commitment to social welfare and engagement. The Office of Student Affairs supports and facilitates volunteerism in the greater community. Alumni reported to the team that their involvement in volunteer activities while at UWGB offered them the understanding of and commitment to the need to contribute to the community through volunteer activities. Another example is the athletic department's initiative and the efforts of its athletes to volunteer in the community. The athletes logged in 2000 hours of community service.
- h. **University of Wisconsin Green Bay has an exemplary record of community support** through private donations for new buildings and an endowed chair, through student support of additional fees to help finance a new recreation/sports center, and through innovative community partnerships that have allowed new residence halls to be built outside of taxpayer expense.

**2. Evidence that one or more specified Core Components need organizational attention**

None

**3. Evidence that one or more specified Core Components require Commission follow-up.**

None

**4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

None

**Recommendation of the Team**

Criterion is met; no commission follow-up is recommended.

**V. STATEMENT OF AFFILIATION STATUS**

**A. Affiliation Status**

No change

**B. Nature of Organization****1. Legal status**

No change

**2. Degrees awarded**

No change

**C. Conditions of Affiliation****1. Stipulation on affiliation status**

No change

**2. Approval of degree sites**

No change

**3. Approval of distance education degree**

No change

**4. Reports required**

**Progress Report on the development and implementation of the University's  
"growth agenda": Due November 15, 2011**

**Rationale and Expectations**

In response to the growth and economic transition and societal and demographic changes in northeastern Wisconsin, the University of Wisconsin Green Bay is embarking on an initiative that will increase student enrollment from about 5,500 full-time equivalent (FTE) to 7,500 by 2017. While there is general support for this initiative, faculty and staff expressed concerns about the impact of the initiative on workload. Given that the 1988, 1992, and 1997 reports submitted by previous site teams also identified workload as a major concern, the team's recommendation is that the University submit a progress report to the Higher Learning Commission to discuss how resources will be allocated to address the potential impact of the initiative on faculty and staff, faculty-student ratio, quality of instruction, and student learning. The report should indicate how this initiative will be structured within the institution's developing cycle of planning, budgeting, implementation, and assessment/evaluation.

**5. Other visits scheduled**

None

**6. Organization change request**

None

**D. Commission Sanction or Adverse Action**

None

**E. Summary of Commission Review**

Next comprehensive visit 2017-2018

**VI. ADDITIONAL COMMENTS AND EXPLANATIONS**

None