

Assurance Argument
University of Wisconsin-Oshkosh - WI

4/23/2018

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

IA1

Each institution within the University of Wisconsin System articulates a mission that guides its operations and aligns with the [UW System Mission](#).

In May 2015, [Chancellor Leavitt charged](#) the UW Oshkosh Strategic Planning Steering Committee with reviewing the mission and creating a strategic plan. A Planning Team, consisting of faculty, staff, students and administration, collected input from numerous campus and community groups. The University's governance groups, including the Faculty Senate, Senate for Academic Staff, University Staff Senate, and the Oshkosh Student Association contributed to and endorsed the revisions to the mission. Members of the Oshkosh community, the Chancellor's advisory groups, University Alumni, and University Foundation Board contributed additional comments and reviews of the mission statement during nine presentations and meetings both on and off campus.

At the culmination of this process, the UW Oshkosh Mission Statement was officially revised in 2016, [following a public hearing presided over by a Regent](#). The [Board of Regents approved](#) the University's current [mission statement revision](#) at the [October, 2016 board meeting](#).

The current, revised UW Oshkosh mission integrates several campus-wide, system-wide and community initiatives that have shaped the University and its culture over the last several years, including community engagement, collaborations, environmental sustainability principles and inclusive excellence, as well as the University's distinctive liberal education reform. The current mission reads as follows:

The University of Wisconsin Oshkosh provides a high-quality liberal education to all of its students in order to prepare them to become successful leaders in an increasingly diverse and global society. Our dedicated faculty and staff are committed to innovative teaching, research, economic development, entrepreneurship and community engagement to create a more sustainable future for Wisconsin and beyond. High quality academic programs in nursing,

education, business, social sciences, natural sciences, humanities, fine and performing arts, engineering technology, information technology, health sciences and applied and liberal studies—all delivered in an innovative and inclusive learning environment—lead to degrees at the associate, baccalaureate, master's and professional doctorate levels.

Restructuring of the UW System affecting the UW Oshkosh Mission

In November 2017, the Board of Regents [approved a resolution](#) to restructure the accredited UW Colleges and UW-Extension (as proposed by the UW System). As part of the UW System restructuring process, UW System submitted a change of control and structure application to the Higher Learning Commission. On July 1, 2018, the current 13 UW Colleges institutions will be merged with existing UW System four-year and doctoral institutions. (UW Extension will be split up and merge with other entities). As a result of this restructuring, UW-Fond du Lac and UW-Fox Valley, two UW Colleges institutions in geographical proximity to the city of Oshkosh, will become “branch campuses” of UW Oshkosh.

UW Oshkosh embraces these opportunities to increase access for new communities in its service area. Future branch campuses will benefit from joining with UW Oshkosh through increased and improved access to programs and services, as well administrative efficiencies and cost savings. However, the proposed restructuring will affect the UW Oshkosh mission in crucial ways.

UW Oshkosh has reviewed the UW Colleges mission and has found the essential components of the UW Colleges mission are contained within its own institutional mission to the extent that few changes are necessary to accommodate joining with UW-Fond du Lac and UW-Fox Valley.

During the 2018-2019 academic year, UW Oshkosh plans to initiate collaborative processes, including faculty and staff from all three campuses, to review its mission statement. The branch campuses will eventually be aligned with a revised mission and integrated with the planning systems of UW Oshkosh.

[The current UW Colleges Mission Statement](#), which will be integrated and aligned with the UW Oshkosh mission statement, reads as follows:

The University of Wisconsin Colleges is a multi-campus institution committed to high quality educational programs, preparing students for success at the baccalaureate level of education, providing the first two years of a liberal arts general education that is accessible and affordable, providing a single baccalaureate degree that meets local and individual needs, and advancing the Wisconsin Idea by bringing the resources of the University to the people of the state and the communities that provide and support its campuses. (revised June 9, 2011):

Both UW Oshkosh's and the UW Colleges's current mission statements highlight the liberal arts and the importance of serving the community and the state through high quality educational programs, outreach, and community engagement. The UW Colleges mission statement emphasizes the accessibility and affordability of its programs, and it is expected that these two important features of the branch campus programs will be maintained post-restructuring. Governance bodies, including faculty, academic staff, university staff, and administrators from all three campuses will assess the current UW Oshkosh mission statement and collaboratively determine whether it should be revised to better reflect the goals of all three campuses.

In particular, UW Oshkosh is planning to enhance its mission statement with regard to access and affordability in order to ensure appropriate visibility and commitment to these components of the

UW-Fond du Lac and UW-Fox Valley (as part of the UW Colleges) missions. As a starting point, the following draft revised mission statement will be circulated to a broad array of constituencies for review and input:

The University of Wisconsin Oshkosh provides an accessible, affordable, high quality liberal education to all of its students on all of its campuses in order to prepare them to become successful leaders in an increasingly diverse and global society. Our dedicated faculty and staff are committed to innovative teaching, research, economic development, entrepreneurship and community engagement to create a more sustainable future for Wisconsin and beyond. High quality academic programs in nursing, education, business, social sciences, natural sciences, humanities, fine and performing arts, engineering technology, information technology, health sciences and applied and liberal studies—all delivered in an innovative and inclusive learning environment—lead to degrees at the associate, baccalaureate, master's and professional doctorate levels.

The entire UW System proposal to HLC, which describes a phased plan for managing institutional integration to successfully join the branch campuses in order to meet the HLC Assumed Practices and Criteria, is available upon request.

Vision statement

The current UW Oshkosh vision statement will also be updated to reflect elements of the UW Colleges vision after the reorganization. [The current UW Oshkosh vision statement](#) reads as follows:

The University of Wisconsin Oshkosh will be a research-enhanced comprehensive university built upon the ideals of a liberal education, inclusive excellence and shared governance that reinforces a nationally recognized emphasis on sustainability.

IA2

The current UW Oshkosh mission statement guides academic and student support programming in undergraduate and graduate programs. The mission describes a high-quality liberal education program as well as programs in nursing, education, business, social sciences, natural sciences, humanities, fine and performing arts, engineering technology, information technology, health sciences and applied and liberal studies. Programs lead to degrees at the associate, baccalaureate, master's and professional doctorate levels. Current [program offerings](#) include 67 bachelor level programs and 19 graduate programs, including two professional doctorates in education and nursing. The [University Studies Program \(USP\)](#), the University's general education program, reflects key elements of a liberal education through the essential learning outcomes and signature questions focusing on intercultural knowledge, civic engagement, and sustainability. [Additional university requirements](#), including competencies in global citizenship and ethnic studies, reflect elements of the mission.

Since the last accreditation visit, the University added programs consistent with its mission that address specific needs in the community, such as the Doctorate of Nursing practice (D.N.P.), with a concentration of nurse anesthetist, B.S. programs in radiologic science and environmental health, the M.S. in athletic training, as well as in consortial programs such as the UW System Ed.D. for the superintendency licensure, the M.S. in sustainable management, M.S. in data science, and the B.S. in engineering technology. The University regularly consults advisory groups, regional business and industry associations, and state and national professional demands to ensure new programs are relevant and in demand.

The UW Oshkosh mission is a part of systematic [program reviews](#). Each academic program conducts a program review every 7 years, which includes an in-depth self-study process. Alignment with the university mission is a required part of this review. The same review process will be applied to courses and programs delivered at the future branch campuses.

Student services and student activities programs report on how their goals and activities align with the mission and unit strategic plan. Alignment with the University mission is also an important component for the [approval of new academic programs](#). Proposals [must include a statement](#) about the proposed program's alignment and support of the University mission.

The [strategic planning process](#) requires that all proposals demonstrate a close alignment with the University mission and strategic priorities of student success, academic excellence, community engagement and economic development, and inclusive excellence and supportive institutional environment. The goals within each priority are future-oriented, measurable, and include mission elements. Each strategic plan goal has a corresponding metric that is aligned to the mission.

Enrollment

The [fall 2017 undergraduate enrollment profile](#) shows that UW Oshkosh had 12,412 undergraduate students enrolled including 3,192 [dual enrollment](#) students. Graduate enrollment totals were 1,523 (headcount). The undergraduate enrollment was 89% and graduate enrollment was 11% of the total UW Oshkosh student population . Over the last 10 years, the percentage of undergraduate students has increased from 87% to 89% and the percentage of graduate students has slightly decreased from 13% to 11%. The College of Business offers an Executive Pathway to the M.B.A. as well as an online option. The College of Education and Human Services has taken many of its graduate programs to off-site locations in an effort to meet the needs of rural school districts in under-served areas of Wisconsin.

Non-traditional and graduate students made up a majority of the enrollment in online programs. Students came from throughout the U.S., demonstrating the institution's commitment to offering programs beyond Wisconsin. As a member of the [State Authorization Reciprocity Agreement \(SARA\)](#) entity, the institution has expanded its distance education (online) offerings to 46 states.

The enrollment profile shows an increase of 1,380 to 3,201 dual enrollment students over the last six years in the Cooperative Academic Partnership Program (CAPP). This increase demonstrates the strong relationships with K-12 districts throughout the state. Programs in Online and Continuing Education (OCE) and Education and Human Services have affiliated with the Wisconsin Technical Colleges and the University of Wisconsin Colleges, reflecting the mission's commitment to partnerships. (Affiliations with the UW Colleges will need to be reviewed and altered to reflect the new structure of the UW System.) All UW System campuses will share in offering a new online Associates Degree after re-organization. The OCE division has transitioned its program offerings to an exclusively online format to accommodate working adult students. The Engineering Technology programs in the College of Letters and Science have increased the number of [articulation agreements](#) with [partner institutions](#) to assist in workforce development in the region.

Support Services

Student support services align with the values and [foundational elements of the mission statement](#). The Student Success Center building houses Career Services, Academic Advising, the Counseling Center and the Center for Academic Resources, which houses tutoring services and the Supplemental Instruction program.

Students at the branch campuses will continue to have access to the appropriate types and level of support services to enable their continued success. The current plan is to keep existing support services at each of the branch campuses in place at their current levels of staffing and funding. UW Oshkosh has assigned two staff members from the Department of Admissions to regularly visit the UW-Fox and UW-Fond du Lac campuses to work with potential transfer students. Advising at the branch campus will help ease the transfer of students across institutions within the System if students choose not to continue at UW Oshkosh.

The [Academic Support of Inclusive Excellence](#) programs and the [Multicultural Education Center](#) deliver academic and student support services to under-served students. The University sponsors pre-college programs for under-served high school students to encourage them to pursue university studies and career exploration in education, business and STEM. The Veterans Resource Center provides admissions, advising, registration and benefits counseling for returning veteran adults. The Graduation Project provides advising and support for students who have stopped out of their programs and are a few credits away from their degree. The Division of Online and Continuing Education (OCE) houses advisors specifically trained to support nontraditional students and working adults as they complete their degree programs.

The University also has staff and programs to promote and support undergraduate research opportunities as described in the vision statement. Programs in the [Office of Student Research and Creative Activity \(OSRCA\)](#) and the [McNair Scholars](#) program encourage students to engage in scholarly activities through collaborations with faculty members or through participation in research grants. The Environmental Research and Innovation Center affords students opportunities in research projects in authentic settings with community partners.

IA3

At all levels of the institution, goals, plans, and budgets are established according to the mission and [strategic priorities](#). The strategic planning processes at the institution and the academic college levels have built upon the mission, strategic priorities and goals, all of which are linked to the budget. In order for [initiative proposals](#) and budgets to be approved, they must align with the mission and priorities of the strategic plan goals and metrics. In 2016, a Strategic Planning Implementation Team further defined the strategies and specific metrics for each goal.

All budgetary decisions are driven by strategic plan priorities in coordination with the University's mission. During the 2015-2016 year, the Chancellor charged a Budgeting Structures Study Group to provide targeted and focused review of operational models and approaches to university budgeting systems. This group's white paper, published in Spring 2015, influenced the budget model changeover from the longstanding incremental budget model. The Chancellor has charged this same group, now called the University Budget Development Committee, to fully develop the details of this model. The new model, formally titled the [Operating Budget Allocation Model](#) (OBAM), consists of service agreements that will be implemented by cost centers to add transparency for both the provider and service recipients. The new budget model will be piloted in the 2018-2019 fiscal year. The OBAM is governed by the Budget Process Committee (BPC), which provides an inclusive process through which shared governance representatives help maintain and improve OBAM. Starting in the spring of 2018, the University will provide a complete overview of the new budget model to all personnel at the branch campuses. It will provide more in-depth training on the model to the appropriate personnel at all campus locations. As part of the re-organization and the creation of two branch campuses, membership of the Budget Process Committee will include appropriate representation from the branch campuses. UW Oshkosh is already working closely with the branch

campuses to gain an understanding of their revenue generation capabilities.

UW Oshkosh has established budget processes and reporting practices in place to ensure that the institution has appropriate support for its operations for all programs and services that are part of its mission. As an institution of the UW System, the University's budget information is available to the public through the UW System's Redbook, which includes summaries of expenses and revenues about programs and operations. A large portion (67% in 2016-2017) of the UW Oshkosh main operating budget comes from tuition revenues. The authority to set tuition is documented in Wisconsin State Statutes, and tuition is set by the UW System Board of Regents and the Wisconsin Legislature.

As the restructuring process continues, UW Oshkosh will develop planning processes to maximize the potential to generate revenue on all three campus locations and identify areas in which shared services among the three campuses can maximize efficiencies, where appropriate. A reorganization within UW Oshkosh is currently being completed with the goal of improving lines of communication and increasing central oversight of unit budgets on an ongoing basis. All budget units at the branch campuses will be folded into this new model. In addition, all faculty and staff members on all three campuses will be eligible to develop and forward proposals funding to support strategic initiatives, working through their respective departments and divisions. All of these initiatives will help to ensure that budget priorities remain focused on the university's mission.

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1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

IB1

The mission statement is publicly available on the University's website and is found through the top navigation of all institutional websites via the "About" link. The mission statement is published in the [online academic bulletins](#) as well as annual reports. The mission, along with the [strategic plan](#) and its [annual updates](#) is also publicly available on the University and UW System websites and in separate Strategic Plan brochures.

The Chancellor and the Provost provide mission and strategic plan updates in formal [presentations](#) to [internal](#) and external University constituents. The Provost organizes an annual Provost's Summit that highlights aspects of the mission and essential learning outcomes. [Engage Magazine](#) and [UW Oshkosh This Week](#), a weekly email blast, feature articles that document how students, faculty and staff live the mission in programs of study, student activities, research, community engagement and learning experiences.

IB2

The mission's [foundational elements](#) are evident in the existing array of academic programming, student services and student learning outcomes as they relate to instruction, research, [creative works](#), [application of research](#), public service, economic development, and [cultural purposes](#). These strategic goals include "lead community engagement efforts in the Fox Valley" and "provide social, cultural and athletic programming, as well as mutually supportive educational outreach opportunities to the region."

The strategic priority promoting [academic excellence](#) guides the implementation of a broad array of degree offerings and specific areas of instruction. The University's [essential student learning outcomes](#) for a liberal education contain the major topics of sustainability, local and global civic learning, intercultural knowledge and professional preparation found in the mission statement. The mission guides creative work and research for faculty members and students. Examples of student research that are immediately applicable to the workplace setting include D.N.P. nurse practitioner

projects, M.P.A. student community related research, M.S.W. student research projects and research conducted at the Environmental Research and Innovation Center ([ERIC](#)) [Laboratory](#). Professional preparation in academic programs promotes [integrated learning](#) for the application of knowledge. This goal supports high impact practices such as internships and faculty and student research that are relevant and applicable to the local, regional, state, and national workforce sectors.

The mission provides a broad context for the University to develop educational opportunities to fulfill its commitment to community engagement. The University also seeks to “develop academic programs that include community-based professional learning experiences” as part of the strategic plan. Community engagement and public service are promoted through community-based learning experiences in the [Quest III](#) courses in the USP and in culminating experiences in professional settings such as internships, clinical, student teaching and research opportunities. In 2016-2017, as in previous years, faculty and staff continued to facilitate public discussions and forums as well as numerous cultural events sponsored by the University. This work supports learning outcomes that focus on [global learning](#) and understanding diversity.

Learning outcomes for creative and critical thinking guide scholarship and performance in the fine and performing arts. The University’s theatre, music and art faculty and staff members have served the local and regional community with distinction. Programs sponsored by the [LGBTQ Center](#) and the [Women’s Center](#) serve the public through educational programs focused on current topics and issues. [Social Justice Week](#) programs provide the community with multifaceted events and presentations by University scholars on topics related to current issues about equity, social justice, gender, race and ethnicity. The [American Democracy Project \(ADP\)](#) sponsors two annual lecture series to heighten the community’s understanding of the Constitution and public policy issues.

Economic Development as Part of the University’s Mission

As part of one of our four strategic priorities, the University of Wisconsin Oshkosh drives economic development in our community, region and state by delivering programming, advancing initiatives and collaborating with and otherwise supporting external organizations with an economic development mission.

Outreach programs such as the Growth Management Academy, the [Wisconsin Family Business Forum](#) and the [Small Business Development Center](#) link University resources - students, faculty and facilities - to local businesses and organizations to help them succeed, while providing experiential experiences to students and allowing faculty to bring current real world projects into the classroom.

We support entrepreneurship and innovation through the [ALTA Resources Center for Entrepreneurship and Innovation](#) and [AeroInnovate](#) and through external partnerships with gener8tor and the Forum for Innovation (FINN) by providing programming to student and regional startup companies.

We offer specialized training to businesses, not-for-profits and government agencies through [Online and Continuing Education](#) and the [Center for Community Development, Engagement and Training](#).

Our current initiatives to advance economic development include the development of Wisconsin Aerospace Partners, a statewide consortium of businesses and organizations in the aerospace industry to help that industry grow; our leadership in the Oshkosh Community Success Coalition’s Talent Committee, which seeks to drive talent attraction, retention and development efforts with a focus on increasing diversity; and the development of an online portal to better connect Northeast Wisconsin entrepreneurs to mentors and other resources.

Our collaborations with external organizations involved in economic development include local, regional, state and national economic and workforce development organizations; local, county and state government; other educational institutions, local community foundations and chambers of commerce. Chancellor and members of senior staff serve on boards and committees of these organizations and University staff routinely collaborate on grants, projects and program development and cross-refer clients with these organizations.

IB3

The UW Oshkosh mission aspires to educate “all of its students in order to prepare them to become successful leaders in an increasingly diverse and global society.” The academic programs as described in the mission span all levels of degree offerings from associate degrees to professional doctorates. As a comprehensive university, UW Oshkosh serves students beginning in grades 10-12 in the dual-level [College Academic Partnership Program](#) to professionals in their fields at the graduate levels. The [enrollment profile](#) and program array represent various levels of educational preparation and offerings typically found in higher education.

The mission refers to a geographic service area of Wisconsin and beyond. The University has developed [articulation agreements](#) with the [Wisconsin Technical College System](#) for the delivery of full degree or degree completion programs to fulfill state and regional high demand program needs. International partnerships provide international students with opportunities to attend UW Oshkosh for professional degree programs. UW Oshkosh students are afforded multiple [study abroad](#) opportunities to complete coursework in many international settings.

UW Oshkosh’s success in fulfilling its mission is demonstrated by the many awards and recognitions it receives. The university's sustainability initiatives are recognized with consistent top rankings from the Sierra Club. In 2016, the University was the third highest-ranking green university in the US according to Sierra’s “Cool Schools” roster. Various new buildings have been built to U.S. Green Building Council Leadership in Energy and Environmental Design (LEED) standards. UW Oshkosh faculty and staff members gain recognition for outstanding service, programs and teaching excellence that reflect the mission. Staff members earned the UW System Regents’ Diversity Award in 2011 and 2012. Irma Burgos (2012) and Dr. Sylvia Carey Butler (2015) won the UW System Women of Color Award. Outstanding UW Oshkosh educators and staff have won four UW System Regents’ teaching excellence awards over the last ten years.

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1.C - Core Component 1.C

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

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

Argument

IC1

The University's mission guides the preparation of 21st century learners to live in a multicultural society, as evidenced by the wide-array of learning outcomes, programs and initiatives that support this effort. UW Oshkosh has a multifaceted commitment to diversity, inclusion, and equity and demonstrates its role in a multicultural society in a variety of ways: strategic planning, mission related components, diversity and inclusivity reflected in learning outcomes, hiring practices, curricular offerings, councils dedicated to diversity, awards and programs. The strategic goal of "building an inclusive and supportive institutional environment" underscores the University's commitment to diversity. The [strategic plan](#) also identifies seven core values, one of which is *Inclusive Excellence*.

Administrative Structures

The expected outcome from the strategic focus on diversity is to increase equity, diversity and inclusion across every level of the University. To facilitate campus-wide diversity and inclusion, the University has expanded the role of the Associate Vice Chancellor of Academic Support of Inclusive Excellence to include the Women's Center and the LGBTQ Resource Center. The [Office of Equal Opportunity and Access](#) promotes hiring practices to achieve the strategic goal to "increase equity, diversity and inclusion across every level of the University" over the next five years. The University aspires to increase the number of diverse employees by 6% to bring the campus to the level of 12%. The University also has policies and practices in place for hiring diverse candidates and for recruiting diverse faculty and staff.

The Provost formed the [Inclusive Excellence \(IE\) Council](#) to integrate the ideals of diversity, inclusion, and equity into all levels of the University concerned with academic affairs. The charge of the IE Council is to [provide leadership, education, and advocacy](#) that will cultivate an equitable, inclusive, diverse and supportive climate for people traditionally marginalized from and within the campus community.

The University has identified a [strategic goal](#) to "develop an enrollment management plan that reflects a commitment to increased access and student success" as part of the [enrollment recruitment plan](#). Recruitment and hiring processes are monitored to report progress toward institutional metrics and goals related to increasing diversity across the University community.

IC2

The University has put into place an infrastructure to support diversity and to promote inclusive excellence throughout the institution. The University has a dedicated center, the [Center for Equity and](#)

[Diversity](#), whose mission is to “empower students, faculty and staff as well as the broader community through advocacy, programs and services to create a diverse, equitable, inclusive and collaborative campus climate that fosters academic success and personal development.” Among other offices, the Center houses the American Indian Student Services office, the [LGBTQ Resource Center](#), the Men of Color Initiative, and the [Women’s Center](#).

The [Multicultural Education Center](#) is a multipurpose resource center that seeks to bring people together to promote and celebrate diversity on campus and in the greater Oshkosh area. First generation and multicultural students are encouraged to enroll in the [Titan Advantage Program \(TAP\)](#) that enables students to earn four credits during the summer prior to their first semester and provides a smoother transition to campus life.

The [University Studies Program \(USP\)](#) requires students to complete a course in ethnic studies and offers students courses aligned with an [intercultural knowledge learning outcome](#) that promotes the understanding of one's culture as well as other cultures; the recognition of the cultural values and history, language, traditions, arts and social institutions of a group of people; the ability to negotiate and bridge cultural differences in ways that allow for broader perspectives to emerge; and the skill to investigate a wide range of world views, beliefs, practices and values.

Since the last accreditation visit, the University has participated in a number of institution-wide, statewide, and national dialogues about inclusive excellence and student success. At the University System level, the campus participated in conferences and meetings about student success and inclusive excellence. UW Oshkosh also participated in the [AAC&U Give Students a Compass initiative](#). The College of Letters and Science has taken an innovative approach to decrease the number of students who receive grades of DFW in their gateway courses through the [Gateway Success initiative](#).

[Reeve Memorial Union Diversity and Inclusion Programs](#) allow students to come together to engage in dialogue, challenge barriers and build collaborative relationships by creating a community environment that recognizes differences, respects uniqueness and facilitates interaction, learning, and appreciation. Several student organizations focus on diverse student populations to provide support and to build understanding across the University community. These organizations include the Asian Student Union, the Black Student Union, the Hmong Student Union, the Inter-Trial Student Organization, the Multicultural Education Coalition, the Student Organization of Latinos, and United Women of Oshkosh. The Connections program in [Career Services](#) connects students from protected population backgrounds (URM) and other diverse students with diverse employers, thereby building multicultural communication skills and providing feedback from professionals during networking events. The Counseling Center continually strives to enhance multicultural understanding and the ability to be an effective resource to diverse communities on campus. The [Dean of Students Office](#) provides information, training and services to faculty, staff and students about a number of disability services.

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1.D - Core Component 1.D

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

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

Argument

ID1

[The Wisconsin Idea](#) is a philosophy embraced by the UW System that holds that university research should be applied to solve problems and improve health, quality of life, the environment, and agriculture for all citizens of the state. The Board of Regents establishes [policies](#) for the System and campuses related to administration, budget and [fiscal](#) matters, [academic programs](#), and university [personnel](#) and [operations](#). The System [mission](#) states: "Inherent in this broad mission are methods of instruction, research, extended training and public service designed to educate people and improve the human condition."

The institution's programs, services, scholarship activities and engagement with the community are committed to the public good. This is illustrated in the UW Oshkosh [mission statement](#): "Our dedicated faculty and staff are committed to innovative teaching, research, economic development, entrepreneurship and community engagement to create a more sustainable future for Wisconsin and beyond." This commitment is further developed in [Strategic Priority C](#): "Expand community engagement and economic development." This is accomplished through

1. a focus on campus services, resources and research that drive economic development in the region and state,
2. appropriate relationships between the University and our community partners,
3. academic programming that anticipates changing skill sets needed in the region and state, and
4. a talent pool that is responsive to industry needs.

Members of the faculty and administration serve on local, regional, and national boards as a form of public and professional service to the greater community. Communications from the Chancellor and the Provost consistently outline the public service and community engagement obligations of the University.

ID2

UW Oshkosh is a state university; therefore, it operates under no obligation to generate financial returns for investors, contribute to a related or parent organization, or support any external interests other than the state of Wisconsin.

ID3

The university is committed to serving the Oshkosh and Wisconsin communities well beyond the borders of the campus. This commitment is exemplified by efforts from units throughout the University. For example, the College of Business houses several business development centers (see section I.B.2) that serve to strengthen and support the economic development of the region. The College of Education supports the professional development of teachers and K-12 administrators throughout the state. The Division of Online and Continuing Education provides a variety of [training and professional development programs](#) for area businesses, non-profits and social workers, with a focus on fulfilling the workforce and professional needs of the communities in our service area.

The University [collaborates with other institutions](#) in the UW System to offer programs in high demand areas. These programs include the collaborative B.S. in engineering technology, B.S.N. and D.N.P. nursing programs, the collaborative M.S. in sustainable management, the consortial M.B.A. program, and the consortial Ed.D. for the Superintendency licensure. Additionally, [articulation agreements](#) with the Wisconsin Technical College System and the UW Colleges demonstrate the institution's numerous collaborative efforts to ensure that people from across the state have access to four-year and graduate programs.

The [Quest III](#) course of the University Studies Program directs hundreds of students into the community each semester to work on guided projects and volunteer activities. These experiences promote the educational and personal development benefits of giving back to the community. Research projects at the [ERIC lab](#) assist communities to achieve goals related to public health. Student research in the graduate programs of [social work](#), [biology](#), [nursing](#) and [public administration](#), among others, contribute to solving regional issues.

The Division of Student Affairs manages and coordinates an array of programs that encourage students to reach out to local agencies and non-profit organizations through volunteerism, cultural and fundraising events. Reeve Memorial Union, through its sponsorship of [volunteer activities](#), contributes regularly to programs that serve the local community, as do many student organizations.

On the academic side, participation in civic engagement is required to fulfill the general education requirements in the University Studies Program, and the Office of Field Experience in the College of Education and Human Services supports students' civic engagement through field placement.

As a result of many of these efforts, UW Oshkosh students spent [approximately 241,139 total hours](#) in volunteer and civic engagement activities in the 2016-17 academic year. (This number does not include internships and some student organizations, so the total is probably even higher. It also does not include the many hours that UW Oshkosh employees spend in personal volunteering and community engagement; these numbers are not currently tracked.)

The University often serves as the public forum for discussions and presentations about national, state and local issues related to local and national social issues and public policy. Two initiatives that support such forums are the American Democracy Project and the annual [Social Justice Week](#), both of which sponsor speakers, student presentations, and panel discussions with participants from the university, the local community, and state government and non-profit leaders.

The entire University provides the community and its students with opportunities to increase knowledge and to promote practices related to Sustainability, as seen in the mission statement phrase, "to create a more sustainable future for Wisconsin and beyond." Sustainability is a foundational

element in the University [Strategic Plan](#), and the University promotes sustainability as the basis for a vision of resilient, prosperous communities.

UW Oshkosh is committed to progressively reducing its ecological footprint and fashioning a durable and better world through its academic mission. In 2015, UW Oshkosh held a meeting of faculty, staff and students to discuss current and future roles of sustainability at the University. Nearly a hundred people from across campus attended, and through a series of facilitated sessions, they documented many of the university's strengths and weaknesses, envisioning a future in which UW Oshkosh is a top-ranked leader in the field. In 2017, the UW Oshkosh [Sustainability Institute was created](#) to further integrate this work with community partners, business and industry and research efforts. Several national sustainability entities [recognized the University's efforts](#) to promote sustainability.

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1.S - Criterion 1 - Summary

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

Summary

The mission statement guides the planning, operations, and budget processes of the University as it operates for the public good. The mission and strategic plan documents focus on the University's commitment to diversity, research, applied learning, economic development, community engagement and service to the local and global community. In summary, the University recognizes its responsibility as a public institution of higher learning. The importance of diversity is reflected in the mission, plan and numerous campus initiatives supported by a wide variety of the university's offices and organizations. Serving the public good is a central aspect of the UW Oshkosh mission, and it is carried out through outreach, research, athletic and cultural programming, and partnerships with business and industry, as well as through initiatives in healthcare and sustainability.

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

2A

The University of Wisconsin Oshkosh holds itself accountable for all policies established by the State of Wisconsin, the UW System Board of Regents, and the UW System Administration that prescribe ethical conduct for the administration, faculty, staff, and students. The Chancellor of UW Oshkosh is accountable to and reports to the UW System President and the Board of Regents for the overall administration of the institution. Established policies and procedures guide the ethical behavior of administrators, faculty, staff, and students to ensure transparency, respect, integrity, and responsibility in decision-making and in performance of their duties. [Chapter UWS 8.03](#) covers Standards of Conduct for all UW Oshkosh unclassified employees. [Chapter UWS 7](#) governs dismissal of faculty for ethical and other types of misconduct. University Personnel developed an [Unclassified Staff Code of Ethics \(GEN 3.A.2\)](#), and each college has bylaws that outline ethical principles. In addition, the University's Graduate Council also defines ethical behavior for graduate faculty and students. Ethical conduct for research is discussed under Criterion 2E.

FINANCIAL ADMINISTRATION

Office of Financial Administration

As a public university and a state agency, the University is obligated to adhere to all financial laws and regulations set forth by the State of Wisconsin and the University of Wisconsin System.

Operating Budget

All monies transferred to UW Oshkosh and their designated purposes are available through the annual UW System Budget Redbook. Like all campuses in the UW System, UW Oshkosh's operating budget is augmented by tuition and student fees, which are themselves regulated by UW System policies. (See Criterion 2.B.) The policies governing the financial administration of the UW System and its member campuses are regulated by the Board of Regents and are published by the Wisconsin Legislative Reference Bureau in the form of the Wisconsin Administrative Code as well as in the Regent Policy Documents which govern ethical financial management at UW Oshkosh.

Financial Services

At UW Oshkosh, the Financial Services Office provides services to students, faculty and staff and directly supports the instructional, research and public service missions of the university. It provides information to the administration so it may effectively support this mission. A recent reorganization involving Financial Services functions accomplishes one of the most important reorganization objectives commonly recommended by auditors: the separation of developing budgeting and forecasting financial data from the accounting for that data.

Purchasing

Financial Services publishes [explicit policies](#) related to all aspects of purchasing that comply with Wisconsin State Statutes [Chapter 16](#) (Department of Administration) and [Chapter 20](#) (Appropriations and Budget Management). The UW System also maintains published policies regarding contracts on the UW System Office of Procurement website, and all contracts are public information. UW-Oshkosh issues purchasing cards to departments to make low dollar purchases for official agency business needs. These purchases are subject to the UW System continuous purchasing card audit.

Internal Controls

Effective as of fiscal year 2015, the Board of Regents approved an internal audit function across all UW System campuses through the UW System Office of Internal Audit to enhance the independence of the internal audit function. In this new structure, the institutional auditor will be located on the UW Oshkosh campus but report directly to UW System Administration. The internal audit charter grants authority to the Office to have unrestricted access to all functions, records, property, and personnel relevant to engagements. Financial functions at UW Oshkosh are continuously subjected to the reporting, approvals and audits conducted by the pre-audit function at UW Oshkosh Financial Services, as well as UW System's Office of Internal Audit and the State of Wisconsin Legislative Audit Bureau.

As a university community, we take great pride in operating with integrity in all of our daily activities. Unfortunately, we discovered that the previous Chancellor and Vice Chancellor made illegal financial transfers from UW Oshkosh to the UWO Foundation and that neither administrator properly recorded the transfers in UW Oshkosh accounting records. Our current Chancellor raised concerns about these activities as soon as he became aware of them, and the University is continuing to work with the UW System and the state Board of Regents to develop and implement changes in policy and process to ensure that all future University activities are carried out legally, ethically, and honorably. [We have provided a document containing a summary](#) of the events which prompted these changes--and which ultimately resulted in our On Notice designation--as well as a summary of the new policies and procedures which have resulted. We would be happy to provide additional information and evidence documents on request.

ACADEMIC INTEGRITY

The Registrar's Office is responsible for the oversight of academic policies and procedures, which are detailed in the [2015-2017 Undergraduate Bulletin](#) and the [2017-2018 Graduate Bulletin](#). The following key areas are detailed: admission requirements, degree requirements, areas of study, University Studies Program, courses/grades/academic standards/honors, and course/academic Policies.

A faculty governance committee, the [Academic Policies Committee \(APC\)](#), reviews all academic policies and curricular changes. The APC meets regularly throughout the academic year to discuss proposed policies and changes to curriculum and forwards recommendations to the Faculty Senate for

approval. Enforcement of academic policies is managed primarily by the faculty and academic staff in conjunction with the Registrar's Office, which monitors enrollment, grades, degree audits, graduation audits, and academic student standing in accordance with the policies published in the University Bulletin.

PERSONNEL

The Provost's Office is primarily responsible for campus policy regarding ethical behavior of employees, as outlined in State and System Policy and the [Faculty and Academic Staff Handbook](#). The Open Meetings Law ([Chapter 19.81, Wis. Stats.](#)) and the Wisconsin Public Records Law ([Chapter 19.31, Wis. Stats.](#)) guide transparency of decision making. At the campus level, shared governance guarantees transparency of decision making and the right of all constituents to have a voice in the administration and leadership of the University as stated in the Faculty Constitution.

At the System level, the Board of Regents has created a code of ethics to guide UW System employees to "avoid activities which cause, or tend to cause, conflicts between their personal interests and their public responsibilities, and to improve standards of public service." Further UW System policy includes [UWS 8](#), the Unclassified Staff Code of Ethics. Drawing from the UW System code of ethics, the UW Oshkosh faculty/ academic staff handbook provides policies that guide the ethical behavior and decision-making of faculty and staff. A code of ethics regarding merit, recruitment and selection is also a part of the handbook.

The University has in place a number of procedures to process general grievances and complaints. The Faculty Grievance Procedure ([Fac 9.D.3](#)) and Academic Staff Grievance Procedure ([ACS 15.2](#)) are outlined in the Handbook under Faculty Complaint Procedures ([FAC 9.C.3](#)) and Academic Staff Complaint Procedures ([ACS 16.1](#)). Complaints and allegations regarding discriminatory or harassing behavior for all employees groups are handled through the procedures detailed in [GEN 1.2.4](#).

Human Resources

The University is comprised of three employee groups: university staff, academic staff and faculty. Each group has its own policies that are available on the Human Resources website for university staff and on the Academic Affairs website for faculty and academic staff. The Human Resources Office is responsible for titling (classification), benefits, payroll, employment, training and development, and employee relations. The Office of Human Resources has three responsibilities to the UWO campus:

1. to ensure compliance with state and federal laws, UW System policies and UWO local policies;
2. to provide problem-solving consultation to administrators and employees; and
3. recruitment.

The Office of Human Resources provides units with information on search and screen policies and procedures, worker's compensation, Family Medical Leave Act (FMLA), vacation, sick leave, benefits information, and other personnel policies and rules associated with employment at UWO. The office also conducts exit interviews for employees.

University Personnel System

In 2012, the State of Wisconsin, [through Chapter 36.115 Wis. Stats.](#), authorized and directed the University of Wisconsin System to develop two distinct new personnel systems, one for UW Madison

and one for all other UW System employees which provides an opportunity for UW System to develop overarching frameworks for policies that will align unclassified (faculty and academic staff) and university staff (classified) together under one governing system. The new University Personnel System (UPS) maintains commitment to the UW System's ongoing goal of a diverse and highly qualified workforce. UW Oshkosh is currently working on local policy development. This is a collaborative effort between Human Resources, governance groups such as the University Staff Council, and feedback from all campus employees.

Academic Staff and Faculty Policies

The University of Wisconsin Oshkosh [Faculty and Academic Staff Handbook](#) outlines statutory references, the governing constitution, bylaws, and rules. The handbook details the criteria associated with academic staff and faculty employment, including: responsibility, recruitment, appointments, renewal and tenure, appeals, promotion, workload, and reviews. Each spring, [faculty and staff are notified](#) of the obligation to report outside activities and reminded of their responsibilities as University employees.

Employee Training

The Office of Equal Opportunity and Access offers programming for the UW Oshkosh community about affirmative action and equal employment laws, discrimination, harassment, cultural diversity, gender issues and the process for hiring employees. The policies, practices, and procedures of the University, as implemented at all levels, ensure the active and positive implementation of federal and state Equal Employment Opportunity and Affirmative Action laws, executive orders, rules and regulations, and policies and guidelines of the University of Wisconsin System. The following training opportunities are available from the Equal Opportunity and Access office: search and screen orientation, sexual harassment, Title IX, [Executive Order 54](#), ADA. (<https://uwosh.edu/equity/>)

AUXILIARY FUNCTIONS

The Counseling Center

The University Counseling Center provides individual/group counseling, case management, consultation, crisis intervention and training/outreach to the college campus. The Counseling Center abides by the American Psychological Association Ethics Code. The Center follows the ethical guidelines specific to the mental health setting in a University Counseling Center as provided by the American Association of University and College Counseling Centers Directors. All UW Oshkosh Counseling Center professional staff are licensed in the State of Wisconsin. All students engaged in services through the Counseling Center are provided the ethical guidelines of the functioning of the Center upon intake through the Informed Consent Form. (http://www.uwosh.edu/couns_center)

The Student Health Center

The Student Health Center provides medical services to the student body. The professional staff consists of medical doctors, nurse practitioners, nurses, and lab technicians. All professional staff are guided by their related professional guidelines and Wisconsin state UW System policies. The Student Health Center is [accredited](#) by the Accreditation Association for Ambulatory Health Care. (<https://uwosh.edu/studenthealth/>)

Student Recreation

The Student Recreation and Wellness Center provides a wide range of health and wellness services to students. Beyond the campus-wide ethical guidelines, it functions under ethical guidelines related to the unique services provided through the Recreation Center. (<https://uwosh.edu/recreation/>)

Career Services Center

University Career Services provides students with career information, advice and occupational guidance. This includes assistance with exploring majors, securing an internship, developing professional skills, developing resumes, and assisting in the job search. Career Services is ethically guided by the National Association of Colleges and Employers. (<https://uwosh.edu/career/>)

Records Ethics

The University follows practices in compliance with [Wisconsin Statute 19.31 and 19.39](#) in the ways that it maintains, preserves, and provides access to and disposes of public records. Public posting of the process to request public records is made physically within the UW Oshkosh administrative building [as well as online](#). Due to its educational mission, however, the university maintains many records for which access is protected by law, notably the Federal Education Records Privacy Act (FERPA). Like FERPA, the Health Insurance Portability and Accountability Act (HIPAA) also restricts access to some records created at UW Oshkosh. These rules help ensure accountability and also ensure that no records with legal, fiscal, or administrative value are destroyed prematurely and that records of permanent historical value are identified for preservation.

Information Technology

The Information Technology division aligns with the Control Objectives for Information and Related Technology ([COBIT5](#)) standard of governance assuring sound resource management, including effective and ethical human resource practices. Within the division, directors and managers are held to a high standard of care for the individuals under their direction. They are required to complete management training and development commensurate with their level of responsibility for other people.

FAIR AND ETHICAL BEHAVIOR

Conflict of Interest

The Board of Regents requires all UW System unclassified staff (faculty, academic staff, and limited appointees) with half-time appointments or more to report annually on outside activities and interests related to their areas of professional responsibility and for which they receive remuneration. The Office of Sponsored Programs and Faculty Development Policy for [Financial Conflict of Interest](#) in Federal Research requires disclosure of all significant financial interests that relate to an investigator's institutional responsibilities.

In February 2018, the UW Board of Regents adopted [a new policy on conflict of interest](#). The policy establishes a more aggressive reporting process and strengthens the Regents' affirmative duty to identify, disclose, and manage conflicts in conformance with this policy and the law.

STUDENT AFFAIRS

In the units that are part of the Office of Student Affairs, Wisconsin State Statutes, correlated professional guidelines, and professional association guidelines ethically guide the various professionals. The Dean of Students Office is the main resource for [comprehensive guidelines](#) for

students relating to [ethical](#) and [academic and behavioral expectations](#), including information about the [Student Disciplinary Code](#). The Dean of Students also resolves complaints [pertaining to the conduct of any of the registered student organizations](#).

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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

2B

UW Oshkosh is committed to transparent, timely, and accurate communication and utilizes various documents and media to share information internally and externally, including information about academic programs, faculty and staff, costs, and accreditation relationships. The University Marketing and Communications (UMC) division ensures that information is presented clearly and accurately to students and the public in all printed materials, websites, and online documents. The division provides direction and support to assist units with messaging to prospective and current students and other stakeholders. All websites are reviewed for content, quality, and accuracy using the University brand guidelines.

Accountability and Control

In 2015, the UW System Office of Policy Analysis and Research adopted a new [system-wide dashboard](#) to provide the public with information on several key performance indicators for each UW System institution focusing on access, program and completion, cost and efficiencies, undergraduate experiences, faculty and staff, and economic development. The dashboard is available to the public via a web portal. The University uses the [Student Achievement Measure \(SAM\)](#) to report about retention and graduation rates. Participation in these two national reporting endeavors provide the public with access to important information about the university that is transparent and accessible.

The institution publishes [annual campus safety reports](#) through the Dean of Students Office as a part of its obligation to inform the public about campus incidents in compliance with the [Clery Act](#).

The University maintains the “About UW Oshkosh” webpage (<https://uwosh.edu/about-uw-oshkosh/>), which provides links to a broad array of facts and information, ranging from accreditation, strategic planning, fast facts, history, student outcomes and information about costs and programs.

A dedicated student consumer information web page (<http://financialaid.uwosh.edu/consumer-information/> provides) prospective students and their parents with relevant information about the campus and student success rates and outcomes.

Each year, the institution publishes information about enrollment, retention, graduation, a common data set, and learning outcome data on the UW Oshkosh Institutional Research website (<http://www.uwosh.edu/oir/>). The UW Oshkosh common data set contains information about general information, enrollment and persistence, first-time first-year freshman admission, transfer admission, academic offerings and policies, student life, annual expenses, financial aid, instructional faculty and class size, degrees conferred.

The institution publishes [annual updates of its strategic plan](#), which also provide significant information about the future direction of the institution and its progress in meeting a variety of

strategic planning goals. The elements of the plan also indicate the university's priorities and goals for the next several years.

Programs and Requirements

Information related to programs, policies, and requirements are found in the online [Undergraduate and Graduate Academic Bulletins](#) that contain the most current information about programs, degree requirements, course descriptions, academic policies, and requirements. The Registrar and department chairpersons review bulletin information prior to its publication. Changes to programs, policies, and requirements are updated only after curriculum and policy changes have been approved through shared governance processes.

Information about academic programs is found on program specific web pages hosted by academic departments in the colleges. Each program page contains student information, alumni news, specific information about programs (majors, minors, emphases), careers, faculty members, internships and practicum experiences, syllabi, and general department news. More information about course offerings is available online at Titan Web.

Information for transfer students is provided through both online and printed materials. Transfer students may use the Transfer Information System Transfer Wizard to find out about transfer requirements and course transfers according to the [System Transfer Policy](#). Transfer guides are also available for students who transfer among UW System institutions and are easily available on the transfer student website. The institution's articulation agreements with other institutions are available on the transfer website so that prospective students can see how their credits and programs earned at other institutions will articulate with programs at UW Oshkosh.

General Information about the University

The University website contains information for future students, parents, current students, faculty and staff, and community visitors. Campus news and other activities are also shared with alumni through the online weekly publication of the UW Oshkosh Alumni News update. The institution also publishes *Engage Magazine*, focusing on alumni, profiles, creativity and voices to feature specific news about campus innovations and people.

The UMC also provides numerous ways to communicate news, events and other information about the university through social media, including Twitter, Facebook, Instagram, Pinterest, Flickr, LinkedIn, and You Tube, as well as a mobile app about the University and its services. These media appear on each web page to provide access to information as it becomes available.

Student Affairs staff send and approve emails used to notify students about events, news, or emergency alerts. A student campus events and announcements email provides a daily review of campus activities.

Costs to Students

The websites for the offices of Undergraduate and Graduate Admissions and Financial Aid provide easily accessible information for prospective and current students and their parents. Information on these sites includes [admission guidelines](#), financial aid and financial services, scholarships, application, net price cost calculators, status checks, and orientation details.

Information for transfer students enrolled in online programs, international admissions, pre-college

programs, University Studies Program, career programs and campus visits is available on the Admissions web page. Student tuition and fees as well as financial aid are available to the public on a University website. Students who are newly admitted to the institution receive print and electronic materials with basic information related to student support services, financial aid, housing, and academic programming.

Accreditation relationships

The University maintains accreditation for all of its professional programs in addition to the Higher Learning Commission reaffirmation of accreditation process. The webpage of the Office of the Provost as well as the Academic Bulletin contain [lists of the current accreditations](#) for our programs. Each program that has a specialized accreditation has information posted on its program webpage.

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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

2C1

The [UW System Board of Regents](#), an 18-member body that includes the state superintendent of public instruction, the president or designee of the technical college system board, 14 citizens, and two students of UW System institutions, governs UW Oshkosh. The Board has as its charge "to plan for the future needs of the state for university education" and to do so "with the widest degree of institutional autonomy." According to [Chapter 36.09\(1\), Wis.Stats.](#), The Board of Regents has primary responsibility for governance of the University of Wisconsin System.

As a state entity, the Board meetings are subject to the Wisconsin Open Records and Open Meeting laws. ([Chapter 19.84, Wis. Stats.](#)). Board meetings and actions are governed by the [Regent Bylaws](#). The Regents set the agendas through collaboration with the UW System offices and the Chancellors. Agendas and the Minutes are published by the Regents and sent to all campuses and made available to the public on the Board website. Both internal and external constituencies are able to review board proceedings through the simultaneous broadcast of Regent proceedings. All Regent meeting materials are available before and after the meetings through their publication on the Regent website pages of the UW System.

The structure of the Board provides a means to have appropriate focus and overview of specific administrative and operational oversight. To conduct its business, the Board organizes itself into eight standing committees: education, business and finance, capital planning and budgets, audit, executive, personnel matters, collective bargaining, and research, economic development and innovation.

The Board's responsibilities and powers are defined in [Wisconsin Statutes \(Chapter 36.09-36.11\)](#). To ensure the effective execution of its chief responsibilities, the Board considers, develops, and releases periodic strategic plans that reflect its goals. In 2016, the Board approved its most current strategic framework, known as "[Moving Wisconsin and the World Forward Through 2020 Forward](#)." The goals of this framework are to "inspire, connect, and convene with the people, businesses, and communities of the State of Wisconsin. Through this vision, the Board seeks to reinvigorate our economy and enhance the quality of life for all of our citizens. The major strategic priorities of the UW System plan are to focus on the educational profile, university experience, business and community mobilization, and operational excellence.

To ensure that its decisions continue to advance the Strategic Framework, the Board relies on the UW System's [Office of Policy Analysis \(OPAR\)](#) to monitor progress on System strategic goals and to publish annual accountability reports through the [UW System Dashboard](#). Each institution is able to reference and monitor its progress on UW System metrics through the Dashboard. This is a valuable tool for institutional strategic planning.

2C2

The composition of the Regents membership is intended to represent a diverse group of shareholders, most particularly, business and community leaders from across the state. To ensure geographic diversity, Wisconsin Statutes require one citizen member on the Board to be from each of Wisconsin's congressional districts. In addition to these individuals, two student members are required to be from separate institutions, only one of which at any one time can be from System's two largest Universities (UW Madison and UW Milwaukee). In addition, one student must be considered nontraditional (24 years old or older).

The structure of the Board of Regents provides for appropriate focus on administrative and operational aspects of the institutions that are relevant and reasonable to the interests of the institution related to decision-making. The Board standing committees align with the appropriate divisions or units at the campus level. The Board holds eight meetings a year, and with some frequency, a portion of each agenda is given to local campus or other internal programs.

The Board of Regents also depends on the UW System President to conduct public listening sessions so that it can better understand the needs and opinions of myriad stakeholders and to help inform their decisions.

2C3

As public officials, the members of the Wisconsin Board of Regents are held to a code of ethics codified in Wisconsin Statutes. This code was created to help state employees and officials avoid conflicts of interests. The statutory language responsible for governing UW System includes a provision to prohibit Regents and others employed by the system from acting as agents for others that would present conflicts of interest. The Regents follow a new [Ethics and Conflict of Interest Policy](#) which documents [Expectations of the Board Members](#) policies in place to restrict the possibility of personal interests from influencing their duties.

While the President of the UW System is responsible for bringing most issues before the Board, the Regents' bylaws allow for direct petitioning to the Board, freeing the members from undue influence of the System President. The bylaws also provide for a separate trust officer to ensure that all monies entrusted to the Regents are used properly.

In its Action Letter to the University dated November 8, 2017, HLC expressed concerns about this core component. During the investigation of [issues related to the University's fiscal relationship to the UW Oshkosh Foundation](#), it was determined that two members of the Board of Regents invested private funds in a hotel that was partially owned by the Foundation; this investment by the Foundation was the subject of one of the unconstitutional loan guarantees provided to the Foundation on behalf of the university. In December 2017, both Regents formally disinvested in the hotel. The new new [Ethics and Conflict of Interest Policy](#) is partially a result of these events.

In addition to this specific issue, HLC's Action Letter from November 2017 expressed concerns about

- the Board’s apparent "lack of effective oversight . . . relative to the circumstances that ultimately led to the University’s lawsuit against two former administrators at the University.”
- the possibility of “undue influence from third-party ownership interests or other external parties” on the Board’s actions.
- the apparent lack of “a regular assessment program of their effectiveness or a professional development program focused on improving their understanding of the System’s operations.”
- the apparent lack of “a well-grounded conflict of interest policy for both the Board itself and for top University leaders and officers.”

We have provided a [summary of actions](#) that have been taken in response to these and related concerns. In our view, the response has been vigorous and thorough. The University will continue working with the UW System and with the Board of Regents to develop and refine new policies and procedures that will ensure that the Board's actions are free of undue influence and carried out in a legal and ethical manner.

2C4

Within the statutory responsibilities of the Board of Regents is the directive that the Board promotes the “widest degree of institutional autonomy within the controlling limits of system-wide policies and priorities established by the board.”

In addition to the delegation of Regents’ powers, the statutes also describe specific responsibilities of various classes of university employees. These duties allow for governance and day-to-day management of the System administration or campuses and the responsibilities of the System President (Chief Executive of the System) and Chancellors. The day-to-day management of each institution in the UW System rests with the administration and the faculty in a shared governance framework that also includes the senate of the academic staff and the university staff senate. Institutional autonomy is more specifically authorized in the same chapter of the Wisconsin Statutes where the Board is permitted to delegate powers to “Chancellors, committees of the board, administrative officers, members of the faculty and students or such other groups” Wis. Stat. 36.09 (3) (a). This statute provides faculty the ability to organize themselves for the purposes of institutional shared governance. This statute demonstrates further institutional autonomy: “Based on the statutory authority, the Faculty Senate Constitution and bylaws prescribe how shared governance and delegated duties will be performed on campus.” The Senate of Academic Staff and the University Staff Senate are also governed by constitutions for their respective personnel.

UW Oshkosh is organized into four divisions. Vice chancellors have responsibility for each of the divisions: Academic Affairs, Administrative Service, Student Affairs, and University Advancement. A position description for each vice chancellor outlines the roles and responsibilities of each of these officers.

Sources

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- UWS_Accountability Dashboard_2C1
- UWS_BOR Ethics and Conflict of Interest Policy_2C3
- UWS_BOR Expectations of Board Members_2C3
- UWS_Office of Policy Analysis and Research (OPAR)_2C1

- UWS_Regents_BYLAWS_2C1
- UWS_Wisconsin Legislature_ 19.84_2C1
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2.D - Core Component 2.D

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

Argument

2D

The University of Wisconsin Oshkosh has a strong commitment to freedom of expression, reflecting the UW System mission “to develop human resources; to discover and disseminate knowledge; to extend knowledge and its application beyond the boundaries of its campuses.” The Regents recently [reaffirmed](#) the Board’s commitment to academic freedom, stating, “Academic freedom includes the freedom to explore all avenues of scholarship, research and creative expression, and to reach conclusions according to one's own scholarly discernment. Freedom of expression includes the right to discuss and present scholarly opinions and conclusions on all matters both in and outside the classroom.” ([Regent Policy on Academic Freedom](#)). UW System Academic policies and procedures guide freedom of expression and the pursuit of truth at all UW System institutions.

In December of 2017, the Board of Regents adopted a policy (Regent Policy 4-21) to ensure appropriate levels of openness and engagement on UW System campuses. This policy intends to foster the ability of members of the university community to engage in such debate and deliberation in an effective and responsible manner is an essential part of each institution’s educational mission.

The University’s [mission](#) states its commitment to teaching and learning in the pursuit of truth: “Our dedicated faculty and staff are committed to innovative teaching, research, economic development, entrepreneurship and community engagement to create a more sustainable future for Wisconsin and beyond.”

The faculty and staff encourage students in the pursuit of truth in the classroom and in their personal lives. There are a number of core documents which demonstrate UW Oshkosh’s commitment to freedom of expression and the pursuit of truth in teaching and learning that are found in the UW Oshkosh Faculty and Academic Staff Handbook:

[UW Oshkosh Professional Ethics](#)

[UW Oshkosh Faculty Senate Constitution](#)

[UW Oshkosh Academic Freedom](#)

The UW Oshkosh Dean of Students Office has responsibility for the policies related to the academic integrity of students and academic misconduct. The UW Oshkosh [Academic Integrity Statement for Students](#) clearly states, “Students are expected to uphold the core values of academic integrity which include honesty, trust, fairness, respect and responsibility.” In a similar way, the [UW Oshkosh Academic Misconduct policy](#) provides clear expectations for student behavior related to academic matters. Rules and expectations for student academic misconduct derive from the [UW System policy on student academic misconduct](#). All of this information and more can be found on the [Division of Student Affairs Policies & Procedures](#) website.

UW Oshkosh also promotes the pursuit of truth in teaching and learning through its general education curriculum and the University Studies Program (USP) that helps students develop a greater understanding of ethics from a variety of learning experiences. In the USP, students are introduced to and taught about ethics and personal responsibility through the University's Essential Learning Outcomes. The ethical reasoning learning outcome is the focus of all [Quest II courses](#) that allow UW Oshkosh students to approach their education mindfully in their second semester.

Sources

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- UWO_Mission_Vision_Strategic Priorities_2D
- UWO_Quest II course_2D
- UWS_Academic_Freedom-December-2015_2D.pdf
- UWS_Academic_Freedom-December-2015_2D.pdf (page number 2)
- UWS_Regents Policy_Freedom of Expression_2D
- UWS_Student Academic Misconduct Policy_2D

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

2E1

Responsible Conduct in Research (RCR)

The responsible and ethical conduct of research is critical for excellence, as well as public trust. The Office of Sponsored Programs and Faculty Development enforces a policy on [Responsible Conduct of Research](#). All students participating in research must receive training.

Office of Sponsored Programs and Faculty Development

The Office of Sponsored Programs and Faculty Development is responsible for the oversight of responsible and ethical research practices and has a policy on Responsible Conduct of Research. The [Faculty and Academic Staff Handbook](#) policy describes state and university policies for investigators regarding [financial disclosure](#) in research projects. All undergraduate students, graduate students, and postdoctoral researchers at UW Oshkosh who are supported by funding for research or education activities must participate in and successfully complete [training in the responsible conduct of research](#).

The Compliance Officer is the primary individual responsible for compliance with the responsible conduct of research plan. The Faculty and Academic Staff Handbook covers the University's policy and procedures to [prevent scientific misconduct](#) in research funded by the Federal Government.

Human Subjects in Research

The Office of Sponsored Programs and Faculty Development, under direction of the Institutional Official (IO) for compliance, provides administrative support and compliance monitoring of the University's human subjects research program. The [Institutional Review Board \(IRB\)](#), administratively supported by the Office of Sponsored Programs and Faculty Development, is responsible for oversight of all human subjects research activities occurring on or associated with UW Oshkosh. Training for research involving human subjects is completed through [Collaborative Institutional Training Initiative \(CITI\)](#), an online training program that is available to UW Oshkosh affiliated members. HIPAA training is required in addition for any human subjects programs that involve private, identifiable information of study participants.

Use of Animals in Research

[The Faculty and Academic Staff Handbook](#) specifies [ethical standards in the care and use of animals](#). The Animal Care and Use (ACU) Program is responsible for care of all teaching and research animals on the UW Oshkosh campus and provides administrative support and compliance monitoring supporting the University's animal facilitated research programs. [The Institutional Animal Care and Use Committee \(IACUC\)](#) oversees the work of the ACU and ensures ongoing compliance with federal regulations and policies. The IACUC has worked to develop constructive and positive relationships among Environmental Health and Safety, campus risk management, animal care and use staff and caretakers, and researchers through outreach efforts, communications, and post-approval monitoring programs.

Biosafety

The OSPFD, under the direction of the IO for compliance, provides administrative support and compliance monitoring to support UW Oshkosh's research and teaching using biological agents. The newly formed [UW Oshkosh Institutional Biosafety Committee \(IBC\)](#), administratively supported by the OSPFD, is responsible for oversight of all research and teaching involving use of biological agents (microbes, biological toxins, and recombinant and synthetic nucleic acids).

Conflicts of Interest in Research

The Board of Regents requires all University of Wisconsin System unclassified staff (faculty, academic staff and limited appointees) with half-time appointments or more to report annually on [outside activities and interests](#) related to their areas of professional responsibility and for which they receive remuneration. In addition, it is the individual responsibility of each employee working on sponsored programs to disclose outside financial interests.

Research/Scholarly Misconduct

The Faculty/Staff Handbook describes the UW Oshkosh policy on [scientific misconduct in research](#) (based on the policies issued by the National Institutes of Health, the National Science Foundation, and the Federal Register). The Faculty/Staff Handbook states, "The University of Wisconsin Oshkosh shall foster a research environment that discourages misconduct in all research and that deals forthrightly with possible misconduct associated with research for which federal funds have been provided or requested." Therefore, the policy for misconduct in scientific research can be applied to all research on campus.

Researcher Health and Safety

The following units are concerned with worker health and safety. The Environment, Health and Safety Office (EHS) at UW Oshkosh promotes a healthy and safe environment for all persons at UW Oshkosh. The (EHS) office has activities that identify unsafe practices and conditions and assists in developing and implementing strategies designed to prevent accidents and reduce risk. The EHS office works with UW System EHS as well as State of Wisconsin Safety and Professional Services to comply with System, State, and Federal regulations governing Environmental, Health, and Safety issues.

The Environment Health and Safety Committee on the campus is responsible for reviewing health and safety concerns, working to resolve issues or problems informally where possible, and providing annual reports and recommendations to the administration.

The Lab, Shop, Studio Safety Team (LSSST) oversees biosafety, chemical hygiene safety, laser

safety, radiation safety, and use of recombinant DNA. The team is composed of faculty, academic staff, and university staff members from all science departments, as well as the Art and Theater departments. The LSSST's goal is to promote safe practices in teaching laboratories, research laboratories, studios, shops, and other academic spaces through risk assessment and training.

[The Radiation Safety Committee/Radiation Safety Officer](#) at UW Oshkosh is committed to the safe handling of radioactive substances and the safe operation of radiation-emitting devices. This committee maintains explicit policies on Radiation Safety Program Procedures and oversees the safe use of a diffractometer (housed in the Department of Geology) by monitoring exposure of authorized users to the x-rays produced by the instrument and by providing personal dosimetry for authorized users.

The University maintains a complete Emergency Response Plan, developed by the University Police and Administrative Services, Office of Risk Management. The quick-use Emergency Procedures Guide can be found at that site and as hard copy flip charts in all campus offices and classrooms.

The Office of Risk Management is dedicated to preserving human, physical and financial assets of UW Oshkosh by identifying risks and taking steps to reduce risk. It is involved in the safety and health of researchers and students through incident reporting and Continuity of Operations Planning.

The [Student At Risk Response Team \(SARRT\)](#) conducts threat assessments to respond to specific incidents. Members are from Academic Affairs, Residence Life, the Counseling Center, the Student Health Center, the Dean of Students Office, and University Police.

All University Police are trained in accordance with FEMA/NIMS (National Incidence Management Systems) and ICS (Incident Command Systems) guidelines, with safety plans in place for every possible large public event.

2E2

Responsible Conduct of Research

The University recognizes that institutional activities must be congruent with the University's mission and be conducted with integrity and sensitivity. A wide range of policies and procedures have been enacted to guide students in the ethical behavior and use of information resources. These rules and procedures are periodically reviewed and revised, if necessary, to ensure that they remain pertinent and effective.

Instruction on Ethical Use of Information in the Curriculum

Instructors in Quest courses of the USP often assign two instruction modules (videos) to reinforce the "Information Literacy" learning outcome. The modules teach students the importance of using information ethically and effectively, the different uses of citations, and how to distinguish between different parts of a citation.

The UW Oshkosh Polk Library provides resources on avoiding plagiarism, as do individual departments and programs and individual instructors' syllabi. *Turnitin* software is available to all faculty, staff, and students on Desire2Learn (D2L) to assess plagiarism and similarities to other authors.

The University has revised its Acceptable Use of Computing Resources Policy many times over the years in response to changes in technology and the information security environment. The [current](#)

[policy](#) includes information on user responsibilities, confidentiality, inappropriate usage, sanctions and appeals, and web policies and procedures.

Ethical Use of Information: Discipline/Profession-specific policies

Departments, programs, and colleges within UW Oshkosh also instruct their students about about the ethical use of information that is specific to the discipline. This is especially true for those units that deal with health or human services and must maintain confidentiality of client/patient information.

2E3

The University publishes policies and procedures that ensure faculty members and students uphold academic integrity. Shared governance documents contain grievance procedures and policies for conflict resolution for faculty, staff, and students to ensure the orderly redress for alleged misconduct. Each procedure is guided by a commitment to due process, including a right to appeal.

[Faculty/Academic Staff academic misconduct](#) is addressed in the [Faculty and Academic Staff Handbook](#), in the Wisconsin Administrative Code, and in [Board of Regents rules](#).

After receiving a complaint, the Chancellor shall determine whether it is serious enough to warrant [dismissal proceedings](#). The Chancellor also may determine if complaints will be dismissed, if there will be invocation of a sanction, or if the complaint will be referred to the Faculty Hearing Committee or Senate of the Academic Staff. Possible sanctions for academic misconduct include oral admonition, written reprimand, suspension of privileges, reduction in salary, or reduction in rank/suspension with or without pay. The faculty/academic staff member also may file a request for review by the Faculty Hearing Committee or Senate of the Academic Staff.

Student academic misconduct

The UW Oshkosh Dean of Students Office provides detailed information on student academic misconduct, including an [Academic Integrity Statement](#). The Dean of Students website provides information for students on the definition of and how to avoid academic misconduct, explains the academic misconduct process, and provides a link to the University of Wisconsin System [Academic Disciplinary Procedures, Chapter UWS 14](#). These resources can be accessed from the [Division of Student Affairs Policies & Procedures](#) website.

Student non-academic misconduct

Students and student organizations are expected to adhere to established standards of conduct as elaborated in UW System Policy ([UWS Chapter 17](#) and [UWS Chapter 18](#)), as well as to UW Oshkosh policy and to city, county, state, and national laws.

The UW Oshkosh Dean of Students office publishes a [Statement of Student Conduct](#). Information about the rights of the complainant and the respondent in a non-academic conduct dispute are available on the Dean of Students website. The Student Conduct Panel, a committee of the Faculty Senate, oversees both academic and non-academic conduct grievances on campus.

Sources

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2.S - Criterion 2 - Summary

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

Summary

The University of Wisconsin Oshkosh takes seriously its obligation to maintain the highest ethical standards of scholarly and academic honesty and integrity through policies for students and faculty conduct. Oversight of and support for services to ensure the integrity of research and scholarly activity are the responsibility of the UW Oshkosh Office of Sponsored Programs and Faculty Development. The University has robust policies and administrative structures in place to ensure ethical treatment of humans and animals in the conduct of research as well as policies concerning misconduct in scientific research and financial conflict of interest in federal research. The University has several administrative units concerned with worker health and safety. The Office of Sponsored Programs and Faculty Development, under direction of the Director and the Institutional Official (IO) for compliance, provides administrative support for compliance and for monitoring research programs.

While some serious ethical lapses occurred in the administration of finances under a previous administration, the university and UW System are addressing those actions in an open and vigorous manner, and several new processes and policies have been developed in order to prevent similar occurrences in the future.

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

3A1

The University has established graduation and major standards to ensure that students are achieving appropriate levels of performance for their respective degree programs. Minimum degree requirements and University Grade Point Average (G.P.A.) standards are defined in the academic bulletin for both graduate and undergraduate levels. While these are minimum graduation standards, many programs require a higher G.P.A. for initial entry and eventual graduation from the program. Many programs have state or national licensure exams that students must take at the end of their professional programs. These measures provide additional indicators of expected student performance and can be found in the Student Outcomes section of the Institutional Research web page.

Degree Quality for proposed new programs (undergraduate and graduate)

In setting high academic standards for a proposed new program, the University follows UW System and Board of Regent policies. Guided by UW System Policy 102, the University submits a [Notice of Intent](#) to other UW System campuses and the UW System Administration Office of Academic and Student Affairs when designing a new program. The Notice of Intent must include evidence of appropriate academic quality for the proposed new degree.

Once UW System Administration issues a pre-authorization for the in-depth planning of the proposed program, the University creates a more detailed [Authorization document](#) that undergoes rigorous department, college, and University review processes. Each authorization proposal must include appropriate program and student learning outcomes and a plan to assess student learning. The learning outcomes must meet departmental, college, and university standards for quality of degrees. All proposals for new degrees contain background information about market demand from the Bureau of Labor Statistics, regional projections by county from WI Works data, input from advisory groups, strategic planning and initiative reviews at the campus level, and student interest surveys. All proposals must state how the course or program aligns with the University mission.

Maintaining Quality of Degree for existing degree programs (undergraduate and graduate)

Every academic program must undergo a [required program review](#) every seven years to ensure that all programs are current and meet the University's quality standards. During the university-wide program review process, faculty members engage in a rigorous self-study process focusing on current trends and market needs, and interact with advisory committees and external consultants to review the currency of the curriculum for each program and degree type. Each program is asked by the program review committees to summarize student performance information to determine if students are performing at appropriate levels. Several programs undergo specialized accreditation processes that provide additional feedback about program currency, rigor, and student performance.

3A2

The university has review processes in place to ensure that the learning expectations at both the graduate and the undergraduate levels are appropriate for programs at those academic levels. At the undergraduate level, learning expectations are framed by a set of campus Essential Learning Outcomes and program outcomes. These outcomes, in turn, serve as a basis for the Student Learning Outcomes articulated in each program's assessment plan, as well as outcomes in the [University Honors Program](#), [University Studies Program](#) and the [Global Scholar Program](#). Co-curricular programs identify learning outcomes to reinforce student learning.

Course rigor is maintained through the curriculum review process. Curriculum approval occurs through a series of review steps overseen by faculty at the program, department, college and University Faculty Senate levels. [Proposals for modifying or adding courses](#) address various issues related to course rigor such as course objectives, learning outcomes, content, requirements, evaluation methods and required texts or readings.

Programs at the graduate level are framed with learning outcomes at an advanced level that are appropriate to professional-level programs. Several graduate programs contain learning expectations that are derived from accreditation requirements. Students at the advanced levels are expected to synthesize and apply knowledge through research or projects. Other graduate-level outcomes are found in the assessment plans for each program.

In response to concerns regarding an excess of dual-level courses (courses counting for both graduate and undergraduate credit) expressed by HLC during the last accreditation visit, the Graduate Council reviewed dual level courses and enrollment data. A collaborative effort among the Dean of Graduate Studies, the Graduate Council and graduate program faculty focused on clearly differentiating the course requirements between graduate- and undergraduate-level work. The Graduate Council [reviewed dual-level courses](#), deactivated many of them, and established [rubrics](#) for the remainder to ensure the academic credibility of our graduate programs for any dual-level courses.

3A3

Regardless of delivery method, location, or other modalities, faculty members approve all curricular actions using the same criteria to provide consistency in course, program and student learning outcomes. In order to maintain coherence and consistency between face-to-face and online course offerings, the University follows online course expectations developed by [Quality Matters \(QM\)](#) for excellence in online pedagogy. Syllabi for online courses undergo the same rigorous development and review process by department and college curriculum committees as that for traditional face-to-face courses. To support consistent course design, instructors can receive training in Quality Matters through workshops regularly offered through CETL. Faculty members may complete an [Online](#)

[Teaching Certification Course](#) designed to engage both new and experienced online instructors in best practices for effective online teaching. This program provides instructors with strategies, techniques, and tools for online instruction.

Each college has a [Credit for Prior Learning Policy](#) to review student work related to program and learning outcomes. UW Oshkosh offers a class and portfolio process focused on assisting students who have career experience (and veterans who have service experience) to transform that experience into college credit by aligning those experiences with learning outcomes at the course or program levels.

UW Oshkosh's [Cooperative Academic Partnership Program \(CAPP\)](#) offers high school students an opportunity to earn college credit while being enrolled in high school. CAPP ensures that the courses offered to high school students are consistent in quality and assessment with UW Oshkosh courses. Departmental liaisons from the University are responsible for evaluating syllabi and learning outcomes used by the [CAPP adjunct](#) to ensure that learning outcomes and forms of assessment in the CAPP course reflect departmental standards.

A number of departments offer courses or programs at sites off campus. Off-site instruction takes place within the county and the region, nationally, and internationally, i.e., through study abroad sites. All for-credit courses and programs (including short-term and long term programs, [hybrid delivery](#), or study abroad courses) offered off-campus must meet the same rigorous expectations and go through the same governance approval process as those offered on campus. In the same way, instructors who teach these off-campus for-credit courses are hired through a specific department within one of the four colleges, are supervised by university faculty, and must meet the same requirements as on-campus instructors in terms of credentials for hire, performance review, and renewal and promotion criteria.

Sources

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- UWO_Credit for Prior Learning Option_3A3
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- UWS_Degree Authorization_3A1
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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

3B1 and 3B2

Since the last HLC team review, the University has invested considerable time and resources to reform its general education program, assessment practices, and faculty development. This work addresses the 2007 peer team's concerns about the currency of the general education curriculum, the associated assessment practices, and the vague course review processes for general education. In May 2008, the Faculty Senate adopted [Essential Learning Outcomes \(ELO's\)](#) based on the framework articulated in [AAC&U Liberal Education and America's Promise](#) and the [UW System Shared Learning Outcomes](#) to make excellence inclusive, to connect knowledge with choices and action and to foster civic, intercultural and ethical learning. This framework fits well within the mission of a comprehensive university and now is a [national model for general education](#).

The essential learning outcomes are the foundation for the design and implementation of the [University Studies Program \(USP\)](#), the general education program at UW Oshkosh. The new program was the result of a five-year curriculum reform initiative facilitated by the faculty. In May 2012, the Faculty Senate adopted the USP; a year later, the Senate adopted the University Assessment Plan to assess the USP learning outcomes. The design, review, implementation, and assessment of the new general education program was also the focus of a [UW System Curriculum Reform Grant](#), which over the last four years supported course and assessment development as well as numerous faculty development workshops to accomplish this work.

As a faculty led initiative, the Liberal Education Reform Team conducted several campus-wide discussions and workshops over a five-year period to design the new curriculum as it related to the institution's mission and current campus initiatives. Several faculty teams attended national general

education reform conferences and workshops to inform this work with knowledge about best practices in general education.

The USP is infused with [high impact practices \(HIPs\)](#) and pedagogies of engagement designed to prepare students for the challenges of the 21st century, reflecting the HIP framework outlined by Kuh and AAC&U 2008. Students are engaged in first-year experience classes and linked courses and supported by peer mentors. Students have common intellectual experiences and later engage in culminating experiences in their major. Students also have opportunities to study abroad, conduct undergraduate research, participate in creative and artistic performances, have a campus (work/study) job through the [Student Titan Employment Program](#), and take part in internships and community learning in the major. The UW Oshkosh [University Studies Program](#) is structured around a [signature question design](#) that students address throughout their general education courses based on the themes of sustainability, intercultural knowledge, and civic learning. These three themes relate to major concepts in the University mission statement. These areas of inquiry also relate to our campus' distinctive initiatives and are phrased in the form of Signature Questions:

- How do people understand and create a more sustainable world?
- How do people understand and engage in community life?
- How do people understand and bridge cultural difference?

The faculty created numerous ways to infuse the concept of [sustainability](#) into the curriculum. Students take courses with a sustainability learning outcome and a sustainability [signature question](#). In addition to assessments that focus on knowledge and concepts related to sustainability, students may be asked to write about their understanding of sustainability in their advanced writing course, Connect. Students may also participate in a Quest III course with a community-based learning component infused with sustainability.

To address the prior HLC team's concern about review and approval of general education courses to ensure that the courses meet the general education requirements, the Faculty Senate created the [University Studies Program Committee](#) to [review courses](#) and assess student learning outcomes. The committee created extensive [checklists](#) to evaluate USP courses both in the design phase and periodically, after they have been taught several times. The USP Committee reviews initial course proposals and will review each course again after it has been taught four times. The USP Committee collaborates with the Faculty Senate Committee for the Assessment of Student Learning to oversee the assessment and to analyze the [results of USP assessment](#).

The USP leadership team also created a USP Council as a forum to discuss issues, practices, and opportunities associated with the USP. A USP Implementation Team consisting of representatives from the USP leadership, the COLS Dean, associate deans, the Student Academic Affairs Officer, the Director of Admissions, the Director of Advising and the Registrar meet to resolve any implementation concerns.

The Oshkosh Student Association also created a Committee on the USP. This committee includes students who have experienced the USP program and can reflect on its strengths and weaknesses from the student point of view. Lastly, the USP created three [USP Councils](#) on Culture, Nature and Society that include faculty members and instructional academic staff members who teach in these areas. The USP fully participates in shared governance review processes to ensure quality and consistency within the USP.

All students in the USP are required to complete courses that focus on collecting, analyzing, and communicating information. Students who meet UWO learning outcomes are thus engaging in “collecting, analyzing, and communicating information and in mastering modes of inquiry or creative work, and are developing skills adaptable to changing environments.” The [USP essential learning outcomes for “Skills, Both Intellectual and Practical”](#) support the development of these skills. Learning outcomes related to the following concepts are integrated among the USP courses.

- Identification and objective evaluation of theories and assumptions
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Technology and information literacy
- Teamwork, leadership and problem solving practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects and standards for performance

In the first year, students complete [Communication 111](#), a course designed to build students’ oral communication and information literacy skills. Also during the first year, students complete the [Writing Based Inquiry Seminar \(WBIS\)](#). Students develop their writing, critical reading, and critical thinking skills in this course by exploring a single topic in depth. Students are expected to participate actively in their own learning through class discussions and group activities. Since 2013, first-semester students partake in a first-year experience as part of their discipline-based Quest I course. Beginning in Spring 2018, second-semester students are partaking in a future-oriented first-year experience, which includes meetings with career services, meetings with alumni, academic department open houses, and research or creative activity component. Second year students, in Quest III, do some of their learning outside the classroom in a community experience. At the end of the USP course sequence, students take the [Connect course](#), an advanced writing course that immerses students in the process of creating texts for different audiences and focuses on developing the skills of rhetorical awareness, analytical reading, research, synthesis, and argumentation. In the Connect courses, students reflect and write about personal and civic beliefs about liberal education and their learning experiences in the USP.

Courses with the [Sustainability learning outcome](#) are infused throughout the USP course offerings. These courses provide students with information about adapting to a changing environment. At UW Oshkosh, [knowledge of sustainability and its applications](#) is defined as the ability to understand local and global earth systems; the qualities of ecological integrity and the means to restore and preserve it; and the interconnection of ecological integrity, social justice and economic well being.

As a part of the curriculum reform, all students are also required to complete a capstone experience in their majors focused on the [integration, synthesis, and application of learning](#). This culminating learning outcome also involves using information skills at a high level. The program learning outcomes and course requirements provide a range of experiences for [collecting, analyzing, and communicating information](#); in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

3B4

The curriculum is structured so that students have many opportunities for curricular and co-curricular experiences to gain a greater understanding of human and cultural diversity. In the USP, all students are required to complete an [ethnic studies](#) course. This requirement supports the UW System Cultural

and Ethnic Studies requirement. Students are also required to complete a [global citizenship](#) course and may select from a variety of disciplinary courses with a global perspective. The [intercultural knowledge signature question](#) that is a part of the USP curriculum affords students additional opportunities to learn about diverse peoples and perspectives. Students are encouraged to participate in co-curricular events at the Women's Center, the Multicultural Education Center, the Center for Equity and Diversity, and the LGBTQ Center to increase their understanding of human diversity.

Students also have the option for receiving a [global scholar designation](#) or credential. The Global Scholar Option is a 12-credit self-directed course of study open to all UWO students who wish to distinguish themselves as emerging global citizens prepared to navigate an increasingly complex and interdependent world.

Students have several choices to participate in the [study abroad program](#) in a variety of disciplines. Students may spend a 3-week interim term, one semester, or a full academic year participating in a study abroad experience or course. Study Abroad [courses](#) are available both as lower-division USP courses and as upper-division courses from a wide array of departments and colleges.

Students may also obtain a [certificate program](#) in a foreign (world) language. This program builds upon the language skills that entering students may have developed in high school. The program allows students to increase both their foreign language communication skills and their knowledge of other cultures.

3B5

The University offers multiple routes whereby faculty and students can contribute their creative and scholarly works to the pool of knowledge that originates from the University. The main components of funding for collaborative work between faculty and students are obtained through the [Oshkosh Student Research and Creative Activity Program \(OSRCAP\)](#), administered by the Office of Student Research & Creative Activity (OSRCA) and located within the Office of Academic Affairs. Additionally, various other routes of creative and scholarly exploration are offered, including events such as the annual [Celebration of Scholarship](#), NCUR and WisCUR conferences, the Ronald E. McNair Post-baccalaureate Achievement Program ([McNair Scholar](#)), [Research in the Rotunda](#), and through the campus journal of student work, [The Oshkosh Scholar](#). University support of faculty scholarship is discussed in Criterion 3C4.

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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

3C1

In 2017-2018, UW Oshkosh employs a total of [305 ranked faculty members](#) (302 full-time, and 3 part-time) and 284 instructional academic staff (97 full-time and 187 part-time). The fall 2017 student to faculty ratio was 22:1. The total fall 2017 enrollment was 13,935, including 3,201 dual enrollment students in CAPP. In 2016, 4.0% of faculty did not return to the University for reasons of retirement, non-renewal or resignation compared to 7.2% for the UW System. (Faculty return rates are not yet available for fall 2017.)

All faculty searches incorporate faculty participation throughout the hiring process. Faculty participate in the design of the position descriptions for new faculty members. The faculty members involved in the search process also attend a training session offered by the Office of Equal Opportunity and Access to ensure proper procedures are followed in the search process. Faculty members review candidate credentials and are involved in the interview process.

Faculty are expected to serve on committees and to do work outside the classroom. If faculty are assigned specific extra duties, they are often compensated with release time and/or temporary increases in salary, i.e. summer pay or stipends.

The University has in place several [faculty governance committees](#) for the review of curriculum and assessment results. The Faculty Senate appoints faculty members to serve on these committees. As outlined in the [Faculty Handbook](#), the curriculum is reviewed at the program, college, dean, and university levels. Each college and university curriculum committee meets at least monthly to do this work.

Each college also has a program review committee, and the [Academic Policies Committee](#) of the Faculty Senate also participates in program reviews. The [Graduate Council](#) reviews graduate level programs and makes recommendations to the Faculty Senate about those programs.

Faculty members assess student learning through their participation on the Faculty Senate [USP Committee](#) and the [Faculty Senate Committee for the Assessment of Student Learning](#). At the program level, faculty members are responsible for assessing program learning outcomes. Each academic program is required to have an assessment plan that is created, supported, and reviewed by the faculty. Faculty members administer the assessments and are engaged in the analysis and interpretation of results. After the assessment of student learning, faculty members create program changes to best support student learning. Faculty members are also active in program review processes at the program, college and university levels.

3C2

The [UW Oshkosh Minimum Faculty and Instructional Academic Staff Qualifications Policy](#) stipulates that all instructional staff must have at least a Master's Degree or 18 graduate credits in the academic discipline. If faculty are teaching at the Master's level, they must have a doctorate or a terminal degree and must be appointed as members of the [Graduate Faculty](#). Exceptions to this policy are outlined in the minimum qualifications policy and would be approved by a dean and the Provost at the point of hiring. Accredited programs may have additional criteria for faculty hiring. Instructors who teach in the University's dual enrollment CAPP offsite are hired using the same criteria as the on campus instructional academic staff.

The University applied for and was given [until 2020 by the HLC](#) to ensure that all CAPP instructors meet the new minimum qualifications. If the high school-based CAPP instructors do not meet the criteria, they must be put on a professional plan with the focus of achieving the required qualifications. The university is offering graduate-level coursework at a reduced tuition level to help CAPP instructors achieve the minimum qualifications.

The University participates in several consortial programs with other UW System institutions. All faculty and instructional academic staff who teach in these programs are employed at one of the UW System institutions and must follow the same HLC, UW System, and campus hiring policies and guidelines. All instructors who teach courses in a consortial program at UW Oshkosh are hired using the same criteria and processes.

3C3

Derived from Wisconsin Administrative Code, UW System University Personnel System (UPS) policy HR 5 provides the framework for continued improvement in the work performance of UW System employees. In addition, [Regent Policy Document 20-23](#), "Faculty Tenure," [Regent Policy Document 20-9](#), "Periodic Post-Tenure Review in Support of Tenured Faculty Development," and [Regent Policy Document 20-2](#), "Student Evaluation of Instruction" guide UW Oshkosh's evaluation of instructors and instruction.

Pursuant to UWS 3.05 and the above named state and Board of Regents policies, UW Oshkosh's faculty and the Chancellor have established rules providing for periodic review of faculty and academic staff performance, including teaching performance evaluation. UW Oshkosh's renewal,

tenure and post-tenure reviews aim at determining whether faculty meet the University's standards and criteria in the areas of teaching, professional and scholarly growth, and service. Through these various reviews, UW Oshkosh seeks to increase innovation and creativity; enhance the educational environment for students; and identify and redress deficiencies in overall performance of teaching duties through a developmental process.

In operationalizing these state, Regent, campus, and UW System policies, UW Oshkosh provides all instructors with clear objectives, ongoing feedback, professional development, and formal teaching evaluations that measure outcomes and recognition of their teaching efforts. The University clearly delineates the roles and responsibilities of those who conduct or contribute to the review of instructors, and reviews follow a clear timeline. The Provost, the deans of the colleges, department chairs and faculty peers all engage in the continual process of identifying, measuring, and developing instructor performance. Prior to and following the review of teaching, assistance is available to all instructors, through the Center for Excellence in Teaching and Learning (CETL), to support their professional development as instructors at any time in their careers.

[Faculty Handbook Chapter 6](#) outlines the evaluation of ranked faculty. The policy includes detailed faculty evaluation process steps and the post-tenure review process descriptions. Criteria for appointment, renewal, tenure and promotion related to the evaluation of instruction are also delineated in the Faculty and Academic Staff Handbook FAC. Chapters 3, 4, 5: [Appointment \(FAC. Chapter 3\)](#); [Renewal and Tenure \(FAC. Chapter 4\)](#); and [Promotion \(FAC. Chapter 5, Parts A, B, C\)](#). Additional substantive requirements relating to faculty teaching review at the appointment, renewal, tenure, promotion are incorporated in department and college bylaws.

All UW Oshkosh committees and individual decision-makers involved in promotion, tenure, and renewal decisions must consider teaching effectiveness data from multiple sources. Peer evaluation includes structured review by tenured members of the individual's academic department, UW Oshkosh faculty from outside of the individual's academic department, and/or evaluations by faculty from other institutions.

UW Oshkosh's instructor evaluation process effectively incorporates the use of student evaluation of instruction in accordance with [Regent Policy Document 20-2](#), "Student Evaluation of Instruction" and the [UW Oshkosh Policy on Student Evaluation of Instruction](#). The [Student Opinion Survey \(SOS\) Program](#), operated through the Office of Academic Affairs, provides the materials instructors need to administer surveys in their classes. Some departments use supplementary survey instruments to obtain student opinions to permit improvement of specific instructional methods in that department.

Review of Probationary Faculty

For non-tenured, probationary faculty members, the purpose of the evaluation process is to promote development of professional skills and academic excellence and identify areas for improvement. During this probationary phase (1-6 years after the hiring date in a full-time position), the faculty member is reviewed frequently and systematically. Tenure is granted only after a rigorous examination of the faculty member's performance in teaching, research/scholarship, and service. Peers observe and record teaching effectiveness and students evaluate each course.

Review of Tenured Faculty

UW Oshkosh's evaluation process ([as outlined in Chapter 6.4](#)) includes the components identified in [Regent Policy Document 20-9](#), "Periodic Post-Tenure Review in Support of Tenured Faculty Development," adopted and revised in December 2016. UW Oshkosh requires post-tenure review of

each faculty member's activities and performance at least once every 5 years in accordance with the mission of the department, college, and university. This review is based on effective criteria against which to measure progress and accomplishments of faculty, particularly in the area of teaching. The methods of review and the criteria fully respect academic freedom. As resources allow, faculty post-tenure review and development is linked to a reward structure for outstanding performance. College bylaws further define procedures and means for remediation for faculty members whose review reveals significant deficiencies in teaching performance.

Review of Instructional Academic Staff

[Chapter ACS 6.1](#), in the UW Oshkosh Handbook guides the evaluation of Instructional Academic Staff. Supervisors hold annual face-to-face meetings with instructional academic staff to discuss performance. Continuing instructional academic staff members are evaluated every two years for the previous two calendar years. Academic staff on terminal appointments are evaluated each year for the previous calendar year. This evaluation includes at least one classroom visit by a department (or equivalent) colleague, and student evaluations during any two-year period for instructional academic staff teaching half-time or more.

3C4

The University has a longstanding commitment to provide a wide range of funded [faculty development programs opportunities](#) for all faculty members and instructional academic staff members. These grant opportunities encourage staff and faculty to engage in innovative and exploratory research as well as to improve and expand their pedagogical strategies. The Office of Sponsored Programs and Faculty Development offers a supportive environment for faculty and academic staff to pursue external and internal funding which subsequently provides financial support for their research and teaching endeavors. The Faculty Development Program offers a variety of mechanisms to support a broad range of research, teaching and other professional development activities for ranked faculty. These programs are outlined in the [Faculty Development Handbook](#):

- Off-campus interactive professional learning experiences
- Individually Planned Program
- Institutional Needs
- Research Component
- Teaching Component
- Sabbaticals
- Faculty College
- Release Time for Grant Writing
- Small Grants
- Extramural Matching Grants

Much of the faculty development related to teaching and learning is centralized in the [Center for Excellence in Teaching and Learning \(CETL\)](#), which supports transformative and highly effective teaching among instructors to increase success among all students. CETL collaborates with units and departments across campus to deliver programming that reflects the ethos and priorities of the campus community. In particular, CETL programming focuses on educating the campus community about key campus initiatives which include Liberal Education, Inclusive Excellence, Global Citizenship, Assessment, Undergraduate Student Research, Online Learning, Universal Design of Curriculum to accommodate students with disabilities, Civic Engagement, First-Year Experience and the Scholarship of Teaching and Learning (SOTL). Each fall semester, CETL hosts the [Provost's Summit](#)

[on Teaching and Learning.](#)

The [UW System Office of Professional and Instructional Development \(OPID\)](#) also supports faculty development at UW Oshkosh. Each year, the Provost's Office in collaboration with OPID and CETL sends six faculty members to OPID's Faculty College. This three-day college provides intensive workshops focused on incorporating pedagogical best practices into the college classroom. In addition, each year UW Oshkosh sends two faculty members to the [Wisconsin Teaching Fellows and Scholars Program](#). This program consists of a week-long summer institute focused on introducing newer faculty to SOTL research and assisting faculty knowledgeable about SOTL research to construct an advanced research project. Through this effort, OPID has assisted UW Oshkosh in training more faculty in SOTL research and assisting them in completing and publishing that research.

A significant faculty development effort took place while implementing the USP that engaged all instructors teaching Quest, Communication 111, WBIS, Connect and Global Citizenship courses in significant faculty development. These workshops were focused on increasing student success in the University Studies Program generally, and Quest specifically, and included training on backward design principles, learning outcomes, assessments and assignments, and the Signature Questions. The USP has also been a source of faculty development for the faculty who teach Explore courses as well.

Several academic departments in the University offer faculty development opportunities. As one example, in the English Department, workshops are regularly provided for instructors teaching WBIS and Connect courses, maintaining consistency of instruction across the program and ensuring that students are acquiring the learning outcomes central to those courses. All colleges provide their own faculty development focused on engaging instructors on college priorities and initiatives. The colleges also advance research through the support of instructors' travel to conferences to support their work. This form of support increases instructors' engagement with their disciplinary communities.

3C5

Faculty members and instructors are available for student inquiry in a variety of modalities. All faculty members on campus hold in-person and/or virtual office hours that are posted in the syllabus and made available online for online courses. Faculty members and instructors make alternative arrangements if a student cannot attend scheduled office hours. College policies define expectations for office hours as outlined in the [Faculty and Academic Staff Handbook](#). Students also engage with supplemental instruction facilitators and review session leaders throughout the semester at the Center for Academic Resources. Faculty design review sessions at the course level so that all students taking the course may attend the sessions. Faculty members also hold help sessions online within the course management system D2L, and through additional social media and communication platforms or through public communications held both asynchronously and synchronously. Contact information for the instructor appears on each syllabus, and students may call, email or drop in at an office for consultation.

3C6

Appropriately Qualified

All student services staff members have position descriptions that include required knowledge, skills, abilities, preferred qualifications and university core competencies that are used to identify and hire

the most qualified applicants. The core competencies include communication, customer service, organization, and leadership. Educational attainment and relevant experience requirements vary by department and position. The Office of Equal Opportunity and Access assists search committees in developing a search process that strives to create a diverse pool of applicants.

Trained

All student service departments provide initial and ongoing training to new staff members. Training information topics include university and departmental policies and procedures, software programs, inclusive excellence, specific job-related tasks, best practices, and orientation to university departments and programs. The Office of Equal Opportunity and Access throughout the year offers programming for the UW Oshkosh community about affirmative action and equal employment laws, discrimination, harassment, cultural diversity, gender issues and the process for hiring employees. Academic staff attend CETL and USP workshops as well.

Supported

Each student support department has an independent budget and provides for salaries, benefits, supplies and expenses. Staff members may attend professional development conferences supported by program budgets or administrative offices budgets. Many student services programs and staff positions are supported by differential tuition. All departments provide staff members with yearly work performance evaluations which measure level of performance in job responsibilities, opportunities for growth and development and a goal setting action plan for the next year. All staff members are eligible to attend staff development programs that are offered in relation to teaching, learning, technology and diversity training through the Center for Excellence in Teaching and Learning.

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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

3D1

In 2010, five student support services (Career Services, Undergraduate Advising Resource Center, Center for Academic Resources, Counseling Center, Writing Center) moved into a newly remodeled Student Success Center centrally located on the campus. This refurbished building has provided the needed space to accommodate all the needs of our constituents. This intentional coordination of services allows students a cohesive experience with student services through referrals, evaluation of academic and personal needs, and counseling on career choices and preparation. The following entities provide a [comprehensive array of services](#) to meet the needs of our student population.

- Student Support Services
- Project Success
- Women's Center
- Dean of Students Office
- Office of International Education
- Division of Online & Continuing Education (OCE) Student Services
- Developmental Math
- LGBTQ Center
- Student Achievement Services
- Reading Study Skills Center
- Veterans Center
- Library

These services sufficiently meet the needs of the University's primarily first-generation students, Pell Grant recipients, LGTBQ students, veteran students, women students, students with disabilities and traditional and nontraditional students. Some of the student services are also available via video and through virtual channels. The USP provides student support seamlessly into targeted courses, especially Quest, WBIS, Comm 111 and transfer student orientation courses.

3D2

Students are required to take the UW System Placement Test for English and Math before enrolling at the university as first-year students. [Regent Policy Document 4-8, the Remedial Education Policy](#) states: "New freshman [sic] who are admitted to institutions of the University of Wisconsin System . . . whose scores on English or mathematics placement or proficiency tests indicate a low probability for success in college level courses . . . shall be required to complete successfully the necessary remedial courses prior to completion of 30 credits." In addition to the general student support services documented in 3D1, the University has purposefully organized a wide network of student support services to achieve its student success goals as seen in the academic program plan and the current University Strategic Plan. Each of these support services evaluates the effectiveness of its services and continues to reevaluate the need and types of services necessary for entering student populations. Each program shares data in annual reports discussed with administration and the Differential Tuition Committee. These [programs](#) are:

- Titan Advantage Program
- Project Success
- Learning Support for Students with Disabilities
- Reading Study Center
- Developmental Courses
- Developmental Mathematics courses
- Developmental English Course
- Credit for Prior Learning

3D3

The Undergraduate Advising Resource Center (UARC) is the central advising office for all undergraduate students. Advising at UW Oshkosh is a dynamic relationship between a student and adviser. [Advising](#) focuses on helping students identify life goals, acquire skills and attitudes that promote intellectual growth, and become academically successful. The UARC mission, in partnership with the campus community, is to empower students to articulate and achieve their personal, educational and career goals.

Professional advisers in the UARC work with all incoming first year, transfer and re-entry students. Students enrolled in TRIO Student Support Services (SSS), a federal grant program funded by the U.S. Department of Education, meet with their advisers to develop their program/graduation plan. The caseload for professional advisers is 1:300 – 1:450, depending on the college.

Advising sessions for first-year students focus on exploration, since 60% – 85% of first-year students change their major. Other areas of focus are transition/adjustment, connection to campus resources, general education, and major prerequisites. Students are advised in the Center until departmental criteria are met for transitioning the student to a faculty adviser. Criteria include: meeting admission standards for colleges/majors, or good academic standing with declaration of major and 45–60 credits earned. Students then transition to faculty advising upon meeting the criteria established by the department of their major.

Departmental faculty advisers meet with declared/admitted majors only and have a caseload of 25 – 30 students on average. They advise on the major, all remaining coursework, career options related to

the field of study and/or graduate/professional education. Students are expected to meet individually with their adviser each semester. This model provides an opportunity for students to create connections with faculty outside the classroom. Development and support for faculty advisers is provided by the UARC.

Graduate students receive general information about graduate programs through the Graduate Studies Office. Advising on course and program requirements is done within each graduate program by faculty and administrative staff.

The University recently implemented the [Student Success Collaborative](#) (called the Student Success Gateway, SSG), on the UW Oshkosh campus), a data management tool designed to increase student retention and help students meet their goals as they advance to graduation. Professional advisers and faculty advisers began using the tool in 2017 to set up appointments, report on appointments, and refer students to the appropriate resources. The platform provides valuable predictive analytics to assist advisers in developing course/major plans with students. It also provides for enhanced collaboration with the ability to share advising notes across units/departments. It enables fast, easy identification of students for targeted communication as well as a referral system that allows staff to “close the loop” on student services. As implementation of this program continues, data will be shared with academic departments and advisers to identify students at risk of not graduating and to identify bottlenecks/roadblocks to success and graduation.

Student satisfaction with advising is evaluated by the UARC through surveys, focus groups, and consistent collection of student feedback.

3D4

The University provides students and instructors substantial information technology resources to support effective teaching and learning. The Information Technology department has recently established a Chief Information Officer to coordinate IT on campus. There are six campus computer labs for general access, covering 6,425 square feet. Information Technology is split into three divisions, each providing distinct areas of support to students and instructors: Division of User Services, Division of Information Services and the Division of Infrastructure Services.

Polk Library is critical to supporting effective teaching and learning. Polk Library provides access to print and digital resources that support all disciplines of learning, both for on-campus students and faculty in addition to off-campus and distance education students and faculty. Moreover, Polk Library participates in UW Request, a shared borrowing agreement between all 26 University of Wisconsin libraries that allows users borrowing access to a historically unprecedented volume of material.

The library provides information literacy instruction to more than 450 classes annually to a range of students from first-year through the doctoral-level. These classes encourage students to use critical thinking skills to identify, locate, analyze and effectively use information and research. The library also provides one-on-one research support to students and faculty in addition to providing both individual and group study space. The library has increased its emphasis on information literacy and research instruction, both for on-campus and off-campus constituents. The library has [a strategic plan](#) focusing on the development and curating of high quality resources that support student learning and faculty research; more responsive service to students, faculty and staff; the creation of diverse learning environments supporting user success; the fostering a culture of assessment, improvement and innovation; the enhancement of the discovery of library resources and services; the development of a knowledgeable, dedicated and service-oriented staff; and the responsible stewardship of

university resources.

There are 80 laboratories at the University that support the disciplines of art, biology, chemistry, engineering technology, geology, kinesiology, music, physics, theatre, education and human services, business, medical technology, religious studies and anthropology, and professional counseling. These cover a total square footage of 125,062. There are 23 laboratories, covering 10,610 square feet, which support the College of Nursing, including a learning lab, simulation lab, graduate nursing lab and computer/study lab for individual and group work.

The Department of Radio, TV, and Film provides access to a fully functioning radio station, WRST 90.3 FM, which features professional studios and remote broadcast capabilities. The department also supports Titan TV, a Time Warner educational channel 10-57, which consists of a multipurpose HD broadcast studio and a digital production studio, including a student-designed and constructed sitcom set. The facilities also include the latest in electronic and digital formats and projection, high end digital and film cameras, and post production lab and suites employing the latest versions of Adobe Creative Suite and Avid Media Composer.

The university also includes specific facilities that support the disciplines of music, art and theatre. These spaces include:

- UW Oshkosh Music hall: a 500-seat hall providing performance space to ensemble concerts, chamber performances and student recitals.
- A recording studio, which offers 32-track digital and 16-track analog recording.
- The University of Wisconsin Oshkosh Electronic Music Studio: a state-of-the-art facility designed for electronic music composition and research.
- The Music Technology Lab, providing technology and resources to support skills needed for core music classes.
- Fredric March Theatre, a 500-seat proscenium theatre. It has a computerized lighting control system, elevator-equipped forestage and a fully functional fly system. Support facilities include nearby scenery and costume construction areas, prop and costume storage, and a sound/light control booth. There are two make-up rooms and private dressing rooms. Four main stage productions are presented in Fredric March each year, as well as traveling professional shows.
- The Experimental Theatre has its own lighting and sound control systems, and its own lighting instruments. Several student-directed studio productions are presented in this space each year. Occasionally, a main stage season production is mounted here to take advantage of the intimacy of the audience-actor relationship and its non-traditional staging techniques.
- The Allen Priebe Gallery hosts nine exhibitions per year, including three student exhibitions and 3-4 shows by national and international artists. Each exhibiting artist visits campus to give a public talk and a gallery talk and meets with UW Oshkosh art classes. Visiting artists also meet and spend time discussing their work and professional practices with the Priebe Student Gallery Board.
- The Annex Gallery hosts approximately 10 exhibitions a year featuring exhibitions associated with classes, campus activities, and local artists.
- The Gail Floether Steinhilber Art Gallery includes a permanent collection of 20th-century artwork with notable original works

The recent renovation of the Clow classroom building has provided the addition of active learning classrooms where faculty are able to deliver technology-enriched learning experiences. The facilities allow for pedagogies of engagement where students collaborate on problem-solving and critical thinking activities. The addition of Sage Hall also supports state-of-the-art classrooms, a variety of large and small group spaces, and several spaces for community forums. Sage classrooms are

equipped with computers and projectors. This facility also contains group rooms, labs, and faculty and staff offices.

3D5

The University is dedicated to providing to students a comprehensive experience that includes guidance on effectively using research and information resources. Many departments and programs on-campus provide this guidance, from the undergraduate level through the doctoral programs. The University Studies Program has made a significant effort to include essential learning outcomes that focus on effective research through critical thinking and information literacy. All first year Communication 111 and WBIS 188 courses include critical thinking and information literacy as a learning outcome. In addition, beginning spring 2018, all first-year experience Quest II courses include a research/creative activity component, designed to introduce students to the research and creative opportunities available to them throughout their undergraduate careers.

Faculty members, through the Oshkosh Student Research and Creative Activities Program (OSRCAP), encourage student research through [a number of internal grant programs](#) and publication/presentation opportunities. The OSRCAP offers various outlets for student research, including:

- Undergraduate Student/Faculty Collaborative Research
- Small Grants Collaborative Research Program
- Celebration of Scholarship and Creative Activity
- Research in the Rotunda
- *The Oshkosh Scholar*
- *Spectrum*
- UW System Symposium for Undergraduate Research

Faculty wishing to recruit students to help with research that requires disciplinary expertise may employ students through the Student Titan Employment Program (STEP). Student work is aligned to program or essential learning outcomes and is assessed by faculty members. Many departments also offer credit for internships, which allow for application of students' knowledge and skills.

Polk Library identifies one of its major [strategic goals](#) as the following: "Implement flexible information instruction programs that improve student information literacy and critical thinking skills." Major strides have been made over the past several years to advance this initiative, which range from aligning more closely with the University Studies Program and first-year writing program (WBIS) to more significant outreach to the graduate and doctoral-level disciplines. In collaboration with the University Studies Program, Polk Library has developed a home-grown information literacy tool named [ANVIL](#), designed to meet the needs of the essential learning outcome of Information Literacy in first-year courses as well as the advanced writing program. Through strategic hires over the past five years, Polk Library has increased its information literacy and research instruction program by nearly 70%. These classes encourage students to use critical thinking skills to identify, locate, analyze and effectively use information and research. Staff consistently assess student satisfaction with the library and hold a strong commitment to continuous improvement.

The federally-funded Ronald E. McNair Post-baccalaureate Achievement Program prepares UW Oshkosh undergraduates annually for doctoral study by pairing them with faculty mentors who assist the students in designing, implementing and completing a significant research project. The program

seeks to increase the attainment of advanced degrees by students from first-generation, low-income and underrepresented groups.

The University will continue its commitment to providing students effective guidance in research and information resources. As outlined in the University's [Strategic Plan, Strategic Priority B](#), "Promote Academic Excellence," this will be accomplished through action steps in Goal 1 (offering challenging curricula that enhance student learning and creative and critical thinking), and Goal 2: "Creating a research-enhanced comprehensive university."

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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

3E1

The University offers a broad range of [co-curricular programs](#) guided by the mission, academic programs, and essential learning outcomes and program learning outcomes. Co-curricular programs are supportive of the academic mission of the University. All Colleges provide their students with co-curricular offerings related to future careers in order to establish a foundational understanding of careers in specific fields, to promote engagement with professionals, and to provide students with opportunities with which to apply knowledge and skills.

Mission-based [co-curricular programs](#) focus on sustainability, civic engagement, global learning and diversity. These activities are open to all students and align to learning outcomes in these mission-related areas. [Student volunteerism](#) and community-based learning is a large part of the Reeve Union array of student activities focusing on civic engagement. Each year students log thousands of hours in volunteer experiences. Citizenship Day is an annual program in the Department of Residence Life during which staff volunteer at a local agency for 2.5 hours. The goal is to connect staff with the concept of volunteerism so that they are able to engage residence hall students in volunteering in the Oshkosh community.

The [Quest III](#) courses provide students with opportunities to be engaged within the community for civic engagement projects. The [Student Environmental Action Coalition](#) draws students from all majors to participate in activities to raise environmental awareness at UW Oshkosh and throughout the world. Students are members of the [Campus Sustainability Council](#), whose purpose is to advise the administration and the director of sustainability. Students also serve on the Food Committee, working together to set policies for campus dining, which address sustainability issues including health, local farms, energy, water, trade, environment, and forest and animal welfare. Each year students are a part of the week-long [Earth Charter Community Summit](#), as well as [Social Justice Week](#). UW Oshkosh sustainability efforts engage the Oshkosh community. Additionally, students share in the planning of Earth Week, a celebration of action for the environment.

The Department of Intercollegiate [Athletics](#) supports and extends the mission of UW Oshkosh by shaping an environment that promotes excellence in student achievement, academic success and personal growth, and identifies and communicates the needs and concerns of student-athletes to the University community and beyond. The Department of Intercollegiate Athletics is committed to providing an equitable multi-sport athletic program for male and female students. The University

has [19 distinct sports programs for men and women](#). [The programs in Athletics support the University learning outcomes](#). Athletes participate in community and campus service projects. A new “Team Fellows” Program matches teams with faculty and academic staff mentors.

Students participate in the [Model UN](#), where they research global issues and compete in debates at the national level. Hundreds of students participate in [study abroad programs](#) throughout the globe. The Office of International Education matches current students with study abroad and National Student Exchange opportunities, advises international students on University and Intensive English Program admissions and immigration regulations, and supports UW Oshkosh faculty and academic staff in the development of group programs abroad. Through international education, students may gain a global perspective, bring their classrooms to life, become a participant in a new culture, learn a new language in the country of its origin and add unique skills and experiences to their resumes.

Alternative Spring Break programs are typically service trips where students engage with agencies to accomplish a project. These programs provide students with the unique opportunity to participate in an eight-day service project outside of Wisconsin over either winter or spring break.

There are a wide variety of opportunities for students to get involved on campus, including Intramurals, Greek organizations and more than 150 student organizations. The Greek Life office provides many leadership trainings for fraternities and sororities in addition to training offered through the Panhellenic and the Interfraternity Council. The Student Leadership & Involvement Center and the program adviser for Diversity & Inclusion Programs provide training for the leaders of student organizations in meeting management, budgeting, purchasing, and diversity and multicultural knowledge. Athletics also offers volunteer and community learning opportunities as community service.

The Student Services areas also provide programming that contributes to the educational experience of UW Oshkosh students, often specifically tying programs to USP signature questions.

Student Health Center and Health Promotion

The Student Health Center provides health education programming and outreach activities based on the National College Health Association data. The Student Health Advisory Committee, comprised of Health Advocates and Men in Nursing student volunteers, plans and promotes health promotion activities that specifically address health education and communication, clinical services, health policy, sexual harassment, and sexual assault and campus violence prevention. Outreach education includes annual flu clinics, sexual health, nutrition, sleep, tobacco, concussion, travel safety and physical wellness programs.

Career Services

Career Services provides practical opportunities for students to build their own personal brands, including both their academic preparation and professional development, to potential employers. Programs include options for professional skills courses, career fairs, mock interviews, networking with professionals, and working with specific department major courses. Beginning in spring 2018, Career Services also meets with all first-year students in the future-oriented first-year-experience Quest II courses.

Residence Life

The Department of Residence Life provides a wide variety of [programming opportunities](#) that

contribute to students' education. Programs include topics such as sustainability, first- and second-year experience programs, volunteerism, financial skills, community partnerships and diversity.

Residence Life

Reeve Union staff host and/or advise more than 200 [events](#) per year, with student attendance reaching more than 30,000. These events expose students to a diverse group of performers and speakers on a variety of educational and social topics. Students are actively involved in the planning, execution and assessment of these events, increasing their leadership abilities and skill sets for any major.

Financial Aid

The Financial Aid office offers a free online financial literacy system called [GradReady](#). The system is tailored to college students and contains a variety of tools including Debt-o-meter, Budget Creator and Electronic Loan Counselor. It has three main sections: Paying for College, Money Management and Real-World Finance. The Financial Aid website also provides information/resources regarding identity theft, banking basics, credit cards and statements, credit scores, budgeting and financial success.

Counseling Center

The Counseling Center contributes to the educational experience of students most specifically in the areas of personal wellness and growth and personal factors that affect retention. The Center oversees the annual survey that identifies personal and academic factors that impact retention. Center staff use the data to work with students to provide resources and services to address retention concerns. The center also provides extensive wellness services that include twenty wellness workshops a week, twelve wellness groups a week, a Rejuvenation/Prayer Room and a Just Breathe room. This is in addition to the extensive clinical services offered through the Center. Treating mental illness issues and providing extensive support assists students in their educational progress.

Student Recreation

Student Recreation provides educational programming and exercise classes for students. These programs include fitness assessments and reports, leadership development for intramural and sport club captains, and supervisory training for student employees. These skills are highly transferable to future employment and leadership positions.

3E2

The University is committed to evidence-enhanced decision making and has a number of assessment processes, established metrics and reporting mechanisms to demonstrate its claims about contributions to students' educational experiences. The University Assessment Plan contains multiple measures related to the essential learning and program level outcomes and University-wide metrics focusing on student success in distinct mission-related areas. The University Studies Program consistently collects data and reports on student proficiency for the essential learning outcomes of civic learning, integrated learning, sustainability, intercultural knowledge and global learning, as well as the impact of its required community experience on the learning and growth of students. University-wide metrics report on student engagement with partners and service learning volunteerism and are used to change programming. The [Division of Student Affairs Assessment Committee](#) collects and uses data regarding student engagement activities both locally and globally for program planning. Each unit

within the Student Affairs Division has an assessment plan, reports annually on progress toward attainment of goals, and uses the data from its assessments to plan or change programming.

The annual strategic plan update publishes the institution's progress on performance indicators that focus on the mission and on student success. Specifically, the university closely monitors the number of students who graduate in four years and six years and the progression of underrepresented minority students. Research expenditures related to economic development are included in this report as are the number of graduates residing in Wisconsin.

As an institution within the UW System, the University's performance is publicly reported through the publication of the [UW System Dashboard](#). Metrics published in the dashboard focus on economic development, research expenditures, graduation rates, graduate placement, financial management, progress and completion rates, administrative management, cost and efficiency, faculty and staff, and access. The University uses these data for setting goals within the strategic plan and for benchmarking purposes.

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3.S - Criterion 3 - Summary

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

Summary

The University's model University Studies Program is built upon a framework of essential learning outcomes and courses that afford students opportunities to question, explore and connect their learning. Students participate in experiences reflecting the University's mission to support a liberal education focused on global learning, civic engagement, sustainability and intercultural knowledge. The University provides student support programs including advising and many other types of academic learning support. Students have a variety of opportunities to participate in research and culminating learning experiences where they can apply their knowledge and skills. Faculty members have diverse resources to engage in scholarship and creative work to fulfill the University's mission.

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

4A1

As a part of the University of Wisconsin System, all the University's academic programs are required to undergo a program review. The Board of Regents and UW System Administration policies guide program approvals and review. The University has adopted program review and approval guidelines that align with UW System policies. The University maintains a process of regular program reviews every seven years as outlined in policies in the [Faculty and Academic Staff Handbook](#). The [academic program review process](#) serves as the basis for program evaluation and for long-range curriculum and resource planning. Each year, the Office of the Provost submits an [Annual Report on Program Reviews](#) to the University of Wisconsin System Administration. In addition, [accredited professional programs](#) also undergo periodic program review from their accrediting agencies.

Each college within the University maintains a faculty committee responsible for program review and

to prepare recommendations for the subsequent levels of review, including the deans, the Academic Policies Committee of the Faculty Senate (or the Graduate Council for graduate programs), and the Provost. All program review results are shared across the University through the posting of minutes from the governance groups. The result is a set of recommendations to the programs, including recommendations for [program changes](#) for improving the quality of teaching and learning, research and public service.

All academic support services and auxiliary services also undergo evaluation processes to ensure the quality and continuous improvement of their practices. Staff in these service areas make program changes based on data.

The 2007 HLC team raised a concern about how our program reviews are aligned with our mission and our broader institutional goals. The University addressed the concern by clarifying the [review guidelines](#) in the Faculty and Academic Staff Handbook. The guidelines now requires all units, in the first element of a program review, to provide a “statement of goals and objectives and their relationship to College and University missions and goals and to societal needs.” Going forward, the governance review committees will ensure that programs align with the revised University mission.

4A2

All credit evaluation processes involve a review by credit evaluators in the Admissions Office and by faculty members to ensure consistency with program learning outcomes, credit equivalencies and current university course expectations. Equivalencies for UW and [WTCS institutions](#) are automated in the [Wisconsin Transfer Information System](#) (TIS), an accessible database for students to see how their credits transfer. If the credits from an institution are not in the database, faculty members conduct a course review. All UW Oshkosh transcripts are maintained and evaluated through the Admissions Office.

Credits earned through the University’s [Cooperative Academic Partnership Program](#) (CAPP), an accredited dual enrollment program, are transcribed as UW Oshkosh credits. The University’s CAPP faculty liaisons review and monitor CAPP courses and syllabi. [Advanced Placement \(AP\)](#) courses are evaluated upon admission and may result in college credit. [Credit for Prior Learning](#) policies exist in each of the colleges as well as in a university-wide policy. Students may gain credit for prior learning by successfully completing a course and submitting a portfolio reviewed by faculty that addresses the learning outcomes of the particular course being reviewed for credit.

The [Student Academic Report \(STAR\)](#) is the degree audit maintained by the Registrar’s Office that officially documents students’ academic progress towards their degrees. It documents courses students have taken (both UWO and transfer courses) and how courses count for the completion of program requirements. The STAR lists all program requirements, and academic advisors use the STAR to assist students to meet program requirements. The STAR is used for degree verification by the Registrar’s Office credit examiners. Unofficial transcripts are available for student self-assessment through STAR on the Student Information System, called [TitanWeb](#).

4A3

[UW System transfer policies](#) guide UW Oshkosh transfer policies and processes. The University provides current and prospective students with information about transferring in [the undergraduate](#)

[and the graduate online bulletins](#). The university has an admission policy for transfer students that describes how the institution awards transfer credit for courses taken at accredited colleges and universities. Up through the present semester, students participating in the UW College Guaranteed Transfer Program would, upon the completion of 60 credits at a UW Colleges campus with a minimum 2.0 GPA, be guaranteed admission to UW Oshkosh. With the restructuring of the UW System, the intent is to maintain--even to increase--transferability of credit within the system, so these agreements will need to be rewritten in order to reflect the new reality.

Students enrolled at a Wisconsin Technical College System (WTCS) campus who wish to continue their education in the University of Wisconsin System may be eligible to transfer credits toward their bachelor's degrees based on the Uniform Policy Statement on Unit/Credit Transfer. The Transfer Information System Credit Transfer Wizards also assist students in determining the credit transferability of their courses. Credits earned at non-accredited institutions do not transfer or apply toward program or degree requirements at UW Oshkosh. When credits are transferred in from outside Transfer Information System, decisions regarding equivalencies are guided or prescribed by the accrediting bodies in the professional programs and by the individual academic departments. Students have the ability to appeal transfer credit decisions on a course-by-course basis to the department housing the transfer course in question.

4A4

Prerequisites

Program and department faculty review all prerequisites. Prerequisites are articulated on Advising Sheets, through the university's registration process (TitanWeb) and noted in the [Course Catalog](#). (Click the link, then select the "Browse Course Catalog" option on the left.)

Expectations for student learning

The university has review processes in place to ensure that the learning expectations at both the graduate and the undergraduate levels are appropriate for programs at those academic levels. At the undergraduate level, learning expectations are framed by a set of campus [Essential Learning Outcomes](#) and program outcomes. These outcomes, in turn, serve as a basis for the Student Learning Outcomes articulated in each program's assessment plan, as well as outcomes in the [University Honors Program](#), [University Studies Program](#) and the [Global Scholar Program](#). CAPP, the dual enrollment program, supports the University's Essential Learning Outcomes. Review processes are in place to ensure that dual-credit courses are equivalent to the on-campus curriculum. Each summer CAPP hosts a New Adjunct Orientation to familiarize new adjunct faculty members with administrative processes and policies for CAPP and UW Oshkosh. All [CAPP adjunct faculty members](#) are assigned a UW Oshkosh [faculty liaison](#) member to serve as a mentor. Faculty liaisons help with the oversight and support of the quality of CAPP courses and ensure that the off-campus CAPP section of the campus-based course is comparable in quality.

Course rigor is maintained through the curriculum review process. UW System Board of Regents policy places authority for the curriculum with the faculty. Curriculum approval occurs through a series of review steps overseen by faculty at the program, department, college and University Faculty Senate levels, as outlined in the [Faculty and Academic Staff Handbook](#). College curriculum committees regularly meet to approve revisions to existing courses and new courses. Proposals for modifying or adding courses must include information about various issues related to course rigor: course objectives, learning outcomes, content, requirements, evaluation methods and required texts or

readings.

Learning expectations for distance education instruction mirror those of the face-to-face courses. The same curricular process approves all online courses; outcomes and assessments are at the same level of rigor as on-campus courses. Courses that are taught in off-campus locations follow the same curriculum as on the main campus and are reviewed and approved using the same governance processes and standards for quality. The University has a general online policy and each college has online course policies to ensure consistency in these programs.

Programs at the graduate level are framed with [learning outcomes](#) at an advanced level that are appropriate to professional-level programs. Several graduate programs contain learning expectations that are derived from accreditation requirements. Students at the advanced levels are expected to synthesize and apply knowledge through research or projects. Other graduate-level outcomes are found in the assessment plans for each program.

In response to concerns regarding an excess of dual-level courses (courses counting for both graduate and undergraduate credit) expressed by HLC during the 2007 review, the Graduate Council reviewed dual level courses and enrollment data. A collaborative effort among the Dean of Graduate Studies, the Graduate Council and graduate program faculty focused on clearly differentiating the course requirements between graduate- and undergraduate-level work. The Graduate Council [reviewed dual-level courses](#), deactivated many of them and established [rubrics](#) for the remainder to ensure the academic credibility of our graduate programs for any dual-level courses.

Access to learning resources

UW Oshkosh has expanded its infrastructure and resources to support student learning. Student academic learning support services reside both in the Division of Academic Affairs, overseen by the Provost, and Student Affairs, overseen by the Vice Chancellor for Student Affairs. These services reflect the institution's commitment to inclusive excellence and student success. All students have access to these services regardless of course delivery format or location. The links to the support services are a part of the online course delivery. Support services for student learning within Academic Affairs include:

- [Project Success](#)
- [McNair Scholars Program](#)
- [Developmental Math Lab](#)
- [Center for Academic Resources \(CAR\)](#)
- [Writing Center](#)
- [Early Alert \(Advising and Registrar's Offices\)](#)
- [Center for the Academic Support of Inclusive Excellence](#)
- [Titan Advantage Program](#)
- [Titan Steps 2 Success Program](#)
- [Inclusive Excellence Retention Tracker](#)
- [The Reading & Study Skills Center](#)
- [Student Support Services](#)

To assess the effectiveness of these programs, each is evaluated on an annual basis for its contributions to student success through the analysis of a variety of data points including the DFW Report, G.P.A. report, Early Alert Report, retention, and graduation rates, all of which are found in the Oshkosh Student Achievement Report.

The University is completing its second year with the Educational Advisory Board [Student Success Collaborative \(which we call the Student Success Gateway--SSG\)](#), directed by an administrator from both Student Affairs and Academic Affairs. The SSG team works to improve retention, progression and graduation rates through analysis of student data, identification of best practices, process redesign, education of faculty and staff, and development of a framework to assure effective institutional use and data- driven continuous improvement.

The University identified “Enhance Student Success” and “Promote Academic Excellence” as two of four Strategic Priorities in our [2016-2021 campus Strategic Plan](#). Addressing these criteria requires us to offer challenging, globally focused and inspiring undergraduate and graduate curricula, and to consistently evaluate the rigor and quality of those curricula in order to continually improve them.

Faculty qualifications

At UW Oshkosh, faculty qualifications are guided by the [Minimum Faculty and Academic Staff Qualifications policy](#). Faculty and instructional staff in the dual enrollment CAPP program are expected to meet the same high standards as their counterparts on the University campus. The [HLC approved](#) the University’s request for a delayed implementation date by which to achieve the minimum qualifications so that 70 of the 300+ CAPP instructors could complete their graduate credit requirements by 2019.

Faculty qualifications expectations for each of the colleges are found in the Tenure/Renewal and Promotion policies in the [Faculty and Academic Staff Handbook](#). UW Oshkosh ensures that faculty members meet quality expectations once employed through processes of renewal, promotion and tenure reviews. Graduate faculty status is defined by a Graduate Council policy. UW Oshkosh requires the submission of original transcripts, curriculum vitae, letters of reference and letters of application that address specific qualifications as outlined in [position descriptions](#) as part of the application for the hiring process. All instructional employees must pass a successful criminal background check prior to employment. The Office of Human Resources requires guidelines for position descriptions in alignment with the Office of Equity and Affirmative Action. Faculty teaching in accredited programs or colleges must also meet the hiring expectations of their accrediting bodies.

4A5

UW Oshkosh has [accredited programs](#) in each of its colleges. The accrediting bodies, in turn, define more specific requirements for faculty qualifications and the curriculum at the program level. The University is committed to ensuring the quality of its programs so that its graduates are qualified for professional careers. Accreditation information is publicly accessible to prospective and current students on the University "About" web page and on program-specific sites.

4A6

As part of both the regular program review process and the assessment process, programs conduct surveys of graduates to evaluate their success. Programs share results in the program review and discuss possible program changes at the program and department levels.

Career Services uses the National Association of Colleges and Employers (NACE) standards and protocols in the collection and dissemination of vital information regarding career outcomes of

graduates. The [First Destination](#) survey assesses graduate employment rates, admission to advanced degree programs, salary information, placement and special programs such as internships, AmeriCorps and Peace Corps at three, six, and nine months after graduation. Career Services shares results throughout the University to build an understanding of where graduates are working and their success in gaining employment in their area of study.

Alumni focus groups provide input on programming, satisfaction and career placement information that is then shared with academic programs. Alumni serve as members of advisory groups for academic programs and college-wide initiatives.

In alignment with the [UW System metrics and performance goals](#), the University hopes to systematically collect more information from all graduates about their degree preparation and experiences at intervals of 3, 5 and 10 years after graduation using a common survey tool focusing on essential learning outcomes. A university-wide work-group is currently developing a general Alumni Survey through collaborations among Career Services, Institutional Research, the Alumni Office and the Office of the Provost.

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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

4B1

In May 2008, the Faculty Senate adopted the [Essential Learning Outcomes \(ELOs\)](#) based on the AAC&U Liberal Education and America's Promise. The learning outcomes are the foundation for the design of the new [University Studies Program](#), the general education program approved by the Faculty Senate in 2012. This work was the result of a four-year curriculum reform initiative. In May 2013, the Faculty Senate adopted the [University Assessment Plan](#) to assess USP learning outcomes.

Each academic program is [required to clearly articulate learning outcomes](#). The outcomes are the basis for the creation of syllabi and for course and program level assessment. The outcomes are articulated in the assessment plan for each program. A matrix to align outcomes and assessment methods is a required component of the assessment plan.

4B2

University Assessment Plan

Assessment activities at the University are guided by the [UW System Regents](#) policy for assessment and the [University Assessment Plan](#). The plan guides academic program assessment of learning outcomes, university-wide assessments related to retention, persistence, inclusive excellence and graduation, and the USP assessment. The plan also details university-wide learning outcomes and the direct and indirect assessment measures used to assess various areas of the curricular and co-curricular programs.

Assessment Governance

The [Faculty Senate Committee on the Assessment of Student Learning \(FSCASL\)](#) monitors and updates the assessment plan. This committee is comprised of faculty and instructional academic staff from all colleges on campus and a representative from the Office of Institutional Research. One of the major [responsibilities of the committee](#) is to provide feedback for individual undergraduate and

graduate programs that are required to submit biennial assessment report updates for program specific learning outcomes. The committee uses the [Expectations for Assessment Plans](#) to rate program assessment reports. The committee also completes a summary report of the ratings of the assessment plans each year. Over the last five years, the committee has found that all programs are using assessment data to inform program changes. [Evaluation summary](#) report data are used in workshop planning through collaboration with the Center for Excellence in Teaching and Learning.

The Faculty Senate also has a [University Studies Program Committee](#) that carries out ongoing planned assessment of the USP.

Many academic departments have established their own assessment committees that are outlined in department bylaws. Faculty from these committees attend assessment professional development sessions or report writing workshops offered by the Faculty Senate assessment committee.

The [Division of Student Affairs Assessment Team](#) is made up of representatives from each department in the division. The team meets monthly to share ideas, assessments, and outcomes. The Student Affairs office also assigns learning outcomes to several co-curricular programs that it administers (Career Services, Admissions, Bookstore, Student Recreation, Health Center and Reeve Union). The majority of other co-curricular programs have assessment plans based on performance of the department, division or program.

USP Program Assessment

The USP is assessed for the essential learning outcomes guided by the [University Assessment Plan](#). The plan outlines direct and indirect assessments for USP Quest courses and Explore courses, WBIS and Communication 111 courses, and the USP Capstone, Connect. Faculty members complete a [Qualtrics survey](#) to provide information about a USP course each semester.

In this survey, each instructor reports on the type of assessment used student proficiency levels on each of the Essential Learning Outcomes for that course. The instructor also identifies how his/her teaching practice, course organization or instructional strategy could change in the future to promote increased student success. The USP Committee and FSCASL review the assessment results in order to initiate improvements to the program that will increase student learning and degree completion. The Office of Institutional Research shares assessment reports with academic learning support staff and faculty members. The reports and program student outcomes are accessible on the Institutional Research website.

Academic Program Assessment

Each academic program, both undergraduate and graduate, [must clearly articulate learning outcomes in a program assessment plan](#). Academic programs design their learning outcomes and build upon the ELOs. Accredited programs follow outcomes defined by their accrediting bodies. Online courses and courses taught at other sites contain the same learning outcomes as courses taught on campus. The academic program faculty approve all course learning outcomes. [Assessment reports](#) are submitted to FSCASL for review and [feedback](#) based on [established criteria](#).

University-wide Assessments

University-wide assessments are performed on a regular basis and are articulated in the University Assessment Plan. The rotation schedules for these assessment instruments range from annual assessments to every three years. The [Oshkosh Student Achievement Report \(OSAR\)](#) is a report of the

results of several campus initiatives related to retention and the University Studies Program. The Office of Institutional Research prepares the report and analysis in collaboration with the University Studies Program and FSCASL. Metrics used include retention rates, graduation rates, first year G.P.A., freshman profile, participation in high impact practices, learning assistance participation, transfer student participation, early alert and academic support with performance outcomes, and results of the USP assessments for [Quest I, II, III and Explore](#), Connect. Other University-wide assessments include [NSSE](#), [OSSE](#), [First Destination Survey](#), Civic Engagement Survey, Leadership Survey, EAB Retention Survey, Educational Benchmark Survey and NASPA Benchmarking.

4B3

The University actively invigorates its curricula as a result of information gathered through assessment. Changes based on assessment are documented in governance proposals to change programs and articulated in the program assessment reports.

USP Changes Based on Assessment

Significant assessment has been conducted of the University Studies Program during its first few years. USP faculty created direct and indirect assessment instruments to collect information from faculty, students and peer mentors about the student learning outcomes and student satisfaction. In spring 2016, based on assessment results along with discussions among faculty, staff and students, the Faculty Senate approved a substantial set of changes to the USP, resulting in the [USP 2.1 proposal](#). This change altered the number of signature questions a student needs to take from three to two. It also provided opportunity for Explore courses to add signature questions. A component of the USP 2.1 proposal suggested that Quest II needed to have a different identity, and as a result, [the Quest II course was redesigned](#). These are examples of how the USP uses student data to drive program changes.

Fall 2014 was the first time faculty offered Quest III courses. These courses are logistically difficult for instructors and students, and the initial survey and discussion session feedback were not encouraging. Quest III instructors met and reorganized their courses and their messaging, and the course activities and experiences have run more smoothly as a result.

Changes in Academic Programs

Each academic program reports on changes made to courses and to the program based on assessment data. The biennial assessment report contains a component in which programs are required to report on changes to the curriculum. Changes are documented on Form C documents, which are available in an electronic public shared folder. The academic program review reports also contain information about changes in the program based on an analysis of data from various sources.

The FSCASL committee reviews assessment reports from programs to ensure that the programs use assessment data to inform changes. Over the last five years, the committee increased the rigor of its expectations for the quality of the assessment reports. To date, the number of programs now effectively [using assessment data](#) to inform their program changes/responses has increased to 93%.

The FSCASL Committee also made some additions to the Expectations for Assessment guidelines over the years and provides assessment [workshops](#). The addition of program reports on advising outcomes represents best practices in advising and shows the influence of the essential learning outcomes within student support services and the role of teaching and advising. The committee also

added the [integrated learning outcome](#) as an expectation for all programs as a reflection of the [curriculum reform requirement](#) that all students have experiences that give them an opportunity to synthesize and apply the knowledge that they have gained in their majors. Starting this year, programs are now reporting on both of these areas in their assessment reports.

Changes from University-Wide Assessment

As part of the UW System, the University participates in the National Survey of Student Engagement every three years. The most previous administration of NSSE was spring 2017. [The 2017 survey](#) revealed strengths among first-year students in Reflective & Integrative Learning and Student-Faculty Interaction. First-year UW Oshkosh students were also more likely than their peers to rate their academic advisors highly and to discuss their career plans with a faculty member.

The [2017 NSSE Snapshot](#) report reveals that First-Year UW Oshkosh students reported a much higher level of engaging in higher-impact practices than their peers at other UW System institutions and also reported that they were assigned more pages of writing than their peers. We attribute these results as positive effects of the USP general education program. The fact that neither of these findings was true for UW Oshkosh Seniors demonstrates that our students can benefit if we can implement these practices more fully into the major programs in which students are primarily engaged as Seniors.

Compared to their peers, UW Oshkosh Seniors also reported fewer experiences with Collaborative Learning, and both First-Year and Senior students reported significantly fewer experiences applying Quantitative Reasoning than their peers from other UW institutions. These findings require further analysis and possibly curricular action, since collaboration and quantitative reasoning skills are important skills for everyone to have, both in their professional endeavors and in their personal lives.

The Strategic Planning Steering Committee and the Chancellor's Cabinet use data to monitor the progress on institutional metrics associated with strategic priorities and goals. The [Annual Report](#) contains metrics aligned to the UW System 2020 FWD strategic framework and includes metrics used in decision-making and resource allocation.

Many committees use data provided by the UW System Dashboard to benchmark campus-level progress on UW System performance indicators. Faculty use data in grant proposals, program reviews and program- and college-level initiatives related to student success. For example, COLS recently established faculty groups to investigate the time to degree and high credits to degree of their majors. Accredited programs use data for their accreditation reporting. Student Support Services uses data for resource allocation to identify and deliver target services such as tutoring, writing assistance and supplemental instruction. [Each of the student services programs](#) in the Student Success Center collects data as a part of its assessment plan and uses the data for future planning.

The University Resource Alignment (URA) committee (originally called the Institutional Program Management Steering Committee), [will use data to monitor and evaluate program effectiveness and productivity](#). The purpose of this committee is to design criteria and a continual process for evaluating all academic and non-academic programs at the University. Based on this evaluation, the committee will make recommendations to senior leadership for revising the University's program array and re-allocating resources across programs and departments. (Final decisions will be made by the senior leadership.)

In April 2018, the URA committee sent questionnaires to all academic department heads. Administrative directors will receive questionnaires by the end of April. Over the summer of 2018, the URA committee will convene evaluation panels to analyze the results of the questionnaires in

order to assess each program. By late summer, the URA committee plans to submit its first set of assessments and recommendations to senior University leadership.

4B4

The University's assessment initiatives are guided by [qualities](#) found in the 2012 [Report to the New Leadership Alliance for Student Learning Accountability \(NLASLA\)](#). The University participated in a national data collection project to benchmark institutional practices against best practices. UW Oshkosh activities include the following best practices:

1. Participated in UW System assessment meetings.
2. Shared data and reporting practices at AAC&U and UW System conferences. We use the IRB process to receive approval to disseminate results.
3. Participated in AAC&U Give Students a Compass Project for three years.
4. Shared data practices with UW Colleges.
5. Participated in the Lumina Foundation/AAC&U Degree Qualifications Profile.

The assessment plan contains a section on best practices stating that the general purpose of assessment is to improve student learning and to inform evaluations of the curriculum or programs through the collection of data about student learning and student experiences. This can be accomplished by: (1) exploring the relationship of student learning and the educational experiences offered by the University; (2) gathering evidence about student learning so that we know what and how students are learning in our programs including the University Studies Program; and (3) using the results to create appropriate responses to our programs.

The campus uses an inquiry approach to assessment that involves posing questions and analyzing data about the learning process. Assessment is grounded in the identification and definition of learning outcomes. Faculty members and academic staff plan educational experiences, identify methods for assessment, determine the timeline for data collection, analysis and reporting, and use the data to make informed program responses. Assessment is guided by the following practices:

1. Assessment of learning reflects the University mission, vision and strategic priorities.
2. Assessment includes a wide range of educational experiences, both inside and outside the classroom that influence student learning.
3. Assessments are developmental in nature and reflect learning over time.
4. Explicit learning outcomes are foundational to the assessment process.
5. The assessment process is collaborative and involves the entire university community.
6. The scholarship of teaching and learning is foundational to the assessment process.
7. Reports about assessment results are shared among the university community.

One of these principles is to involve faculty and embed the assessments within courses. The faculty complete an assessment report survey at the end of each semester to assess achievement of the learning outcomes in their courses. These data are collected and aggregated for overall learning outcome assessment, USP assessment and assessment of various components of the USP.

A large amount of effort and resources is dedicated to the professional development of faculty and instructional academic staff regarding appropriate methodologies for development and assessment of learning outcomes. This includes on-campus seminars and workshops by both UWO faculty and nationally recognized speakers. The UW System offers several additional opportunities for campus members to learn about best assessment practices.

The implementation of the USP included many workshops and learning sessions for faculty, new and experienced, to review proper course objectives, student learning assessment and the relation of course projects to the overall learning outcomes. In the design of the new USP, faculty developed new courses or updated existing courses to specifically align with university learning outcomes. The faculty chose these learning outcomes during the design and approval process.

All assessment surveys undergo a review by the Institutional Review Board to ensure ethical practices in data collection, analysis and reporting. This practice demonstrates the institution's respect for best practices in survey and institutional research practices.

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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

4C1

Student success, as measured in terms of retention, persistence and graduation, has been a focus for University-wide planning guided by the UW System, the [Equity Scorecard process](#) and the [UW Oshkosh Inclusive Excellence Plan](#).

Since the last accreditation team visit in 2007, the institution has set goals for student success in terms of retention, persistence and graduation. The [UW System Accountability Dashboard](#) posts current statistics and historical trends on all of these measures, as well as others, for UW Oshkosh (<https://www.wisconsin.edu/accountability/progress-and-completion/>). The Dashboard also includes comparative data for all UW System universities.

The University Strategic Planning Committee also uses these metrics for [annual reporting](#). Annual Strategic Plan reports include current statistics alongside our goals in order to track progress toward meeting those goals. These goals are ambitious but achievable, and the University expends considerable effort toward meeting them.

4C2

An Enrollment Management Team consisting of faculty and representatives from several administrative offices review data and initiatives related to increasing student success. A newly created position of Associate Vice Chancellor of Enrollment guides this work. The membership of this committee consists of representatives from Student Affairs and Academic Affairs.

In 2017, with the help of an outside consultant, the university began the process of developing and

implementing a [Strategic Enrollment Plan \(SEP\)](#). The process began with the formation of an SEP Steering Committee, and Working Groups for specific aspects of the enrollment plan were formed shortly thereafter. The goals identified by the Steering Committee included the following:

- Increase the retention and persistence for all new first-year and transfer students;
- Improve the retention and persistence of new underrepresented minority students;
- Improve the completion rates for all students.

A Student Success Working Group submitted a [SWOT Analysis and Situational Report](#) to the Steering Committee in December, 2017. As a result of that report, the University has developed new procedures and policies for gathering additional data from students who withdraw from the university. The purpose of gathering this data is to determine the most common reasons for student withdrawals and then to use this information to develop interventions to increase student persistence. Built into the new procedures is a strategy for identifying students who might re-enter the University after a temporary absence and for communicating with those students about re-entering as their life situation changes.

More data-driven policies and strategies for student success will be developed as the SEP Steering Committee and Working Groups continue their work.

During the last two years, the institution participated in the [Student Success Collaborative](#) (called the Student Success Gateway at UW Oshkosh) to collect and review data about student success at the course and program levels through predictive analytics. The SSG represents collaboration among Advising, Enrollment, Registrar, Institutional Research and the Center for Academic Resources. This collaborative group demonstrates how the campus is working together to support student success. The institution has also partnered with the EAB's [Academic Performance Solutions](#) initiative to collect and analyze data provided to identify student bottlenecks and other factors that influence student success.

The Office of Institutional Research collects data for the [Oshkosh Student Achievement Report](#), which includes data about grades, course drop rates, and Early Alert. The Office of Institutional Research provides data about student performance for ongoing monitoring of student success and makes data about retention, progression and graduation available to the public on its website. The Office of Academic Support for Inclusive Excellence collects data using the Multicultural Retention Tracker. These offices collect, review and report data to the Inclusive Excellence Council, the Center for Academic Resources, Writing Center, Reading and Study Skills unit, and to the respective department chairperson for analysis and discussion at the college- and program-levels. Ongoing monitoring is in place so that results are used in future planning.

The academic progress of TAP students is monitored through the [MRP Tracker, which monitors students' academic performance](#) in their courses, and (3) Early Alert, which provides students with an early progress report each semester from their instructors on their academic progress and class attendance.

4C3

The institution has many opportunities to share and use data to continuously improve programs, policies and general assessment practices. The Common Data Set provided by the Office of Institutional Research is publicly available for all programs and services to review trends in enrollment, retention, graduation and other measures. The office has a data request portal that anyone

on campus can use to ask for data reports. As any university program completes its assessments and program reviews, these data sets are available for benchmarking and monitoring of results. As implementation of the [Academic Performance Solutions](#) tool continues, it will enable faculty and department chairs to retrieve data based on customized reports.

Faculty members participate in the Scholarship of Teaching and Learning (SoTL) projects and disseminate their findings to the university community. Many of the [SoTL research projects](#) focus on pedagogy and student success and are based on data from the OSAR and SSG.

All academic programs are invited to participate in the Early Alert program. Data from the Early Alert program is shared with deans and department chairpersons. In addition, this data is analyzed for student participation in academic learning support services in order to monitor the effectiveness of these services.

The Center for Academic Support of Inclusive Excellence uses G.P.A., persistence, and retention data to plan academic and personal support services and programs for underserved students. The Titan 2 Success program, for example, uses progression data to identify students who need support. The Titan Advantage Program (TAP) uses data about student achievement before and after the program to monitor students' progress as they continue at the University. The TRIO Student Support Services (SSS), a federally funded TRIO program, assists students through intensive and intentional advising. The program regularly collects, analyzes and reports data about student progression. The program uses data to plan workshops, tutoring and advising services.

Each of the student services programs in the Student Success Center collects data as a part of its assessment plan and uses the data for planning. Advising collects data for first- and second-year student usage and accomplishment of advising learning outcomes. Advising learning outcomes have just been added to the Expectations for Program Assessment Plans to capture advising outcomes at the third and fourth year of a student's program. The Center for Academic Resources plans its services based on the student need in courses with the highest percentage of failure. The Center uses data related to Early Alert and the DWF report to plan sections of Supplemental Instruction, Peer Educator Review Sessions, or tutoring. The Writing Center and the Department of English use data to make new policies and design student support formats for entering freshmen that need developmental support. The Developmental Math program uses data from math courses and student achievement to plan the sessions, times and sections of its services.

Finally, the Office of Institutional Research provides a standard data set to each academic program in preparation for its 7-year Program Review. These reviews result in recommendations for change and improvement from many levels of review, and each review contains a description of changes that were made in response to the previous review.

4C4

The University has established a [Data Governance Committee](#) to ensure best practices in policies and processes related to data. The purpose of the data governance committee is to establish and define appropriate information management across the institution, including the rights and responsibilities of authorized persons in the access, creation, use, handling and protection of data.

The University participated in several large-scale [AAC&U initiatives](#) and in doing so improved data practices while contributing to the national dialogue about student success and quality.

The institution collects and reports student progress data in accordance with all common reporting requirements including IPEDS, the [Common Data Set](#), the College Portrait (until 2016), the NCAA and [Student Achievement Measure](#). The institution uses the standard IPEDS definition for graduation rates and reports the percentage of those who graduated within six years on the [College Navigator](#) report to ensure consistency and to allow for future benchmarking.

The University is continuing the process of fully implementing the Student Success Collaborative and the Academic Performance Solutions tool to ensure validity and consistency in its data collection and analysis processes and to provide external benchmarks against which to measure performance.

The institution shares enrollment, retention and [graduation statistics](#) publicly on the Office of Institutional Research website and on the Consumer Information and Disclosures report page in Financial Aid. The institution uses nationally recognized assessment tools to collect data on the student experience such as NSSE, the EAB Retention Survey and MapWorks (until fall 2016). Further, the institution shares information with its internal constituents at all levels and regularly engages the faculty, staff and administrators in discussions about enrollment each month at the Chancellor's Administrative Staff meeting. The institution has put into place an infrastructure with reporting to administration on this work through the creation of a position of Assistant Vice Chancellor of Enrollment Management and the Enrollment Marketing Committee. Data collection has increased and data are shared among staff members across student support services, administrative teams, and faculty and staff members. The Strategic Plan metrics include student achievement for graduation and retention as well as graduation outcomes.

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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

UW Oshkosh has in place numerous policies and procedures throughout its administrative and shared governance practices that outline responsibility for the curriculum and for student learning. This is demonstrated through a practice of regular program reviews, evaluation of all the credit that is transcribed, including credit for experiential and prior learning, evaluation of the quality of the credit accepted in transfer, identification and review of course prerequisites, articulation of student learning outcomes, and access to learning resources and faculty qualifications for academic programs, including dual-credit programs. In addition, the institution maintains specialized accreditation for numerous programs as appropriate to its educational purposes and evaluates the success of graduates. UW Oshkosh demonstrates a deep commitment to assessment of student learning through the significant investment in a redesign of general education that led to the University Studies Program, the creation and implementation of a more thorough and rigorous assessment plan, and the continued participation of faculty in all aspects of teaching and learning evaluation.

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

5A1

UW Oshkosh has established budget processes and reporting practices in place to ensure that the institution has appropriate support for its operations for all programs and services. The University's budget information is available to the public through the [UW System's Redbook](#), which includes summaries of expenses and revenues for programs and operations. The [Wisconsin Legislative Audit Bureau](#) provides an independent auditor's report on the entire UW System, including the University's annual financial statement of net position. Staff members and administrators have access to a shared financial software system for UW System called WISDM to execute core business processes.

Approximately 26 percent of [the UW Oshkosh budget](#) comes from tuition revenues. The authority to set tuition is documented in Wisconsin State Statutes, and tuition is set by the [UW System Board of Regents](#) and the WI Legislature.

Like many institutions of higher education, UW Oshkosh has faced declines in allocated state revenue. In response, the University has developed and is implementing a three-phase [Fiscal Transformation Plan](#) that will result in a stronger institution with a more stable and predictable revenue stream and will allow us to continue to deliver high-quality educational programs and fulfill our mission. Also like many institutions, we are continually expanding and refining our use of data to drive decisions. The application of real-time data will allow us to allocate our resources more effectively and respond more nimbly to changes in external environment.

In anticipation of approval of the proposed UW System restructuring, the University submitted a 2-Year [Pro Forma Budget](#) to project revenues and expenses for the new 3-campus entity that will result if the restructuring is approved. While the two new branch campuses currently face budget shortfalls in their present structure, the restructuring will allow for the exploration of new revenue sources, outreach to new populations, and new efficiencies that should result in a sound financial footing.

Differential Tuition

UW Oshkosh uses a differential tuition model to fund select campus student support programs, including the Undergraduate Advising & Resource Center, Career Services, Center for Academic Resources, Counseling Center, Math Lab, Reading Study Center, Undergraduate Research, and the Writing Center. Started in 2003-04, differential tuition funds student positions, employees, and a student success assessment tool. [Positive impacts from this funding](#) are increased student services and increased student success associated with additional tutoring, Supplemental Instruction, counseling and advising.

Cost Recovery Development, Goals and Guidelines:

In addition to tuition revenues gained from General Purpose Revenue programs, the University seeks program revenue and [other sources of income](#). The University adopted a [cost recovery program model](#) designed to provide the maximum amount of flexible funding for colleges and administrative divisions. [Cost recovery programs](#) are mainly academic programs that either enhance existing partnerships or create new partnerships targeting the development of high demand, innovative and self-supporting academic programs. The new programs developed to date have contributed additional resources to the University's operational budget, thereby providing funding for initiatives during difficult financial times when additional State funding was declining. The cost recovery programs assist the University in maintaining University financial reserves at a level that provides protection against unanticipated fluctuations in enrollment and/or financial planning assumptions.

HR Budget Processes

Over the last two years, the Human Resources Office updated its infrastructure and processes to reflect best practices, changing from a transactional office to a strategic office. The office now uses an online hiring process called Page UP, a human resources information system that is designed to be more efficient and expedient. The [hiring process](#) includes increased monitoring of budget and future planning. Vice Chancellors and the Administrative Services division review all hiring requests prior to final approval. Each of these hiring requests requires budgetary information and approvals, a process which allows for high-level strategic allocation of human resources. The current [University FTE breakdown](#) demonstrates that the University has adequate personnel across administration, staff and faculty and instructional staff to achieve its mission and goals.

IT Budgeting

Technology budgeting and decision making processes are made at the system and campus levels. UW System campuses collaborate to achieve economies of scale in enterprise IT systems through volume pricing and collaboration of expertise guided by the UW System [Common Systems Review Group](#). A campus level IT governance group provides both an infrastructure and processes for technology decision making and budgeting. The [IT governance process](#) at UW Oshkosh is based on the standards of [COBIT5](#), and incorporates the shared governance of the university, along with user advisory groups.

Facilities

The [Campus Master Plan](#), approved by the Board of Regents, guides budgeting and future planning decisions about facilities and physical spaces. The 2010-2020 plan includes information on parking, academic buildings, the campus biodigester, the Oshkosh Sports Complex and Sage Hall. The renewal cycle is beginning for the next Campus Master Plan. A Space Planning and Remodeling Committee meets regularly to decide on how space will be utilized and when renovations will occur, and to prioritize any changes in the plan. A recent consultant's report showed that the campus has adequate space to carry out its mission but suggested that we consider re-allocating some space to better serve the research needs of STEM faculty members.

5A2

The UW System provides [guidelines](#) regarding moving funds away from programs directly impacting students, especially instruction. The UW System closely monitors any general purpose revenue shifts of funding to administrative functions, and the institution must justify any changes. As an institution within the UW System, we must respond to imposed budget reductions as defined in the State of Wisconsin biennial budget. See discussion of [this document](#) in Sections 2A and 2C for an instance in which funds were inappropriately moved from the University to the UW Oshkosh Foundation and for a discussion of actions that have been taken to prevent such actions from re-occurring.

5A3

The University mission statement, core values and strategic priorities appear in planning processes, reporting, budget requests and in many locations throughout University communications and websites. The mission statement is foundational to the current strategic plan, [Transforming UW Oshkosh](#), developed by representatives from all campus groups. The mission statement and its goals relate to strategic priorities articulated in the plan. Additionally, the metrics associated with the goals of the strategic plan are aligned to the University mission as well as to the [UW System 2020 FWD strategic plan](#).

The University community has identified and implemented action steps and strategies for each of the strategic priorities. These integrated planning efforts align the budget and other resources with strategic plans and mission statements. Goals and associated budgets of the strategic plan proposals are thoroughly exercised and vetted to assure realistic expectations. An [annual report](#) to the community provides a detailed account of progress achieved toward the goals.

The University mission statement and strategic plan are used to develop academic program goals and programs. Proposals for new programs and program reviews contain descriptions of how the program meets the University mission.

5A4

Extensive search and screen processes are in place for hiring unclassified staff as well as university staff to ensure that candidates are qualified. The [authorization to hire](#) a position must be approved by the Vice Chancellors, who evaluate all hiring requests as a group, as well as undergo a review by Administrative Services and Human Resources for resources, titling, salary range and position

description. All posted [position descriptions include required](#) credentials and preferred skills. All faculty positions require that faculty meet the [minimum faculty qualifications](#) for the program or college. The Office of Equity and Affirmative Action ensures a diverse and qualified applicant pool by assisting hiring units to create a diverse pool of candidates.

Various University divisions, offices and departments have responsibility for instituting [training programs](#) to fulfill campus, system, state and federal training requirements. Many of the available [training sessions](#) are part of federal, state, UW System and campus requirements; others are voluntary and offered for individual professional development.

5A5

University's budget process: As part of the UW System, the majority of UW Oshkosh's budget development process is established by a [UW System biennial budgeting process](#). Each campus follows [System policies](#) to prepare the annual budget submission. UW System provides oversight and [guidelines to the campus budget office](#), which then distributes the instructions to campus for budget development.

The UW Oshkosh Division of Administrative Services provides instructions to each budget unit across campus on how to develop their annual budgets. The [UW System allocations](#) are distributed to the campus and allocated to units based on the strategic plan priorities. The overall campus annual budget is reviewed by UW System for consistency with System guidelines and policies. Monitoring institutional revenue and expenses takes place at the campus and System levels.

The University has a process in place to [monitor transfers](#) of funding between System and the campus and among campus entities. The campus programs and departments run reports through WISDM to ensure that program revenue accounts are positive and that deficits are addressed. Program revenue balance reporting requires each UW System institution to justify balances that exceed 12% of the previous year's expenditures by fund.

UW Oshkosh general purpose revenue 102 budget distribution is developed annually and changes incrementally based on new funding received or budget reductions. Program revenue budgets are also developed annually and include a five-year budget model with a 10-year capital planning spreadsheet. All budgetary decisions are driven by strategic plan priorities in coordination with the University's mission.

Purchasing authority and monitoring of expenses: UW Oshkosh adheres to the UW System purchasing policies and monitors expenses throughout the year utilizing the Shared Financial System (SFS) and WISDM (Wisconsin Data Mart).

UW System auditing process: UW System has a team of auditors that are assigned to audit various areas of the campuses in the System. The reports are available to campuses and to the public online.

The UW System has a [Waste, Fraud, and Abuse Hotline](#) that is available to the public and to employees for anonymously reporting any activities that may involve waste, fraud or abuse. The hotline system provides an additional means of reporting such issues and does not take the place of campus reporting processes. Any suspected problems or complaints reported via the hotline will be reviewed in accordance with current University policies and procedures.

College Budgets

As part of the budgeting process, the four colleges at UW Oshkosh receive their [general purpose revenue allocation](#) information from the Office of the Provost. The college deans submit a budget to the Provost staying, within this allocation. The Provost then approves the budget before sending it to the Office of Administrative Services. The college budgets include specific information about salaries, supplies and other expenses. The deans usually budget in the categories of departments, units and programs itemizing allocations to each unit. Some funds are allocated for college-wide expenses. Colleges must address how they are meeting their academic and college mission as part of the process.

For the next budget cycle, the newly hired budget planners will meet with the deans and their appropriate staff to provide them with the planning [allocation templates for all funds](#), including program revenue funds, to use for the annual budget process. The budget office works closely with the units throughout the budget process to appropriately plan for the next fiscal year.

New Budget Model and Restructuring (Branch Campuses)

A new budgeting process has been studied at the University over the last two years in an effort to be more responsive to planning needs. During the 2015-2016 year, the Chancellor charged a Budgeting Structures Study Group to provide a targeted and focused review of operational models and approaches to university budgeting systems. This group's white paper in spring 2015 influenced the budget model changeover for UW Oshkosh from the longstanding incremental budget model. The Chancellor then charged this same group, [University Budget Development Committee](#), to move into Phase II to fully develop the details of a new model. After several open forums and discussions with the four governance groups, the Chancellor decided to move forward with the new model, called the [Operating Budget Allocation Model](#), consisting of revenue units and cost units. The new budget model incorporates research on best practices for funding and staffing campus services. The new model consists of service agreements that will be implemented by cost centers to add transparency for both the provider and service recipients.

In Spring 2017, the [Draft Operating Manual](#) for the proposed Operating Budget Allocation Model (OBAM) was shared with campus. To expedite the launch of OBAM, a [Budget System Implementation Manager](#) was appointed in Spring 2018.

A "soft" implementation of the new budget model will begin on July 1, the first day of fiscal year 2019 (FY19). Assessments, revenue-sharing rules, and cost-allocation metrics associated with the new budget model will be confirmed during FY19 to facilitate a smooth transition to full implementation for FY20.

Starting in the Spring of 2018, we will provide a complete overview of the new budget model to all personnel at the branch campuses; over the summer and fall, we will provide more in-depth training on the model to the appropriate personnel on those campuses. Moving forward, we will also ensure that the membership of the Budget Process Committee includes appropriate representation from the branch campuses as we move forward with implementing the new model.

Beginning immediately, we will work closely with the branch campuses to gain an understanding of their revenue generation capabilities. We will also work closely with UW Colleges staff in the central Madison office to gain a full understanding of their current planning processes. Armed with that information, we will develop planning processes to maximize the potential to generate revenue on all three campuses individually and identify areas in which shared services among the three campuses can maximize efficiencies where appropriate.

We see value in gaining a more detailed understanding of how the branch campus revenue targets have been assigned, the impact of those targets on the annual budget process, and the campuses' historical ability to meet or exceed their assigned targets. In addition, we hope to gain an understanding of how their current budget processes align with the components of our new budget model. Together we will obtain a future-focused, nimble, centralized management approach that ensures each new initiative returns revenue and supports student success.

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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

5B1

UW System Board of Regents

The [Board of Regents](#) of the University of Wisconsin System consists of 18 members, 16 of whom are appointed by the governor, subject to confirmation by the Senate. The Board is responsible for [policies](#) governing the System, planning to meet future state needs for collegiate education, setting admission standards and policies, reviewing and approving university budgets, and establishing the regulatory framework within which individual units are allowed to operate with as great a degree of autonomy as possible. The Board is knowledgeable of the operations, mission, curriculum, program array and strategic initiatives of each campus. The Board Committees provide Regents with opportunities to gain understanding of the campuses and their campus policies and approve their proposals.

As discussed in Section 2.C.4., HLC's Action Letter from November 2017 expressed concerns about

- the Board's apparent "lack of effective oversight . . . relative to the circumstances that ultimately led to the University's lawsuit against two former administrators at the University."
- the possibility of "undue influence from third-party ownership interests or other external parties" on the Board's actions.
- the apparent lack of "a regular assessment program of their effectiveness or a professional development program focused on improving their understanding of the System's operations."
- the apparent lack of "a well-grounded conflict of interest policy for both the Board itself and for top University leaders and officers."

The [attached document](#) provides a list of actions that have been taken in response to these concerns and to the specific past events that were uncovered. The University will continue working with the UW System and with the Board of Regents to develop and refine new policies and procedures that will ensure that the Board's actions are free of undue influence and carried out in a legal and ethical manner.

State of Wisconsin Legislative Audit Bureau (LAB):

The LAB is a nonpartisan legislative service agency responsible for conducting financial and program evaluation [audits](#) of state agencies, including UW System universities. The Bureau's purpose is to provide assurance to the Legislature that financial transactions and management decisions are made effectively, efficiently and in compliance with state law and that state agencies carry out the policies of the Legislature and the governor.

UW System

UW System has a team of internal auditors who conduct audits on the various campuses. The results of these audits are reported to the Regents and to the public on the UW System website (<https://www.wisconsin.edu/internal-audit-report-archive/>).

5B2

The University has a [number of committees](#) that include representation from the various constituent groups (faculty, staff, administrators and students). Other committees have representation by job function or organizational unit (e.g. college, school or division). These committees provide opportunities for all members of the University community to contribute and collaborate on policy formation or review.

The University demonstrates its deep commitment to shared governance through highlighting it as a foundational element of the new strategic plan. In fall 2015, the shared governance leaders at UW Oshkosh passed a [resolution](#) voicing the institution's commitment to shared governance. The distribution and examination of proposed policy changes involves the participation of all governance groups to ensure shared governance is maintained. The Chancellor created the [Conference on Shared Governance](#) for leaders of the four governance groups (Faculty Senate, Senate for Academic Staff, University Staff Senate, Oshkosh Student Association) to meet regularly to engage in discussion, to exchange ideas, and to advise the Chancellor on important campus initiatives and issues. The University budget model also is built upon the principles of shared governance and transparency.

The Chancellor's cabinet provides oversight for implementation of policy. Reporting directly to the Chancellor are the [Provost and Vice Chancellor for Academic Affairs](#), the [Vice Chancellor for Student Affairs](#), the [Vice Chancellor for Administrative Services](#), the Vice Chancellor for University Advancement, the Assistant Vice Chancellor for Enrollment Management, the Chief Information Officer, the Intercollegiate Athletic Director, the Assistant to the Chancellor for Affirmative Action, and three Special Assistants. The Provost oversees all academic, research and public service activities as well as units that support these activities.

The [Faculty Senate](#) has published policies related to curriculum, assessment and improvement of instruction, budget, compensation, faculty advocacy, hearings, and personnel to conduct the business of the faculty. Each senator serves on a Senate Committee. Faculty senators are elected according to constitutional guidelines. Each senator represents a specific constituency according to his/her college and rank, and anyone holding a faculty position is eligible to seek election to the Faculty Senate.

The [Senate of Academic Staff](#) (SAS) is subject to the responsibilities and powers of the Board, the president and the Chancellor. Members are active participants in the immediate governance of and policy development for the institution. SAS has primary responsibility for the formulation and review of all policies and procedures concerning academic staff members, including academic staff personnel

matters.

The [University Staff Senate](#) (USS) (*Name was change from Council to Senate on April 20, 2016.*) has a long history as an advisory council on campus, but was established as a full-fledged member of campus governance by the direction of the Board of Regents in 2012. It has full participation in institutional governance and policy development while promoting professional development and ongoing educational opportunities for university staff. The USC represents all university staff employees of the University.

The [Oshkosh Student Association](#) (OSA) is empowered with legislative authority and possesses authority to regulate and make recommendations and decisions on matters concerning student life, services and interests in accordance with the laws of Wisconsin. OSA has a variety of committees that help it make decisions: Differential Tuition Committee, Segregated Fees Committee, Student Technology Fee Committee Allocations Committee, etc.

5B3

The governance groups for students, faculty and staff and the administration function in a context of shared institutional governance across the University to ensure that all perspectives are presented in decision making in policy and in practice.

The 25 elected members of the Faculty Senate are principally [responsible for determining the institution's academic programs](#) and educational activities, as well as faculty personnel matters, as indicated in the Faculty Constitution and Bylaws. Along with the campus administration, the senate also develops institutional policy. The Faculty Senate uses resolutions to communicate and participate in governance.

The 15 elected members of the Senate of Academic Staff, as indicated in the Academic Staff Bylaws, have primary responsibility for formulating and reviewing all policies and procedures concerning academic staff members, including personnel matters.

The 17 members of the University Staff Senate are guided by their mission and bylaws to participate in the immediate governance of the institution, including the formulation and review of policy and procedures affecting university staff including personnel matters. This senate was given full authority as an equal shared governance group by the Board of Regents with Regent Policy 20-20.

The [Constitution and Bylaws](#) of the 11-member Oshkosh Student Association position it to serve as the official representative and legislative body for UW Oshkosh students. OSA is a strong voice representing students through direct contact with university administrators, serving as voting members on most campus committees, and making changes through legislation.

Upon arriving to campus, Chancellor Leavitt created the Leadership Council. This group is charged as a key enhancement to our shared governance commitment. This expanded leadership group advises the Chancellor and assists in decision-making as we move forward as an institution. This group includes the holders of key positions from throughout UW Oshkosh and is the Chancellor's primary advising group.

Responsibilities for curriculum approval, assessment and academic standards rest with the faculty. Levels of review and faculty responsibilities are clearly defined in the [Faculty Handbook](#). Descriptions of the roles and responsibilities of faculty in policy setting, administrative searches and

evaluation, and curriculum and assessment show there is significant faculty governance in multiple areas. Specific roles of the [Academic Policies Committee](#) and the [Assessment Committee](#) are described in Criterion 4. The goals of the [Graduate Council](#) are to provide a voice and sense of community to graduate education, to foster scholarly activities, and to legislate all graduate matters--including curriculum, policy, and administration--in accordance with university and Graduate Council bylaws.

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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

5C1

The University has several processes in place to ensure integrated planning.

Information Technology Prioritization Process

The IT Division maintains and publishes a portfolio of projects under implementation. Through a [portfolio management and prioritization process](#), all requests for IT investment (projects, programs or services) are documented in a business case using a consistent template that summarizes cost, benefit, risk and alignment with strategic objectives.

Renovation/Remodeling Project Prioritization

Facilities Management collects all [requests](#) for renovation and/or remodeling from across campus. . Each Vice Chancellor ranks those requests from their respective reporting structure/department in order of priority. A Space Planning and Remodeling Committee, co-chaired by the Chancellor, Vice Chancellor and deans, meets regularly to decide on prioritization of requests and how to best utilize existing space in order to move forward with the University's strategic priorities.

[2019-2025 Capital Project Development Plan](#)

Biannually, the Facilities Management department works with UW System Administration's Capital Budget and Planning Office to develop the scope, justification and budgets for campus renovations/remodeling and property acquisitions. These projects are then vetted by the Board of Regents and the State of Wisconsin State Building Commission for approval to use the appropriate funding (GPR/PR) for approval to commence. Review and approval criteria and discussions revolve around the commitment by the University to meet the campus's strategic and academic plans.

5C2

The 2007 HLC team report reported a concern about the assessment and reporting of university-wide plans. As a result of the feedback from the HLC team, the University created an [annual report](#) based on goals and metrics consisting of highlights and accomplishments in each division as well as institution level metrics related to graduation, retention and persistence. As part of the 2016 *Transforming UW Oshkosh* Strategic Plan, the annual reporting of specific institutional metrics has been established with metrics that are institution-wide and goal specific. University metrics are also aligned to the [2020 Forward UW System Strategic Plan](#). As the *Transforming UW Oshkosh* Strategic Plan moves forward, the University's commitments will focus on becoming more effective in its operations and efficiencies. The annual report data are used for planning and are aligned to the strategic priorities and goals.

The [Oshkosh Student Achievement Report](#) compiles information about retention, persistence, graduation and proficiency levels of student learning outcomes and first year GPA's to provide academic support services, student support services and faculty and staff members with information about the student experience and achievement. These results regularly inform [program changes](#).

At the college level, each academic program creates an annual report that is submitted to the respective college dean. The reports are the basis for planning for the next year or to respond to the college's strategic plan. Programs provide information about assessing and developing curriculum goals, supporting students and staffing plans and goals. Programs also describe how department initiatives relate to the current college level planning in the areas of college program array, student success, recruitment, and faculty and staff experience.

Each academic program undergoes [program review](#) every seven years. Programs with external accreditation may have program review every five years. Data about student learning, enrollment, staffing and production of student credit hours are among the many metrics used in the program review. These data are used for future program planning, resource allocation, facilities and hiring decisions. Each academic program also creates a [report about student learning outcomes](#) every two-year period and submits the report to a Senate committee.

The Provost's Office reviews and updates the campus [Academic Program Plan](#). The goal of the Academic Program Plan is to provide an overview of existing academic structures, identify academic planning needs and assumptions, and develop new academic program priorities. The plan also documents curricular reform efforts, retention strategies and student support initiatives guided by the principles of inclusive excellence that, in turn, serve as a guide for planning in other academic units.

The [University Assessment Plan](#) guides the collection, analysis and use of data in planning related to student learning and student satisfaction. Data about student academic achievement, retention, persistence and graduation guide decision making about budgeting and planning for resource allocation for student services across the University. The data contained in the Oshkosh Student Achievement Report provides context for the amount and type of student services that are required to make sure all students are successful. Academic Support Services [use the data](#) to plan for specific modifications or responses to need for student services.

In Spring 2018, the [University Resource Alignment](#) committee will gather its first set of data for the purpose of determining how the University can more effectively allocate its resources. In the Spring and Summer of 2018, the committee will evaluate each academic and administrative unit on campus and submit its evaluations to University leadership. This process will synthesize and combine data about student learning, operational effectiveness, cost effectiveness, and administrative performance.

Integrated General Access Classroom Utilization and Technology

Room scheduling in the Registrar's office, Information Technology, and Facilities Management Office for Planning & Construction meet annually to review the state of classrooms usage. Reports are shared with the planning committees, including information about each general access classroom on campus, including each room's physical attributes and technology infrastructure.

Space Planning & Remodeling Committee

This committee makes decisions regarding [how all the physical spaces/rooms on campus are utilized](#). The committee is co-chaired by the Chancellor, Vice Chancellor and deans. Recently, general access classroom sizes were evaluated as part of the renovation for Clow Social Science Center and Nursing/Education building renovations. With the campus inclusion of an active learning pedagogy as part of the University Studies Program, class sizes were reduced to 20-25 students, which influenced the design and renovation of classrooms.

5C3

The University has consistently involved internal and external constituent groups in planning processes. The Chancellor engages with personnel and students from across the University in forums, open meetings, presentations and question/answer sessions related to planning and budget. Periodically these sessions consist of prepared presentations on specific topics, but many times these are just open sessions for questions and answers.

Chancellor Leavitt [engaged the community](#) in the strategic planning process through focus groups and open forums. As part of the strategic planning process, the committee held community focus groups to get feedback regarding the university and its mission, vision, values and goals. The UW Oshkosh Foundation Board, the Chancellor's Advisory Councils, Alumni and Oshkosh City Council were among the participants in six community forums for strategic planning.

Annual reports on the progress of reaching our strategic priorities are shared with internal and external communities and made available to the community at large via the University website and through presentations to community groups.

Chancellor's Council of Advisors

The Office of the Chancellor regularly meets with community-based business, organizational and opinion leaders through a meeting structure called the [Chancellor's Council of Advisors](#). The Chancellor receives information, insight and advice from the councils. Typically meetings include an update on campus-based activities focusing on various projects, priorities or initiatives that can benefit from the perspectives and input of the assembled group. Members of the councils regularly receive invitations to activities and events held on campus and in the broader regional communities.

NEW IT Alliance

UW Oshkosh participates in the NEW IT Alliance, a grassroots consortium of regional business and educational leaders who are working to solve the shortage of IT workforce in the area. From that group we obtain immediate input into economic and workforce development needs that the university can address. We are developing both administrative and academic programs as a result to increase the

throughput of qualified student applicants for regional employer's job pools. For example, in direct response to input from area businesses, the Board of Regents recently approved a new major in Software Technology, which will open for enrollment in the fall of 2018.

Alumni Association Board of Directors

The [Alumni Association Board of Directors](#) is driven by pride in UW Oshkosh's successes and the accomplishments of our students. The 24-member volunteer board works to build connections among alumni, students and the University.

Climate Study

In March of 2016, the University completed a [Campus Climate Survey](#) to gain insight and knowledge into how campus stakeholders perceive and experience life at UW Oshkosh. The survey was conducted to evaluate the values across the University for multicultural awareness and understanding as the campus works to promote a climate of mutual respect and encourages inclusive cooperation among students, faculty and staff. The committee distributed the findings of the report to the campus community so that areas needing attention could be brought to planning efforts.

New North Collaborative

UW Oshkosh is a founding member of [New North Inc.](#), a regional collaboration effort focused on promoting cooperation and economic development in 18 counties in northeastern Wisconsin. Through this group, campus administrators have increased the University's collaborations and partnerships, sustainability efforts, and growth in the region. New North engages other regional organizations in Northeast Wisconsin and State resources to engage job centers, Wisconsin Technical Colleges, Northeast Wisconsin Colleges and Universities, and existing training programs. Their work is focused on meeting the labor market demands for Wisconsin businesses within the New North region. This collaboration assists the University to engage with the community to prepare graduates whose education is aligned with current and future needs.

NEW ERA

Northeast [Wisconsin Educational Resource Alliance \(NEW ERA\)](#) is an alliance that fosters regional collaboration among the public colleges and universities in the New North region to better serve the educational needs in northeast Wisconsin. Through participation in NEW ERA, the University developed three Engineering Technology degree programs to serve industries' need for locally-developed engineering knowledge and talent.

Each academic college and several academic programs have established advisory boards to inform programs and faculty members about trends in professional fields, changes in professional requirements and other factors that influence program planning.

In anticipation of [the upcoming restructuring](#), in which UW Oshkosh will gain two new branch campuses, several administrative and governance groups are meeting regularly and developing proposals for revising and combining existing governance and advisory groups to ensure that (1) all members of the new 3-campus University community will be represented and have ample opportunity for input, and (2) faculty and staff at each campus will be given opportunities to advocate for and make day-do-day decisions about the needs of their own campus and their own student population.

5C4

The University has several planning processes that are responsive to changing circumstances and demands.

10-year and 5-year Budget Planning: The university's program revenue units utilize a 10-year capital needs and a 5-year budget planning spreadsheet to budget for upcoming major projects and debt service. These tools help the units foresee additional revenue needed and maintain level rate increases, to avoid spiking rates for the year in which any particular project takes place.

Enrollment Management and Planning Committee

The [Strategic Enrollment Planning](#) Committee anticipates the possible impact of fluctuations in the revenue stream as a result of enrollment. This representative team of faculty, staff and students advises the Chancellor's cabinet on student success strategies that will assist the University in meeting enrollment, matriculation and persistence goals. UWO also utilizes [real-time admitted and current student success data](#), as a result of participation in the Student Success Collaborative (called Student Success Gateway on our campus) and our partnership with Royall & Co. in the enrollment recruitment planning process.

Development of Academic Programs

As departments consider creating new academic programs, they consult various professional resources about major trends in the field, in the state, and across the United States and throughout the world. Faculty use data from the Bureau of Labor Statistics Occupational Outlook and [WI Works](#) as well as market analyses and professional forecasts to determine the needs and trends for program development.

Advisory Councils

Many academic programs and colleges have [advisory councils](#) that guide the development of new programs and help inform current programs with important information, data, trends and projections across the professions.

Deferred Maintenance 2016

[A listing of deferred maintenance](#) lists items that have not been addressed in the last three to five years and that are in need of attention. This information is used to prioritize facilities repairs as resources become available.

Campus Space Needs Analysis

A comprehensive [Space Needs Analysis](#), anticipating future needs for a 20-year cycle, was completed by external consultants in 2016. Overall, the consultants found that the University has sufficient total square footage to accommodate current and future space needs but that space shortage exists in some categories (e.g., research laboratories, meeting rooms, etc.) The consultants recommended that some existing space could be re-purposed to meet these unmet needs.

Analysis of space needs on the newly acquired branch campuses will commence once the University has gained control of those campuses.

5C5

The University regularly reviews its infrastructure through study groups and advisory groups and adopts new technology to ensure that it can be responsive to emerging trends and to improve efficiencies across institutional processes.

Chancellor's Study Group on Information Technology

The Chancellor charged a group of IT staff and faculty experts and stakeholders to [evaluate the organization of IT across campus](#) and make recommendations to optimize services. The recommendations were designed to optimize four key performance indicators: strategic alignment, customer experience, operational efficiency and risk management. The research, recommendations and decisions resulted in a complete centralization of IT staff and resources under the CIO, who was moved to the cabinet level to report directly to the Chancellor. Following the decisions, the central Division of Information Technology has worked closely with academic and administrative units to transition eight formerly distributed staff and disparate systems into central IT to gain improved efficiency through consolidated resources and reduced duplication of effort, better alignment of resources with strategic priorities, and improved risk management.

Chancellor's Study Group on Integrated Marketing & Communications

The Chancellor charged a group of experts to conduct [a targeted and focused review of functional models and approaches to an integrated communications strategy](#) at UW Oshkosh. The group was to develop and present organizational options for optimizing the collaboration and coordination of resources, presenting a unified voice and visual identity for the University, maximizing operational efficiency, improving strategic effectiveness and measuring the impact of a unified effort. Among the actions taken were the creation of the IMC Advisory Council, providing campus units with a more robust toolkit of self-service options and integrating staff positions into one unit.

Chancellor's Study Group: Financial Business Practices

The Chancellor's Study Group on [Financial Business Processes and Fiscal Management \(FBP\)](#) was charged with presenting alternative models for organizing FBP at UW Oshkosh and increasing efficiency and effectiveness related to financial business processes and fiscal management (FBP). The group sought to enhance the efficiency, strategic effectiveness, and quality of financial/budget services, and to ensure a comprehensive strategy. As a result of these efforts, [changes were made](#) that facilitated continuous improvement of core financial business processes and fiscal management.

IT Environmental Scanning

The CIO and IT directors of infrastructure, information services, and user services continually scan the sector-level environment of higher education to monitor emerging developments such as new technologies or practices that show promise and potential to serve UW Oshkosh.

Responding to Globalization

The University community has long recognized the ongoing shift toward a more global culture and business environment. As part of their general education requirements, all students are required to complete coursework in global citizenship, ethnic studies and intercultural knowledge. In these courses, students are exposed to multiple perspectives about global and cultural issues. The University

offers a wide variety of study abroad programs for students, faculty and staff that promote global understanding.

Content Management System

The IT division and functional units have recently been implementing large-scale IT investments in CRM and Student Success. As these systems came online, we began a procurement process to acquire a more automated Content Management System (CMS) to deploy across campus. The CMS integrates with the CRM platform and the Student Success Collaborative ([Student Success Gateway](#)) system, as well as with marketing automation technology, to leverage full capability.

Integrating New Branch Campuses Into Planning Processes

As mentioned in several places above, all planning processes will be expanded, modified and revised as necessary in order to include the new branch campuses after restructuring. These new planning processes will be based on the following principles:

- All faculty and staff will have opportunities to advocate for the needs of their own home campuses.
- All faculty and staff will be represented by appropriate governance bodies and have opportunities for input into all decisions that affect the entire 3-campus University.
- All three campuses will be given equal consideration in ensuring that their needs are addressed. No campus will be prioritized over the others.
- Students at all three campuses will have access to high quality academic programs and the student support and academic support services that they need in order to succeed.

Sources

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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

5D1

Over the last 10 years, the University has developed multiple processes to document performance throughout the divisions to measure progress for strategic planning and continuous improvement purposes. These processes are guided by the University's strategic plan goal to "transform the cultural, fiscal and structural nature of the University." This goal is aligned with the [UW System 2020 FWD goal of "Operational Excellence](#): "Participate in analysis and review of non-instructional processes that could be standardized" and "maximize use of resources to reduce non-instructional costs."

Student Success Gateway

The University partners with the Educational Advisory Board's [Student Success Collaborative](#) (called the "Student Success Gateway" on our campus--we know, it's confusing) to plan and monitor strategies to support institutional learning and transformation. According to the EAB, "the Student Success Collaborative combines technology, consulting and best practice research to help colleges and universities use data to improve retention and graduation rates." The purpose of the SSC is to identify, advise and track students using real-time data to measure and optimize intervention effectiveness.

Academic Performance Solutions

The University has begun to implement EAB's [Academic Performance Solutions \(APS\)](#) reports to improve instructional costs and to collect, analyze and report data for decision making at the program, college and university levels. Data reports include information and analyses on cost per student credit hour, class size distribution, course sections, bottleneck courses, faculty workload, relative growth of department SCH's and cross-discipline enrollments. Deans and department chairpersons will use this data for course allocation decisions. The University Resource Alignment Committee is also using these data for prioritizing programs.

Information Technology

[IT investments are prioritized](#) and aligned with institutional objectives. All proposed IT investments are evaluated for selection and prioritization using a cost-benefit-risk-alignment business case model based on key performance Indicators (Strategic Alignment, Customer Experience, Operational Efficiency, Risk Management). IT investments are managed using post-implementation assessments and Lessons Learned debriefs. IT conducts lessons learned debriefs after projects to assess practices

and ensure we repeat effective practices and improve on the ineffective.

University Assessment Plan

The [University Assessment Plan](#) guides the assessment of all academic programs, including the University Studies Program. Each academic program monitors its own assessment plan. Annual Assessment Committee reports synthesize the overall quality of the program plans submitted during each cycle. Criteria to evaluate the assessment plans include learning outcomes, methods, use of direct and indirect methods, data analysis, use of findings, and utility of the assessment plan. The committee uses the results of evaluations to plan professional development for the assessment leaders.

Assessment of auxiliary operations and student services - Departments in the Division of Student Affairs (Career Services, Residence Life, [Reeve Memorial Union](#), Rec and Wellness Center, [Dining](#) facilities) implement assessment plans, ranging from one to five years in length. Assessments are operational in nature, and some are based on student or user satisfaction ratings.

5D2

The University has processes in place to collect, analyze, report and share data to support its continuous improvement efforts and goals for operational effectiveness. Guided by the strategic plan goal to “transform the cultural, fiscal, and structural nature of the University,” the faculty and staff employ a number of distinct processes with the common goals of institutional effectiveness and continuous improvement.

Administrative Continuous Improvement

The University created a process to review and optimize any administrative process that is identified as inefficient. The [Titan Continuous Improvement](#) process works with departments and units across campus to intentionally implement change for the better using a set of proven quality and customer focused tools. This process enables our staff and faculty to improve their work lives by reducing waste, streamlining processes and maximizing the effective and efficient use of resources. Deliverables include an action item list for implementation and summary of selected metrics. Successfully [completed projects](#) include major revisions in the Travel Expense Reimbursement (TER) process, improvements in hiring processes, and the creation of E-forms. Currently the Undergraduate Advising Resource Center enlisted a cross-functional team to process map the undergraduate academic advising experience. The Department of Residence Life is using process improvements to help streamline the move-in process.

Information Technology

IT will implement a balanced scorecard approach for the annual assessment of IT practices and effectiveness, with input from constituents and stakeholders. The development of the balanced scorecard is underway at this time. The Chancellor's study group chose this approach because it is widely used and highly regarded as a way to monitor organizational performance against chosen objectives. The key performance indicators that will be used are strategic alignment, constituent experience, operational efficiency, and risk management (SCOR).

Program Review

Each academic program completes a [program review](#) every seven years consisting of self-study and

review by governance groups, administration and an external reviewer. This process is described in detail in Criterion 4 A. Reviews focus on performance indicators of enrollment, number of graduates, staffing and student credit hours generated. As the [University Resource Alignment](#) is fully implemented, programs will be reviewed based on additional criteria related to effectiveness, utility and productivity. Professional programs also conduct reviews through accrediting agencies related to their fields.

Institutional Assessments

Each year the institution provides data to UW System to create an Institutional Accountability Report. In 2015, the UW System began publishing this information annually in an online [Accountability Dashboard](#) that contains data from each campus on access, progress and completion, cost and efficiency, undergraduate experience, faculty and staff resources, and economic development. The dashboard provides campus data that is used by the Strategic Planning and college committees to monitor progress toward goals.

UW System Financial Reports

The University receives [annual financial statements](#) from UW System for both accountability and planning purposes. The statements are publicly disclosed on the UW System website on an annual basis. The reports contain information about assets, liabilities, revenues, operating and other expenses and cash flows. The University uses this information to monitor the overall financial status of all programs and program revenue initiatives and to revise future projections and fiscal plans.

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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

Like many institutions of higher education, the University faces a challenging fiscal situation. In response, we are implementing a 3-phase plan to transform the fiscal landscape of the University. We have adopted several processes and initiatives to minimize the impact of budget reductions, with more to come. Fiscal planning also takes into account demographic and financial trends in the state, which are continually monitored.

We regularly assess our operations and our academic programs, with a constant focus on continual improvement. Through collaborative decision making and open, transparent deliberations, the University ensures that its resources are best aligned to support our mission and our strategic goals. Progress toward our strategic goals are regularly measured and reported. The ongoing implementation of the Student Success Collaborative, Academic Performance Solutions, and the University Resource Alignment process will strengthen our ability to make data-driven decisions, to make changes more quickly when appropriate, and to plan effectively for the future.

Sources

There are no sources.