



Introduction

Mission

Through the discovery, dissemination, and application of knowledge, UW-Stevens Point fosters intellectual growth, provides a broad-based education, models community engagement, and prepares students for success in a diverse and sustainable world.

Our select mission is to provide programs that help communities become more vibrant, healthy, prosperous, and sustainable. We accomplish this through a variety of associate, baccalaureate, and graduate degree programs.

History, Integration with UW Colleges

Like many regional public universities, UW-Stevens Point began as a normal school in the 1890s before evolving gradually into a teacher's college, state college, and then a state university. In 1971, the campus attained its modern name and form, becoming part of the University of Wisconsin System. The UW System includes two doctoral institutions, 11 comprehensive institutions and, until recently, 13 two-year colleges. In November 2017, the UW Board of Regents approved integrating the two-year campuses into seven of the four-year institutions. On July 1, 2018, UW-Stevens Point received UW-Marathon County and UW-Marshfield/Wood County. They have subsequently been renamed UW-Stevens Point at Wausau and UW-Stevens Point at Marshfield.

Charting a New Course – *Point Forward*

As UW-Stevens Point marks its 125th anniversary in 2019, the current decade may be regarded as one of the most challenging in its history. Since its founding as a teacher's college, UW-Stevens Point has grown to offer more than 100 program options within 80 baccalaureate and 16 graduate degree programs. Enrollment peaked at 9,677 students in 2012 and has subsequently dropped to 7,725 in the fall of 2018, a decline of 20 percent in six years.

This enrollment swing coincided with significant changes in the economic, political, and demographic landscape in Wisconsin. The 2010 elections produced dramatic change in leadership in Wisconsin, at a time when the state also faced a large budget deficit because of a recessionary economy. Proposals to deal with the deficit led to a contentious debate over state support for higher education. In the biennial budget that followed, the UW System incurred \$250 million in budget cuts that were distributed proportionally to campuses. Subsequent biennial budgets also brought additional cuts in state support to our institution. UW-Stevens Point absorbed state funding cuts of \$2.5 million in the 2013-15 biennial budget and \$5.1 million in the 2015-17 budget, representing declines in state support of 7.1% and 13.2%, respectively. In addition, the state imposed what has become a six-year tuition freeze on UW System institutions, a stance likely to continue for two more years in the coming biennium. To protect programmatic areas affecting students and their education, the university managed these reductions through a variety of strategies: seeking approval to charge differential tuition, decreasing expenditures through campuswide budget reductions, spending our reserves, and reducing the workforce by 89 FTE positions.

With each cut in state support, we worked carefully to maintain our commitment to our mission and our students, prioritizing instruction and student support, all the while evaluating budgetary options with respect to impact on our students, and the criteria for accreditation. At each turn, we chose to prioritize instructional quality and student support over campus infrastructure and administrative support.

Unfortunately, in addition to the cumulative effect of reductions in state support and declines in tuition revenue, recent enrollment declines have made curricular restructuring necessary. Concisely, while we are proud of the



programs we offer in terms of student outcomes and quality of faculty and instruction, we must acknowledge that some quality programs are too modestly enrolled to remain fiscally viable.

In March 2018, the Office of Academic Affairs proposed changing the array of majors offered. This initial proposal engendered significant local and national publicity — questioning the very concept of what it means to be a regional public university. A formal plan, *Point Forward*, was submitted by Chancellor Patterson to shared governance in November 2018. Campus committees are currently evaluating this plan, as well as other options, with a goal of addressing an \$8 million structural deficit on the main campus, and guiding the institution as it adjusts to the new reality of reduced revenues.

The joining of two of the University of Wisconsin Colleges' campuses with UW-Stevens Point's operations, enrollment strategy, and financial planning is a new challenge also confronting the institution. Caught in the same economic, political, and demographic forces as the main campus, the Wausau and Marshfield branches have experienced double-digit percentage enrollment declines of their own, which in combination with reduced state funding and a tuition freeze, have resulted in an additional structural deficit of \$3.6 million that must also be resolved.

As the assurance argument will detail, candid discussions with faculty, staff, and students have occurred in recent years, and difficult decisions impacting all three campuses are currently being made. Although we have yet to achieve consensus on specific elements of the university's institutional identity and market position, the majority of our faculty and staff do believe that change and adaptation are needed, and are actively revising their curricula, mode of offerings, scheduling, and services in response to data about student needs and expectations. An enrollment strategy has been developed to leverage these developments, and marketing, recruitment, and retention operations are benefiting from national consulting expertise and strategic investments. An increase in new student enrollment is now a realistic goal for fall 2020. While campus stakeholders work toward consensus on other adaptations that should be made, they will do so through the deliberative processes that have come to characterize UWSP's approach to strategic change. While these discussions continue, we will prioritize teaching our students and serving our region. We are confident that the course that we are charting will position UW-Stevens Point to thrive in partnership with the communities we serve for decades to come.

Assurance Argument
University of Wisconsin-Stevens Point -
WI

2/2/2019

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

Institutional History:

The University of Wisconsin-Stevens Point (UWSP) was founded in 1894 as Stevens Point Normal School, a teacher-training institution with an initial enrollment of 152 students. It was first accredited (as Stevens Point Normal School) in 1916 and maintained this status until 1922, when its accreditation status lapsed due to failure to submit required documentation. Reaccredited in 1951, UWSP has remained accredited ever since. In 1967, accreditation was extended to include preliminary accreditation for the Master of Science in teaching home economics. In 1969, preliminary accreditation was also granted for the Master of Science in teaching-biology, and the Master of Science in speech-language was first accredited in January of 1973. This was replaced by the Clinical Doctorate in audiology that was accredited by the Higher Learning Commission (HLC) in May of 2006. The Ed.D. in educational sustainability was approved by the HLC in 2017.

UWSP has been recognized for [several distinctions](#), specifically in the areas of academics, sustainability, veterans' affairs, and advancement activities. These include:

Academics

- U.S. News and World Report ranks UWSP in its top 10-15 each year among Midwestern comprehensive public master's degree-granting universities
- Professor Richard Hauer, urban forestry, received the [2018 International Society of Arboriculture's L.C. Chadwick Award for Arboricultural Research](#), recognizing investigation, analysis and valuable contributions to arboriculture (9/11/18), as well as the [2017 UW System Regents Teaching Excellence Award](#). (4/10/17)
- Listed 37th out of the top 100 Best Bang for the Buck in Midwest Colleges (9/1/17)
- Launched the nation's first [doctoral program in educational sustainability](#). Graduates will be

- leaders in sustainable change in education, the environment, business and communities. (3'17)
- Fisheries biology professor Christopher Hartleb received the new [UW Regent Scholar Award](#) for aquaponics research. It recognizes and rewards innovative faculty-student research. (2/5/15)
- Researchers at the [Wisconsin Institute for Sustainable Technology \(WIST\)](#) received a patent for a process that opens the door for the creation of biofuels from abundantly available plant fiber. (10'12)

Sustainability

- [2017 Green Ribbon Schools Award](#), selected by the U.S. Department of Education as the top Wisconsin institution of higher education for leadership in sustainability (5/5/17)
- 2018 Princeton Review Green Honor Roll received a Green Rating of 99, the highest score possible, for a commitment to sustainability
- [Outstanding Higher Education Award from National Recycling Council](#) (10/24/18)
- [Gold STARS](#) (Sustainability Tracking, Assessment & Rating System™) rating from Association for the Advancement of Sustainability in Higher Education (6/12/18)
- Tree Campus USA by the Arbor Day Foundation, eight years in a row (6/12/18)
- [Silver Sustainability Award](#) from National Association of College and University Food Services (6/12/18)
- Named to the Environmental Protection Agency's Top 30 College and University list of the largest green power users through the Green Power Partnership (1/4/18)
- Became the first university to have 100 percent of its electricity from renewable sources. (spring 2016)

Veterans

- UW Veterans Education and Transition to Success (VETS) Certification
- Named a [Military Friendly School](#) for nine consecutive years by Viqtory Media, publisher of G.I. Jobs®, STEM JobsSM and Military Spouse
- Selected as a top school in [2018 Military Advanced Education and Transition Guide to Colleges and Universities](#).

Advancement

- [CASE IV Platinum Level Best Practices in Alumni Relations Bronze Award](#) (11/9/18)
- [Bob and Mary Berard Gateway to Discovery Scholarship Endowment](#) (established 12/19/17)
- [Kennedy-Grohne Chair in Waterfowl and Wetlands Conservation](#) faculty position created with gifts of \$2 million from David Grohne and James Kennedy (10/12/15)
- [Douglas R. Stephens Chair in Wildlife](#) faculty position created with a \$2 million gift from Gerald and Helen Stephens honors the memory of their son, Doug Stephens, a 1991 graduate of UWSP. (12/18/13)

University of Wisconsin System

UWSP is a member of the University of Wisconsin System (UWS) of institutions. Established in 1971, the UW System is defined in Wisconsin state statute ([Wis. Stats. Chapter 36](#)) and each institution within the UW System is called to fulfill the [UW System Mission](#). The UWS comprises two doctoral institutions, eleven comprehensive institutions (collectively known as the University Cluster), and, until very recently, thirteen two-year colleges formerly known as UW Colleges. In

November 2017, the [University of Wisconsin Board of Regents approved](#) the integration of campuses of the UW Colleges into the operations of seven comprehensive receiving institutions, including UWSP. As such, on July 1, 2018, UWSP received UW-Marathon County and UW-Marshfield/Wood County. In August 2018, the Board of Regents also approved name changes for the former UW Colleges campuses to the [University of Wisconsin-Stevens Point at Wausau and University of Wisconsin-Stevens Point at Marshfield](#).

In addition to the common UWS mission, each comprehensive institution in the UWS is called to fulfill the [Core Mission of the University Cluster Institutions](#). Finally, each UWS institution has a specific Select Mission, and [UWSP's Select Mission](#) is to:

“provide programs that help communities become more vibrant, healthy, prosperous, and sustainable. We accomplish this by providing a broad foundation in the fine arts, humanities, natural sciences, and social sciences for associate and baccalaureate degrees.

“Our commitment to helping communities thrive requires that we provide education, research and outreach in a wide array of disciplines, with particular emphases at the baccalaureate level in integrated natural resources management and environmental education; in the performing and visual arts; and in areas such as business, health and wellness professions, communicative disorders, design, select engineering programs, family and consumer sciences, information science, paper science, social work, and teacher education.

“UW-Stevens Point provides select master's programs in business, communication, communicative disorders, health care, health promotion, natural resources, teacher education, wellness, and other select areas clearly associated with this university's undergraduate emphases. UW-Stevens Point provides a clinical doctoral program in audiology, as well as professional doctoral programs in select areas of strength at the master's level.

“UW-Stevens Point puts special emphasis on promoting inclusivity, advancing human wellness, providing excellent academic support resources, offering extensive study abroad and international programs, and providing a robust array of UW-Stevens Point programs.”

Select Mission Revision and Strategic Plan

To more intentionally align the select mission with our strategic plan initiatives, UWSP revised its select mission in 2015. The process for revising the select mission of any UWS institution is governed by [UWS Policy 102 \(Section 9\)](#) and required institution-level approvals by our [Academic Affairs Committee and Common Council](#). Additionally, revisions of the select mission also required local public hearings with at least one member of the University of Wisconsin Board of Regents present and two subsequent separate hearing dates at the Board of Regents. The 2015 revision carefully aligned the select mission and our strategic plan, [A Partnership for Thriving Communities](#), by specifically articulating that our array of academic programs is intended to serve communities to support them in becoming more healthy, vibrant, sustainable, and prosperous. Our institution is currently engaged in discussions regarding possible select mission revision to evaluate any additional changes to our select mission that may be desirable given the recent integration with our two branch campuses.

1.A.2

Academic programs:

The institution's areas of academic focus are identified in the select mission, and the specific academic programs offered are explicitly detailed in the [course catalog](#) and admissions materials and recorded in the [UWS Central Data Request](#). At the time of this document writing, a total of two associate, 80 baccalaureate, 14 master's, and two doctoral (Au.D. in clinical audiology and Ed.D. in educational sustainability) degree programs are offered by this institution. The academic degree program offerings are organized by discipline among four curricular colleges headed by deans and managed by the [provost and vice chancellor for academic affairs](#).

UWSP's four academic colleges are:

[College of Fine Arts and Communication](#) — This college hosts programs in communication and the fine and performing arts. Programs in this college are accredited by the National Association of Schools of Arts and Design (NASAD), National Association of Schools of Dance (NASD), National Association of Schools of Music (NASM), and the National Association of Schools of Theatre (NAST).

[College of Letters and Science](#) — This college hosts degree programs in the humanities, natural and social sciences, computing, and mathematical sciences. The chemistry program is accredited by the American Chemical Society (ACS), and the social work program is accredited by the Council on Social Work Education (CSWE).

[College of Natural Resources](#) — This nationally-recognized college hosts degree programs in fisheries and water resources, forestry, human dimensions of natural resources, paper science and chemical engineering, soil and waste resources, and wildlife ecology. The forestry program is accredited by the Society of American Foresters (SAF), and the Paper Science and Chemical Engineering program is accredited by the Accreditation Board for Engineering and Technology (ABET). Within the human dimensions of natural resources discipline, the environmental education program is accredited by the North American Association for Environmental Education (NAAEE).

[College of Professional Studies](#) — This college hosts programs in accounting, athletic training, business, clinical laboratory science, communication sciences and disorders, data analytics, dietetics, economics, education, health and wellness management, health information management and technology, health promotion and wellness, health science, interior architecture, nursing, and sustainable food and nutrition. The accounting and business programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB International). The program in dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), and graduate programs in communication sciences and disorders are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), the nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE), and the program in clinical laboratory science is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The interior architecture program is accredited by NASAD and the Council for Interior Design Accreditation (CIDA), and wellness programs are accredited by the National Wellness Institute (NWI).

Student Support Services:

Several student support services are available to facilitate student success. These resources are funded through a variety of revenues and are coordinated by administrators [across the divisions](#) of student affairs and academic affairs. These include, but are not limited to the following:

- [Academic and Career Advising Center](#)
- [Athletics](#)
- [Center for Inclusive Teaching and Learning](#)
- [Counseling Center](#)
- [Disability and Assistive Technology Center](#)
- [Diversity and College Access](#) (including the [Gender and Sexuality Resource Center](#) and the [Multicultural Resource Center](#))
- [Office of Residential Living](#)
- [Office of Student Creative Activity and Research \(OSCAR\)](#)
- [Tutoring-Learning Center](#)
- [University Centers](#)

Enrollment profile:

In [fall 2018](#), 7,725 students were enrolled at UWSP's main campus, 689 on the Wausau branch campus, and 487 on the Marshfield branch campus, for a total enrollment of 8,901. The main campus enrollment was comprised of 96% undergraduates and 4% graduate students. The branch enrollment at the branch campuses is entirely undergraduate. As will be discussed in detail in Criterion 5, enrollment has been in a sharp decline on both the main and branch campuses since 2012, reflecting declines in the unemployment rate and the number of traditionally-aged students.

On the main campus, the [undergraduate headcount enrollment of 7,385 was equivalent to 6,782 in FTE and the graduate headcount enrollment of 340 equated to 190 FTE](#). The headcount/FTE ratio on the main campus indicates a predominantly full-time undergraduate student body, and [the proportion of full-time to part-time undergraduates has been relatively stable during the last decade](#). However, a very different pattern is characteristic on the branch campuses which have higher percentages of students enrolled in dual credit classes.

As articulated in the bulleted list below, UWSP's undergraduate student body is traditionally-aged, from Wisconsin, significantly first-generation, increasingly diverse, relies on financial aid, and compared to national data, has mid-level ACT composite scores.

- [Traditionally-aged](#). About 86% of the undergraduate degree-seeking students on the main campus are younger than 25. This compares to the median rate of 78% among the regional comprehensives.
- [Wisconsin resident](#). In fall 2017, 87% of undergraduate students were Wisconsin residents. This proportion has been steady since fall 2015, but represents a decline of 4% from the proportion of Wisconsin residents in fall 2009. About 40% of our first-time freshman resident Wisconsin population in fall 2017 came from the Central Wisconsin region that is the focus of our select mission.
- [First generation](#). Nearly half of our Wisconsin resident undergraduates are first-generation college students (i.e., neither parent earned a four-year university/college degree). For example, in fall 2017 48% of the Wisconsin residents students at UWSP were first-generation college students.
- [Increasingly diverse](#). In fall 2017, students of color and international students comprised 13% of the student body. This represented an increase of 54% from 698 students in fall 2008 to 1,072 students in fall 2017. The largest growth in students of color has been with those who report they are of two or more races, Hispanic/Latino, and African American.
- [Rely on financial aid](#). According to IPEDs data from fall 2015, 83% of full-time first-time students received financial aid, with 33% receiving Pell grants and 68% taking out student

loans.

- Mid-level academic preparation. The undergraduate student body has a mid-range academic profile. In fall 2017, [the composite ACT score](#) for an incoming first-year student was 22.3. That semester, only 34.0% of the incoming students were [ranked](#) in the top quartile of their graduating high school class.

1.A.3

How UWSP's planning and budgeting priorities align with and support the mission is addressed in Criterion 5.C.1.

Sources

- A Military Friendly School
- A Partnership for Thriving Communities
- AASHE STARS
- Academic Affairs Organization Chart
- Academic and Career Advising Center
- Age Demographics by UW System Institution Fall 2018
- Approval of Rename of UWMC and UWMSF UW BOR August 23 2018
- Athletics Home page
- Berards make major commitment to first-generation students - News Releases and Events
- CASE District V 2018 Pride of CASE V Award Winners
- Catalog list of academic programs
- Center for Inclusive Teaching and Learning (CITL) Brochure
- College of Fine Arts and Communication
- College of Letters and Science
- College of Natural Resources
- College of Professional Studies
- Core Mission of University Cluster Institutions
- Counseling Center
- Degree Program Listings in CDR Manual
- Disability and Assistive Technology Center (DATC)
- Diversity and College Access
- Ed.D. in Educational Sustainability
- Fall 2018 Day 10 Enrollment
- Fall Headcount Enrollment by Resident Status 2009-2017
- Gender and Sexuality Resource Center
- Green Ribbon School Nomination 2017
- Hauer Regent Professor Award 2017
- Integrated Planning Advisory Council Charge 07-05-2017
- Military Advanced Education Top Schools
- Multicultural Resource Center
- NACUFS Sustainability Awards
- National Recycling Coalition Awards - Outstanding Higher Education 2018
- Office of Student Creative Activity and Research
- OPAR ACT Profiles for UWSP students
- OPAR Class Rank Profiles

- OPAR Table 10-First Generation College Students across the UWS
- Organizational Chart
- Preliminary Fall 2018 Enrollment Tables
- Residential Living - Residential Living
- Restructuring approval November-9-2017-(Thursday)-BOR-Minutes
- Revision to Select Mission- This document has letter and current and revised language
- Richard Hauer ISA Award
- Select Mission
- Stephens Endowed Professorship
- Student Financial Aid IPEDS Snapshot from 2015-16
- Student Headcount 08-18 by full-time part-time status
- The University Centers
- The University of Wisconsin System Mission
- Tutoring-Learning Center
- UW SYS 102 - Sec. 9
- UWS Fall Headcount by Race-Ethnicity 2008-2017
- UWS Regent Scholars to be honored - News
- UWSP at a glance
- Waterfowl Wetlands Conservation Faculty - University Communications and Marketing
- WI Chapter 36- UWS in WI State Statute
- WIST Annual Report 2017 FEC

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

As noted in the response to 1.A, along with the other UW institutions, UWSP shares both a common [UWS Mission](#) and the [Core Mission of the University Cluster Institutions](#). These mission statements are, respectively, articulated in state statute ([Wis. Stats. Chapter 36](#)), and on the [UWS webpages](#). Our institution also has a select mission that in full reads:

"In addition to the Core Mission of the University Cluster Institutions, the select mission of UW-Stevens Point is to provide programs that help communities become more vibrant, healthy, prosperous, and sustainable. We accomplish this by providing a broad foundation in the fine arts, humanities, natural sciences, and social sciences for associate and baccalaureate degrees.

"Our commitment to helping communities thrive requires that we provide education, research and outreach in a wide array of disciplines, with particular emphases at the baccalaureate level in integrated natural resources management and environmental education; in the performing and visual arts; and in areas such as business, health and wellness professions, communicative disorders, design, select engineering programs, family and consumer sciences, information science, paper science, social work, and teacher education.

"UW-Stevens Point provides select master's programs in business, communication, communicative disorders, health care, health promotion, natural resources, teacher education, wellness, and other select areas clearly associated with this university's undergraduate emphases. UW-Stevens Point provides a clinical doctoral program in audiology, as well as professional doctoral programs in select areas of strength at the master's level.

"UW-Stevens Point puts special emphasis on promoting inclusivity, advancing human wellness, providing excellent academic support resources, offering extensive study abroad and international programs, and providing a robust array of UW-Extension programs."

UWSP's select mission is publicly articulated on our ["About UWSP" webpage](#) and in our [course catalog](#). Our vision and values statements are similarly articulated and are:

Vision

The University of Wisconsin-Stevens Point will continue to be recognized for developing, supporting and educating students and citizens to constructively engage in local, regional and global communities.

Values

In addition to our primary value of education, we also value:

- *Community engagement*
- *Critical thinking*
- *Diversity and inclusivity*
- *Lifelong learning*
- *Professional preparation*
- *Research, scholarly and creative activity*
- *Student-centered environment*
- *Sustainable management of natural resources and other resources*

The mission is also detailed in the orientation materials and sessions that we provide to new employees titled [Living the University Mission](#). These informational sessions are jointly provided by Human Resources (HR) and the Center for Inclusive Teaching and Learning (CITL) personnel.

As noted in the response to 1.A, our [select mission was revised in 2015](#). This revision was designed to more intentionally align the select mission's articulated discipline array with the strategic plan, [A Partnership for Thriving Communities](#). Our revised select mission expresses that "our commitment to helping communities thrive" will be realized through our provision of "education, research and outreach in a wide array of disciplines." It is a combined expression of both intended outcomes (communities that thrive by being healthy, vibrant, sustainable, and prosperous) and the mechanisms (education, research, and outreach) our institution employs to accomplish these.

More recently, our institution engaged in a fine-tuning of our strategic plan, an activity named by Chancellor Patterson as a "[Fork-in-the-Road](#)" exercise, where we carefully examined the nature of our enrollment profile, our outreach with external stakeholders, and how we may more intentionally align budgetary allocations with institutional priorities. This exercise was accomplished during the 2016-17 academic year and was spearheaded by the (then) [Strategic Planning Committee \(SPC\)](#) and resulted in evaluative criteria for curricular and non-curricular units. The community of faculty, staff, and students was engaged [through a series of surveys](#) and the [SPC delivered its report in May 2017](#). On May 22, 2017 Provost Greg Summers hosted an open forum attended by 338 faculty and staff. This forum focused on the SPC's report and on identifying the institution's signature programs and style of delivery. Attendees and university constituents were also [surveyed regarding possible metrics to evaluate both curricular and non-curricular programs](#). Acting on the recommendation of the SPC in its final report, in July 2017, Chancellor Patterson disbanded the SPC and the Budget Review and Advisory Committee (BRAC) and created the Integrated Planning and Advisory Council (IPAC). During the 2017-18 academic year, IPAC created a [strategic investment proposal and rubric](#) to evaluate the alignment of strategic initiative proposals with the institutional mission and strategic plan. IPAC also evaluated student credit hour-based budget models for the four curricular colleges.

In March 2018, the Office of Academic Affairs released a proposal titled [Point Forward](#) and this proposal specifically addressed the question of how our academic offerings could be restructured to better align with the thriving communities strategic plan. Additionally, acknowledging enrollment and enrollment-dependent revenue declines and associated numbers of majors, it was proposed that

program discontinuances may be necessary as part of the restructuring. The response from institutional and community stakeholders was intense and largely critical, but *Point Forward* succeeded in engaging campus governance groups including the [Academic Affairs Committee \(AAC\)](#), [Program and/or Unit Discontinuance Advisory Committee \(PUDCC\)](#), and the recent [Academic Budget Advisory Work Group \(ABAWG\)](#). Concomitant with these governance discussions, the Office of Academic Affairs also released additional proposals meant to further articulate the institution's call to provide liberal arts education ([Point Forward Next Steps – Liberal Arts](#)), and a more specific plan to engage our community stakeholders ([Point Forward Next Steps – Thriving Communities](#)). The former has been discussed during the summer of 2018 by a working group of the General Education Committee (GEC) and the latter has been assigned by [Chancellor Patterson to IPAC for the 2018-19 academic year](#).

[A formal plan](#) for academic restructuring (also titled *Point Forward*) was submitted to the Common Council by Chancellor Patterson on November 12, 2018. In accordance with [Regent Policy Document 20-24](#), the Common Council appointed a Consultative Committee to advise the chancellor. The Consultative Committee report to the chancellor is due no later than February 22, 2019.

As a member of the UW System, UWSP is accountable to the Board of Regents and to the state legislature. Beginning in 2013, UWS provided annual accountability reports to the legislature and UWSP's annual reports for [2012](#), [2013](#), and [2014](#) detail our institutional efforts and achievements with respect to the seven core strategies articulated in the [UWS Growth Agenda](#). Beginning in 2015, UWS developed an accountability dashboard that provides systemwide and institution-specific details on access, student progress and completion, cost and efficiency, undergraduate experience, faculty and staff, economic development and institution highlights. Since the development of the accountability dashboard, [UWS transmits a letter annually](#) to the legislature providing data summaries and highlights with links to the accountability dashboard.

Sources

- PUDCC Admin Cover Letter 2018-08-01
- A Partnership for Thriving Communities
- Academic Affairs Committee response to Point Forward - CounterPoint 04-30-2018
- Academic and Budget Advisory Work Group Charge
- Accountability Report 2011-12
- Accountability Report 2012-13
- Accountability Report 2013-14
- Campus Survey Results
- Catalog Statement About UWSP
- Chancellors Charge to the IPAC 2018-19
- Chancellors charge to the SPC September 2016
- Core Mission of University Cluster Institutions
- IPAC Strategic Investment Rubric 10 24 2017
- Living the University Mission
- Mission Statement
- Point Forward - Office of Academic Affairs - March 5 2018
- Point Forward Interactive Chancellor Patterson to Common Council November 12 - 2018
- Point Forward Next Steps (Liberal Arts) 05-01-18
- Point Forward Next Steps (Thriving Communities) 05-01-18

- Revision to Select Mission- This document has letter and current and revised language
- RPD 20-24 Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination
- SPC Agenda September 9-2016 including SPC Roster
- SPC Final Report 5-31-2017
- Strategic Planning Presentation - 5-22-17 - Table Discussion Responses
- The University of Wisconsin System Mission
- UWS Accountability Summary
- UWS Growth Agenda Action Steps
- UWS Mission Statement core mission of cluster
- WI Chapter 36- UW System in WI State Statute

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

UWSP understands its mission in the context of the diverse society we serve. We seek to educate students and transform them and the communities in which they live and work. Our [common vision](#) is "to be recognized for developing, supporting and educating students and citizens to constructively engage in local, regional and global communities." Relatedly, the last section of our [select mission statement](#) communicates that: "UW-Stevens Point puts special emphasis on promoting inclusivity, advancing human wellness, providing excellent academic support resources, offering extensive study abroad and international programs, and providing a robust array of UW-Stevens Point programs." Our strategic plan, [A Partnership for Thriving Communities](#), specifically defines diversity for our institution, stating that diversity refers to:

"Differences in background, identity, ability and more; includes race/ethnicity, gender role and identity, age, religion, political perspective, sexual orientation, nontraditional student, veteran, disability, chronic illness, socioeconomic status, and more."

Our commitment to diversity and inclusivity is realized through several inter-related institutional organizations, structures, and activities including our institutional initiatives, governance structure, professional development activities, curricular learning outcomes in the General Education Program (GEP), and co-curricular student organizations that have specific diversity and inclusivity foci. We address examples of each of these in turn below.

Inclusive excellence initiative and activities

As a part of the UW System Inclusive Excellence plan, our institution developed and executed an Inclusive Excellence (IE) initiative that began in 2009. This initiative resulted in the creation of an [IE strategic plan](#) in 2010, and subsequently an [Inclusive Excellence Community](#) was created and charged with implementing the strategic plan. An [Inclusive Excellence Report](#) was completed in 2014. The goals of the IE initiative were threefold: to increase recruitment of students from underrepresented groups, to increase the retention and success of underrepresented students, and to augment faculty and staff professional development opportunities with respect to inclusive pedagogy.

With respect to the goals identified in the project, our institution succeeded in increasing diversity enrollment, and the percentage of underrepresented minority students matriculating to our institution in first-year classes increased from [7.8% in 2009 to 13.2% in 2013](#). [Efforts to improve diverse student success](#) identified significant equity gaps in the retention and six-year graduation rates of these students relative to all enrolled students. Efforts to improve retention and graduation-rate gaps are addressed in 4.C.

Campus climate survey and results

The IE initiative also identified the need to survey the community of learners regarding the campus climate. A survey of the institutional community was conducted in 2015. The 2015 survey was based on similar questions that were used in 2008 to evaluate the institutional climate. Specifically, the 2015 survey consisted of 96 questions, including free-response questions which allowed respondents the opportunity to provide commentary.

The 2015 survey was completed by 810 respondents which included 401 students and 409 faculty and staff members. [Survey results](#) identified continuing challenges for UWSP, and while some survey responses were heartening, many indicated work that needed to continue on the campus climate. For example, 14.2% of students and 23% of faculty and staff respondents [reported](#) having personally experienced "offensive, hostile, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus." Additionally, while in [2015, 58% of UWSP employees and 72% of students](#) respectively reported being either "highly satisfied" or "satisfied" with their jobs and education at UWSP, those percentages represented [declines from 2008](#) where staff and student respondents reported these at 80% and 84% respectively.

The responses submitted to the free-response qualitative questions were similarly mixed and concerning, with the report summarizing the following:

"Many praised UW-Stevens Point's efforts to create a welcoming atmosphere, asserted that the climate had improved in recent years, and/or suggested the campus would further benefit from additional actions to promote diversity. Others believed, however, that diversity efforts were over-emphasized or have led to reverse discrimination. These comments indicate that many respondents believe not only that diversity efforts are unnecessary, but also that diversity efforts are actively harmful."

Of particular concern were the relative numbers of positive and negative comments on the question, "Overall, how comfortable are you with the climate at your institution?" For this query for faculty and staff, [nine comments were positive while 75 were negative](#). Similarly, student responses to the identical query yielded [18 positive and 46 negative comments](#).

While the report generally concluded that our ["challenges are found in many other higher education institutions across the country,"](#) disturbingly it also noted that ["some respondents indicated they would not report complaints because of a perceived lack of support"](#) of the institution. The establishment of the Center for Inclusive Teaching and Learning (CITL) was a direct result of the institutional leadership's commitment to address student concerns identified in the campus climate survey - particularly student concerns relating to inclusivity in the classroom.

Establishment of the Center for Inclusive Teaching and Learning (CITL)

The IE goal of increasing professional development opportunities for our faculty and staff was realized through the creation of the Center for Inclusive Teaching and Learning in 2014. In acknowledgement of the need to address student performance equity gaps, and with a motivating recognition that truly excellent teaching and learning presupposes an inclusive campus and classrooms, UWSP committed to establishing a novel kind of teaching center — the [Center for Inclusive Teaching and Learning](#). CITL is supported by funding from the academic and student affairs divisions and provides a robust [array of regular professional development opportunities](#) for faculty, staff, and the entire community of learners it serves as a resource for the institution.

Diversity and Inclusivity in the Curriculum

In terms of curricular focus on diversity and inclusivity, one of the [General Education Program overarching outcomes](#) is for students to: “Recognize that responsible global citizenship involves personal accountability, social equity and environmental sustainability.” Additionally, the GEP articulates specific [category outcomes for cultural awareness and U.S. diversity](#). These outcomes are:

- Global Awareness:
 - Identify the key components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures.
 - Analyze key forces or processes that contribute to global interconnectedness, and their implications.
 - Demonstrate curiosity and empathetic insight about diverse cultural perspectives.
- U.S. Diversity:
 - Describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc.
 - Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality.
 - Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States.

Specific data regarding achievement of these outcomes are provided in 4.B of this assurance argument.

Co-curricular, student support, and governance structures supporting diversity and inclusivity

UWSP currently manages 223 different [student organizations devoted to a variety of missions](#), and several of these student organizations have specific charters that address diversity or inclusivity. For example, [ten student organizations](#) are specifically identified as multicultural in focus, and [another five](#) focus on aspects of diversity and inclusion, including the Alliance of Nontraditional Students, the Gender-Sexuality Alliance, Veterans Club, Women’s Resource Center, and Special Olympics College.

In addition to these student-sponsored and managed organizations, UWSP hosts several institutionwide centers that promote and support inclusivity and diversity. The [Diversity and College Access \(DCA\)](#) office’s mission is “to improve the retention and graduation rates for underrepresented students by promoting their academic and personal growth.” The [DCA manages specific resource centers](#) for the institution, including the Gender and Sexuality Resource Center (GSRC), the Multicultural Resource Center (MCRC), the Native American Center (NAC), and Upward Bound (UB).

To guide its diversity and inclusivity operations and activities, and fulfill a recommendation included in the [IE Final Report](#), the institution created the [Diversity Council](#) as a standing committee of the shared governance Common Council. As the constitution states, the purview of the Diversity Council is to advise the learning community and institutional personnel on matters of diversity and inclusion and to serve as an advisory group for the DCA office. The DCA office and Diversity Council collaborate on [strategic initiatives for diversity and inclusion](#), and since 2015 have implemented 37 specific activities while continuing to develop additional efforts.

We submit that our institution, as evidenced by its planning, support structures, curriculum, and co-curricular offerings, understands and seeks to fulfill its mission in the context of the diverse community of learners it recruits and serves.

Sources

- A Partnership for Thriving Communities
- Campus Climate Survey 2015
- Campus Climate Survey 2015 (page number 2)
- Campus Climate Survey 2015 (page number 3)
- Campus Climate Survey 2015 (page number 4)
- Campus Climate Survey 2015 (page number 5)
- Campus Climate Survey 2015 (page number 7)
- Campus Climate Survey 2015 (page number 13)
- CITL Brochure
- CITL Events Collated
- DCA Annual Report 2017-2018
- DCA Publication 2018
- Diversity Council-Constitution of the Common Council
- Diversity Inclusion-Strategic Initiatives-January 2018
- Equity gaps in the retention and 6-year graduation rates
- GEP Overarching Learning Outcomes
- Global Awareness - US Diversity Outcomes
- IE Community Reports 2012 2013
- Inclusive Excellence Report BoR
- Inclusive Excellence Report BoR Figure 3-Page 17
- Inclusive Excellence Strategic Plan 10-19-10
- Information on Student Organizations Focusing on Diversity
- Mission Statement - Select Mission Highlighted
- Mission Statement - Vision Highlighted
- Multicultural Organization List
- Student Organization Hub - Campus Activities and Student Engagement

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

The mission and strategic plan of UWSP are firmly grounded in commitments to public education, service, and outreach. UWS is specifically defined in state code, [Chapter 36](#), and the [Core Mission of the University Cluster Institutions](#) specifically directs each institution to "promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity." As a member of UWS, we readily embrace the "Wisconsin Idea" - the principle that the borders of the state are the borders of the university. The strategic plan of UWSP, [A Partnership for Thriving Communities](#), makes explicit our commitment to work in concert with our local constituents to educate students and assist communities in becoming vibrant, healthy, prosperous, and sustainable.

As a member of UWS, UWSP is a not-for-profit institution and its educational and service obligations are prioritized over financial returns. Notwithstanding significant budget reductions (see 5.A narrative) and recent enrollment declines, UWSP has maintained its focus on instruction and academic support. [IPEDS data](#) reflect that 51% of 2016-17 core expenditures were for instruction, and 13% were for academic support services.

Summaries of our outreach activities in service of the public good are organized by college and our Continuing Education unit. We address each of these in turn below.

College of Natural Resources (CNR)

CNR hosts abundant outreach and community service activities that annually involve thousands of participants in a variety of presentations, programs, workshops, short courses, services, and elementary and secondary school teacher activities. Consistent with its long-standing mission and objectives, as well as university priorities for thriving communities, CNR has approximately \$2.6 million salary dollars in direct outreach/extension programs, and has 38.1% of its actual payroll directed at outreach and extension. The vast majority of CNR's efforts to engage Wisconsin communities via outreach and extension are not funded by institutional resources, but through external grants and budgets.

CNR has specific investment in outreach and extension programming primarily in assisting residents, communities, and other stakeholders with environmental issues and concerns. Additionally, CNR also provides specific outreach programming through various entities including

[Becoming an Outdoors Woman](#), its field stations ([Treehaven](#), [Schmeckle Reserve](#), and [Central Wisconsin Environmental Station](#)), its Extension Centers ([Center for Land Use Education](#), [UW-Extension Lakes](#), [Center for Watershed Science and Education](#), [Water and Environmental Analysis Laboratory](#), and [Wisconsin Center for Wildlife](#)), [Wisconsin Center for Environmental Education](#), and the [Wisconsin Institute for Sustainable Technology](#). Outreach activities for CNR are summarized in [this report](#) along with details of programs offered and community constituents served.

College of Fine Arts and Communication (COFAC)

COFAC offers numerous outreach and public service activities focusing on the visual and performing arts and communication. These programs directly serve thousands of constituents annually, and involve specific participation by faculty and students from the Departments of Art and Design, Theatre and Dance, Music, and the Aber Suzuki Center, the American Suzuki Institute, and the Division of Communication. COFAC outreach activities are summarized in [this report](#).

College of Letters and Science (COLS)

COLS hosts several centers and entities that perform public outreach. These include the [Allen E. Blocher Planetarium and The Arthur J. Pejsa Observatory](#), [Aquaponics Innovation Center](#), [Center for Athletic Scheduling](#), [GIS Center](#), [Museum of Natural History](#), which provides an annual “Collection Crawl” that is open to the public, and [Northern Aquaculture Demonstration Facility](#) (NADF). COLS also hosts a [Community Lecture Series](#) that is specifically offered to a public audience and is delivered in the Portage County Library.

College of Professional Studies (CPS)

CPS also hosts several centers and entities that directly serve the public good, including the [Center for Economic Education](#), [Central Wisconsin Economic Research Bureau](#), [Gesell Institute 4K program](#), and [Speech, Language, and Hearing Clinic](#).

University College

The University College is a non-curricular academic support unit. University College manages the University Library and serves as the administrative home to our new branch campuses in Wausau and Marshfield. The University Library is open to the general public to visit and physical items may be checked out by obtaining a guest borrowing card while electronic items may be accessed within Albertson Hall by utilizing the UWSP Guest wireless network or by obtaining a community login. The [Archives and Area Research Center](#) houses not only university records and historical materials, but also the Portage County Historical Society collections and the Wisconsin Historical Society Area Research Center Network collections. Members of the community often utilize these collections for genealogical and historical research needs. As a member of the Foundation Center, the University Library has been a Funding Information Network partner for over 20 years and provides a core collection of Foundation Center publications and databases, research assistance, and workshops to community grant seekers. The University Library collaborates with several community organizations (Portage County Public Library, Create Portage County, Portage County Literacy Council) to distribute poems around the community in celebration of Poetry Month and Poem in your Pocket Day. A sample of programs offered to serve community members at our branch campuses (Wausau and Marshfield) is given [here](#).

Office of Economic and Community Development/Continuing Education

In June 2018, the [Office of Economic and Community Development \(OECD\)](#) was created to increase our emphasis on outreach to our communities and serving our region more intentionally, as described in our strategic plan, [A Partnership for Thriving Communities](#). Business and community leaders provided significant feedback and felt that UWSP could likely assist in solving many issues they face, but they did not know whom to contact. The OECD connects the valuable expertise and resources at UWSP to off-campus organizational and community partners. The OECD structure will ensure the increased engagement with our business and community partners is done in a strategic and sustainable way.

Rolling the Continuing Education unit into OECD expands our outreach capacity by increasing revenue for the university. Our Continuing Education unit's mission is to "connect learners of all ages with the resources of the university, meeting the needs of clients and community, through innovative solutions and quality practices and programs." One example of many current revenue programs is professional development to help upskill and retain the current workforce throughout our region. Continuing Education also offers a lifelong learning model, from youth camps that can help increase the talent pipeline and future university enrollment, to adult and retirement programming that provides community enrichment. A series of annual reports from the last three years is [provided here](#) as well as the [Continuing Education three-year strategic plan](#).

UWSP has many successful outreach programs across campus. The OECD will enhance current outreach activities at UWSP by centrally coordinating these efforts. This "central database" of our resources and expertise will allow our external stakeholders to more efficiently access available resources to meet specific needs.

OECD maintains relationships with the area Chambers of Commerce, regional economic development organization leaders, as well as many business and community leaders in the region and throughout the state. These existing relationships have provided the ability to get feedback to help us improve our role as a regional institution. For example, our partnerships with the Wausau Region Chamber and the Marshfield Area Chamber of Commerce and Industry resulted in [focus groups related to the UW System restructure](#). Based on the results, we gained insights into the perceptions and needs of the communities as we began operating the branch campuses.

In the next year, OECD is expecting to develop a systematic assessment tool to receive important feedback from external stakeholders. This feedback will help decision-making related to engagement activities and identify priorities for UWSP related to our outreach goals. OECD will also review existing accountability data reported to UW System and develop outreach activity outcomes to measure impact. The initial outcome data will be used to identify gaps in our work and set goals for continued success.

In summary, UWSP is steadfastly dedicated to serving the public good, as articulated in our mission and strategic plan, and evidenced by the abundant outreach and extension programs we host.

Sources

- A Partnership for Thriving Communities
- Aquaponics Innovation Center
- Archives and Area Research Center
- Becoming an Outdoors-Woman
- Center for Athletic Scheduling

- Center for Economic Education
- Center for Land Use Education
- Center for Watershed Science and Education
- Central Wisconsin Economic Research Bureau
- Central Wisconsin Environmental Station
- Chancellor Patterson Memo on OECD
- CNR Summary of Outreach Activities
- COFAC Summary of Outreach Activities
- COLS Community Lectures 2013-2019
- Continuing Education Reports 2014-2017
- Continuing Education Three-Year Strat Plan 19-21
- Core Mission of University Cluster Institutions
- Geographic Information Systems Center
- Gesell Institute - School of Education
- IPEDS Core Expenditure Data
- Marshfield and Wausau Restructure Focus Group Feedback
- Museum of Natural History Programs
- Northern Aquaculture Demonstration Facility
- Planetarium and Observatory
- Schmeeckle Reserve
- Speech Language and Hearing Clinic
- Treehaven
- UC Wausau and Marshfield Events for Public
- Water and Environmental Analysis Lab
- WI Chapter 36
- Wisconsin Center for Environmental Education
- Wisconsin Center for Wildlife
- Wisconsin Institute for Sustainable Technology

1.S - Criterion 1 - Summary

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

Summary

The UWSP select mission and strategic plan clearly articulate our commitments as an educational and cultural resource for our students and community. Our priorities are demonstrated by our quality education opportunities, diversity, and public good. However, our current economic situation requires us to reevaluate aspects of our mission to better align with operational realities.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

As outlined in [section 36.09, Wis. Stats.](#), the governing board of UWSP is the [University of Wisconsin System \(UWS\) Board of Regents \(BOR\)](#). In addition to state and federal laws, state statutes, [BOR policies](#), and UWSP policies regulate the financial, academic, personnel, and auxiliary functions of the institution. The BOR establishes and maintains an extensive set of policies related to the conduct of students, faculty, and staff within the UWS. These policies are available on the [UWS website](#).

(Note: The fiscal year for the state of Wisconsin, UWS, and UWSP operates from July 1 to June 30.)

Financial

UWSP affirms its commitment to financial integrity through several financial reporting and auditing processes. Each fiscal year-end, UWSP submits to the UWS Office of Financial Administration [year-end reporting submissions](#) to prepare not only the general ledger for a new accounting period, but also for the presentation of the [UWS Annual Financial Report](#). During the development of the annual financial report, UWS also makes available individual institutional financial statements, including the [statements for UWSP](#). Included within the year-end reporting submissions is an [Institutional Attestation](#). In common with many other institutes of higher education, UWS has adopted best practices related to documenting management representations assuring its accuracy of financial information. The Institutional Attestation is signed by the Institution Business Officer and Chancellor confirming that the campus information submitted and incorporated into the annual financial report has been provided in accordance with UWS instructions and is materially accurate.

The [Wisconsin Legislative Audit Bureau \(LAB\)](#), a nonpartisan service agency of the Legislative Branch, serves as the auditor for the activities in the Executive Branch state agencies, which historically included UWS. In the 2017-19 biennial budget process, [omnibus motion #253](#) requested a suspension of the current law and instead required UWS to contract with an independent accounting firm for the purpose of conducting the annual financial statement audit. This provision would only apply for the fiscal years ending June 30, 2018 and June 30, 2019. UWS [awarded external audit services](#) to contractor Plante Moran, PLLC., who completed the financial statement audit for fiscal year ending 2018. Although Plante Moran, PLLC., will conduct the annual financial audit, LAB will remain responsible for conducting [a management audit](#), which includes topics such as tuition and fee revenue; UW personnel systems; PR balance reporting; and, affiliated organizations.

As a major enterprise fund of the state of Wisconsin, the financial statements of the UWS are presented in the proprietary fund financial statements of the state of Wisconsin's [Comprehensive Annual Financial Report \(CAFR\)](#). The Wisconsin State Controller's Office in the Department of Administration publishes the CAFR for each state fiscal year. The report is prepared on a Generally Accepted Accounting Principles (GAAP) basis. The adoption of GAAP by the state of Wisconsin for financial reporting purposes serves to present the state's financial position in a businesslike manner. GAAP reporting accurately measures financial operations, fully discloses financial position, provides an externally accepted presentation, and communicates information for financial managers. The state of Wisconsin CAFR has received a [Certificate of Achievement for Excellence in Financial Reporting](#) from the Government Finance Officers Association each year since state fiscal year 1996.

In addition to the independent audits of the UWS Annual Financial Report and the state of Wisconsin CAFR, state agencies must also meet the audit requirements of the federal Single Audit Act of 1984, as amended, and of the Federal Office of Management and Budget (OMB) Circular A-133 as a condition of receiving federal funds. The Single Audit Act requires there to be [one audit of federal grant programs](#). UWS's federal funds are included in the [state of Wisconsin's Single Audit](#).

As a consequence of an independent and external review, the Internal Audit function of UWS has been restructured to provide maximum independence and objectivity for internal auditors at the UWS campuses. The BOR adopted the [Audit Committee charter](#) in September 2013 and the revised Office of Internal Audit charter in April 2015. The BOR Audit Committee has responsibility for all audit-related matters, internal and external, and the UWS Chief Audit Executive reports directly to the committee. Past practice had institutional internal auditors reporting to their respective campus chief business officers. More recently, all campus internal auditors now report to the UWS [Office of Internal Audit](#). The UWS Office of Internal Audit proposes an annual plan based on internal and external considerations. The [audit plan](#) includes operational audits, financial audits, and continuous monitoring. The annual audit plan includes continuous monitoring/auditing of certain higher risk financial areas. Purchasing card expenditures, travel and expense reimbursements, and payroll are areas most often selected for continuous auditing. Auditors use a risk-based approach to identify purchasing card or travel expenditures that may not be allowable. The continuous auditing of payroll results in a systematic approach to identifying conditions or trends that warrant further review or investigation. The UWS implemented a [Waste, Fraud and Abuse Hotline](#) in May 2015. The hotline provides tangible support for the university code of conduct by giving employees and other stakeholders a mechanism for reporting concerns. On behalf of UWS, UWSP employees were informed in November 2015 of the existence of the hotline and the mechanisms available to report a concern.

[Employees are provided training](#) about purchasing cards and travel and expense reports. Individuals who are approved for a purchasing card are provided training about appropriate card use, and each month a copy of the statement must be signed by the cardholder and immediate supervisor. In the summer of 2016, UWSP transitioned to an electronic system for submitting travel and expense reports. The system requires that a supervisor review the travel and expense report prior to its submission for reimbursement, and the report is reviewed at UWS before the request is paid.

Academic

[Committees of the Common Council](#) evaluate and approve the academic policies of the institution. The [Academic Affairs committee](#) is responsible for reviewing the mission and long-range goals of the university, recommending policies pertaining to the institutional organization, curriculum and staffing of programs, admissions, grading, and learning resources, as well as reviewing all

interinstitutional academic agreements. [The Graduate Council](#) fulfills the same role for graduate education. The [agendas, minutes, and reports](#) for these committees are all available on the internal [Common Council webpage](#).

Academic policies are posted in the [Course Catalog](#), providing transparency to the students and public regarding these matters. The response to CC 2.E. details UWSP's compliance with policies that ensure the integrity of research and scholarly practice by UWSP faculty, staff, and students. The policies are posted on the public UWSP website, providing additional transparency. [FERPA](#) policy is posted on the website of the Office of the Registrar and in-person training takes place during orientation and as requested by departments. Online FERPA training is scheduled to be initiated Spring 2019 through the [Collaborative Institutional Training Initiative \(CITI\) platform](#) (as described in CC 2.E.). Online training will allow the tracking of completion rates.

UWSP reports its [institutional academic data](#) directly to UWS through the [Central Data Request \(CDR\)](#). The CDR is used by UWS to respond to the U.S. Department of Education on behalf of the institution, and also provides information about university operations since the 1973-74 school year. This provides an additional level of assurance about institutional data integrity and reporting processes, as the [data are reviewed](#) by local UWSP staff and UWS staff prior to being confirmed and used for the [Integrated Post-Secondary Education Data System \(IPEDS\)](#) submissions.

Personnel

Per the UWS University Personnel System (UPS) policies, UWSP follows merit-based recruitment, selection, and hiring processes designed to ensure equal employment opportunity to all qualified individuals within all areas of employment across UWS institutions. UWSP considers [affirmative action principles](#) and inclusive excellence in all employee recruitments to ensure that [equal employment opportunity](#), diversity, and affirmative action goals are addressed. A human resource specialist meets with each [Search and Screen committee](#) for [faculty](#), [academic staff](#), and [university staff](#) positions. UWSP job postings include statements expressing UWSP's mission and values as related to diversity and inclusion.

UPS and BOR policies include a [code of ethics](#) based on Wisconsin law to which all [UWS employees](#), including [UWSP employees](#), must adhere. These codes are designed to prevent conflicts between an employee's private interests and public responsibilities (conflict of interest). Some employees (typically faculty and academic staff) must report annually, in writing, their [involvement in outside activities](#). Notice of the filing requirement is emailed to each employee and must be signed by the employee and their supervisor. As noted in the policy, conflict of interest policies extend to the [members of the BOR](#). Workplace conduct expectations also include direction for UWS employees to act according to the highest ethical and professional standards of conduct.

Employees are notified of the terms and conditions of employment at the time of appointment. Each appointment letter includes details of the appointment, notice of personnel rules and/or guidelines, a link to the *University Handbook*, and performance evaluation documentation. UWSP employees have grievance procedures available to follow when they have an unresolved dispute concerning their terms or conditions of employment. [Employees are apprised](#) of the opportunity to grieve a decision when they receive an action letter, such as a [reprimand, suspension, or termination](#). The process varies depending on an employee's status as a member of the faculty or instructional academic staff, non-instructional academic staff, or university staff.

The [Office of Human Resources](#) and the [Office of the Dean of Students](#) provide support for UWSP's

commitment to a fair and equitable university community. The Office of Human Resources guides institutional implementation of policies and procedures regarding discrimination, discriminatory harassment, retaliation, and related issues. Office staff are coordinators for Title IX, [Americans with Disabilities Act \(ADA\)](#) and [Equal Employment Opportunity](#). The Dean of Students works closely with the Director of Human Resources on implementation of policies and procedures regarding sexual harassment, sexual assault, and other forms of gender violence. In 2017 the Office of Human Resources launched an [online training for employees related to sexual violence](#), affirming the commitment of UWSP to an inclusive university and to fulfill our Title IX obligations.

UWSP complies with Wisconsin [Open Meetings Law and Public Records Law](#). The entities subject to [Open Meetings law](#) post their meetings through an internal [UWSP website](#) which is available to the public. UWSP's records custodian responds to requests for public records on behalf of UWSP. The UWS General Counsel provides guidance and oversight to institutions for compliance with these requirements. UWSP faculty and staff rights and responsibilities are outlined in the *University Handbook*. Academic department personnel manuals (e.g., [Biology Department](#)) also provide information about workplace expectations, promotion, and retention procedures for faculty and instructional academic staff.

UWSP students have access to the student policies on the [Dean of Students website](#), providing information about [academic](#) and [non-academic misconduct](#), student rights under FERPA, and other topics. The Vice Chancellor for Student Affairs, in compliance with the [Clery Act](#), notifies the institutional community annually about the publication of the [annual security report](#). The report is available online and in the Office of the Dean of Students.

Auxiliary

UWS policies also provide guidance on financial management of auxiliary enterprises. [SYS 314](#) and [316](#) provide the definition of an auxiliary operation, which adheres to Wisconsin state statutes and National Association of College and University Business Officers (NACUBO) definitions for auxiliary enterprises and provides for external reporting to the U.S. Department of Education and the Wisconsin Legislature on the fund balances. Additional information is provided in CC 3.D. and CC 5.C. A shared governance process is responsible for allocating resources collected through segregated fees, room and board fees, textbook rental, and parking fees, which fund the segregated fee and auxiliary units on campus. UWS collaborated with the LAB in 2014 to create a new report to more clearly present program revenue fund balances managed by each UWS institution, [including UWSP](#). Using the definitions developed by the LAB, UWS institutions are now annually providing specific details on all program revenue fund balances by level of commitment.

Sources

- Academic Policies
- Academic Staff Hiring Process
- Appointment and Evaluation of Instructional and Non-instructional Academic Staff
- Audit Plan 2019
- Audit Reports by Year
- Audit-charter 9-6-2013 as revised
- Biology Personnel manual 2017
- Board of Regents UWS

- CAFR 2018
- CDR Manual - Education Reports Statistics
- CITI Program - Family Educational Rights and Privacy Act (FERPA)
- Clery Act and Annual Security Fire Safety Report home page
- Clery Act Report
- COA of Excellence in Financial Reporting
- Common Council SharePoint
- Constitution of the Common Council 11-07-2018
- Dean of Students Academic Concerns Page
- Dean of Students Conduct Concerns Page
- Dean of Students 2017-2018 Annual Report
- Dean of Students home page
- Ethics and Conflict of Interest Policy for the UWS BOR
- External Audit Omnibus Motion for External Auditor
- Faculty Hiring Process
- FERPA - Office of the Registrar
- Financial Statement FY18
- Graduate Study
- Handbook Chapter 4A UWSP 8 - Unclassified Code of Ethics
- HR - AAP - Women and Minorities 2015-2016
- HR - Academic Staff - Non-Retention of Academic Staff-Procedures
- HR - Americans with Disabilities Act
- HR - Employee Ethics and Public Records Management
- HR - Equal Employment Opportunity Policy
- HR - Harassment Discrimination and Retaliation Prevention
- HR - Workplace Conduct Expectations
- Human Resources home page
- Institutional-Attestation
- Internal Audit
- IPEDS 2017-18 - Education Reports Statistics
- LAB Evidence
- Legislative Audit Bureau Overview
- MOD Message Regarding Waste Fraud and Abuse Hotline
- Open Meetings Law - General Counsel
- Outside Activities Reporting Guidelines and 2017 Form
- Plante Moran Selection
- Recruiting Checklist - US - 05.2018
- Resolution Summary 2017-2018
- Search Committee Composition - Faculty and Academic Staff
- Submission Schedules update 2018-19
- SYS 314 - Financial Management of Auxiliary Operations
- SYS 316 - Auxiliary Enterprises Support Services Charge backs
- Training Opportunities - Financial Operations
- Univ of Wisconsin Regent Policies
- UWS Annual Financial Report
- UWS Annual Financial Report 2018
- UWS Data Management Education Reports Statistics
- UWS Financial Report February 2018
- UWS Policies

- Wisconsin Legislature 19
- Wisconsin Single Audit Report March 2018
- Wisconsin Statute 36.09
- Year End Reporting Submissions

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

UWSP is an institution in UWS, and is governed by the [UWS BOR](#). This is clearly articulated in the [course catalog](#) and reflected on the [university's organizational chart](#). The importance of shared governance at UWSP is demonstrated through the [organizational chart within the Constitution of the Common Council](#). The Common Council is composed of the Academic Staff Council, Faculty Council, and the University Staff Council. Additionally, the Student Government Association (SGA) is also linked directly to the chancellor. The Common Council has an office space in the primary administrative building (Old Main) on campus. The chair of Common Council is reassigned from half of their teaching load and the Common Council has a 0.875 FTE university staff member to facilitate completion of council business.

The external communications for UWSP are coordinated through the [University Communications and Marketing \(UCM\)](#) office, which includes personnel devoted to marketing activities, media relations, internal and external communications, and athletics-related media relations.

University Communications works with the executive team, deans, and members of the university community to maintain the institution's website and social media presence. For example, UCM manages the "[Fork-in-The-Road](#)" informational website, [UW Restructuring site](#) (dealing with the UWS branch campus planning), and site for the [Integrated Planning Advisory Council \(IPAC\)](#). UCM also coordinates news releases, live streaming of selected campus forums, and both student and faculty/staff versions of the [Campus Announcements](#) email notification and links for faculty, staff, and students for events on campus and in the community.

UCM also provides a comprehensive style guide, the [Communication Standards Manual](#), that provides rules for uniform communication, marketing, and promotional materials, and has a staff that includes graphic designers and marketing specialists.

The institution presents itself clearly and completely to its students and to the public through several outlets. The chancellor's page on consumer disclosures provides links to accountability pages such as the [accountability report for UWSP](#), the [College Scorecard](#), the National Center for Education Statistics and Colleges Navigator for UWSP. The College Scorecard site is managed by the U.S. Department of Education, and reports six-year graduation rates, retention rates, average debt, and provides a net price calculator.

UWSP reports annual accountability metrics through UWS. The metrics reflect UWS' strategic priorities or are required by state legislation ([s.36.65, Wis. Stats.](#)). UWS uploads the data for publication from UWSP data submitted through the Central Data Request (referenced in CC 2.A.), and UWSP provides supplemental information to the [UWS dashboard](#).

All students, both domestic and international, are recruited and admitted for study at UWSP through

the [Admissions Office](#). The Admissions Office follows the [American Association of Collegiate Registrars and Admissions Counselors \(AACRAO\) statements for ethics and practice](#) as they relate to recruitment and admission of students to UWSP.

Academic Programs: A complete list of UWSP's academic programs can be found through links on the chancellor's consumer information page, the admissions page, and in the public [course catalog](#). UWS publishes all UWS institution programs of study on the [University of Wisconsin Higher Education Location Program \(HELP\) website](#). HELP is a program of UW-Extension that assists with outreach and coordination of resources across all campuses in the UWS.

Requirements: Requirements for admission to UWSP for both undergraduate (new first-years and transfers) and graduate programs can be found on the [admissions pages of the university website](#).

Faculty and Staff: A [roster of faculty and instructional academic staff](#) is updated annually after preliminary census of the spring semester and is posted on the provost's website. The university [general employee roster](#) is included in the course catalog.

Costs to Students: The [Student Financial Services office](#) publishes the [tuition and fees schedules](#) for each term for each category of student on its website. Required [segregated fees](#) that fund many campus offices are disclosed to students on the website. For example, students pay a textbook rental fee in their segregated fees. The Office of Residential Living provides a [basic room and board cost](#) on its webpage. [Billing reminders](#) are emailed to students at their university email address approximately two weeks after classes begin for the semester.

The ["Your Investment" tab](#) of the admissions website provides links to information regarding [financial aid](#), [scholarships](#), tuition cost, a [net price calculator](#), and [campus life residential housing and meal plan](#) costs. In addition to UWSP scholarships linked on the admissions page, many departments promote different [scholarships](#) to assist students with the costs associated with tuition and fees. The chancellor's homepage maintains a consolidated [consumer information disclosure page](#) with required disclosures for students related to Title IV Financial Aid.

Accreditation Relationships: Accreditation relationships are listed clearly in the Course Catalog in the "About UWSP" section, and on the [accreditation page](#) managed by the provost and vice chancellor for academic affairs.

Sources

- AACRAO Ethics and Practice Statement
- About UWSP - Catalog
- Accreditation - Academic Affairs
- Admissions - Tuition Room and Board
- Admissions Criteria- First Year Students
- Admissions Office Home page
- Billing Information Dates - Student Financial Services
- Board of Regents UWS
- Campus Life - Housing and Dining - Admissions
- Chancellor - Consumer Information Disclosures
- College Scorecard
- Common Council Chart Organizational Chart

- Communication Standards Manual
- Faculty and Staff Roster
- Faculty IAS Roster 2017-18
- Financial Aid web page
- Fork in the Road home page
- IPAC Page
- MOD Sample Current Announcements
- Net Price Calculator
- Organizational Chart with BOR
- Residential Living Room and Meal Plan
- Restructuring home page
- Scholarships Link - Affordability - Admissions
- Scholarships List - School of Education
- Segregated Fees Explanation 2017-18
- Student Financial Services
- Tuition and Fees - Student Financial Services
- University Communications and Marketing
- UWS Accountability Dashboard Main Page
- UWS HELP-UWSP Profile
- WI Chapter 36.65-Annual Reporting

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1 / 2.C.2

As noted in CC 2.A, the governing board of the UWS, to which UWSP belongs, is the 18-member BOR. Sixteen members of the BOR are appointed by the governor, subject to confirmation by the Wisconsin senate. From the [BOR website](#):

"Of these 16 members, 14 serve staggered, seven-year terms and two are ex officio members. The two ex officio members are the state superintendent of public instruction and the president or a designee of the Wisconsin Technical College System Board. Two UWS students are appointed to the Board for two-year terms; one of the two is a nontraditional student."

Under s. [36.09\(1\), Wis. Stats.](#), the BOR:

"shall enact policies and promulgate rules for governing the system, plan for the future needs of the state for university education, ensure the diversity of quality undergraduate programs while preserving the strength of the state's graduate training and research centers and promote the widest degree of institutional autonomy within the controlling limits of systemwide policies and priorities established by the board."

BOR responsibilities (enumerated in [s. 36.09, Wis. Stats.](#)) and powers and duties (enumerated in [s. 36.11, Wis. Stats.](#)), include:

- consulting with the Wisconsin Economic Development Corporation to establish clear and measurable goals for each economic development program that is tied to statutory policy objectives (s. 36.09(1)(am));
- appointing a president for the UWS, and a chancellor for each institution (s. 36.09(1)(e));
- allocating funds and adopting budgets for the respective UWS institutions (s. 36.09(1)(h));
- establishing policies for admission for enrollment to UWS institutions (s. 36.11(3));
- maintaining a "computer-based" credit transfer system between UWS institutions (s. 36.11(3)(cm));
- conferring degrees and diplomas (s. 36.11(7));

- setting tuition rates for students (s. 36.27(1));
- establishing rules and procedures to grant sabbatical leave to faculty (s. 36.11(17));
- reporting to the legislature each year on each institution's approach to educating incoming students about sexual assault and sexual harassment (s. 36.11(22)); and
- directing each institution to establish policies and procedures to protect students from discrimination (s. 36.12(2)).

The BOR also approves new degree programs, grants faculty tenure appointments (based on tenure processes adopted at the institutional level), and approves building projects at the individual campuses.

UWS administration assists the BOR and president of the UWS with policy development and implementation. UWS staff schedule regular meetings with the chancellors, provosts, chief budget officers, and others to provide information updates and solicit feedback on proposed policy changes from institutional perspectives.

2.C.3

Regent Policy Document 2-2 articulates a *Statement of Expectations of Board Members*. Among other duties, board members are expected to:

- be well-informed regarding the mission, structure, programs, financial framework, strengths, challenges and current issues for the UWS;
- understand the “the special mission and character of each of the University of Wisconsin institutions,”
- be an active and contributing participant in the work of the BOR, including “representing the public interest in general and not the interest of any particular constituency,”
- adhere to high standards of ethical conduct and to comply fully with laws relating to conduct of public officials and boards, including Regent Policy Document 2-4, *Ethics and Conflict of Interest Policy for the UW System Board of Regents*, and those established in the s. 19.41(1), Wis. Stats., the *Code of Ethics for Public Officials and Employees*; and
- accept responsibility for effectively and efficiently governing the UWS in the public interest.

The ethics code applies to UWSP employees as well, and is articulated in the *University Handbook, Chapter 4A, Section 1, Chapter UWS 8: Unclassified Staff Code of Ethics*. Concisely, public officials and employees are prohibited from using their public position for private benefit, including offering or providing influence in exchange for campaign or other contributions.

2.C.4

Local management of each UW institution is delegated from the BOR to the institution's chancellor, as provided for in *Chapter 36, Wis. Stats.*:

"The board shall delegate to each chancellor the necessary authority for the administration and operation of the institution within the policies and guidelines established by the board. The board may also delegate or rescind other authority to chancellors, committees of the board, administrative officers, members of the faculty and students or such other groups as it deems appropriate." (s.36.09(1)(f)), and,

"The chancellors shall be the executive heads of their respective faculties and institutions and

shall be vested with the responsibility of administering board policies under the coordinating direction of the president and be accountable and report to the president and the board on the operation and administration of their institutions." ([s.36.09\(3\)](#)).

2015 Wisconsin Act 55 (the 2015-17 state of Wisconsin biennial budget) made significant changes to Chapter 36, Wis. Stats., the statute governing operations in the UWS. Act 55, s. 36.09(4), Wis. Stats. was amended to read:

“The faculty of each institution, subject to the responsibilities and powers of the board, the president, and the chancellor of such institution [*deleted*], shall be vested with responsibility for the immediate governance of such institution and shall actively participate in policy development]. As such, the faculty shall have the primary responsibility for [added] **advising the chancellor** regarding academic and educational activities and faculty personnel matters.”

New language ([Chapter 36, Wis. Stats s.36.09\(3m\)](#)) also clarifies the intent of the term "subject to" in certain provisions of the statute, indicating the intent is "*subordinate* to the responsibilities and powers" of the chancellor.

Sources

- Board of Regents UWS
- RPD 2-2 Statement of Expectations of Board Members
- RPD 2-4 Ethics and Conflict of Interest Policy for the UW System Board of Regents
- WI Chapter 19.41- Code of Ethics for Public Officials and Employees
- WI Chapter 36.09-36.11 Responsibilities and Duties of BOR
- WI Chapter 36.09-36.11 Responsibilities and Duties of BOR (page number 2)
- WI Chapter 36.09-36.11 Responsibilities and Duties of BOR (page number 3)
- WI Chapter 36.09-36.11 Responsibilities and Duties of BOR (page number 4)
- Wisconsin Legislature Chapter UWS 8- Unclassified Staff Code of Ethics

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

The pursuit of truth is central to the mission of the UWS:

"Basic to every purpose of the system is the search for truth" ([s. 36.01\(2\), Wis. Stats.](#)).

As a public institution, UWSP has a particular responsibility to uphold the right to freedoms of inquiry and expression. In support of this, UWSP has adopted in the *University Handbook* ([Chapter 5, Section 4](#)) the AAUP 1940 (revised in 1990) *Statement of Principles and Interpretive Comments on Academic Freedom and Tenure*.

To promote and ensure a safe and inclusive learning environment, the UWS BOR has articulated several policies prohibiting discrimination (Regent Policies Section 14: Discrimination Prohibited). Specifically, [Regent Policy Document \(RPD\) 14-6 on Discrimination, Harassment, and Retaliation](#) expressed the BOR's commitment to providing an environment free of discrimination. The local [UWSP nondiscrimination policy](#) states that discrimination is inconsistent with UWSP's efforts to foster an environment which is conducive to the free and open exchange of ideas, and where the dignity and worth of all members of the learning community is respected. The [UWSP Operational Policy](#) related to Regents Policy, Section 14 also articulates the aspiration to:

- foster an environment of respect for the dignity and worth of all students, employees, and guests of the University;
- provide an environment which is conducive to the free and open exchange of ideas; and
- eliminate bias, prejudice, discrimination, and harassment in all forms and manifestations.

It is the collective responsibility of all members of our university community to create and maintain a safe and inclusive environment free of discrimination, harassment, and retaliation.

At a system level, in October 2017, the BOR created [RPD 4-21](#) as a statement on academic freedom and freedom of expression. Additionally, [Chapter UWS 18, Wis. Adm. Code](#), regulates conduct on university lands. It provides guidance for lawful assemblies (picketing, rallies, parades, demonstrations and other assemblies) and allows students in the residence halls, subject to the approval of the chancellor, to establish policies and procedures under which political campaigning may be conducted in state-owned residence halls.

The principle of academic freedom is further articulated in other policies that govern UWSP. Academic freedom is explicitly included among the considerations for which a candidate for faculty or instructional academic staff promotion may appeal a negative decision that occurs in the [process of application for promotion](#). Similarly, the graduate study section of the course catalog specifies [Freedoms and Responsibilities](#) for graduate students. Particularly, it specifies:

“As a graduate student you are FREE:

- *to express yourself freely in the classroom and take reasoned exception to the data and views presented in any course.*
- *from prejudiced or capricious academic evaluation.*
- *from disclosure of views or beliefs presented to an instructor during graduate study, except with your consent.*
- *to organize and join associations to promote your common interests.*
- *to examine and discuss questions of interest both publicly and privately.*
- *exercise the rights you enjoy as citizens (the freedom of speech, peaceful assembly, and rights of petition) without interference from the university.*

"As a graduate student you have the RESPONSIBILITY:

- *to help maintain the atmosphere of free inquiry and free expression inherent in the academic community.*
- *to respect the right of other members of the community to express themselves freely.*
- *to observe scrupulous standards of intellectual honesty."*

Events in Wisconsin over the last several years have generated increased awareness of the relationship between freedom of expression and academic freedom, as well as the relationship between academic freedom and tenure. Tenure for faculty throughout the UWS was removed from Chapter 36, Wis. Stats., and moved into UWS BOR policy ([RPD 20-23](#)) as a result of the adoption of 2015 Wisconsin Act 55. The UWS BOR also revised the process for post-tenure review ([RPD 20-9](#)). Numerous concerns have been expressed about the elimination of tenure from state statute; among them is the intersection of tenure and academic freedom. In March 2016, the BOR adopted the [ch. 36, Wis. Stats. language](#) on layoff or termination of a faculty member due to budget or program changes as [RPD 20-24](#). RPD 20-24 details revised policies on tenure, post-tenure review, and faculty layoff that are now consistent with ch. 36., Wis. Stats. The [University Handbook, Chapter 4E, Section 18](#) codifies the local (institutional) process for laying off faculty due to program discontinuance as well as the policy applying to seniority determinations.

Sources

- Chapter 4D - Non-Discrimination Policy
- Chapter 4E - Personnel Rules
- Chapter 5 Section 4 - Statement on Academic Freedom
- Chapter UWS 18 - Conduct on University Lands
- Chapters 4A and 4B - Personnel Rules
- Graduate Study
- Nondiscrimination Statement - Human Resources
- RPD 14-6 Discrimination Harassment and Retaliation
- RPD 20-23 Faculty Tenure
- RPD 20-24 Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination
- RPD 20-9 Periodic Post-Tenure Review in Support of Tenured Faculty Development
- RPD 4-21 Commitment to Academic Freedom and Freedom of Expression
- WI Chapter 36.01 - UW Mission
- Wisconsin Legislature statutes 36.22

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1

The UWSP [Office of Research and Sponsored Programs \(ORSP\)](#), in partnership with the units of Business Affairs and Student Affairs, provides oversight and support services to ensure the integrity of research and scholarly practice by faculty, staff, and students. ORSP is supervised by the [Associate Vice Chancellor \(AVC\) for Personnel, Budget, and Grants](#). The AVC for Personnel, Budget, and Grants also provides administrative oversight for the [Institutional Review Board \(IRB\)](#) for research involving human subjects. The IRB review process is supported by a 0.125 FTE IRB chair and a .875 FTE ORSP program assistant. Research involving the use of animals must comply with the university's [Institutional Animal Care and Use Committee \(IACUC\) policy](#). IACUC implementation and enforcement is managed by a 0.875 FTE IACUC chair and animal care facility manager. Research and teaching involving biohazardous materials is managed by the [Institutional Biosafety Committee \(IBC\)](#) and policies and procedures for research involving these materials and organisms are articulated in the [UWSP Biological Safety Manual](#). Administrative support for the IBC is provided by the office of [Environmental Health and Safety \(EHS\)](#). The biosafety officer reports to the office of EHS, ensures chemical and physical safety within university teaching and research activities, and provides [chemical hygiene training](#) in initial face-to-face sessions with faculty and staff, and thereafter annually required online refresher trainings. The IRB, IACUC, and IBC each require specific training for investigators. Training for these types of research is accomplished through online modules created and hosted by the [Collaborative Institutional Training Initiative \(CITI Program\)](#), and investigators are required to complete training prior to protocol approval or initiation of research. Students involved in research that falls under the purview of IRB, IACUC, and IBC must also undergo CITI training to ensure research integrity.

To ensure transparency in federally-sponsored scholarship, the AVC for Personnel, Budget, and Grants provides oversight of the [financial conflict of interest \(FCOI\) policy](#) and procedures. FCOI training is provided through the aforementioned CITI program, and compliance by faculty and staff is coordinated by ORSP. Faculty and staff also are required to report potential conflicts of interest through the [Outside Activities Report](#). ORSP also manages compliance with National Science Foundation (NSF) [Responsible Conduct of Research \(RCR\)](#) regulations and supports an online training for faculty and students subject to RCR regulations. The Provost and Vice Chancellor for Academic Affairs oversees the process for reporting and investigating potential scientific misconduct, which is addressed in the [Scientific Misconduct Research policy](#).

ORSP communicates with new faculty via email when they arrive on campus and the office

maintains an ongoing educational presence via grant communications that are distributed to all faculty and staff via Campus Announcements. ORSP also communicates individually with investigators applying for grants to assist them through the grant application process and to maintain compliance with applicable policies and regulations. Further assistance and guidance regarding federal compliance is provided by the grant accountant.

The [Office of Student Creative Activities and Research \(OSCAR\)](#) within University College supports faculty-mentored student research, scholarship, and creative activities. The OSCAR coordinator assists with administering grants for student research, creative activities, and travel associated with presentation of student work. Faculty-mentored student research and creative activities are presented in annual college-specific symposia (e.g., COFAC Creates, the College of Letters and Science Undergraduate Research Symposium, the Jim and Katie Krause College of Natural Resources Student Research Symposium) as well as professional conferences. (Programs from some of these recent symposia are provided in 3.B.)

2.E.2

Librarians in the University Library have compiled [assorted guides](#) to assist students, faculty, and staff in obtaining information on specific academic subjects as well as topics of importance to scholarship and research. The University Library provides resources for students regarding bibliographic research and understanding and [avoiding plagiarism](#). In terms of additional bibliographic research support, the University Library provides access to information via Search@UW, a discovery tool that provides simple, one-stop searching for books and e-books, videos, articles, digital media, and more. The library subscribes to more than 100,000 print and online periodicals, primarily peer-reviewed journals. Additionally, the library subscribes to more than 200 research databases including multidisciplinary databases, such as *Academic Search Premier* and *Web of Knowledge*, and subject specific databases such as *Psychinfo*, *Business Premium Collection*, *ERIC*, *CINAHL*, and more. Students may obtain items from any of the libraries of the 26 UWS campuses, in addition to any of the 2.3 billion items found in WorldCat. Articles may also be obtained via the interlibrary loan request system. In terms of personnel and support, the library employs ten librarians who provide more than 350 classroom sessions and workshops annually. The library reference desk is staffed 45 hours per week during the semester. Students can contact reference librarians in person, by phone, chat, text, or through email, and individual research consultations are available by appointment. Students can also use research assistance tools and can connect with librarians through the modes described above to ask for assistance about citations or [copyright](#).

The University Library also provides instruction through its information literacy course ([LRES 101: Library Resources 101](#)) and instructs students about the importance of referencing sources and respecting copyright. The University Library has also hosted sessions during the annual teaching conference to communicate with faculty members about changes in [scholarly communications and Open Access scholarship](#).

2.E.3

Policies on academic honesty and integrity are reinforced in classroom training and materials. All on-campus printing for classroom materials is produced through [Printing and Design](#), and faculty are required to review copyright regulations and assure compliance with the law. Printing and Design provides information regarding [copyright rights and responsibilities](#). Additionally, new and continuing faculty receive training and support in academic integrity topics through the [Center for](#)

[Inclusive Teaching and Learning \(CITL\)](#). New faculty orientation with information technology personnel includes discussion of plagiarism detection software (i.e., [Turnitin](#)) and its benefits in reducing plagiarism occurrences in student work. Group faculty training also addresses the use of plagiarism software within the Learning Management Systems (D2L and Canvas). CITL staff provide departmental and individual faculty consultations and manage the required [online instructor training module](#), the [online instructor guidebook](#), and multiple [additional course design resources](#) for instructors across all modalities.

The [Dean of Students \(DOS\) office](#) facilitates awareness on the topics of academic honesty and integrity for both faculty and students through a variety of means. The DOS office hosts [Academic Concerns](#) and [Conduct Concerns](#) informational pages for faculty, staff, and students. The DOS also provides an [Academic and Behavioral Guide](#) for faculty and staff and a link to the [academic misconduct process flowchart](#). [Chapter UWSP 14](#) represents the UWSP-specific adaptations of Chapter UWS 14 of the Wisconsin Administrative Code and outlines student academic disciplinary procedures. The DOS manages the academic misconduct complaint and adjudication process. An academic misconduct concern may be initiated by faculty through the [academic misconduct report form](#) that is accessible through the myPoint academic pages as well as the [DOS general incident report page](#).

Sources

- Academic Affairs organizational Chart with ORSP
- Academic Misconduct Procedure Chart
- Academic Misconduct Reporting Form for Faculty
- Biosafety Manual
- Center for Inclusive Teaching and Learning (CITL) Brochure
- Chapter UWSP 14 Student Academic Disciplinary Procedures
- Chemical Hygiene and Laboratory Safety - Risk Management
- CITI Training Information on Human Subjects and Vertebrate Animal Research
- Copyright Library Guide
- Course Design Resources
- Dean of Students
- Dean of Students Academic Concerns Page
- Dean of Students Conduct Concerns Page
- Dean of Students Academic and Behavioral Guide for Faculty and Staff
- Dean of Students Report Anonymous Report Links
- EHS Overview - Risk Management
- How to Avoid Plagiarism - Library Guides at UWSP
- IACUC Collated
- IBC Collated
- IRB Collated
- Library Guides at UWSP
- LRES 101 Partial Syllabus with Course Details and Learning Goals
- Office of Research and Sponsored Programs
- Office of Student Creative Activity and Research
- Online Instructor Guidebook
- Online Instructor Training Portal
- ORSP Responsible Conduct of Research and Financial Conflict of Interest Policy

- Outside Activities Report form 2017
- PHS FCOI Policy
- Predatory Publishers Scholarly Communication and Open Access
- Printing and Design
- Printing and Design Copyright Brochure
- Research Misconduct Policy
- Turnitin Information

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

UWSP policies, as well as those of the UW System, ensure that faculty, staff, students, and administration act with integrity and ethical, responsible conduct.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1

Programmatic Currency and Level

The currency and the level of all programs at UWSP are established by grounding curricular proposals in academic departments, many of which have [advisory boards](#) that help to ensure the professional currency of their coursework and many of which are [accredited by external agencies](#) that rigorously vet their course offerings.

Before beginning the local process to create a new graduate degree or undergraduate major, departments must follow the [UWS Guidelines for Academic Program Planning and Approval](#) to ensure that proposed program fits our institutional mission and meets an existing need. After receiving entitlement to plan from the UW System (UWS), departments submit carefully prepared proposals to the [Curriculum Committee or Graduate Council](#), as appropriate. Carefully prepared and [formatted proposals](#) for new graduate programs or undergraduate majors must be finally approved by the UW Board of Regents (BOR). Proposals for new minors proceed through the same local process, and are vetted by university governance bodies for regional, state, and national need. In accordance with UWS policy, every new major is [subject to review](#) within the timeframe specified in its [implementation notification](#) to ensure that the majors are meeting their educational objectives, to evaluate the continued need for the program, and to assess its fit within the university's larger curricular array. If the decision is made to continue the program, it enters the university's [department review cycle](#) where all programs provided by a department are regularly assessed for currency and rigor.

This approval process, fueled by our commitment to offer programs that meet current local, state, and national needs, has resulted in the addition of several programs over the last five years, including a [B.S. in nursing](#), [B.A. in sustainable food and nutrition](#), [M.S. in data science](#), [master's degree in](#)

[business administration](#), and [doctorate in educational sustainability](#).

Course Currency and Level

As is the case with proposals for new curricula, the currency and the level of individual courses at UWSP are established by ensuring that curricular proposals originate in academic departments, where subject-matter specialists are engaged with their evolving disciplines and in touch with the needs of their students.

In accordance with the procedure set forth in the [University Handbook \(Ch. 7, Sec. 1\)](#), a request to [propose a new revised undergraduate or graduate course](#), which must include a clear rationale for the course, is first reviewed by the college of the submitting department and, if approved, submitted to the [Curriculum Committee](#) for further review before passing to [Common Council for approval](#).

Departments wishing a course to carry general education credit must submit a [General Education Program \(GEP\) Course Application form](#), with associated documentation, to the [General Education Committee \(GEC\)](#), which is charged with ensuring that the course is designed to satisfy the general education learning outcomes. If the GEC approves the course for general education credit, the recommendation is provided to [Common Council for approval](#).

Once a course has entered the curriculum, it is further subject to evaluation and revision as part of the ongoing assessment process. Courses that are not a part of the GEP are evaluated through the process of department-level program assessment according to their ability to meet program-level learning goals. Courses that carry general education credit are subject to an extensive peer-review process ([University Handbook, Ch. 7, Sec. 2](#)) designed to ensure that they satisfy general education learning outcomes.

All courses, regardless of curriculum or academic level, comply with federal policy for credit hour requirements ([University Handbook, Ch. 5, Sec. 16](#)).

Student Performance Requirements

All candidates for undergraduate degrees must complete the [requirements for the bachelor's degree](#), including earning a cumulative GPA of at least 2.00 and earning a GPA of at least 2.00 in all courses required for their major. [Several programs have additional requirements](#) for admission and completion.

Graduate students must satisfy [general requirements](#) for completion, which include maintaining a GPA of at least 3.00, as well as meeting the requirements specific to their program of study.

3.A.2

All undergraduate students at UWSP are expected to meet the learning goals of the [General Education Program](#), their selected [degree type](#), and their selected majors or minors.

All graduate level courses are expected to satisfy UWSP's expectations for graduate work ([University Handbook, Ch. 5, Sec. 9](#)), which require students to perform at a qualitatively, and not merely quantitatively, higher level.

3.A.3

UWSP offers courses at three campuses and in several modalities: face-to-face, hybrid, and online. All courses, regardless of location or mode of delivery, are vetted, approved, and evaluated as in 3.A.1 above. All instructors, regardless of campus or mode of instruction, must meet the appropriate criteria for hire and promotion ([University Handbook, Ch. 4B, Sec. 3](#); [Ch. 4b, Sec. 5](#)) and are required to administer the Student Evaluation of Course Instruction ([University Handbook, Ch. 4A, Sec. 3](#); [Ch. 4D, Sec. 15](#)). All probationary faculty are additionally subject to peer teaching reviews ([University Handbook, Ch. 4B, Sec. 3](#)).

To ensure that online courses comply with Section 508 of the Rehabilitation Act, distance education courses are reviewed for appropriate content and methodologies prior to submission to the Curriculum Committee ([University Handbook, Ch. 5, Sec. 15](#)). Instructors teaching online courses are required to complete [online instructor training](#) to prepare them to teach in the online format. Such training, along with an [online instructor guidebook](#), is provided by the Center for Inclusive Teaching and Learning (CITL).

Sources

- Accredited Programs and SOE Requirements
- Approve or Revise an Undergraduate or Graduate or Course
- BOR New Program Authorization Guide
- Catalog Degree Types
- Catalog Educational Sustainability Doctorate
- Catalog GEP
- Catalog Graduate Study
- Catalog Graduation Requirements
- Catalog MS Data Science
- Catalog Nursing
- Catalog Sustainable Food and Nutrition
- Curriculum Committee Common Council Page
- Example Program Admission and Completion Requirements
- First Review of an Academic Degree Program
- General Education Committee Common Council Page
- GEP Course Application Form
- Handbook Chapter 4A Section UWSP 3.05
- Handbook Chapter 4B Section 3
- Handbook Chapter 4B Section 3 Evaluation of Faculty by Students and Peers
- Handbook Chapter 4B Section 5
- Handbook Chapter 4D Section 15 Student Evaluation of Instruction Questions
- Handbook Chapter 5 Section 15
- Handbook Chapter 5 Section 16
- Handbook Chapter 5 Section 9
- Handbook Chapter 7 - Academic Programs and Curriculum
- Handbook Chapter 7 - Academic Programs and Curriculum (page number 2)
- Handbook Chapter 7 - Academic Programs and Curriculum (page number 3)
- Handbook Chapter 7 Section 2
- List of Advisory Boards - from SPC Final Report 05-2017
- MBA Webpage
- Online Instructor Guidebook

- Online Instructor Training
- Program Review Reporting Cycle
- Undergraduate and Graduate Proposals - Curricular Committees 2017-2018
- UWS Guidelines for Academic Program Planning and Approval

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1 / 3.B.2

The UWSP [General Education Program \(GEP\)](#) serves as the intellectual foundation for all offered bachelor degrees: B.A., B.S., B.M., B.F.A., B.A.S., and B.S.N. As “part of a liberal education curriculum that is shared by all students,” it “provides broad exposure to multiple disciplines and forms the basis for developing important intellectual, civic, and practical capacities,” directly supporting the [UWSP Mission](#) to “[foster] intellectual growth, [provide] a broad-based education, [model] community engagement and [prepare] students for success in a diverse and sustainable world.” The four [program learning outcomes](#) of the GEP synthesize a total of 43 learning outcomes across four levels and 17 categories and articulate student learning and performance goals in intellectual and practical skills, multidisciplinary knowledge, personal and social responsibility as well as integrative and applied learning. In 2008, UWSP general education requirements were organized as the General Degree Requirements. Completely reimaged in 2010, the restructured GEP was described in the 2012 Abbreviated Self-Study, [“Cultivating Change: Reforming Assessment and General Education at the University of Wisconsin-Stevens Point.”](#) The GEP is anchored in the AAC&U LEAP Framework, aligning with the [Essential Learning Outcomes](#) as well as its scaffolding structure (Foundation, Investigation, Cultural and Environmental Awareness, and Integration Levels) ([GEP Booklet, pp. 6-7](#)). The UWSP GEP structure supports integration into all majors and extends throughout all four years. Students starting their studies at UWSP are required to complete 31-46 credits in the GEP. Transfer students who earned an approved bachelor's or associate degree from another UWS four-year institution, a UW College, or an approved associate degree from one of the Wisconsin Technical College System Liberal Arts Transfer Programs, satisfy the UWSP GEP requirements, except for the Communication in the Major and Capstone in the Major requirements ([GEP Booklet, p. 30](#)).

A rigorous process of GEP assessment led to revision of each level of the GEP learning outcomes (see 4.B). These revisions allowed faculty teaching the GEP designated courses to refine their expectations and pedagogical strategies to enhance student learning.

3.B.3

UWSP students are provided with multiple opportunities to collect, analyze, and communicate information as they complete their major and GEP requirements. Students build their skills, beginning with Oral and Written Communication at the Foundation Level and continuing to the Communication in the Major and Capstone Experience in the Major (Integration Level). The learning outcomes of the Capstone Category align with the institutional emphasis on professionalization, effective communication, and research skills: “CAP Learning Outcome 1. Complete a project that integrates knowledge, skills, and experiences related to those GEP outcomes appropriate to the discipline. CAP Learning Outcome 2. Demonstrate skills, processes, and resources needed to make a successful transition from college to the world beyond” ([GEP Booklet, p. 29](#)). While these outcomes were designed as a principal component of the GEP, departments were engaged to thoughtfully create disciplinary curricula to achieve these outcomes. The 2016-2017 GEP Assessment of the Integration Level showed that most of the departments require their majors to complete a project in accordance with the high expectations of their professional fields. Capstone projects included internships, practicums, design portfolios, case studies, research projects, and professional caliber papers (see 4.B). In addition to the GEP requirements, departments have program specific articulations of creative work and additional skills. [Seventeen different professional organizations](#) have accredited specific baccalaureate (e.g., B.S. in forestry by the Society of American Foresters, B.F.A. in art by the National Association of Schools of Art and Design, and the B.S. in Paper Science and Engineering by the Accreditation Board for Engineering and Technology) and master's (e.g., M.S. in communication sciences and disorders by the Council on Academic Accreditation in Audiology and Speech-Language Pathology) programs.

[Our sixteen graduate programs](#) include culminating experiences, often involving writing a thesis, compiling a comprehensive portfolio, or taking a comprehensive examination, to prepare our graduates for their professional fields (e.g., [Master of Science in elementary education](#)).

3.B.4

UWSP works diligently to promote human and cultural diversity through curricular and co-curricular activities and professional development opportunities for our students, faculty, and the larger community. Topics related to human and cultural diversity are examined by the GEP Humanities Category (Investigation Level) and the Cultural and Environmental Awareness Level, comprising three categories: U.S. Diversity, Global Awareness, and Environmental Responsibility ([GEP Booklet, pp. 20-23](#)). Multiple campuswide discussions helped to revise the learning outcomes and the GEP expectations in support of our commitment to and appreciation of cultural and environmental awareness. For instance, the original seven learning outcomes in the Cultural and Environmental Awareness Level were replaced by nine learning outcomes, refining the emphasis not only on knowledge and skills but also on empathetic insight as students learn about diverse cultural perspectives (see [revised GEP learning outcomes](#)).

The [Division of Student Affairs' learning outcomes](#) tightly align with the GEP overarching learning outcomes and prioritize the third GEP overarching learning outcome as their first learning outcome: “Recognize that responsible global citizenship involves personal accountability, social equity, and environmental sustainability” (see 3.E for Student Affairs Assessment). In 2008 and 2015, UWSP

conducted [universitywide surveys to assess the diversity climate on campus](#). Stemming from this report, [many initiatives](#) to renew UWSP's commitment to diversity, equity, and inclusion have been or will soon be implemented. For instance, a "Diversity Corridor" was created in the Dreyfus University Center in fall 2016, featuring the [Multicultural Resource Center](#), [Gender and Sexuality Resource Center](#), [International Students and Scholars office](#), and drop-in tutoring services.

The fruition of another strategic diversity initiative was the institution of the [Center for Inclusive Teaching and Learning \(CITL\)](#) in 2016. CITL provides professional training and support for inclusivity, teaching methods, and technology use in education for instructors. In response to students' requests to improve the UWSP climate through a variety of actions, CITL launched a series of five training sessions for faculty and staff, ["Toward a More Inclusive Campus."](#) The trainings were created based on recommendations from the Diversity Council Faculty/Staff Training Working Group, discussions with students belonging to underrepresented groups, perspectives shared during public listening sessions in 2017, and current best practices in the fields of educational development and inclusivity training.

The Office of International Education (OIE) provides UWSP students with opportunities to study abroad or participate in National Student Exchange programs for both semester and short-term periods. Sixteen short-term study-abroad programs and 17 semester-long programs send students to six continents. [Programs in Europe, Kenya, Thailand, China, Japan, Australia, or New Zealand](#) offer cultural and/or linguistic immersion with some internship opportunities.

UWSP is dedicated to recruiting and retaining diverse students, [faculty, and staff](#). Through the Office of Admissions, special efforts are made to recruit and enroll a student body that reflects the rich cultural diversity of the world. As discussed in Criterion 1.A., the number of [students of color and international students has increased 54% since 2008](#). The Office of Human Resources promotes equity, diversity, and inclusivity during hiring process and provides appropriate supporting materials on their [website](#).

Diversity is not just a word. It is our priority, as manifested by our campuswide efforts to recruit, mentor, and support diverse students. The [Diversity and College Access \(DCA\)](#) office assists in the academic and personal development of African-American, Asian-American and Pacific Islander, Latina/Latino/Latinx, Native American students, and LGBTQ+ students. DCA also supports pre-college programs for low-income, first-generation, and academically at-risk high school students. The Admissions office provides [information on national and community diversity and multicultural scholarships, in addition to scholarships offered in-house](#). Among them, the [Noel Compass Scholarship](#) has provided a full scholarship to give proactive high school minority students an opportunity to gain a valuable education and work experience in Stevens Point, Wisconsin. The [Learning Enrichment and Achievement Program \(LEAP\)](#) is a mentoring program out of the Tutoring-Learning Center (TLC) that provides a summer bridge experience and a yearlong support program for students who face challenges in transitioning to college, including a variety of factors, but some of the most common are distance from home, first-generation status, and low-income status. In its first year of operation, this program retained 83.3% of the participants into the second year (much higher than the retention rate for the university overall and even higher for students facing college transition hurdles).

The Diversity Council, as a standing committee of the Common Council, provides a voice for diversity within UWSP's governing body. It has authority to advise on and recommend policies to the Common Council on matters pertaining to developing and maintaining a supportive atmosphere for the inclusion and appreciation of diversity among all members of the university community. It also

advises on strategic efforts regarding diversity within educational and work settings (see the [Diversity Council's webpage](#) for full details).

3.B.5

As a regional cultural and intellectual center, UWSP provides numerous opportunities to its faculty, students, and larger community to engage in scholarship, creative work, and intellectual discovery. UWSP expects teaching excellence and continued scholarly engagement of our faculty that is consistent with our mission and status as a comprehensive teaching institution. The specific expectations are outlined in the provost's [Teaching, Scholarship and Service document](#) as well as the [University Handbook](#). Individual departments may impose additional expectations of scholarship or creative engagement as set forth in their bylaws.

The number of external gifts, grants, and contracts awarded to UWSP faculty and instructional staff serves as a testimony to UWSP's commitment to continued scholarly engagement. For instance, in 2017-18, the UWSP recorded \$6.9 million dollars in [Research and Public Service, Instruction and all other awards](#). This represents \$3.37 million in federal and \$3.58 million in non-federal awards.

Annually, UWSP recognizes faculty, academic staff members, classified employees, and graduate students in their academic and professional efforts. Chapter 6 of UWSP Handbook, "[University Sponsored Awards](#)," details types of awards presented to UWSP members across campus. For instance, the Excellence in Teaching, Scholarship, and Service Award (instituted since 2014); Excellence in Teaching Award, University Scholar Award, University Service Award (since 2005), and Regents Teaching Excellence Awards are presented to outstanding faculty and academic staff members. The Academic Staff Excellence Award and Academic Staff Spirit of Community Award are presented to outstanding academic staff (category A and C). Since 1999, the [College of Letters and Science \(COLS\) Eugene Katz Letters and Science Distinguished Faculty Award](#) recognizes excellence in teaching, scholarship, and service over a period of years. The [Justus F. and Barbara J. Paul Faculty Award](#) supports a sabbatical for an outstanding COLS faculty member, since 2008. The UWSP Academy of Letters and Science holds an annual Academy Evening, presenting honors to students, faculty and retirees. During the Academy Evening, one continuing student and one senior from each academic department is selected to receive the [Academy of Letters and Science Distinguished Achievement Award](#). The [Academy of Letters and Science Community Award](#), instituted in 1985, is also presented during this event to a person who supports broad-based education in humanities, social and natural sciences, and who exemplifies community leadership.

All UWSP students who work with or have completed research with a Letters and Science faculty or instructional academic staff member are invited to participate in the [COLS Undergraduate Research Symposium](#). In its nineteenth year, the [2018 Program](#) showed a wide range of oral and poster presentations, counting 113 presentations involving over 200 students, with mentoring faculty from every department in COLS from biology to world languages. Starting from 2008, the [COLS Community Lecture Series](#) features speakers, COLS faculty and staff members, who present a variety of relevant topics from their own research to serve the public good through shared knowledge and insight (see [2018-2019 Program](#)). The College of Natural Resources (CNR) also holds an annual [Jim and Katie Krause CNR Student Research Symposium](#). Held on April 6, 2018, the [19th Annual CNR Student Research Symposium](#) featured over 90 students presenting 53 projects. Since 2000, the number of CNR students who have presented research results in posters and oral presentations at this event totals nearly 1,300.

Each department from the four academic colleges also recognizes students' efforts by their own

scholarships and awards. For instance, over [125 awards were presented in 2016-2017 to students in the College of Fine Arts and Communication \(COFAC\)](#) and more than [\\$169,000 in scholarship assistance was provided to students in COFAC in 2013-2014](#). The *CNR Reporter*, a weekly publication by students under the auspice of the College of Natural Resources (CNR) Academic and Career Advising Center, offers professional development, invitations to university and college events, volunteer opportunities, and pertinent information to assure student success and community involvement (see [CNR Reporter from September 17 - 23, 2018](#)). The College of Professional Studies (CPS) informs its students and community about professional development opportunities with faculty and practitioners in various fields in their *CPS Monday Message*, a biweekly electronic newsletter (see [CPS Monday Message from September 17, 2018](#)).

Extending learning beyond the classroom via collaboration among students, faculty, and professionals, many UWSP outreach programs offer hands-on experiences, such as the [COLS Aquaponics Center](#) (a collaborative, public/private venture conducting state-of-the-art research and demonstration), [CNR Treehaven](#) (Wisconsin's center for integrating natural resources education, management, research, and recreation), [CPS Speech, Language and Hearing Clinic](#) (a clinical training facility for evaluation, treatment, and consultation of all ages), and [COFAC SPTV](#) (Student Television) and [WWSP-90FM](#) (Student Radio Station). COFAC is also Central Wisconsin's primary source for cultural entertainment in theatre, music, dance, visual arts, community television and radio. COFAC students create and perform, entertain and educate. The list of [COFAC events](#) includes musical and theatrical performances, visiting artists and guest speakers, exhibits and conferences.

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- COLS Eugene Katz Letters and Science Distinguished Faculty Award Webpage
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- Mission Statement Webpage
- Multicultural Resource Center Webpage
- Noel Compass Scholarship
- Program Elementary Education MSE
- Programs List - Office of International Education
- Recruitment Hiring Process - Human Resources
- Student Affairs Learning Outcomes Webpage
- Teaching Scholarship Service 2015-16
- UWS Fall Headcount by Race-Ethnicity 2008-2017

3.C - Core Component 3.C

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1

In Fall 2017, [476 faculty and instructional academic staff were employed at UWSP, and 80% of UWSP faculty are tenured or tenure-track. 78% of faculty and instructional academic staff possess a terminal degree in their discipline.](#)

The student-to-faculty ratio at UWSP is 17:1, a decrease [from 2007-2008](#) when the student-to-faculty ratio was 21:1.

Faculty at UWSP are defined to include tenure and tenure-track faculty, instructional academic staff, and academic librarians. The established teaching workload is 12 contact hours each semester for [faculty members](#) and [instructional academic staff](#).

Faculty and staff at UWSP are very active in shared governance. For example, in the 2018-19 academic year, [over 325 faculty committee seats within Common Council were filled by faculty and staff](#). Within UWSP, the faculty directly, or indirectly through the Common Council, as stated in the [Constitution of Common Council](#), have responsibility, subject to the chancellor's approval, for determination of curriculum, requirements for graduation, and the system of grading.

The Common Council, either directly or through standing committees, is empowered to determine all undergraduate and graduate curricula of the institution and determine academic standards and requirements for graduation.

The Academic Affairs Committee (AAC) formulates and reviews policies and standards concerning the grading system, graduation honors, probation, and dismissal for undergraduate students. While

individual faculty members determine the grading scale in their own classes, the grading system is posted in their syllabi.

The Graduate Council (GC) formulates and reviews all academic policy related to graduate students and programs. The Academic Affairs and Curriculum committees review proposals for all new academic programs, including majors, emphases, concentrations, minors, graduate, and special programs and reviews all requests for deletion or suspension of academic programs.

The General Education Committee (GEC) reviews and approves proposals for curricular changes in general education. The AAC has oversight responsibility for the Associate Degree requirements. The GC and Curriculum Committees review and approve proposals for curricular and course changes from academic departments.

The faculty are responsible for developing procedures for faculty recruitment, consistent with applicable federal and state laws. An academic department is responsible for the hiring of instructional staff, and as part of the search and screen process, establishes required qualifications, including type of degree and tested experience criteria, for each position.

The involvement of faculty in the assessment of student learning is detailed in the response to CC 4. Faculty are expected to conduct assessment of their courses and programs, and they participate actively in college committees and assessment of the General Education Program (GEP) through faculty learning communities as described in CC 4.B.

3.C.2

Instructors who teach courses on behalf of UWSP are required to be appropriately qualified, whenever or wherever the instruction is provided. Per UW System (UWS) guidelines, the determination of [appropriate definitions and qualifications for the faculty and instructional academic staff ranks](#) rests with the institution's faculty and chancellor. Dual credit instructors are required to have a master's degree in the appropriate discipline and are supervised by a faculty member in the discipline from which the dual credit course is offered. The consortial programs in which UWSP participates are with other UWS schools and are coordinated by UW-Extension, so the overarching personnel guidelines remain consistent among campuses.

All instructors are required to provide official transcripts at the time of appointment. [Tenured and tenure-track faculty are required to possess a terminal degree in their discipline](#) unless alternative qualifications have been approved by the department, Faculty Council, and Common Council. Those who have completed the necessary coursework for the doctorate but who have not completed their dissertation (i.e., ABD) are hired at the rank of instructor but are limited to one year in this status. Instructional academic staff must have an advanced degree or meet [tested experience criteria](#).

In some cases, the credentialing required for faculty and instructional academic staff is determined by program-specific accreditation guidelines. Furthermore, faculty who teach UWSP graduate courses, chair a graduate student committee, serve as a member of a graduate committee, and/or supervise graduate student work must meet [criteria established by the department and approved by the GC](#).

New faculty and instructional academic staff are invited to participate in an orientation prior the start of the fall semester. This orientation covers topics of specific interest to new instructors, including FERPA, accessing resources in the student information system, instructional technologies, course management, and syllabus construction, and it identifies resources available from the Center for

Inclusive Teaching and Learning (CITL).

3.C.3/3.C.4

As noted previously, [section UWS 3.02, Wis. Adm. Code](#), delegates to the faculty of each campus in the UWS the responsibility for determining [procedures for the recruitment of faculty members](#). The search and screen process ensures that when instructors begin at UWSP they are current in their disciplines and adept at teaching. Faculty members are hired through a search and screen committee process that includes members of the department. The [search and screen planning procedures](#) outline the committee roles and responsibilities, as well as the [roles and responsibilities of faculty and administrators in the process](#).

Merit and post-tenure review processes for [faculty](#) and [instructional academic staff \(IAS\)](#) are determined at the university and departmental levels and published in [departmental personnel manuals](#) (e.g., [Biology Department](#)). Faculty undergo annual merit reviews, with post-tenure review occurring every five years. IAS are reviewed annually as a requirement for continued employment, with permanent continuing IAS reviewed every five years. The merit review process is independent from the retention and promotion schedule.

Untenured faculty are reviewed for retention purposes per [published retention schedules](#). Tenured faculty who are eligible for promotion participate in an additional peer review. Tenure-track faculty are considered probationary for the first seven years of employment and retention decisions are made at the departmental level in consultation with the dean and the provost.

There are processes in place for instructors and administrators to follow when an individual pursues promotion to a higher rank within the faculty/IAS lines. [Promotion guides for both faculty and IAS](#) outline the process and criteria by which each group is evaluated for promotion. The provost's website provides additional resources for candidates to review including the [Teaching, Scholarship and Service document](#) from the provost and chancellor. Faculty promotion decisions are made by the department with input from the provost. Instructional academic staff promotion decisions are made by the department and the provost with input from the dean.

Policies outlined in departmental bylaws are another component of the personnel guidelines for instructors. The college deans review and approve departmental bylaws. Remaining current in the discipline and adept at teaching is a responsibility of the faculty member, and the institution provides resources to support faculty in doing so. CITL provides professional development seminars and [support \(in all modalities\) for instructional design](#).

Additional dollars to support professional development are available through a number of peer reviewed grant programs. For example, University Personnel Development Committee (UPDC) grants support scholarly efforts to advance knowledge, increase skills, and improve understanding in the academic disciplines. Faculty Development Grants support [teaching innovations](#), including equipment, [materials](#), travel to conferences, and publication of [scholarly](#) or [creative](#) works.

A complete list of grants is available on the UPDC website and instructors are informed of the opportunities regularly via notices in the Campus Announcements.

UWSP instructors are eligible for UWS grants, including the Regent Scholars, to support their professional development, and the [Wisconsin Teaching Fellows and Scholars Program](#) which supports instructors in the Scholarship of Teaching and Learning.

UWSP has also supported sabbatical leaves by faculty to pursue an intensive study or creative endeavor in order to become more effective teachers and scholars and to enhance their services to the university.

3.C.5

Instructors are accessible for student inquiry through [office hours](#), email, the learning management system, and other electronic tools. Policies for office hours are determined by departmental bylaws. Faculty list their office hours on their course syllabi. Office hours may be in person or online. Each instructor has a university email account where students may contact them.

3.C.6

[Section UWS 10.02, Wis. Adm. Code](#), directs each institution to establish a recruitment procedure for academic staff. University Personnel System policy directs recruitment procedures for university (formerly classified) staff. In all cases, recruitment procedures must adhere to BOR policy and state and federal laws to ensure [nondiscriminatory practices](#).

Staff members providing student support are also hired through a search and screen or panel process that requires input from colleagues and supervisors. [Human Resources guidelines](#) outline the [expectations for inclusion in a position posting](#). The supervisor of the hiring unit typically develops the initial job description for the posting, and through these [collaborative processes](#) arrives at a job description that meets the needs of the unit and seeks to hire an individual who is appropriately qualified and trained for working in the student support service role. Salary ranges for positions are outlined by UWS guidelines and established prior to the start of the search process. The Affirmative Action Officer and the Human Resources office are consulted with, and participate in, the [hiring process](#) for each position.

Employee performance reviews are conducted annually, and the staff member and supervisor review the position description to ensure alignment with the work undertaken by the employee. Annual employee performance reviews include plans for professional development each year agreed upon by the employee and the supervisor. Non-instructional academic staff may participate in a [career progression process at specific points of their employment](#).

Professional staff who work with students have opportunities to pursue professional development activities. The UPDC [Professional Development Grant application process](#) includes a list of activities that can and cannot be funded through this program. The Professional Development Grant funds have been maintained, despite significant recent institutional budget reductions. In addition, individual departments generally budget for professional development support of academic staff, which allows academic staff the opportunity to attend professional conferences, workshops, and specialized training.

University staff may have opportunities for professional development involving travel, depending on the needs of the department in which they work. The University Staff Council currently has a limited pool of one-time dollars to support travel. Human Resources sponsors an Administrative Support Workshop at the beginning of each school year for university staff who provide clerical services to departments. Leadership from the Human Resources office and the Business Affairs Division present on current topics.

Administrative appointments, such as vice chancellors and other positions with wide campus

visibility, utilize the [open search process adopted by UWSP](#). The chancellor, in consultation with shared governance, determines which administrative positions will utilize this process. Shared governance groups nominate individuals to represent them in these search processes.

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- Faculty Retention Promotion Tenure Checklist
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- Graduate Research and Teaching Faculty Policies
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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1

UWSP actively provides [student support services](#) to both the student body as well as specific populations of students with specific needs. Support services include the Disability and Assistive Technology Center (DATC), Tutoring-Learning Center (TLC), Office of International Education (OIE), Student Health Service, Counseling Center, and Diversity and College Access (DCA) (see also CC 1.A).

Since 2012, after the combining of Disability Services and Assistive Technology, the [Disability and Assistive Technology Center \(DATC\)](#) has provided accessibility, accommodation, and assistive technology services to students with disabilities. The office works individually with qualifying students to identify, design, and establish accommodations and implement tools that will aid them in acquiring equal access to their education. The DATC serves as a resource for disability-related issues, working with faculty and various offices across campus to foster inclusivity. The DATC has seen a steady increase in the demand of their services, as indicated in their [2016-2017 Annual Report](#): the number of students requiring proctored testing increased by 17.5% from 2015-16 to 2016-17, and 6.2% of the UWSP student body utilizes DATC services ranging from testing services to assistive technology to captioning and signing services. The [Leading Edge](#) program provides transition-to-college services to students with disabilities.

Established in 1973, the [Tutoring-Learning Center \(TLC\)](#) continues its excellence by offering a variety of services to support students of all academic proficiencies who want additional help with their coursework. Approximately one in three students takes advantage of TLC services. Drop-in tutoring, peer-led group study sessions, and most individual sessions are offered at no cost. Credit-bearing courses in success strategies such as time management, study skills, writing, and reading comprehension present a more structured approach. TLC also manages two very successful transition programs, the [LEAP mentoring program](#) for students from outside of Central Wisconsin, and the [FastTrack Math](#) program, which provides social connections for students before classes begin while they engage in accelerated math activities.

Celebrating its 50th anniversary in Fall 2019, the [Office of International Education \(OIE\)](#) has continually supported both inbound international students as well as outbound study abroad students. OIE advisers help approximately 175 international students navigate transitions to the U.S.A., provide support with visa and financial matters, and create a social network to assist integration with the UWSP community. Students seeking study abroad opportunities also get expert advising and support from OIE staff, including financial counseling and curricular assistance to help work programs into busy academic schedules.

Physical and mental health are supported through Student Health Service and the Counseling Center. [Student Health Service](#) is a full-service health clinic on campus, with doctors, nurses, a pharmacy, physical therapy, and nutrition services. The [Counseling Center](#) provides individual and group psychotherapy to enrolled students. They also consult with other campus staff to mediate complex situations with students and provide programming focused on mental health.

[Diversity and College Access \(DCA\)](#) works to improve the retention of and graduation rates for underrepresented students by promoting their academic and personal growth. DCA assists in the personal development of African-American, Native American, Latina/Latino/Latinx, Asian-American and Pacific Islander, and LGBTQ+ students. See the response to 1.C for a summary of the variety of programming, support groups, and retention-focused advising to support an inclusive and diverse campus.

3.D.2

Learning support and preparatory instruction to address the academic needs of our students begins with appropriate forms of testing. [UWSP Testing Services](#) offers placement tests in the areas of math and foreign language. Results are shared with advisers to counsel students into the appropriate courses for their major and ability level.

Mathematics is an area where many students struggle, but UWSP has a placement process for students to approach quantitative literacy according to their abilities and the requirements of their intended major. Each student gets three sub-scores that are used to assign a UWSP Math Placement Test Code. Advisers to these students discuss the appropriate academic plan with the student. This academic plan and the [UWSP Math Placement Test Code](#) inform each student's choice of an appropriate first math class at UWSP. At the same time, a robust set of supports for math are offered through the [Tutoring-Learning Center](#) and the [Department of Mathematical Sciences](#).

Currently, students at UWSP are placed into writing courses based on their ACT scores. However, with the addition of our two new branch campuses, we have received a developmental writing curriculum that could bring a more robust, multi-measure approach. Students also receive writing support through the TLC and through writing courses within their majors.

3.D.3

Building a strong campuswide academic and career advising program has been a collaboration among staff, faculty, and students at UWSP. Prior to 2013, most UWSP students were advised by faculty advisers. There were pockets of professional advising on campus in the College of Professional Studies (CPS) and the College of Natural Resources (CNR). In addition, the Student Academic Advising Center (SAAC) housed professional advisers who worked with undeclared students and students in transition between majors.

In 2013, the National Academic Advising Association (NACADA) conducted an [external review of the advising program at UWSP](#) that identified strengths and challenges of the existing advising program. Based on that review, a universitywide Advising Council was formed to develop academic advising policies and procedures.

In addition, in the fall of 2015, students voted on and passed [differential tuition](#), which paid for professional advisers to staff five [Academic and Career Advising Centers](#). In spring 2018, the Student Government Senate voted to accept a centralized advising model that housed all professional advisers in University College. The new advising model allows all new first-year students to work with a professional adviser for the first three semesters of their college career and all new transfer students for one semester before being transitioned to a faculty adviser in their major. Advisees will remain with the same adviser regardless of major during the first three semesters. Since approximately 50% of UWSP students will change majors, the goal of the new model is to provide consistency in the advising experience for students.

In addition, 10 professional program specialists familiar with career-specific majors housed in the CNR and the CPS will provide meaningful referral points for students needing more detailed, upper level information about those disciplines.

Finally, three career specialists will work with all professional and faculty advisers to promote students' career preparation. The goal of the entire academic and career advising program is to help students find their areas of interest and passion and help them to build a solid, professional resume during the four years they are here.

3.D.4

UWSP's 400-acre campus features 35 buildings that house classrooms, laboratories, performance spaces, residences, student services, and administrative offices. With over 400,000 square feet of [space specifically dedicated to instruction](#), students and instructors have access to a wide variety of facilities to meet their teaching and learning needs.

Technological Infrastructure

[UWSP Information Technology's \(IT's\) mission](#) is to provide the highest quality technology-based services in a cost-effective manner, be a leader in customer service, and establish services, systems, and solutions based on best practices and industry standards. Its vision is to help students, faculty, and staff transform the way they learn, teach, and work through their use of technology, and to have all members of the university community be able to use technology to achieve their goals without assistance, whenever and wherever they wish.

Achieving this mission statement is a continuing challenge, but our focus on teaching and learning remains a cornerstone of our efforts. Students today come with enhanced expectations with regards to technology, and demand support options that help solve their issues or let them perform better in the classroom. Instructors, as well, have similar demands, with the additions of desiring state-of-art technology in their classrooms and software to use in class.

To support these efforts, UWSP Information Technology provides:

- more than 3,900 workstations for personal use and 1,380 workstations inside computer labs for general or curriculum-specific use (both Windows and Apple);

- standard audiovisual equipment in 216 classrooms, seminar rooms, and private labs;
- a checkout program consisting of 60 laptops, plus cameras, microphones, and other equipment;
- an online cloud-based instructional environment (D2L, currently migrating to CANVAS);
- an online cloud-based set of software and services to facilitate sharing and collaboration (Office 365, OneDrive, Teams);
- wireless coverage in all academic and administrative buildings, with the student residence halls containing one access point for every two rooms to ensure maximum coverage and speed, and [several outdoor areas have wireless coverage](#);
- an internet-accessible remote computer lab containing most curriculum-specific software and available from any device at any time;
- subscriptions to an online video library of courses taught by industry experts in software, creative, and business skills for all faculty, staff, and students to learn software and other technical skills (Lynda/LinkedIn Learning);
- video conferencing software for both distance learning classes and person-to-person communication;
- email and security groups automatically populated with instructor and class memberships; and
- individual trainings on software (working with the [Tech Tutors program](#), a partnership with the TLC).

In addition, direct assistance on questions or issues can be resolved at the IT Service Desk whether in person, over the telephone, or email. The IT Service Desk is first response for all issues, and handles an average of [4,000 requests each semester](#). One of the biggest complaints we receive from students and faculty is that the IT Service Desk doesn't have enough coverage during afterhours or weekends. To meet this request, and considering the need for assistance to be available during nontraditional hours, we are investigating extending services to meet this demand with additional personnel rather than an online answering system.

University Library

The UW-Stevens Point library facilitates access to information via Search@UW, a discovery tool that provides simple, one-stop searching for books and e-books, videos, articles, digital media, and more. The library subscribes to more than 100,000 print and online periodicals, primarily peer-reviewed journals. Additionally, the library subscribes to more than 200 research databases including multidisciplinary databases such as "Academic Search Premier" and "Web of Knowledge," and subject-specific databases such as "Psychinfo," "Business Premium Collection," "ERIC," "CINAHL," and more. Students can obtain items from any of the libraries of the 26 UWS campuses, in addition to any of the 2.3 billion items found in WorldCat. Articles may also be obtained via the interlibrary loan request system. The library employs ten librarians who provide [more than 350 classroom sessions and workshops annually](#). The reference desk is staffed 45 hours per week during the semester. Students can contact reference librarians in person, by phone, chat, text, or through email, and individual research consultations are available by appointment. The librarians also produce customized online tutorials and research guides for individual courses and, to date, the library has created 155 research guides covering almost all subject areas. The library provides a variety of spaces, from quiet individual to collaborative group areas, to foster student learning and engagement.

Center for Inclusive Teaching and Learning

In January 2017, UWSP opened its Center for Inclusive Teaching and Learning (CITL) upon the arrival of its first permanent director, Dr. Lindsay Bernhagen. The [plan for CITL](#) was developed by

faculty and administrators with the idea that it would be a comprehensive professional development center with inclusive excellence as the core of all of its work. CITL differed from an earlier incarnation of a UWSP teaching center, which had been given fewer resources and a narrower scope. This earlier center was disbanded in the face of budget limitations in the early 2000s.

CITL is unique and innovative in two ways. First, the establishment of CITL represents an intentional initiative to more fully integrate inclusivity into the teaching mission. Second, the founding of the CITL has purposefully broadened the audience beyond faculty to intentionally include academic and university staff. CITL's goals have been to enhance the use of inclusive, evidence-based, student-centered pedagogy at UWSP. Additionally, CITL has, among other things, the following in its regular array of program offerings:

- a [five-part course design institute](#) that engages participants in the backward design process supported by research on how students learn and how to create inclusive learning experiences
- [online course development grants](#) that require regular consultation with CITL staff as well as adherence to Quality Matters standards
- multipart, interactive [“Toward a More Inclusive Campus”](#) training that is delivered face-to-face to individual departments/units by CITL staff
- an [annual teaching conference](#) featuring pedagogical innovation from UWSP instructors as well as one-off events featuring experts in college teaching
- [book groups](#) on inclusivity
- annual [learning communities](#) on student-centered pedagogy and teaching with technology

Performance Spaces

UWSP is home to [several performance spaces](#). The main Jenkins Theatre seats 377 and features an orchestra lift, 40-line counterweight rigging system, and 2,640 square feet of stage space. A smaller Studio Theatre seats 150 in 2,400 square feet and also has a portable rigging and lighting system. The Michelsen Hall auditorium with a seating capacity of 349 hosts music events, with additional musical performances held in NFAC 221 at 150 seats. Smaller venues exist in the Dreyfus University Center for student-led performances and visiting performers. In addition, the Noel Fine Arts Center is home to music, theatre, and dance rehearsal spaces, design studios, costume, prop and scene shops, and other supporting educational spaces.

Clinical Practice Sites

Multiple programs utilize clinical practice sites for their programs. Some of these sites are managed by UWSP directly, and others are in partnership with local and regional entities.

In the Professional Education Program (PEP), all undergraduate students in teaching majors complete at least 100 hours of field experiences prior to student teaching. These are arranged by the [Office of Field Experiences](#) in the School of Education. PEP offers students the flexibility to complete field experiences throughout Wisconsin, as well as in other states (e.g., Alaska) and countries. Locally, field experiences are part of a constellation of long-standing, multilateral partnerships with school districts and youth-serving organizations. Overall, PEP faculty and students work closely and extensively with PK12 practitioners, including field experiences, volunteering, tutoring, mentoring, student jobs, and more.

Undergraduate students majoring in Communication Sciences and Disorders complete a semester of clinical practicum in the on-campus [Speech, Language and Hearing Clinic](#) under the supervision of

licensed and certified speech-language pathologists. Graduate students in the master's program in Speech-Language Pathology and Clinical Doctorate of Audiology program prepare for professional practice each semester. The School of Communication Sciences and Disorders partners with school districts, hospitals, private practice clinics, skilled nursing facilities, and birth-to-three agencies to provide the graduate students with a range of clinical experiences to meet the standards set by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

In Clinical Laboratory Science, students study and work full-time in hospital laboratories for 6, 9, or 12 months. Students gain competencies necessary to perform the full range of clinical laboratory tests in areas such as clinical chemistry, hematology, immunology, transfusion medicine, microbiology, urine and body fluid analysis, and laboratory operations. UWSP currently collaborates with [32 different hospital affiliates](#) at more than 45 locations throughout the state of Wisconsin, and UWSP is one of only three universities in Wisconsin that holds accreditation in Medical Laboratory Science by the National Accrediting Agency for Clinical Laboratory Sciences.

Athletic training students are given opportunities for didactic and clinical experiences, both within the university and with preceptors throughout the area. Preceptors are certified athletic trainers or other health care workers such as physicians, physical therapists, physician assistants, and nurses, working in high school, university, clinic, hospital, and professional medical settings.

CNR operates three field stations available for teaching and research: [Treehaven](#) (about one hour north of campus near Tomahawk, Wisconsin), Central Wisconsin Environmental Station (CWES), and Schmeckle Reserve. Treehaven is the cornerstone location for the CNR summer field experience (SFE), with 1,400 acres of wild lands replete with hiking trails, cross country skiing, and snowshoe trails, and a multitude of different natural habitat types. Its student-faculty research, [public](#) or [school](#) programs support effective teaching and learning within and beyond UWSP. The [Central Wisconsin Environmental Station \(CWES\)](#) is a 200-acre teaching and learning center located 17 miles east of Stevens Point on Sunset Lake. CWES has three full-time employees and multiple affiliated staff including graduate assistants, maintenance staff, and kitchen support. [Schmeckle Reserve](#) is a 280-acre conservancy area that is a part of the UWSP campus, featuring over five miles of trails, a 24-acre lake, and a large diversity of habitat and wildlife, which offers a variety of educational events ([Fall 2018 Brochure](#)). The UWSP Main Library hosts the [Museum of Natural History](#) and preserves extensive archives in the [Archives & Area Research Center](#) for additional learning and teaching experiences in humanities and natural sciences.

3.D.5

UWSP provides support for students in three areas for the effective use of research and information resources. Faculty in [foundation-level general education courses](#) ensure students are supporting ideas with evidence in both written and oral communication courses. These outcomes are revisited explicitly in the capstone and communication in the major general education requirements.

The University Library also provides guidance to students in the effective use of research and information resources through services, resources, and facilities:

- Online research guides are developed to instruct students how to conduct research in specific disciplines, how to avoid plagiarism, provide copyright assistance, and other frequent research needs.
- Course-specific resources, online tutorials, and popular library resources are embedded into the course management system to assist students beginning research.

- Librarians work one-on-one with students at the reference desk to assist students at the point of need. The reference desk is staffed 45 hours per week and students can ask questions in person or via phone, chat, text, email, or schedule an in-depth research consultation.
- The library offers a one-credit information literacy course each semester. This course serves as an introduction to the library's resources and development of information literacy skills through innovative methods designed to support college-level research and lifelong learning.
- Librarians teach more than 350 classroom sessions each year reaching more than 4,000 students. Librarians work with instructors to tailor sessions to the specific needs of the class assignment. In many sessions, an online research guide is developed to supplement these sessions.

Finally, students and faculty are assisted with academic misconduct concerns through the [Dean of Students](#) office. The dean of students works with students within the academic misconduct process, while providing tools to faculty for following UWS policy properly. The dean of students also conducts workshops, provides one-on-one support, and distributes resources to assist students in managing their academic and college life concerns. For instance, its [Center for Prevention](#) helps students understand how the issues of substance abuse and interpersonal violence affect academic, social, emotional, and physical wellbeing.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

UWSP fulfills the claim it makes for an enriched educational environment for its students through several programs and educational opportunities that are offered to students. On the 2017 National Survey of Student Engagement (NSSE), seniors reported that [UWSP provides support to help students succeed academically at a statistically higher rate than students from other public universities](#). In addition, seniors reported opportunities to be involved socially through participation in Living Learning Communities (LLC) where groups of students take two or more classes together at a significantly higher rate than seniors at other public universities.

Because UWSP is a predominantly undergraduate, residential institution, [Residential Living](#) is the first point of contact for students' engagement in campus and community life. Students are required to live in a residence hall on campus during their first and second years according to the [UW System's \(UWS\) residential living policy](#). At UWSP, first-year and second-year students are defined as individuals having graduated from high school two or fewer years ago. Students participate in individual hall government and through the Residence Hall Association, which is comprised of members of each residence hall and a leadership team to provide programming and policies for overall residential living on campus. Students are employed as community advisers, hall desk workers and hall desk managers, academic resource and interest coordinators, and as student custodians.

UWSP provides different on-campus living options for up to 3,400 students within 13 residence hall buildings. The Suites is an apartment-style building for individuals who graduated from high school two or more years ago. Gender inclusive housing is supported in three residence halls with gender neutral restrooms provided. Themed living communities such as intercultural and language, quiet communities, alcohol-free living, sustainability, wellness, and 21-years-and-older have focused programming, events, and experiences centered around their common themes.

Students in LLCs also have focused programming like the themed communities, but they also share a curricular experience where all students in the community enroll in common courses. There are [six LLCs](#) offered presently in the halls: Undecided/undeclared, Natural Resources, Life Sciences, Community Service, Education, and Art. [Engagement in the learning process and transitioning to college data](#) was gathered from the LLC participants in spring 2017 and 2018, with 82% and 85% of the participants, respectively, indicated the program provided them with knowledge, resources, and information that they did not get elsewhere on campus.

Residential Living uses various assessment tools to help understand the experience of students living

in the residence halls and uses these tools to implement changes and provide training for staff. The [ACUHO-I Benchworks \(formerly EBI\) Resident Assessment](#) is sent to all students living in the residence halls each fall semester. Results of this instrument are shared with central staff and hall directors at fall training. Hall directors utilize the data to set goals with their student staff members during their fall start up trainings. The Resident Assessment measures student satisfaction with various aspects of residence life, including feelings of community, contribution to academics, and satisfaction with programming in the halls.

Residential dining satisfaction data is also collected in this instrument and this data is shared with the [Dining and Summer Conference \(DSC\)](#) director who shares the results with their core staff members and utilizes the data in their annual planning meetings. Retail dining data is also collected in the [Benchworks College Union/Student Center Assessment](#) which is collected every three years on campus by the University Centers (UC) and through the Customer Satisfaction Benchmarking Survey that DSC employs every three years from the National Association of College and University Food Services (NACUFS).

Evidence from the 2017 administration of the NSSE indicates an engaging experience for UWSP students both inside and outside the classroom. For example, [UWSP seniors report attending events that address important social, economic, or political issues at a statistically higher rate than students from other public universities](#). In addition, attending campus activities or events were also statistically higher than the national average rate for seniors at other public universities.

[UC](#) bring the places, programs and people of the UWSP campus together. Based in the three largest student activity buildings on campus, the Dreyfus University Center (DUC), the Allen Center, and the Marshfield Clinic Health Systems Champion Hall (MCCH) (formerly known as the Health Enhancement Center), students and the community are provided with unique, enriching involvement and engagement opportunities beyond the classroom, inspiring a lifetime of learning, growth and success.

[Campus Activities and Student Engagement \(CASE\)](#) provides UWSP students with leadership and involvement resources and opportunities to fulfill the five “Es” (Educate, Experience, Explore, Entertain, Employ) throughout their collegiate career. On the 2017 NSSE survey seniors [reported holding formal leadership roles in student organizations or groups at a significantly higher rate than students from other public universities and they reported participating in co-curricular activities at significantly higher rates than their national peers](#).

During the 2017-2018 academic year, [UWSP had 224 registered student organizations in the fall semester and 223 in the spring semester](#). The organizations included 66 academic and pre-professional, 22 arts, six communications, 13 honoraries, 13 multicultural, 27 recreational club sports, seven spiritual, 13 residence halls, 13 service, 10 social Greek, 32 special interest, and two student governance groups. During the year there were 20 new student organizations that were formed and registered.

For the 2016-2017 academic year UWSP students recorded a [total of 5,013 hours of volunteer time](#). These hours came from four service trips, 15 student food drive events, eight days of blood drives, and 25 campuswide events with numerous on-campus and community partnerships established throughout the year to support these events. The purpose of all our volunteer programs is to offer inclusive volunteer opportunities that prepare students to be active citizens engaged in their community and world.

[Centertainment Productions](#), a unit of the UC, contributes to the educational experience of UWSP students by providing on-campus cultural, educational and entertainment events each year. A total of 92 events were held within the 2017-2018 academic year, and 46 events in each of the semesters. Total attendance for the two semesters was 9,740 students and 2,049 non-student participants.

The UC offers students plenty of choices to stay healthy and engage in fitness and wellness activities that are also social and fun through the [Fitness and Recreation Programs](#) held in the MCCH (formerly Health Enhancement Center) and the Allen Center. Choices include the aquatics center, group fitness classes, open recreation times, outdoor equipment rental, intramural programs, the climbing wall, and two cardio/strength and fitness center. In short, there is something for everyone.

The [Student Affairs Assessment Team \(SAAT\)](#) is charged with establishing and evaluating student learning outcomes through Student Affairs. Recognizing the educational opportunities for students through the out-of-class environment led the team to develop student developmental [learning outcomes that align with the university's overarching learning outcomes and General Education Program outcomes](#).

UWSP has a proud tradition of providing unique opportunities for students to get involved with the out-of-class environment on campus and gain important life experiences that boost their skills, build their portfolios, and foster career readiness. Student employees across campus learn and grow while working alongside professional staff who provide mentorship and guidance within their employment positions.

During the 2016-2017 academic year, [2,936 undergraduate students at UWSP were paid by the institution for working within an on-campus job, earning over \\$6,974,000](#) and providing approximately 800,000 hours of labor. These statistics directly correlate to UWSP seniors reporting on the 2017 NSSE, [a statistically higher rate than the national average for senior college students working for pay on campus and acquiring job or work-related knowledge and skills](#).

Across the [Student Affairs Division](#) over 1,100 student employees are employed in paraprofessional positions such as graphic designers, teaching assistants, building managers, group fitness and swimming instructors, food service professionals, cashiers and accounting assistants and community advisers, to name a few. Learning outcomes have been established for student employees within five Student Affairs departments and graphed to the student development outcomes that have been established for the division.

[Dining and Summer Conference's Point of Food Safety](#) class was developed for student employees to be able to identify and apply nine categories of food safety when handling food items. Student employees are expected to test out after four weeks with a score of 80% or higher rating.

Within the [University Store and Text Rental](#) department, a new student employee orientation session was created to instill an overarching knowledge of services and procedures within this workforce.

[University Child Learning and Care Center's](#) student classroom aides gain and enhance interpersonal competency skills to handle challenging behavior in the child care setting.

Student employees within the [Fitness and Recreation Programs](#) department are expected to achieve a 90% or higher on their six-week follow-up questionnaire regarding emergency procedures within the units encompassed within this area.

With 300 student employees in its program areas the [UC developed two learning outcomes](#) for its 23 student managers in 2015. The three-year data comparison shows significant gains within each human resource management learning outcome subunit. During the 2017-2018 academic year, [learning outcomes were developed for all UC student employees](#) across their 23 program areas and implementation is taking place in fall 2018.

UWSP's dedication to its mission of overall student wellness can be seen in the NSSE 2017 data that reports [the institution's support for the overall wellbeing of students \(health, counseling, recreation, etc.\) was significantly higher for seniors at UWSP than peers at other national public universities.](#)

[Student Health Service](#) established five learning outcomes in 2016-2017. [The first two](#) related to students' ability to locate/contact the Student Health Service for appointments and then recognize the services offered by the office. [The other three](#) learning outcomes were related to the intercultural competence of the staff when seeing students in the clinic.

This past year the [Counseling Center](#) established [two learning outcomes for group therapy participants](#) to provide feedback relating to interpersonal relationships and recognizing that one's behavior affects others. In addition, they found that more than 90% of all student and [faculty-staff participants in a crisis management training](#) could identify high risk and concerning warning signs in students and identify university resources along with helpful strategies for assisting distressed students on campus.

[UWSP Athletics](#) is an NCAA Division III institution with 20 teams and over 550 student-athletes participating each year. Athletics has a Student-Athlete Advisory Council that meets on a regular basis and serves as an advisory body that offers input into policy changes in the student-athlete handbook regarding athletic special events.

In 2017-2018 the Athletic department began a new initiative called the [Pointer Leadership Academy](#) which provides consistent information and support to all athletes, across all 20 teams, to assist them in achieving academic and athletic excellence. First-year athletes were intentionally introduced to on-campus support services (tutoring, counseling center, academic and career advising) and strongly encouraged to engage with university activities and events (bystander intervention program, financial literacy workshop, student leadership opportunities, and community service events). Attendance at events, GPA, and retention rates will be tracked for participants over time.

Seventy-four percent of first-year student-athletes attended the Pointer Beginnings session which introduced on-campus support services to the population. Ninety-six percent of the first-year student athletes completed the Bystander Intervention Training, offered through the Center for Prevention, during the academic year. A total of 69.9% of the first-year student-athletes used the Tutoring-Learning Center at least once.

The [Office of International Education \(OIE\)](#) consists of two units: International Student and Scholar Services (ISSS), and Study Abroad. The mission is to help lead the university's development of global awareness, promote international and intercultural understanding, and enrich the academic and cultural environment of UWSP by facilitating the exchange of people and ideas. The 2017 NSSE data reports that [UWSP has a significantly higher rate of seniors participating in study abroad programs than other public universities.](#)

In the 2017-2018 academic year through OIE there were 175 international students from 35 different countries taking classes at UWSP. The Study Abroad program has more than 20 locations around the

globe and [one in six graduating seniors reports having studied abroad during their time at UWSP](#).

The primary mission of the [Office of Diversity and College Access \(DCA\)](#) is to improve the retention and graduation rates for underrepresented students by promoting their academic and personal growth. DCA assists in the personal development of African-American, Native American, Latina/Latino/Latinx, Asian-American and Pacific Islander, and LGBTQ+ students. DCA supports the students' learning activities in and outside the classroom setting.

In closing, the friendly and knowledgeable full-time professional staff members within the student support areas of the campus contribute immensely to student support and success. Stevens Point is a city that embraces the UWSP campus and the community culture of small-town America. This is evidenced in the NSSE 2017 data which indicates that [UWSP seniors rated quality of interaction with student service staff and their interaction with other administrative staff and offices significantly higher than senior students at other public universities across the nation](#).

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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

In and out of the classroom, UWSP provides an educational experience for our students of sufficient quality to meet their professional and personal goals. By enabling student achievement and intellectual development, we provide a valuable resource for the Central Wisconsin community and economy.

While we can point to multiple areas where we can demonstrate successful implementation of initiatives and improvement, we could do more to directly and indirectly (e.g., surveys) assess the effectiveness of our policies and programs.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1

All academic programs at UW-Stevens Point (UWSP) are subject to a regular [department review process](#) conducted [every ten years](#) and overseen by the [Department Review Subcommittee](#) of the Academic Affairs Committee, as it is described in the [University Handbook](#):

“The effective evaluation of student learning within department program(s) should provide the foundation for decision making within a department, serving to identify strengths and challenges, inform requests for additional resources (such as FTE positions; classroom, lab space, and other facilities; library material, or computing equipment), and guide planning efforts. Consequently, the process of department review will build upon the on-going program assessment process. Department review will be an integral part of faculty governance through the Department Review Subcommittee (DRS), a permanent subcommittee of the Academic Affairs Committee (AAC) responsible for conducting all local department reviews. The purposes

of department reviews are: 1) to provide each department a formal mechanism to evaluate and communicate to appropriate decision makers the department's strengths, challenges and needs; 2) to garner collegial support and perspective for meeting the department's needs; and 3) to evoke a commitment from administration concerning continuation of the department's program(s) and/or intent to address the identified needs. The goal will be to review the programs within each department every ten years according to the "Reporting Cycle for Assessment and Department Review" drafted by the Associate Vice Chancellor for Teaching, Learning, and Strategic Planning and approved by the AAC."

The department review process is a collegial and formative endeavor during which the department under review produces a comprehensive self-study and participates in a site visit by two faculty, one of whom is drawn from the UW System and one of whom is from outside the UW System. The self-study, the report of the site visit team, and comments from the dean are submitted to the Department Review Subcommittee, which then writes an evaluation that includes its recommendations to the department under review and the administration. This [summary report](#), addressing the quality of the faculty, the curriculum, students, educational resources, is then forwarded to the department, dean, and provost and, ultimately, to the Academic Affairs Committee. Because the department review process is intended to serve as the primary source of information for administrative decisions regarding the department, and because these decisions are a function of multiple factors, in the Spring of 2017, the former [Strategic Planning Committee recommended the incorporation of an additional set of metrics for evaluating curricular programs](#) designed to assess programmatic relevance, quality, productivity, and efficiency. The Strategic Planning Committee charged the new Integrated Planning Advisory Committee with determining the use and relative weight of each of these considerations, a process that is still underway.

In addition to the institutionally mandated review process described above, many of our academic programs are subject to evaluation to ensure that they adhere to or exceed the standards articulated by [their accrediting bodies](#). In accordance with state law, all programs within the [School of Education are accredited by the Department of Public Instruction](#).

4.A.2

Credit-bearing courses offered at UWSP are reviewed and approved as described in Section 3.A.1 of this document.

Policies and procedures are in place to award credit through a variety of [alternative credit opportunities](#), including [advanced placement](#), [college-level examination](#), [prior learning assessment](#), [credit for military service](#), and [early college credit programs](#), as well as through the [International Baccalaureate](#). [Retroactive credit](#) and [credit-by-exam](#) are available in some programs, including the GEP. In all cases, our policies and procedures are designed to ensure that credit awarded reflects student learning and is consistent with credit earned within our regular curriculum.

4.A.3

UWSP adheres to the [UWS transfer policy](#), making our practices and policies available to our students in the [catalog](#). Credit is generally awarded from another accredited institution if the grade earned is a D or higher. Course equivalences are determined by the Admissions office, utilizing the [transfer information system](#), [program transfer guides](#), [articulation agreements](#), and consulting with heads of academic units as need.

4.A.4

Students are not allowed to register for a course for which they do not have the [prerequisites](#) unless [special permission](#) is granted.

Course rigor is established by the procedure for introducing and assessing courses, as discussed in 3.A. and 4.B. Expectations for student learning are set by the academic program that delivers the curriculum and vetted through program assessment as described in 4.A.1. above. General education learning expectations are approved by the GEC (see 3.A.2).

All students have access to learning resources, including our [learning management system](#), the [University Library](#), the [Tutoring Learning Center](#), the [Academic and Career Advising Center](#), the [Disability and Assistive Technology Center](#), and the [University Store and Text Rental](#).

As part of our commitment to provide the best possible instruction to our students, all new faculty and instructional staff must meet the minimum qualifications described in our [handbook](#) and are subject to regular evaluation.

High school students pursuing [early college credit](#) take regular college classes taught by our instructors on our campus or through our regular distance education offerings. As such, our early college credit program ensures that our offerings to high school students are equivalent to our higher education curricula.

Our dual credit offerings are few and, we have only recently engaged in this type of instruction. Our new engagement in this endeavor is the result of our recent integration with our two branch campuses at Wausau and Marshfield, where these campuses (as part of the former UW Colleges institution) had a longer history of offering dual (UW instructor teaching course to high school students) and concurrent (credentialed high school teacher teaching high school students for college credit) enrollment options. In all cases (fall 2018 and spring 2019) the instructors and courses have been vetted by our corresponding academic department and at the university (provost) level.

4.A.5

Several programs at UWSP are [accredited by external agencies](#). Many of these programs relate directly to our strengths in [areas within our select mission](#), including the performing arts, health sciences, and environmental studies.

4.A.6

Our Academic and Career Advising Center conducts periodic [follow-up surveys of graduates](#) that track both employment rates across academic programs and the rates at which graduates pursue further schooling.

In addition to these centralized data gathering efforts, all departments are expected to address the success of their graduates as part of the [regular process of department review](#).

Several of our programs, including the [Accounting](#), [Clinical Laboratory Science](#), [Education](#), [Family and Consumer Science](#), [Health and Wellness Management](#), and [Mathematics](#) majors prepare students for licensure or certification exams, the results of which provide an additional level of accountability.

Sources

- Academic Affairs Program Review and Handbook
- Academic and Career Advising Center Follow-Up Studies
- Academic and Career Advising Center Webpage
- AccesSPoint Granting Overrides
- AccesSPoint How To Register
- Accredited Programs
- Admissions AP Credit by Exam and Test Out Opportunities
- Admissions AP Credit by Exam and Test Out Opportunities (page number 4)
- Admissions CLEP Examination Policy
- Alternative Credit Opportunities
- Articulation Agreements
- Catalog Transfer Credit
- Clinical Laboratory Science Certification
- Credit for Military Service
- Department of Public Instruction Letter
- Department Review Samples
- Department Review Subcommittee Activity
- Disability and Assistive Technology Center Webpage
- Early College Credit
- Family and Consumer Science Online Graduate Certification
- GEP Test-Out and Credit-by-Exam Policy
- Handbook Chapter 4B Sections 3 and 5
- Handbook Chapter 7 Section 3.pdf
- Health and Wellness Coaching Graduate Certificate
- International Baccalaureate Examination Policy
- Learning Management System webpage
- Library Webpage
- Mathematics with Actuarial Emphasis
- Mission Statement
- Program Transfer Guides
- Schedule of Department Reviews.pdf
- School of Business and Economics Credentials and Licensing
- School of Education Licensure and Certifications
- Strategic Planning Committee Final Report May 2017 - Proposed Metrics for Evaluating Curricular Programs
- Transfer Wizard
- Tutoring Learning Center
- University Store and Text Rental Webpage
- UWS Transfer Policy

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

Overview of Assessment Activities from 2008-2018

The University Handbook details our assessment process in [Chapter 7 Section 2](#), which evaluates student learning within both the GEP and the various department-level academic programs, providing the foundation for planning and decision-making. The updated [GEP learning outcomes](#) and the GEP Diagram ([GEP Brochure, p. 6-7](#)) of four learning progress levels, from Foundation to Integration, are available on the [GEP web site](#).

UWSP experienced its last comprehensive accreditation visit by the Higher Learning Commission (HLC) in 2008. While the evaluation by HLC deemed UWSP fulfilling its mission, there was a focused visit in 2012 to follow up on assessment and revisions to the GEP ([UWSP Abbreviated Self-Study 2012](#), [HLC Focused Visit Report 2012](#)). [UWSP submitted a 2015 Progress Report](#) that provided evidence that the GEP was being implemented, and it included the results of an interim assessment requirement for all programs on campus ([pp. 19-25](#)). Much progress in GEP and departmental program assessment has been achieved since the last HLC campus visit.

In our current assessment structure, GEP assessment is under the purview of the GEC, which reports directly to the Common Council. Program assessment is carried out by the AS of the Academic Affairs Committee of the Common Council. An Assessment Coordinator (AC) position (50% assessment and 50% teaching) was instituted in 2012. The AC is a permanent voting member of the AS and a permanent nonvoting member of the GEC. The AC compiles annual assessment reports for both committees and coordinates professional development opportunities for faculty and staff. Assessment on our campus is also supported through an [Assessment of Learning webpage](#), which includes professional development materials for both program and GEP assessment.

As part of UWS, UWSP participates every three years in the [National Survey of Student Engagement \(NSSE\)](#). First-year and senior students are invited to participate in NSSE, most recently in [spring semester 2017](#). UWSP results are compared to other UWS schools and can be found on the [UWS Accountability Dashboard](#). UWSP and most UW campuses participated in the Voluntary System of Accountability (VSA). The latest administration was done in [fall 2014 for first-year students and in spring 2015 for graduating seniors](#) and the results were shared with the director of general education and the provost, who shared it with university deans. The VSA was discontinued systemwide in

2015.

In the UWS restructuring of Wisconsin's two-year colleges, UWSP gained two branch campuses, one in Wausau (formerly UW-Marathon County) and one in Marshfield (formerly UW-Marshfield/Wood County). The branch campuses will be included in all assessment activities, starting from the GEP Foundation Level assessment during the 2018-19 academic year.

Assessment of co-curricular activities within the Division of Student Affairs are included in the response to 3.E.

General Education Assessment Process

The [GEP assessment process](#) honors our reflective and collaborative approach to assessment by asking instructors teaching GEP-designated courses to submit course portfolios explaining the alignment of their courses to their General Education category learning outcomes, providing assessment results of student learning related to at least one of these learning outcomes, reflecting on the results, and describing a plan for addressing the results to impact and improve student learning. Faculty Learning Communities (FLCs) are formed for each GEP category to review course portfolios, furnish feedback, and provide summary comments and recommendations to the AC. The AC then writes a summative assessment report and submits it for approval to the GEC, which is then forwarded to the Common Council. See annual reports for [2013-2014 Foundation Level](#), [2014-2015 Investigation Level](#), [2015-2016 Cultural and Environmental Awareness](#), and a [second round of assessment for the Foundation Level Wellness Category](#), [2016-2017 Integration Level](#), and [2017-2018 Reflection Year](#).

To effectively implement GEP assessment, the AC coordinates a series of informational meetings and professional development workshops annually to provide descriptions of required course portfolio components, examples of course portfolios, and assessment software training. Training for FLC members provides essential information on the required portfolio components and gives them practice in applying the Course Portfolio Rubric to sample course portfolios. Here are the most recent copies of the documents provided to 2016-2017 Investigation Level instructors: [GEP Assessment program Portfolio Framework](#), [FLC Feedback Rubric](#), [D2L Scoring Rubric](#), and [FLC Summary Report Template](#). Every year, revisions are made to the supporting documents based on the feedback from faculty and staff participants, and the changes made are documented in the annual reports (for instance, [Appendix D in Year 2 GEP Assessment Report: Revisions of Investigation Level Learning Outcomes, pp. 27-33](#)).

Overall, the first full cycle of assessment of each of the four GEP levels went smoothly. The submission rate for course portfolios from instructors was high each year, as was FLC participation. In 2013-2017, 364 portfolios and surveys were submitted by UWSP instructors; these portfolios were assessed by 84 FLC members; and 20,627 students were assessed in these courses ([2017-2018 Year 5 Report, pp. 1-2](#)). FLC members expressed appreciation for the richness of the experience and the valuable insights they gained into student learning and instructional techniques. Feedback from course instructors and FLC members has led to a revision of the GEP learning outcomes (for instance, [2015 Faculty Senate Resolution to change Foundation Level Learning Outcomes and reassess Wellness Category in fall 2015](#)). These revisions helped to ensure that the GEP learning outcomes are clearly worded, well-matched to the category being assessed, and appropriate for student learning at the GEP level being assessed. Due to the application, review, and revision of learning outcomes that occurred during the GEP assessment process in 2012-2018, 50 courses voluntarily removed their GEP designations, three courses switched to a more appropriate GEP

designation, and four courses required the instructor's qualifications to be checked.

Starting in fall 2018, UWSP began the second cycle of assessing the four levels of our GEP (2018-2022). To address needed improvements noted by the FLCs (i.e., explanation for alignment between GEP LOs and course LOs, analysis of assessment results, and time-consuming assessment activities), our university has adopted [Campus Labs](#). Campus Labs provides a uniform platform for storing assessment criteria, rubrics, and results across courses and semesters, facilitating aggregation of campuswide data.

In the second full cycle of GEP assessment, each instructor is required to assess all the learning outcomes in their designated GEP category. Common rubrics for other GEP levels will be developed with assistance from our Center for Inclusive Teaching and Learning (CITL) to help instructors revise and improve the alignment of their courses with the GEP categories.

In summation, the GEP assessment process currently in place at UWSP supports scholarly and collaborative inquiry into teaching and learning and promotes thoughtful reflection on instructional practices. Faculty and administration continue to support this important and unique aspect of the GEP Assessment process, while also addressing needs for reliable, systematic assessment and accountability.

Program Assessment Process

Program Assessment is conducted by the AS, which is comprised of two representatives from each of our five colleges, and the committee reviews assessment reports submitted by 30 different departments. The reporting cycle for program assessment is every five years and for departmental review every 10 years. The expectation is that each departmental review will include two formal assessment reports for each program in the department (see Criterion 4.A.). The most recent version of the [assessment cycle \(2011-2021\)](#) is posted on the [Assessment of Learning website](#).

[Eighteen academic programs have assessment requirements through program external accrediting agencies](#) or, in the case of [School of Education leading to teacher licensure, the Wisconsin Department of Public Instruction](#) (see Criterion 4.A).

Each program submits to the AS a five-year assessment report, that summarizes how the program gathers and utilizes assessment information. The AS co-chairs send a "Welcome Packet" to the programs scheduled to submit their reports a year in advance. The packet includes: [Assessment Report Format](#), [Assessment Report Presentation Guidelines](#), [Assessment Section from *University Handbook*](#), and [Feedback Rubric](#). In accordance with the reporting cycle, the programs submit their written reports in October. The AS stores the reports in SharePoint. Later in the academic year, the programs present their reports to the AS, which then provides written feedback to them, indicating their strengths and areas for improvement. Throughout this process, programs are expected to make adjustments to their curricula, assessment or instructional practices, or learning outcomes in response to the AS feedback.

The [2011-2018 combined results of the program assessment process](#) showed that the UWSP assessment plan needs improvement. In eight years, the AS received 43 reports, 23 of which needed revisions, and the programs were asked to resubmit an abbreviated interim report. Considering these results, the AS is currently working on implementing changes to the Assessment Plan by requiring all programs to submit assessment results for at least one program learning outcome on an annual basis (see further discussion on Campus Labs).

The AS conducts professional workshops and face-to-face bi-monthly meetings to help departments develop their assessment reports. Effective models of rubrics, reports, and course assessments are shared during professional development workshops. Assessment resources from the workshops are distributed on the Assessment of Learning webpage. For instance, see materials of the [“Five-Year Assessment Planning Workshop,”](#) conducted in fall 2015, which showed departments how to create an effective assessment timeline. In addition, programs can find examples of curriculum maps, assessment timelines, and full assessment reports. Another major focus of the AS is to provide timely feedback to all departments ensuring that each program is supported in their assessment efforts. The AS requires all departments to collect and analyze direct and indirect measures of student learning and program effectiveness to guide programs’ efforts in improving all three areas: instruction, curriculum, and assessment.

The university AC is central to the work of the AS. Since 2011-2012, the AC compiles a Program Assessment Annual Report to synthesize program assessment activities and procedures undertaken by the AS (e.g., [2013-2014 AS Annual Report](#)). In addition to formal, universitywide workshops and professional development opportunities, the AC also conducts face-to-face meetings with the departments to guide their assessment efforts, usually upon the request of the department.

The AS is pleased to note that the programs have reported an increased appreciation for assessment of student learning, thanks to many improvements implemented in this area on the UWSP campus. Our current goal is to move towards a culture of evidence to enhance our culture of assessment as was demonstrated by the AS roundtable discussion, organized during the 2017-2018 UWSP Teaching Conference, [“Transitioning to a Culture of Evidence: Sustainable Assessment Practices.”](#) As a university, we have been fostering a culture of assessment since 2011 when our assessment policies for program assessment and the assessment of our GEP were revised and implemented with an updated reporting cycle, 2011-2021. Our assessment process is rich, and it requires substantial time and effort on behalf of our faculty, instructors, and administration. Emphasizing evidence, i.e., assessment results, in our assessment efforts, which can be more easily collected with Campus Labs, can allow us to envision ways for streamline assessment practices that can only strengthen our general culture of assessment.

To continue the AS’s efforts for a sustained and systematic assessment with the help of Campus Labs, the committee requested a submission of assessment results for at least one program learning outcome. The instructions for submitting these reports are included in the [2018-2019 Interim Campus Labs Assessment Reports](#).

Future Steps

Looking ahead, where our university had an admittedly uneven and mixed history of assessing student learning, we now have a rigorous process that delivers direct measurements of student learning related to both our GEP and all academic programs offered on campus. We will continue to examine and revise student learning outcomes, develop and refine GEP and program assessment rubrics, use Faculty Learning Communities to evaluate GEP course portfolios, and employ the AS to review and monitor program assessment. Consequently, we strive to close the loop by incorporating the results of our assessment activities to change and refine our teaching to foster meaningful, and documented, student learning.

Sources

- Abbreviated Self Study 2012
- Accountability Dashboard
- Accreditation - Academic Affairs
- AS Annual Report 2013-2014
- AS Assessment Report Format Narrative updated 2016
- AS Assessment Report Presentation Guidelines updated 2016
- AS Assessment Workshop Documents Oct 30 2015
- Assessment of Learning - Academic Affairs
- Assessment Section from University Handbook
- Campus Labs Platform
- Combined Results for UWSP Program Assessment 2011-2018
- ETS Proficiency Report 2014-2015
- Faculty Senate Resolution 2014-2015-130 for GEP Changes
- Full Assessment Report Rubric
- General Education Program Web Site
- GEP Assessment FLC Feedback for Course Portfolio Fall 2016
- GEP Assessment FLC Summary Report TEMPLATE 2017
- GEP Assessment Program Portfolio Framework 2016
- GEP Assessment Report Year 1 Foundation Level 2013-2014
- GEP Assessment Report Year 2 Investigation Level 2014-2015
- GEP Assessment Report Year 2 Investigation Level 2014-2015 (page number 27)
- GEP Assessment Report Year 3 Cultural and Environmental Awareness 2015-2016
- GEP Assessment Report Year 3 Foundation Level Wellness Second Round 2015-2016
- GEP Assessment Report Year 4 Integration Level 2016-2017
- GEP Assessment Report Year 5 Reflection 2017-2018
- GEP Assessment Scoring D2L Rubric 2017
- GEP Booklet
- GEP Booklet (page number 4)
- GEP Category Learning Outcomes updated 2016
- Handbook Chapter 7 Section 2 - Assessment
- HLC Focused Visit Report 2012
- Interim Campus Labs Assessment Reports 2018-2019
- National Survey of Student Engagement Home page
- National Survey of Student Engagement Results 2017
- Progress Report on Assessment of Student Learning 2015
- Progress Report on Assessment of Student Learning 2015 (page number 19)
- Reporting Cycle for 2011-2021
- Teacher License Home page
- Transitioning to a Culture of Evidence Sustainable Assessment Practices

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Since 2002, all University of Wisconsin System (UWS) institutions have been accountable to the Board of Regents for improved quality, efficiency, and student success as measured by retention rates, graduation rates, credits to degree, and time to degree. These [“Progress and Completion” metrics](#) are published on the [UWS Accountability Dashboard](#). Beyond accountability, UWSP sees improvement of these rates as a mission-critical activity because our intended student outcomes require completion of a specific curriculum. We also see our retention and completion work as an ethical practice. As a regional provider we have set our admission standards to offer broad access and opportunity to students. In this era of debt-financed higher education, access without success can leave students worse off.

Data Collection and Management

The Office of Institutional Research and Effectiveness (OIRE) follows IPEDS definitions in establishing its official cohort retention and completion rates as required by the UWSA Office of Policy and Research and in compliance with federal reporting policy.

The Enrollment Planning Unit uses student-level data from the official preliminary census reports provided by OIRE, activity data from enrollment offices, and survey data to understand the dynamics of each cohort and identify opportunities for improvements.

All student data is collected, managed, and analyzed in alignment with UWSP's [Sensitive Data Protection initiative](#) and the [Association for Institutional Research's Code of Ethics and Professional Practice](#).

Conceptual Framework for Institutional Action

One of the many compelling observations by Vincent Tinto in his book *Completing College*:

Rethinking Institutional Action (2012), was the tendency of colleges and universities – individual institutions as well as system administrations – to launch retention and completion initiatives first and figure out the underlying strategy later:

"Despite years of effort, institutions have yet to develop a coherent framework to guide their thinking about which actions matter most and how they should be organized and successfully implemented. Too often, institutions invest in a laundry list of actions, one disconnected from another. The result is an uncoordinated patchwork of actions whose sum impact on student retention is less than it could or should be." (p. 5)

This is a fair description of the state of affairs at UWSP until recent efforts to begin to conceptualize the retention program and articulate roles and responsibilities. This document, "[Conceptual Framework for Undergraduate Retention](#)," is a work in progress. Articulating this framework and using it to generate ideas for new initiatives and evaluate those already implemented are the responsibilities of the members of the [First-Year Retention Steering Committee](#) and the members of the [Degree Completion Steering Committee](#), which are advisory to three administrators – the Associate Provost for Enrollment Management, the Dean of University College, and the Vice Chancellor for Student Affairs – who have a shared responsibility and accountability for university retention and degree completion.

Degree Completion

In fall 2018, [the provost set the goal for degree completion](#):

"Without making any significant changes to current admission standards, increase UW-Stevens Point's four-year graduation rates to 50% for the 2023 entering baccalaureate freshman cohorts on the main and branch campuses with zero equity gaps when those outcomes are disaggregated by income, race, and ethnicity."

It is a change of practice for the institution to set a degree completion goal instead of setting a first-year student retention goal. This is not to say that cohort progression metrics to the sophomore, junior, and senior years will not be closely monitored, because they will. But a focus on first-year student retention, like the pursuit of many short-term metrics, can lead to overlooked opportunities to achieve the long-term goal.

The provost's goal is very ambitious. [In the last 10 years, the four-year graduation rates averaged 27.5%](#). The current four-year rate (fall 2013 cohort) is 34.4% and the [equity gaps](#) based on race and ethnicity were 12.1%.

Two degree completion projects are being evaluated as potential frameworks for UWSP's activities: The Lumina Foundation's "Stronger Nation" talent development project, which in Wisconsin is known as the "['60Forward' initiative](#), and the [Complete College America's six-prong degree completion strategy](#). Both of these projects have a strong commitment to reducing equity gaps for what Lumina calls "[today's student](#)," "low-income, racial and ethnic minorities, working adults, and first generation students."

Our institutional attainment goal is envisioned to be part of a larger regional attainment project that the university is leading in alignment with its vision as a "new kind of regional university." While central and northern Wisconsin have relatively high percentages of high school completion, post-secondary completion is almost half that, and baccalaureate completion half of that again. To

improve these outcomes, UWSP proposed in December that the [Central Wisconsin Higher Education Alliance](#) explore a regional completion project aimed at addressing talent gaps in the region.

Retention

UWSP's [retention rates in the last 10 years](#) have averaged 77.5% and have been on a downward trend since 2011. In fall 2018, the Enrollment Planning Unit undertook a [historical analysis](#) of first-year student retention rates to understand the dynamics of our retention rates. The analysis suggested that the recession had led to the high rates, peaking in 2011, and that as the recession ended, our retention rates declined to a level that would be expected based on our admission standards. One of the goals of the analysis was to propose a retention objective that was ambitious, but reasonable in light of our students' characteristics. This objective was set at 75.7%, with a special focus on reducing equity gaps.

Investments

Significant investments have been made by the U.S. Department of Education and the UWS in improving UWSP's retention and degree-completion rates. The first investment was a [\\$1.8 million, five-year Title III grant](#) that concluded in September 2018. The grant focused on implementation of high-impact academic support services: supplemental instruction, intrusive academic advising, targeted career services and a conditional admit retention program aimed at improving the success of higher-risk students. A UWS investment, currently in the initial stages of implementation, is the acquisition of the [EAB Student Success Management System](#) technology. This state-of-the-art advising, early alert, and mobile notification system will accelerate the impact of student success activities that have been established in recent years in enrollment management, University College, and student affairs units.

Sources

- 60Forward Brochure
- Central Wisconsin Higher Education Alliance
- Code of Ethics and Professional Practice - Association for Institutional Research
- Complete College America Six Strategies
- Conceptual Framework for Retention and Degree Completion
- EAB - The Emerging Discipline of Student Success Management
- EPWP 2018-3 Retention November 13
- Equity Gaps Retention and Graduation Historical Perspective
- Lumina today's-student-infographic
- Membership of Degree Completion Steering Committee 2018-19
- Membership of First-Year Retention Steering Committee 2018-19
- Provost charge to degree completion steering committee November 2018
- Retention and Graduation Rates 87-2016
- Sensitivity Data Protection Initiative - Information Security
- Title III Annual Report
- UWS Accountability Dashboard
- UWS Accountability Dashboard - Progress and Completion

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

We have processes and policies in place to evaluate courses, programs, teaching, learning, and degree programs. Historically, these self-assessments have largely aimed to ensure achievement of satisfactory standards rather than finding ways to take action for improvement. Recent initiatives seek to improve that situation.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1

Fiscal Resources

UWSP's fiscal resources are composed of state funding, tuition and federal financial aid, extramural funding, program revenue operations, and auxiliary revenues. The primary source of state funding is tax revenue allocated to the UW System (UWS) as General Purpose Revenue (GPR). The UWS administration in turn allocates GPR to each UW institution on a largely formula-based incremental model. The [2018-19 all funds budget](#) at UWSP, which includes federal financial aid, is \$195 million, with GPR of \$33.7 million representing 17% of the total. GPR is composed of both discretionary funds as well as funds allocated specifically for utilities and debt service (\$10.6 million). The combination of GPR and tuition support comprise the main operating fund for UWSP.

Since 2013, UWSP has witnessed a significant reduction in state GPR funding, sustaining cuts of \$2.5 million and \$5.1 million in the 2013-15 and 2015-17 biennial budgets, respectively. At one point, the proportion of UWSP's budget from [state funding dropped](#) as low as 14%.

In the past, to close the gap created by GPR cuts, [tuition increases averaging 5.5%](#) annually had been approved by the UW Board of Regents (BOR). However, beginning with the 2013-15 biennium, undergraduate resident tuition rates have been frozen, and this is expected to continue through the

next biennium. As discussed in Criterion 1.A, most of [UWSP's headcount is undergraduate resident students](#).

At the same time UWSP witnessed sharp declines in its state funding, it also experienced sharp declines in its enrollment. Largely as a result of the loss of job opportunities during the Great Recession, UWSP's enrollment peaked at [9,677 in fall 2012](#) but has since declined by 20 percent to [7,725 in fall 2018](#). Additional reasons for the decline in enrollment will be discussed in detail in Criterion 5.C.

These three factors – declines in GPR funding, frozen tuition rates, and declines in student headcount – have created a structural deficit currently estimated at [\\$8 million](#) on the main campus, and \$3.6 million (collectively) on the two newly joined branch campuses in Wausau and Marshfield. [High-level financial planning scenarios](#) have made it evident that the long-term solution to the structural deficit is to make adaptations that improve our ability to recruit and retain students. However, in the short term, we have had to implement a number of strategies to reduce the gap between revenue and expenses.

Our first strategy to buffer the impact of the GPR cuts was to [spend our cash reserves](#). However, in February 2018, the vice chancellor for business affairs informed the institutional community that this strategy had run its course. After this occurred, UWS assisted the institution by authorizing in May 2018 \$1.12 million in one-time [bridge financing](#).

The second strategy was to increase alternative sources of revenue as allowed by UWS BOR tuition policy, emphasizing self-sustainability in selected academic centers, and increasing fundraising activities. With regard to tuition, UWSP was approved in 2016 to charge [differential tuition, known as the Pointer Partnership](#), as discussed in Criterion 3.D. However, we also implemented [service-based pricing](#). Under UWS Policy 130, institutions are permitted to charge market rates for academic programs serving nontraditional students. UWSP now offers under service-based pricing one undergraduate program and six graduate programs, with two additional graduate programs to be launched in the near future (the Master's of Business Administration and the Doctor of Physical Therapy). UWSP has also been an active participant in the 100% online collaborative degree programs facilitated by UW Extended Campus. Under UWS Policy 130 these programs are also allowed to charge market prices under complementary [distance education pricing](#) guidelines. UWSP collects a portion of the tuition revenue from the programs in which it participates, after program development costs have been recovered.

An emphasis on self-sustainability in selected academic centers has resulted in their shifting of their expenditures from GPR to funds the centers generated. A good example of this is the [Wisconsin Center for Environmental Education](#), which has become almost entirely self-funded through public service-oriented research and user fees. Another example is [Continuing Education/Office of Economic and Community Development](#), which has replaced approximately \$100,000 in GPR support with revenue from non-credit and credit-bearing activities.

Fundraising has emerged as an important source of new revenue. The UWSP Foundation is in the final year of a [six-year capital campaign](#) – the first significant campaign in its history. The fundraising goal of \$30 million, which was announced in April 2016, has already been exceeded by \$5 million. The campaign brought about the funding for the first endowed faculty position in the history of the university, and subsequently, four additional positions have been endowed. Seventy-three new scholarships have been created, and a number of existing scholarship funds have received additional support during this campaign. The campaign has also witnessed the creation of 44 new

program funds to date. Three of the last five years have been record fundraising years, with the current year on track to be another record year.

The third strategy has been to economize through incremental, programmatic, and transformative reductions. In alignment with our mission, we have always prioritized [instruction and academic support](#) in our budgets. This priority is demonstrated by the allocation of 78% of the 2018-19 GPR/tuition budget, less utilities and debt service, to the Academic Affairs division. Additionally, as discussed in 1.D, another demonstration of this priority is [IPEDS data](#) from 2016-17 indicating that 51% of our core expenditures were for instruction and 13% were for academic support services. In accordance with this prioritizing principle, our approaches to budget cuts have always sought to protect the operations affecting students and their education.

Like many public institutions, UWSP had become accustomed to an additive mode of operational expansion. This practice has had to give way to one of focusing. Based on his knowledge of academic operations, Provost Summers has not used an across-the-board reduction strategy, but has been assigning deans and directors specific [biennial budget reduction targets](#). For example, while the Information Technology (IT) unit was required to make cuts of approximately 7% in FY16 and FY17, the provost reduced by half the assigned reductions required from that unit in FY18 and FY19. After being given their reduction targets, the deans and directors were given autonomy to develop proposals that were appropriate to their units.

Examples of some incremental decisions to reduce expenditures include reassignment of administrative duties to reduce the number of administrators, reductions of non-instructional staff, scheduling of fewer sections of courses to increase per-section enrollments, reductions of instructional staff and non-tenured faculty, reductions of supply and expense budgets, and careful evaluation of all positions that become open due to retirements and resignations prior to an authorization to search.

Programmatic cuts have been implemented and are being planned. A recently implemented programmatic cut was to eliminate the [English as a Second Language \(ESL\)](#) program. The declining demand for university-based ESL programs has been documented by the Institute of International Education's annual [Open Doors report](#). In alignment with these trends UWSP's ESL enrollment declined to the point it created a [deficit of \\$381,000](#). After [review of alternatives](#) to generate additional enrollment, the provost, the dean of the College of Letters of Science, the chair of the Department of World Languages and Literatures, the director of the Office of International Education (OIE), and the university's enrollment manager came to a consensus that the decline could not be reversed. Hence, the decision was made to suspend new admissions to the ESL program as of March 2019, and continue to teach-out the currently-enrolled students.

Additional programmatic cuts — including seven majors — are being planned. This has created much of the controversy associated with the [Point Forward plan](#). However, as that plan underscored:

"Where full majors are being eliminated, the disciplines themselves will remain integral to our curriculum. UW-Stevens Point will continue to offer coursework in each area through the general education curriculum, as required courses in other majors, and as part of new interdisciplinary programs."

With respect to transformative cuts, the vice chancellor for business affairs has offered some bold proposals in order to reduce spending outside of academic affairs. As also discussed in *Point Forward*, [these proposals](#) include merging three facility staffs into a single unit. Additionally,

opportunities are being explored — currently in the very early stages — to outsource the bookstore, dining and food services, printing and design, transportation and fleet services, and student health services.

That the cumulative effect of these decisions has not undermined operations is taken up next through a discussion of the current human resources, physical infrastructure, and technological infrastructure.

Human Resources

In fall 2018, UWSP employed 1,217 staff, including 965 full-time and 252 part-time staff. Due to budget cuts, the staff has been reduced by 89 FTE since fall 2014, [including 71 FTE that had been funded by GPR and tuition funds](#). In spite of these reductions, the [student to faculty/instructional staff ratio](#) has remained stable over the past five years. During this same time frame, [faculty as a percentage of the overall faculty/instructional academic staff FTE](#) has also remained steady. Both of these patterns demonstrate that UWSP is committed to maintaining a high-quality learning experience for our students.

Physical Infrastructure

A [campus master plan](#) was completed in 2007. As much of what has actually occurred in terms of anticipated capital projects, timeline for change, and enrollment levels has changed considerably since then, discussions have begun about when to develop a new master plan. Since the last HLC reaffirmation visit, [\\$86M has been invested in academic-related capital projects](#), bringing total classroom, lecture hall, and instructional teaching lab square footage to 254,399 assignable square feet. This is in addition to annual classroom and laboratory modification projects funded internally. Integrated planning is used to identify and prioritize capital improvement projects for the [biennial Campus Physical Development Plan](#) submitted to the UWS Office of Capital Planning and Budget. Discussions are held with many UWSP representatives to document space, ADA-accessibility, and technological needs. Internal project priorities are established using criteria such as safety, operational efficiency, energy efficiency, and ongoing maintenance. To assist in the development of these priorities, a formal [space request process](#) was implemented fall 2018. This process will not only improve operational efficiencies by ensuring the correct assignment and reassignment of space, but will also align more appropriately with the campus strategic plan.

Technological Infrastructure

As detailed in section 3.D.4, the technical infrastructure maintained by UWSP's IT unit is a vital component to the teaching and learning environment. This environment is maintained by [37 full-time staff divided into three areas](#):

- Applications and Development – responsible for enterprise applications and web development,
- Network and Infrastructure – responsible for core services, servers, workstations, and networking, and
- User Services – responsible for direct user support, classroom technology, and audio/visual equipment.

The unit is led by a Chief Information Officer (CIO) and a management staff of six. The CIO reports to the provost and sits on a faculty governance committee, the [Information Technology Council](#), responsible for policy and technology directions for the campus. In addition, the CIO works with the Student Government Association on allocation of the [Student Technology Fee](#). Together, these

groups provide the input used to develop overall directions and use of technology in teaching and learning.

In addition to the services detailed in 3.D, UWSP's IT unit provides wireless access throughout the campus, secured online storage of files, and maintenance of all major enterprise systems in use by the institution.

5.A.2

As a member of UWS, as articulated in [Wisc. Stats. 36.01](#), UWSP is a not-for-profit academic institution whose sole purpose is education, research, and public service.

5.A.3

The [mission and values](#) of UWSP guide both day-to-day decisions and long-term planning. The mission is also reflected in the university's [strategic plan, *A Partnership for Thriving Communities*](#). Thriving communities are vibrant, healthy, prosperous, and sustainable. Each of these pillars of the strategic plan build upon the core strengths of the institution and allow a more purposeful advancement of learning, enhancement of quality of life in our communities, leveraging of resources, and honoring of the UWSP legacy.

UWSP's [select mission](#) is to provide a broad-based undergraduate education in a breadth of professional areas and specific graduate specialties, conduct research, and provide outreach to our region. The mission also calls us to promote inclusivity, advance human wellness, provide excellent academic support, and offer study abroad and international programs.

These requirements are reasonable to accomplish. That they are being funded and effectively carried out has been discussed throughout the assurance argument:

- The General Education Program is how we provide a broad-based undergraduate education (see Criterion 3.B);
- Academic majors in a breadth of professional areas (see Criterion 1.A);
- Faculty and student research (see Criteria 2.E and 3.B);
- Outreach to our region (see Criterion 1.D);
- Promotion of inclusivity (see Criterion 3.B);
- Advancement of human wellness (see Criterion 3.E);
- Excellent academic support (see Criterion 3.D);
- International programs (see Criteria 3.B and 3.E)

5.A.4

Criterion 3.C. details how UWSP ensures the hiring of highly qualified and effective faculty and instructional and student support staff at UWSP. Similar policies and procedures extend across all employee categories to ensure all UWSP employees are appropriately qualified and trained.

University staff positions are titled by Human Resources and unclassified staff positions are titled by the [Hayes-Hill Titling and Advisory Committee](#) using the systemwide [University Personnel System, specifically policies TC1 – TC4](#). These titles provide consistency in salary and allow comparison of positions across the university system. UWS is currently reviewing its entire titling and compensation system through the [Title and Total Compensation Study project](#). Once this analysis is complete, UWSP will adopt the new titling and compensation system.

The recruitment process for faculty and staff is outlined on the UWSP [Human Resources website](#). Search committee composition for faculty and academic staff vacancies is outlined in [Chapter 3 of the University Handbook](#) and these processes ensure that [Equal Employment Opportunity policy](#) is followed. Combined, these UWSP policies and procedures also ensure that the hiring process results in hiring qualified candidates for every position searched on campus.

UWSP provides detailed [onboarding checklists and resources](#) for new employees. In addition, academic year employees attend a [comprehensive orientation prior to the start of the fall semester](#). All employees are required to complete annual online training in Sexual Harassment and Prevention and Information Security, and additional professional development and training opportunities related to topics such as employee supervision, risk management, technology, and others are provided as appropriate.

5.A.5

UWSP follows [guidelines from UWS administration](#) to ensure budgeted and actual expenditures are classified in compliance with UWS policies and IPEDS and NACUBO definitions.

UWSP develops annual budgets within the parameters of the state's corresponding biennial budget. Annual budget development follows [UW System Budget Office guidelines and timelines](#). The entire UWS annual budget is compiled into the "[Redbook](#)" budget and is approved by the UWS BOR. Annual budgets at UWSP are developed on an incremental basis for GPR-supported units based on budget allocations UWS receives from the state of Wisconsin and that are divided among campuses by UWS administration. Annual budgets for all other fund types are developed on a cash basis.

The UWSP Budget Office provides an [annual budget timeline](#) and meets with each division at the beginning of each budget development cycle. Every division has an assigned Budget Office representative who assists divisional budget managers in the budget development process and who enters the annual budget information into "[Plan UW](#)," the new systemwide planning and budgeting system.

Expenses in comparison to budget are monitored quarterly by both the UWSP Budget Office and by the Financial Operations unit. While fund balances are monitored by UWS Financial Administration, UWS campuses are also required to annually report on [year-end balances for most fund types](#). This report is approved annually by the BOR and the state of Wisconsin Joint Committee on Finance. Units with negative balances submit plans internally to explain the circumstances for the balance and how the deficit will be resolved. On a case-by-case basis, units may be required to work with the UWSP Controller and Budget Director to resolve more major deficit issues.

UWSP recently received an unsatisfactory rating from the BOR Audit Committee based on the [incomplete](#) reconciliation of the general fund account, going back several years. Although the issue was known, the time lapse of the reconciliation required additional steps to be taken, such as verifying all activity in accounts that transact through the larger general fund account as well as identifying current activity within the general fund account. Updated [procedures](#) were developed and additional staff hired to complete the reconciliation going back approximately five years, when the last full reconciliation had been completed. No material findings have been discovered in the reconciliations completed thus far, and work is scheduled to be finished by the end of the 2018-19 academic year. The UWSP chief business officer is routinely updated on the progress of the reconciliation, and provides progress reports to the UWS BOR Audit Committee.

While UWSP has always monitored revenue and expenditure levels, it is increasing efforts to [scrutinize proposals for large expenditures](#) and more regularly monitor cash balances and expenditure levels across campus units, recognizing the need to bring expenditures in-line with declining budget/revenue. Financial reports are prepared and analyzed quarterly for campus auxiliary units, and special course fee accounts are routinely monitored to ensure expenditures are in compliance with both policy and the purpose for which they were requested.

Sources

- Academic Affairs Support
- Academic Related Capital Projects
- All Funds Budget FY19
- Annual budget timeline
- Bank Accounts Policy
- Bank Audit Response
- Campus Master Plan
- Capital Campaign
- Continuing Education
- Cost Control Measures
- Decline of State Support
- English as a Second Language Program
- Enrollment Decline Funding May 2018
- Equal Opportunity Policy
- ESL Program Alternatives November 2018
- Faculty to Overall Instructional Ratio
- Fall Headcount Enrollment by Resident Status 2009-2017
- Financial Planning Scenarios
- Handbook Chapter 3
- Hayes Hill
- Human Resources Website
- Information Technology Council Membership
- Intensive English Data 2016-18
- International Recruitment Team Progress Report December 2018
- IPEDS Core Expenditure Data
- IT Organizational Chart
- Mission and Values
- Onboarding Checklists and Resources
- OPAR Student Headcount and FTE 08-18
- Physical Development Plan
- Plan UW
- Point Forward Interactive November 12 2018
- Point Forward Interactive November 12 2018 (page number 17)
- Pointer Partnership Information
- PR Balance Policy
- Preliminary Fall 2018 Enrollment Tables
- Pre-semester contract period schedule
- Redbook Budget
- Select Mission

- Space Request Forms
- Staffing Supported with GPR Tuition
- STP Campus Financial Statement
- Strategic Plan - A Partnership for Thriving Communities
- Student Technology Fee
- Student to Instructional Ratio
- SYS 130 Appendix B Service-Based Pricing Guidelines and Procedures
- SYS 130 Appendix C Principles for Pricing Distance Education
- Title and Total Compensation Project
- UPS TC1-4
- UWSA Annual Budget Guidelines
- UWSA Program Code Guidelines
- UW-Stevens Point Academic Affairs Budget Reductions FY14-FY19
- UW-Stevens Point Central Reserve Balances FY13-FY18
- WI Chapter 36- UWS in WI State Statute
- Wisconsin Center for Environmental Education
- Wisconsin college tuition average increases 5.5 percent - Politifact WI

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1

As noted in CC 2.C, the governing board for UWSP is the [University of Wisconsin System \(UWS\) Board of Regents \(BOR\)](#).

The BOR has standing committees with specific charges as outlined in the BOR bylaws. The [list of standing committees for 2018-19](#) includes the membership of each committee, and the [Board Bylaws](#) establish the duties and responsibilities for each committee. The standing committees review and discuss specific agendas at each BOR meeting and bring matters before the full BOR for consideration and adoption when necessary or as required for matters of consent from the full BOR. BOR meetings are live-streamed and the proceedings (excepting closed sessions) are [archived on the website](#). BOR meeting materials and minutes are also posted on the website.

Each UWS institution hosts a BOR meeting every three to six years, and the host institution typically provides a longer update to the BOR on current successes and opportunities. UWSP last hosted the BOR in October of 2014. In 2014, UWSP presented an update on the goals of the institutional strategic plan, [A Partnership for Thriving Communities](#), and also on the topic of [assessment](#). Each time our institution presents a new academic program for approval by the BOR, it presents an opportunity for our institution to articulate and confirm the relationship between the new program and our mission.

UWSP provides annual accountability reports to the BOR and Legislature as described in CC 2.B.

5.B.2

The institution is led by Dr. Bernie Patterson, who became the UWSP Chancellor in fall of 2010. The [chancellor's executive team](#) is composed of the Vice Chancellors for Academic Affairs (Provost), Business Affairs, Student Affairs, and University Advancement; and the Executive Director for University Communications & Marketing. UWSP faculty and staff participate in institutional shared governance through the [Common Council](#) with its component [Academic Staff Council](#), [Faculty Council](#), and [University Staff Council](#), and students through the [Student Government Association](#)

[\(SGA\)](#).

Members of the UWSP community are apprised in various ways of their ability to participate in shared governance processes. For faculty, the [Teaching, Scholarship, and Service](#) document outlines different examples of service activities in which department members may participate, and participating in shared governance is an example of service activity articulated within the document.

As described in the [Constitution of the Common Council](#), and the sections on membership diversification rules, some governance positions are appointed and others elected. Individuals represented by the University Staff Council, Academic Staff Council, Faculty Council, Common Council in whole, and SGA receive email invitations to participate in elections, nominate themselves or colleagues for committees, participate in search and screen committees and open forums for administrative candidates, and also receive notifications of committee activities through the Message of the Day (MOD).

Academic Staff Council: The 11-member [Academic Staff Council \(ASC\)](#) represents general academic support professional staff. Eight of the 11 ASC positions are reserved for academic staff, and the additional three positions include a student appointed by SGA, a faculty member and a university staff member each appointed by the ASC chair in consultation with the Executive Committee of the Common Council.

University Staff Council: The 13-member [University Staff Council \(USC\)](#) represents members of the university staff. Twelve of the 13 positions are reserved for university staff, including at least one position that must be a branch campus staff member. The remaining position is a student appointed by SGA.

Faculty Council: The [Faculty Council \(FC\)](#) is comprised of 11 total members, with six (tenure-track) faculty members specifically apportioned to represent the colleges as outlined in the Constitution of the Common Council. The additional five members include the chair, an appointed instructional academic staff member, the chair of the Faculty Salary Subcommittee (ex officio), a member appointed by the provost, and a student appointed by the SGA.

Student Government Association: The governance body of the [Student Government Association \(SGA\)](#) is the Student Senate, a representative body for students, which includes all students enrolled at the UWSP main campus and represents the student perspective in the shared governance structure. Branch campuses at Wausau and Marshfield retain separate Student Senates that are each populated by students enrolled at the respective branch campuses. It is important to emphasize the intentionally-integrated structure of shared governance at UWSP. Students appointed by the SGA to respective standing committees of the Common Council (e.g., Academic Staff Council, Academic Affairs Committee, General Education Committee) are voting members and full participants on these committees.

Prior to the beginning of each fall semester, the chancellor delivers an annual State of the University address ([2018](#), [2017](#), [2016](#), [2015](#)) for the UWSP community. At the chancellor's discretion, additional open forums are commonly scheduled each semester. This has been especially true over the last three years with open forums on the [budget](#), [strategic planning initiatives](#), [curricular restructuring](#), [program discontinuance policies](#), and the [recent UW Colleges restructuring](#).

Faculty, staff, and students are invited to attend a weekly "Provost Office Hour." These drop-in meetings have been well-utilized since Provost Greg Summers instituted them in 2013, and Provost

Summers has had numerous conversations with faculty, staff, and students regarding issues in academic affairs. The colleges host individual convocation meetings at the beginning of the fall semester, and professional development events ahead of the start of the fall and spring semesters.

[2015 Wisconsin Act 55](#), signed into law in July 2015, made changes to shared governance on UW System campuses. The legislative revisions to WI Statutes Chapter 36 transitioned the faculty, academic staff, and students to having primary responsibility for advising the chancellor regarding matters related to academic and personnel matters. (University staff were not enumerated in prior statute.) This is a change from previous language that delegated responsibility for many of these functions to the faculty/staff in those roles.

UWSP is proud of our tradition of effective and inclusive shared governance. All Common Council committees and subcommittees follow Wisconsin's Open Meetings and Open Records Laws, making meeting agendas available to the campus and the general public a minimum of twenty-four hours in advance. The office staff monitors compliance and efficiently manages the flow of governance activity. In 2015, the existing Faculty Senate was revised to become the Common Council to fully integrate university staff into a single governance body representing all employees. In the spring of 2018, UWSP was the first UW campus to draft a plan to integrate personnel from the former UW Colleges into our governance structure.

Governance groups have been highly engaged as UWSP deals with our current challenges, balancing timely action with due diligence. After the revised [Point Forward](#) proposal was released in November, two ad hoc bodies were quickly formed: 1) a Consultative Committee to review the proposed program eliminations (required according to [Regent Policy Document 20-24](#)) was [constituted within 48 hours](#), began meeting a week after the proposal was released, and will complete its work by February 22; and 2) a [task force was established on November 28](#) to review the proposed plan for reorganizing the academic units, which was also populated within 48 hours, held its first meeting less than a week after its creation, and is charged with making an initial report on January 30. The task force distributed a [survey to all campus personnel](#) to allow for wide participation in this collaborative process.

5.B.3

Through the university's shared governance structure, administration, faculty, staff and students participate in setting academic requirements, policies, and processes. There are four standing committees of the Common Council that are charged with oversight of curriculum and academic policy: [Academic Affairs Committee \(AAC\)](#), [Curriculum Committee \(CuC\)](#), [General Education Committee \(GEC\)](#), and [Graduate Council \(GC\)](#). The chairs of the AAC, CuC, and GC are elected by eligible voter classes from across the institution. The chair of the GEC is chosen from among the elected GEC members. Each committee has representation from the faculty, staff, students, and administration as outlined in the Constitution of the Common Council, and [each committee meets on a regular basis during the academic year](#) while classes are in session.

Sources

- Academic Affairs Committee Roster and Constitution Section
- Academic Restructuring Task Force Agenda 2018-12-4
- Academic Staff Council - Common Council
- Academic Staff Council Roster 2018-19 and Constitution Section

- Act 55 Chapter 36.09 Revised Role of Faculty and Staff
- Board of Regents - University of Wisconsin System
- Chancellor Executive and Governance Organizational Chart
- Chancellor Patterson Presentation 2014 BOR PowerPoint
- Common Council 2018-2019 Membership at Large and Constitution
- Common Council Organizational Chart
- Curriculum Committee Roster and Constitution Section
- Executive Committee Minutes 2018-11-14
- Faculty Council - Common Council
- Faculty Council Roster 2018-19 and Constitution Section
- General Education Committee Roster and Constitution Section
- Graduate Council Roster and Constitution Section
- Open Forum on RPD 20-24
- Point Forward Interactive November 12 2018
- Point Forward Open Forum Presentation - March 15 2018
- Possibilities Presentation 05-22-17
- Provost Presentation to BOR Oct 2014
- Restructuring Forum Chancellor Message to Campus 10-24-2017
- Restructuring Survey
- RPD 20-24 Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination
- Sample of Budget Forums 2015-2018
- SGA Constitution and Bylaws
- Shared-governance-meetings-compilation_2018-19-2008-09
- State of the University 2015 Address
- State of the University Address 2016
- State of the University Address 2017
- State of the University Address 2018
- Student Government Association Mission and Organization
- Teaching Scholarship Service 2018-19
- University Staff Council - Common Council
- University Staff Council Roster 2018-19 and Constitution Section
- UWS BOR Committee List
- UWS BOR Committees Descriptions and Bylaws
- UWS BOR Meeting Materials

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1

UWSP's [select mission](#) is to help the communities of Central Wisconsin become more vibrant, healthy, prosperous, and sustainable. An enumeration of mission-critical activities through which we accomplish these goals was presented in Criterion 1.A, and a summary of how those mission-critical activities have been institutionalized was presented in Criterion 5.A. All mission-critical activities are supported with operating budgets based on GPR/tuition or program revenue. Because enrollment growth is the most practicable strategy for UWSP to stabilize its revenue, the university's highest priority is to make adaptations to its programs, offerings, and services that will enhance its ability to recruit students, and improve its marketing, recruitment, and retention systems.

Upon recommendation of the chief business officer, the chancellor approved an [allocation model](#) whereby 60% of all new GPR funding will be applied toward reduction of the structural deficit, and 40% will be allocated for strategic investments. Following this formula, there was approximately \$400,000 of new GPR available for strategic investment in FY 19. According to the [strategic investment fund procedure](#) developed by the Integrated Planning Advisory Council (IPAC), any unit on campus may apply for this funding using the [Strategic Investment Request Form](#), which requires articulation of how the proposal addresses the priorities of enrollment growth, improved safety/compliance, and improved operational efficiency. IPAC [reviewed the first round of proposals](#) in July 2018 and made recommendations to Chancellor Patterson. Subsequently approved were [\\$535,500 in recurring funds and \\$75,000 in one-time funds](#) to support enrollment planning, marketing, and recruitment.

5.C.2

As part of the planning and budgeting process, it is the responsibility of unit-level, functional area, and divisional leadership to review data on quality, effectiveness, and efficiency. The institutional systems to generate these data are summarized in Criterion 5.D. Additionally, there are ad hoc assessment and evaluation projects that feed into planning processes. Recent examples of these include [lab usage reports](#), [student satisfaction surveys](#), and inquiries into [peer institutions' practices](#).

Another critical source of information in recent years has come from focused consulting engagements, such as the [recent study by the Huron Group](#) on UWSP’s academic portfolio.

The chancellor and each vice chancellor provides oversight of the process through which functional area and unit-level planners demonstrate that they have reviewed relevant data, identified priorities, and developed plans to finance recommended changes. Recent examples of data-based change projects from across the university are summarized in Criterion 5.D.

5.C.3

As the institution became larger and more complex beginning in the mid-1970s, its management and planning became more decentralized at the division level (e.g., Academic Affairs and Student Affairs) and at the college level within the Academic Affairs Division. Constrained resources have underscored the necessity of [replacing the siloed practices](#) of the past, and the duplicative functions they engendered, with enterprise planning, which can be variously described as institutional, systems, and holistic planning.

How to create mechanisms to institutionalize this new approach was a major theme of the chancellor’s and vice chancellors’ [strategic planning retreat](#) and IPAC orientation that immediately followed in June 2018. There were two immediate outcomes of these discussions. The first was a decision by the vice chancellors to add a weekly meeting through which topics requiring interdivisional collaboration would be regularly discussed. An ongoing agenda item has been the institution-level review of all position requests. The second was the decision that IPAC, among its other tasks, would assist in enterprise planning by conducting research and stakeholder inquiries. The process by which IPAC would be assigned projects and present its findings and recommendations was documented in a [flow chart](#).

In 2018-19, one of the projects [assigned to IPAC](#) by the chancellor related to operational planning. The specific task was to develop a template for unit-level operational plans and budgets that would allow the creation of a dashboard of the funding supporting mission-critical and high-priority activities. Toward this end, IPAC members closely studied the university’s planning practices. Based on this research, IPAC has provisionally identified four types of planning activities at the institution:

Operational planning	Strategic planning
Continuous improvement planning (annual or biannual)	Strategic activity planning (annual or biannual)
Operational change planning (periodic)	Strategic planning (periodic)

Continuous improvement operational planning is decentralized, largely informal, and typically involves only the faculty and staff in an administrative area. An example of this planning is the Office of Financial Aid and Scholarship’s plan to improve its [financial literacy](#) activities.

Operational change planning typically involves faculty and staff in the directly-impacted and adjacent administrative areas. An example of this was the recent reorganization of [Student Financial Services](#). However, significant changes in academic operations, such as reorganizations of curricular units, additionally involve external constituents and require consultation with governance bodies as specified in the [University Handbook](#). An example of this is the faculty proposal to create a [School of Design](#) combining the departments of Art and Design and Interior Architecture, which involved extensive consultation with internal and external constituents before the governance process began.

Strategic activity planning typically involves just internal constituents, but relies on universitywide action teams, task forces, steering committees, and advisory councils instead of administrative organizational structures. The reimplementation of an [early alert system](#), led by the Retention Steering Committee, is a recent example.

Strategic planning extensively involves internal constituents through administrative organizational structures and governance bodies as well as external constituents. The ongoing discussions under Chancellor Patterson's leadership about the role, identity, and position of the university that began with *A Partnership for Thriving Communities*, and were addressed next in the "Fork in the Road" exercise (see campus community survey responses [here](#)), and are currently underway in response to the *Point Forward* plan, are exemplars of UWSP's collaborative and consultative processes.

5.C.4

UWSP's [2008 HLC Self-Study Report](#) noted that "one of the consequences of the steady decrease in state support [since 2003] has been a steady increase in UWSP's reliance on student tuition and fees to support the campus." Three years later, as the consequence of this continued trend, Provost Mark Nook announced the implementation of an "[integrated enrollment management structure](#)," by reorganizing offices formerly located in Student Affairs to Academic Affairs so that a "unified enrollment management team" would be able to "work directly with academic programs and leaders." This led to the creation of a new associate vice chancellor for enrollment management position. This position was being searched in March 2012 when Interim Provost and Vice Chancellor for Academic Affairs Greg Summers stated in a [universitywide address](#) that the institution needed to prepare for a new "business model" in public higher education. He noted:

"We've entered a world in which we have to rely less on public, taxpayer funding and more and more on tuition revenue and program revenue. We have to earn our way, in other words."

In subsequent years, the institution began to grapple with the implications of being tuition dependent in the context of declining demographics and increasing competition. In 2016, when Chancellor Patterson stated that the university had come to a "fork in the road," the university had just experienced a \$5.1 million cut in GPR funding (as discussed above) and [four consecutive years of enrollment declines](#). In response to the campus pleas to understand "[how did we get here?](#)" Chancellor Patterson highlighted "the demographic shift" impacting the university's core student segment, recent high school graduates, and the heightened competition that had developed among Wisconsin's two-year and comprehensive campuses as a result. The chancellor noted:

"In the 10 counties surrounding UW-Stevens Point, the number of high school graduates dropped by roughly 1,700 students in the past five years. This has had a clear impact on the university's ability to recruit new first-year students... As the number of high school graduates has declined across Wisconsin and the Midwest, competition from other universities for these prospective students has increased significantly."

Driven between the "hard place" of long-held beliefs regarding the purpose and role of a university whose identity for decades had been as a residential liberal arts and sciences institution, and the "rock" of changing student expectations, needs, and wants — not to mention the increasing role of substitutes to a university education — UWSP faculty and staff began to confront the harsh realities of operating in a market context without the privileges of market power, nor the shelter of a market niche.

Despite efforts to compete on price through a new scholarship program, the university's enrollment continued to decline, with a [decrease of 10.5% between fall 2016 and fall 2018](#). Urgent action has been required to implement a differentiation strategy through a revised array of majors and professional certificates. UWSP has developed a request for the state's upcoming biennial budget to add an aquaponics/aquaculture program. This academic program would complement existing research and community outreach efforts at both the recently-constructed Aquaponics Innovation Center, which is a collaborative public/private venture located in Montello, Wisconsin, as well as at the Northern Aquaculture Demonstration Facility located in northern Wisconsin. The biennial budget request also includes an expansion of the current chemical engineering program as well as the new media technologies program to meet anticipated needs for skilled professionals in the region.

Although consideration of the identity and position articulated in *Point Forward* is still under discussion, consensus has been reached that we will continue to serve traditionally-aged undergraduates, highlighting our programs that are responsive to their expectations for more clearly-identifiable pathways to the professions, and increasing our online offerings to respond to the student need for more scheduling flexibility. Consensus has also been reached that we must continue to expand our programs and adapt our services to meet the needs of adult students seeking undergraduate as well as graduate education. At the January 2019 academic affairs workshop, the university's second enrollment manager (now a position titled [associate provost for enrollment management](#) and charged with helping academic departments become more "market wise") asked for specific action from deans and chairs on these programmatic matters to support the [fall 2020 undergraduate enrollment strategy](#). To support departments in calendaring and scheduling offerings that meet the needs of adult students, the institution has funded an engagement with the national consulting firm EAB to offer [workshops to five departments](#) in spring 2019.

To yield additional enrollment from adaptations in programmatic offerings, changes were needed in the university's integrated enrollment management system. Supported by strategic investments, the associate provost [restructured the enrollment management functional area](#) to enhance specialization. The restructuring involved the creation of an application processing/review unit separate from the recruitment function, an enrollment planning unit, and a student success unit.

Subsequent to this restructuring, UWS funded two engagements with the national consulting firm Ruffalo Noel Levitz to accelerate improvements in integrated operations. [These engagements](#) included the development of a financially-sustainable merit scholarship program, and an audit of the enrollment marketing and recruitment functions, which are a shared responsibility of the University Communication and Marketing unit, the Office of Admissions, and the faculty and staff in the five colleges. An additional component of the marketing and recruitment engagement is guidance on how programs with well-established reputations, such as those in the College of Natural Resources, can be offered effectively to out-of-state student markets.

Supported by improved reporting tools developed by the Office of Institutional Research and Effectiveness and the enrollment planning unit, executive leadership is closely monitoring enrollment funnel data and inviting recommendations from the associate provost for timely investments. For example, in response to declines in first-year student applications for fall 2019, and to inoculate against any weaknesses in the top of the funnel system for fall 2020, an [application marketing solution](#) was purchased in January 2019.

The headcount goals in the fall 2020 undergraduate enrollment plan were aligned with the "grow capacity" phase of the [financial sustainability plan](#) developed by the chief business officer. A critical question confronting executive leadership is the limit of our enrollment growth based on our

academic program array, the student segments we can serve, and the population in our targeted geographic markets. [Two other consulting engagements](#) funded by UWS and currently underway are focused on providing a rigorous foundation to the institution's high-level-planning scenarios as described above. In the first of those engagements, Ruffalo Noel Levitz consultants are evaluating the demand for the university's existing academic programs, programs under consideration for implementation, and new program ideas being developed to align with the [Point Forward](#) vision. This research will establish each program's market size and UWSP's current share of that market. In the second engagement, those findings will be combined with geographic market data to establish best case, likely case, and worst case multi-year enrollment scenarios. This information will be critical in identifying how much of the structural deficit can be addressed through enrollment growth strategies and what must be accomplished through economizing reductions.

To buttress the enrollment growth strategy, UWSP is implementing policies that will incentivize departments and colleges. The first policy is a [new academic budget model](#) based on student credit hour production and number of majors. The second policy incentivizes the development of programs for adult students. Under the [cost recovery policy](#), a portion of tuition revenue is returned to the department. To date, there are eight programs operating under cost-recovery, almost all of which are charging market rates under the UWS SYS 130 [service-based pricing](#) policy.

5.C.5

Because environmental scanning is the foundation of UWSP's strategic planning process, higher education trends are frequently reviewed in strategic [planning documents](#) and [presentations](#). However, there are three gaps in our current practice related to trend monitoring that need to be addressed.

The first is the rigorous assessment of the implications of various trends for UWSP specifically. Currently, we do not routinely drive our assessment of trends to identify specific strengths, weaknesses, opportunities, and threats, or assign a short-run, medium-run, or long-run expected impact score. For example, since 2012, Provost Summers has spoken and written about the rise of [substitutes for a university education](#), but this insight has not been linked to an examination of *which* academic programs this trend might most impact. A study in summer 2018 of transcript requests identified transfer-out activity in the media studies major to specialized production schools, and interviews with the regional K-12 leadership identified secondary teacher licensure preparation as a field where substitutes were becoming increasingly acceptable. While the enrollment planning unit conveyed both of these ad hoc findings to the appropriate chairs and deans, a systematic evaluation should be conducted across the program array.

The second gap is linking our trend scans with operational monitoring. As discussed in 5.A, negative trends in intensive English enrollment had been reported since 2016 by the [International Education Exchange's Open Doors reports](#). Both academic and financial managers could have been alerted to heighten monitoring of the English as a Second Language program. This would likely have resulted in much earlier attention to problems that were developing in the business model, which led to the decision to discontinue the program (effective March 2019) after the accumulation of a \$381,000 deficit.

The third gap is the need to impose explicit deadlines for the development of alternative courses of action in response to environmental changes impacting revenue. For example, when it became known that the [Perkins Loan Program](#) would be discontinued, it also became known that an important source of program revenue for the Office of Financial Aid and Scholarships was going to

be lost. The director began advocating shortly thereafter for the allocation of GPR to the office's operational budget. As fiscal resources have become more constrained, and the date of discontinuance rapidly approaches, other alternatives needed to be considered with a planning deadline to ensure orderly operational change. While this work is currently underway, there is [less than one fiscal year](#) to complete what might be significant restructuring.

Sources

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- Select Mission
- Self-Study Report 2008
- SIF Procedure Document
- SPC Interim Report Feedback of Faculty and Staff
- State of Academic Affairs Address 2012
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- Strategic Plan - A Partnership for Thriving Communities
- Strategic Proposal Fund Summary FY19
- Student Financial Services Operational Change Announcement July 2018
- Summary of Ruffalo Noel Levitz Engagement January 2019

- **SYS 130 Appendix B Service-Based Pricing Guidelines and Procedures**
- **Transcript fee increase proposal revised July 13 2018**

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1

For more than a decade, UWSP has faced ever-greater imperatives to expand the foundation of assessment in all of its operations. A trifecta of conditions contributed to this need: 1) greater accountability demands within UW System (UWS), 2) changing demographics within higher education, and 3) increasing fiscal challenges within the institution. The university has developed a tiered approach to performance management within all divisions and data collection is becoming increasingly rich and nuanced. However, it is also very siloed. To support an integrated approach to planning, as discussed above, we need to develop an integrated approach to our data systems. This could be recommended as a future charge for the Integrated Planning Advisory Council (IPAC).

Along with other institutions within UWS, UWSP's operations are reported transparently via the [UW System Accountability Dashboard](#). This tool reports performance in four areas: Financial Management, Administrative Management, Educational Performance, and Research and Economic Development.

The guiding vision at the institutional level is an on-going strategic planning process. The university strategic plan, *A Partnership for Thriving Communities*, tasks each division to build capacity. To fulfill this mission, each unit collects a range of data, with selected examples in the following table.

Division	Mission	Exemplars of Data collected
Academic Affairs	Advance Learning	<ul style="list-style-type: none"> • Traditional indicators of student success, including graduation and retention rates, enrollment data • Evidence of institutional and program level accreditation • Student research and scholarly activities
Student Affairs	Enhance Living	<ul style="list-style-type: none"> • Student Exit survey data each term • Case load by category of student request for services
Business Affairs	Develop and use Resources	<ul style="list-style-type: none"> • Categorical Enrollment data used for revenue projections • Room utilization data used for capacity planning

University Advancement	Honor and Advance Legacy	<ul style="list-style-type: none"> • Documenting impact of alumni around the world • Transparent reporting of foundation fundraising, along with statements of levels of student scholarship support
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Additionally, [this document lays out assessments](#), performance measures, and operational guidelines to achieve these objectives.

All employees participate in a [performance management process](#) and undergo an annual performance review according to the responsibilities of their position. Tenured and tenure-track faculty are governed by [faculty policies](#) which evaluate personnel according to the criteria of [teaching, scholarship and service](#).

Units within the Academic Affairs division produce annual reports of their successes and progress in supporting university goals such as the [example from the College of Letters and Science](#). Programs participate in both [Departmental Review](#) and Program Assessment according to the [Academic Review Schedule](#). Both review programs are overseen by respective committees with membership from across campus.

A new General Education Program (GEP) curriculum was implemented in fall 2013 and the program for [assessment is described by this policy](#). (See additional details in Criterion 4.B.)

The [Office of Institutional Research and Effectiveness \(OIRE\)](#) is the primary agency for administering, maintaining, and reporting enrollment-related information. OIRE reports compliance data to national and state regulatory agencies and delivers a wide array of analytical products for internal management decisions. Some examples include: [National Survey of Student Engagement \(NSSE\)](#) results every three years, [Student Achievement Measure \(SAM\)](#), [ETS Proficiency results](#), annual [Common Data Set](#), the National Science Foundation (NSF) Survey of Graduate Programs, and numerous published profiles of the institution (e.g., College Scorecard). Additionally, OIRE annually publishes Department Planning Data for department review and other management purposes. The [2017-18 Common Data Set](#) shows the broad range of data compiled about the institution and shared with both internal and external audiences.

The [Center for Inclusive Teaching and Learning \(CITL\)](#) is a resource for faculty and staff to learn emerging technologies, share best practices, and participate in professional development aimed at enhancing student learning. This unit organizes conferences and promotes the dissemination of instructional methods that advance student learning. CITL provides professional development resources on effective teaching strategies and shares this information through Learning Communities, workshops, and a YouTube channel and advertises these events by their newsletter such as this [2017 edition promoting active teaching labs](#).

The Student Affairs division achieves its mission through an [ongoing assessment program](#) that is managed by a broad oversight committee. The departments within the division produce annual accountability reports. An essential part of measuring Student Affairs success is knowing the scope and extent of student engagement across the division programming. To this end, the [Campus Activities and Student Engagement office \(CASE\)](#) uses [CampusLabs' Engage](#) software platform to promote, manage and report student involvement with campus organizations and relevant [Student Affairs Learning Outcomes](#). In 2017-18, card readers were used to capture data on attendees at most CASE events. [They tracked 2,350 unique attendees at events with a total of 4,061 in overall](#)

[attendance](#).

The Business Affairs division includes a wide range of operational support offices that all operate under a clear set of [financial policies](#) that have specific sunset and review dates. The [Agency Funds policy](#), for example, outlines the policies, procedures and related standards for administering agency fund accounts.

5.D.2

The institution has a long history of managing evidentiary processes within its broad governance structures as outlined by the [Common Council](#). The work of the Assessment Subcommittee (AS) and the Department Review Subcommittee (DRS) are described in Criterion 4.B. As described in 4.B, the AS implemented Campus Labs software due, in part, to a recognition of the need to provide more timely feedback to units and continuity to faculty. One result of the department review process was the request from several departments for additional planning data. Consequently, OIRE developed [more detailed course enrollment and retention rate data products](#).

There is not a more current and important example of the application of institutional learning to operational improvement than the [Point Forward](#) campus reorganization proposal. Like the previous [Fork-in-the-road strategic analysis](#), *Point Forward* included an array of data in its proposals and examined enrollment data including trends in majors, degrees awarded, data on initial recruitment and retention of students in academic programs, along with cost per degree data and qualitative data such as the importance of programs to the community. All of these data helped support the proposed restructuring of the university to best use resources and position itself for the future.

The [Integrated Planning Advisory Council \(IPAC\)](#) was formed from the recognition that the responsibilities of two former committees, the Strategic Planning Committee and the Budget Review and Advisory Committee, needed to be brought under one new structure. [IPAC was established in July 2017](#) as an advisory committee to the chancellor, providing data analysis and evaluation of university strategic planning and budget options.

Other examples across the institution illustrate how the university improves its effectiveness based on operational experience:

- In 2014 administrators in the former School of Physical Education and Athletic Training recommended the constituent programs be distributed into the Schools of Education and Health Care Professions [Faculty Senate Resolution for movement of Physical Education Major and Athletic Training within CPS](#), respectively. This proposal was developed after careful review of recruitment and enrollment data for each program, graduate placement rates and professional accreditation requirements. While both programs were successful, it was clear each program could be strengthened by integrating with an existing department. Some of the expected results included greater collaboration between similar disciplines, stronger recruitment of students, increased opportunities for high impact learning experiences, increased resource sharing and enhanced professional development for faculty and staff. As the [resolution](#) indicates, the Faculty Senate approved this recommendation on January 21, 2015. The realignment has been successful in several ways. The UW System Board of Regents approved the addition of a [Master of Science in Athletic Training degree](#) to the institution in August 2017. Second, the [coaching certificate program](#), administered by the School of Education, has more than doubled its enrollment since this reorganization.

- In 2015 the Wisconsin legislature passed [Act 55](#) which requires accountability measures be used throughout the UWS. In 2016 UWS developed a [uniform set of metrics](#) by which chancellors will be evaluated each year for the performance of their institutions. Some of the metrics include credits to degree, graduation and retention statistics, tuition as a percentage of family income, and number of degrees conferred overall and within STEM fields. The 2016 tables in the linked evidence demonstrate UWSP: 1) ranked 6th over a six-year average with respect to tuition and fees as a percentage of family income, 2) had one of the highest average credits to degree (142.7), 3) had a worsening six-year graduation rate gap of 16.4% between underrepresented minorities (URM) and non-URM students. To improve these standings and address goals of the strategic plan, the chancellor made assignments to each division in his [2017 State of the University address](#). The charge for Student Affairs was to lead the campuswide effort to close the achievement gap for students of color and align the office of Diversity and College Access to better support students. The charge for University Advancement was to build on the momentum of the capital campaign which is largely used for student aid.
- A new General Education Program (GEP) was implemented in 2012 after a [collaborative development process](#) and the core theme of environmental awareness and sustainability was included in the [program requirements](#). While not every department produces GEP courses, in 2015, [25 of 43 departments have included sustainability content in their curriculum](#) that meet the guidelines of the Sustainability Tracking, Assessment & Rating System (STARS) from the Association for the Advancement of Sustainability in Higher Education (AASHE) as noted by the [Office of Sustainability](#).
- The [Academic and Career Advising Center \(ACAC\)](#) was created in 2016 as the result of a 2013 independent assessment of the university's advising program. This study revealed the existing advising model inadequately served students. The office has switched to a vendor package ([Handshake](#)) which has achieved higher response rates, is less labor intensive, and is a better service to students.
- The Student Affairs division was informed by the 2015 [Campus Climate survey](#) that 50% of respondents stated diversity initiatives are relevant to their work. Consequently, leadership created a prominent [Diversity and Inclusion website](#) that clearly provides information and promotes resources. This survey was also the impetus for a specific set of [45 diversity and inclusion actions](#).
- The university licenses several [labor market data mining software products](#) that have been used to inform academic programs on the relevant skills, demand, and outlook for those disciplines. For example, in the last three years the School of Health Promotion and Human Development has used this product for strategic planning to develop [five common learning outcomes across their programs that are aligned with market demands](#).

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- Employee Performance Management
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- GEP Category Learning Outcomes
- Handshake-Benefits
- Health Promotopm and Human Development Learning Outcomes
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- Office of Sustainability
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- State of the University PowerPoint 2017
- Strategic Plan
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- Student Affairs Assessment
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- Teaching Scholarship Service 2017-18
- UA Thrive Hansen Distinguished Service Award
- UWSP Foundation Impact Report 11-12-18
- WI Act 55

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Sources

There are no sources.