Assurance Argument

University of Wisconsin-Oshkosh - WI

Review date: 3/13/2023

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 articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1

Context of the Institution

The University of Wisconsin Oshkosh is a three-campus, research-enhanced, comprehensive public university, offering programs at the undergraduate and graduate level. It is a part of the University of Wisconsin System, which includes 13 institutions across 26 campuses and is governed by the UW System Board of Regents. Teaching is widely regarded as the first priority at UWO, although faculty research and creative activities are also vitally important. The student population is regional, increasingly diverse and consists of many first-generation college students. The institution's branch campuses at UWO Fond du Lac and UWO Fox Cities, which joined UWO following a restructuring in the UW System in 2018, have a strong access and transfer mission. The University has a commitment to shared governance, which is implemented through the Faculty Senate, Senate of Academic Staff, University Staff Senate, and student government bodies on all three campuses.

Development of the Current Mission Statement

The UW Oshkosh Mission Statement was revised in 2016, utilizing an inclusive process in which a planning team, consisting of faculty, staff, students and administration, collected input from numerous University and community groups on the mission statement, vision statement and strategic priorities of the institution. The University's governance groups contributed to and endorsed the mission statement and related documents. Internal and external groups contributed additional comments and reviewed the mission statement during nine presentations and meetings both on and

off the Oshkosh campus.

The mission statement was then reviewed by the UW System Board of Regents, following a public hearing presided over by a Regent. The Board of Regents approved the University's new mission statement at the October, 2016 board meeting.

After the UW System restructuring, UWO reviewed the UW Colleges mission and found that the essential components of the UW Colleges mission were contained within its own institutional mission. Therefore, the 2016 UWO mission statement is recognized to apply to all three UWO campuses.

The mission review and revision process is suited to the context of the institution in several ways:

- UWO is part of the UW System. The UWO mission incorporates several key concepts from the UW System mission statement, such as
  - UW System: "Develop human resources"; UWO: "provide a high-quality liberal education to all its students in order to prepare them to become successful leaders"
  - UW System: "Extend knowledge and its application beyond the boundaries of its campuses"; UWO: "create a more sustainable future for Wisconsin and beyond."
- UWO has a strong commitment to shared governance. The above-described process demonstrates the many ways in which shared governance played a role in the revision and periodic review of the mission statement, including serving as consultative bodies and nominating governance members to serve on committees reviewing the mission.
- UWO is a regional comprehensive institution. The 2016 mission statement was developed with input from constituents including the Alumni Board, UWO Foundation Board, University advisory groups and community members.

1.A.2

The mission and related statements--including the vision statement, strategic objectives, and goals and preamble to the UWO2030 Strategic Plan--are current and reference the institution's emphasis on vital aspects of its mission, including teaching, liberal education, innovation, economic development and community engagement, sustainability, inclusivity, and support and wellness.

As UWO is a regional comprehensive institution, **teaching** is core to the mission. The mission reflects this: "dedicated faculty and staff are committed to innovative teaching . . ." The preamble to the current plan, UWO2030, references quality teaching and innovative teaching. The plan itself includes several objectives and goals related to teaching, including: "Extend and intensify quality teaching," "Strengthen the culture and scholarship of innovative teaching and learning," and "Amplify our recognition, celebration, and rewarding of exceptional, innovative, and inclusive teaching."

The mission and related statements also reference the institution's emphasis on **liberal education** in several ways. The mission statement specifically states that "the University of Wisconsin Oshkosh provides a high-quality liberal education to all of its students. . . ." The vision statement reinforces this: "[the] University of Wisconsin Oshkosh [is] built upon the ideas of a liberal education . . . .". The preamble to the recently approved UWO2030 Strategic Plan emphasizes that providing a liberal education is foundational to the institution. Goal 2.3.2 in the Strategic Plan is to "[r]einforce our commitment to liberal education, increasing the presence of sustainability, global citizenship, civic engagement, intercultural knowledge, and ethical reasoning in and across the curriculum . . .".

As a comprehensive university which has recently attained the Carnegie Doctoral/Professional designation, the University's mission and related statements reflect a commitment to **research**. The mission statement includes this statement: "Our dedicated faculty and staff are committed to . . . research. . . ." The vision statement identifies the institution as "research-enhanced." The preamble to Strategic Plan UWO2030 reinforces this idea: "Through . . . scholarship and creative activity . . .UWO is positioned to drive and support innovation." Goal 2.1.1 of the Strategic Plan commites to support "scholarship, basic and applied research, and creative activities," while Goal 3.2.3 pledges to "[b]olster and help sustain pursuit of staff and faculty extramural grants and contracts."

Economic development and **community engagement** are also important to the University's mission. UWO is a multi-campus institution located in the third largest population center of the state. It has a history of engaging with the communities it serves and working to increase their economic prosperity. The mission statement and strategic goals and objectives of the UWO2030 strategic plan reflect this. The mission statement says: "dedicated faculty and staff are committed to . . . economic development, entrepreneurship and community engagement. . . ." The strategic plan expresses the University's desire "to serve the needs of the region and state, employing resources and facilities across the three campuses to strengthen UWO's presence as a catalyst and consultive resource for the advancement of education, scholarship, governance, sustainability, and economic growth."

The University has a nationally recognized commitment to and reputation for **sustainability,** which is reflected in the mission and related statements. The vision statement references the institution's "nationally recognized emphasis on sustainability." The preamble to the UWO2030 strategic plan states that certain ideals, including sustainability, are "essential to the function, health and success of UWO and its student, staff and faculty." There is an entire theme in the strategic plan (Theme 3) dedicated to sustainability, which includes Objective 3.1: "Become a proactive, integrated, and intersectional beacon of sustainability."

Also foundational to the institution is **inclusivity**. The preamble of the UWO2030 strategic plan reinforces the ideals of equity, diversity, and inclusion (EDI) as foundational, and two of the plan's objectives (as well as six goals beneath them) are directly related to inclusivity:

- "Objective 1.2: Make UWO a model for inclusive, supportive, and welcoming universities."
- "Objective 4.3: Strengthen our culture of institutional accountability focused on Equity, Diversity, and Inclusion (EDI)."

Finally, the institution also acknowledges in its mission and related statements a commitment to **support and wellness** for students and employees. The UWO2030 plan preamble states that the institution provides an "affordable, student-centered, wellness-focused educational journey, supported by every member of the UWO community" and expresses UWO's commitment "to maintain a positive, healthy environment for staff and faculty members which is based on respect, equity, diversity and inclusion, collaboration, and workplace joy."

1.A.3

The mission and related statements, including the vision statement and the new UWO2030 strategic plan, identify the nature, scope and intended constituents of the higher education offerings and services that UWO provides.

Constituents

The preamble to UWO2030 identifies students, workers and citizens as constituents and states that the institution serves regional communities, businesses and industries. Importantly, it notes that the mission is to "educate students and serve the region, state, nation, and global communities." It also reinforces the commitment to UWO employees as an important constituent.

The strategic plan itself centers on students; it contains more than 15 student-centered objectives and goals, including:

- "Ensure graduates are ready for fulfilling lives, engaged citizenship, and rewarding careers" (Objective 1.1);
- "Extend and intensify quality teaching, high impact practices, and life-changing experiences (such as study abroad, undergraduate research, internships, community engagement, athletics, etc.) for students throughout their journeys" (Goal 1.1.1);
- "Supercharge support for students experiencing barriers, including the COVID-19 pandemic's lasting impacts, which highlighted and exacerbated issues already known to hinder student success" (Goal 1.1.3);
- "Reimagine and enhance support systems, being particularly responsive to the needs of historically and structurally marginalized students, while working to increase student success metrics including retention and graduation rates" (Goal 1.2.1);
- "Identify and leverage strengths of each campus to build distinctive identities which are responsive to the needs of students" (Goal 1.3.1);
- "Serve the whole student as they progress, revising or creating policies, programs, and processes that remove barriers and aid in their success" (Goal 4.3.1).

Faculty and staff are also important constituents in the mission and strategic plan, with several objectives and goals geared toward serving them:

- "Bolster and help sustain pursuit of staff and faculty extramural grants and contracts" (Goal 3.2.3);
- "Help create a fulfilling, celebratory, and balanced work-life experience for faculty and staff" (Objective 4.2);
- "Encourage, support, and reward participation in professional development and growth opportunities for faculty and staff" (Goal 4.2.2);
- "Promote an authentic leadership development culture that values and nurtures every university employee wishing to rise and grow" (Goal 4.2.3).

Also prominent as constituents throughout the strategic plan are the communities the institution serves:

- Strategic Objective 1.4: "Be the answer to emerging markets' workforce questions and needs";
- Goal 1.4.3: "Strengthen relationships with alumni, businesses, nonprofits, state and local government and K-12 educational institutions";
- Goal 2.1.2: "Serve the needs of the region and state."

1.A.4

The UW Oshkosh mission statement guides academic and student support programming in undergraduate and graduate programs. The mission prescribes a high-quality liberal education for all UWO students in programs leading to degrees at the associate, baccalaureate, master's, and professional doctorate levels. UWO offers a wealth of opportunities for career growth, personal

enrichment, and lifelong learning that includes over thirty-five graduate programs spanning a wide array of disciplines, including two professional doctorates in education and nursing, and nearly two hundred undergraduate majors, minors and emphases spanning four colleges, as well as associate degrees offered at the branch campuses and online.

The University's general education program, named the University Studies Program, reflects key elements of a liberal education through essential learning outcomes and signature questions focusing on intercultural knowledge and competence, civic and engaged learning, and sustainability and its applications. Additional university requirements, including competencies in global citizenship and ethnic studies, reflect elements of the mission.

Alignment with the university mission is also an important component for the approval of new academic programs. Proposals few new programs must include a statement about the proposed program's alignment with and support of the university mission.

UWO's innovative and inclusive learning environment is bolstered by student service offices housed in the Academic Affairs and Student Affairs Divisions. The Student Success Center building houses Career & Professional Development, Academic Advising, the Counseling Center, the Writing Center, and the Center for Academic Resources, which administers tutoring services and the Supplemental Instruction program. More information about these services is provided under Core Component 3D.

Enrollment

The fall 2022 enrollment profile shows that UWO enrolled 12,636 undergraduate students enrolled, including 4,765 dual enrollment students, 863 associate degree students, and 7,046 baccalaureate degree seeking students. Graduate enrollment totals were 1,078 (headcount). The undergraduate enrollment was 92% and graduate enrollment was 8% of the total UWO student population.

Non-traditional and graduate students make up a majority of the enrollment in online programs. Students enroll in online programs 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 University's distance education offerings reach students in 46 states. 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 offers many of its graduate programs on off-site locations in order to meet the needs of rural school districts in under-served areas of Wisconsin.

1.A.5

The mission statement is publicly available on the University's website and is found through the top navigation on all University web pages via the "About" link. The mission statement is also published in the online academic bulletins. The Mission, Vision, Core Values, and Strategic Plan are all publicly available on the University and UW System websites.

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 Teaching and Learning Summit that highlights aspects of the mission and essential learning outcomes. Features are published in UWO's alumni publication, Titan Magazine, that document how students, faculty and staff live the mission in programs of study, student activities, research, community engagement and learning experiences.

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1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1

For over a century, the University of Wisconsin System has embraced The Wisconsin Idea, a philosophy that holds that university research should be applied to solve problems and improve health, the environment, and quality of life for all Wisconsin citizens. The stated mission of the UW System includes a commitment to "extend knowledge and its application beyond the boundaries of its campuses and to serve and stimulate society."

UW Oshkosh's programs, services, scholarship activities and engagement with the community all contribute 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 expressed in the University's Strategic Plan, which includes a goal to "serve the needs of the region and state, employing resources and facilities across the three campuses to strengthen UWO's presence as a catalyst and consultive resource for the advancement of education, scholarship, governance, sustainability, and economic growth" (Goal 2.1.2).

Service and outreach to the local community are deeply embedded in the baccalaureate curriculum through the general education core course, Quest III. In Quest III courses, students are required to work in a community setting, usually with a local non-profit or community group (though some students work with a campus partner). Community partners in recent years include the St. Vincent De Paul Community Center, the Oshkosh Area Community Pantry, Habitat for Humanity, and the Bethel Homes rehabilitation facility for senior citizens.

The Division of Online and Continuing Education offers a variety of programs to members of the community, including youth programs, professional development courses, and wellness programs. Additional outreach programs and resources include the Environmental Research and Innovation Center (ERIC) and several business outreach centers housed in the College of Business.

In 2021, UWO launched the Center for Civic and Community Engagement (CCCE) to organize and facilitate existing volunteerism initiatives (including those embedded in the Quest III course) and to respond to new calls for volunteer support from area nonprofits. The CCCE helps University faculty, staff and students locate volunteer opportunities, works with area agencies to find the help they need,

and ensures effective communication and appropriate placement of volunteers in the community. The Center's mission is to "build partnerships between individuals and organizations to address community needs and increase civic engagement." The Center's Community Impact Reports lists each semester's on-campus and community partners and the types of programs offered each semester.

UWO also contributes to the public good through a variety of educational and cultural events. The University maintains five art galleries across its three campuses and hosts displays of art by students, faculty, local artists, and internationally recognized artists from around the nation. Each year, the University hosts a High School Art Day, in which high school students visit the Oshkosh campus, exhibit work in a juried exhibition, and attend an art workshop in the specialty of their choice. The Department of Music sponsors concerts throughout the academic year—again, showcasing the work of students, faculty, and musicians from around the country—and the Fox Cities campus hosts the Fox Valley Concert Band, offering free public performances. Theaters on all three campuses host performances which garner substantial public support. Finally, the University hosts an award-winning public radio station, providing programming developed by Radio-TV-Film students as well as news and programming from National Public Radio and Wisconsin Public Radio.

The University also serves the public good through its longstanding and continual commitment to sustainability. One of the Signature Questions infused throughout the University's general education program is, "How do people understand and create a more sustainable world?" The University's commitment to sustainability is also evident through ERIC (mentioned above) and through the UW Oshkosh Sustainability Institute for Regional Transformations (SIRT). In April 2022, the University signed a commitment to be carbon neutral by 2030.

In July 2022, UWO was one of just four institutions to receive a U.S. Department of Education Green Ribbon Schools Postsecondary Sustainability Award. Through these efforts and others, the University has developed a national recognition as a leader in sustainability while working with regional institutions, both public and private, to initiate and support sustainability efforts.

1.B.2

UWO is a public university in the University of Wisconsin System. As such, it operates under no obligation to generate financial returns for investors, contribute to a related or parent organization, or support any external commercial or political interests. A close reading of the University's Mission and Vision statements reveals that the University's commitments are solely to its students and to the general public.

1.B.3

The University is committed to serving the Oshkosh and Wisconsin communities well beyond the borders of its campuses. This commitment is exemplified by efforts from many units throughout the University. For example, the College of Business houses several business outreach and development centers 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 by offering graduate certificate and degree programs in locations throughout the state, often as a result of expressed demand from local groups of teachers and superintendents.

The Division of Online and Continuing Education provides a variety of training and professional development programs, with a focus on fulfilling the workforce and professional needs of the communities in the University's service area. With outreach from all three campuses, Continuing

Education offers an array of non-credit, personal enrichment, life-planning and group travel opportunities within the region, strengthening the University's connection to external constituents. The Fond du Lac campus houses the UW-Madison Division of Extension, and the campus partners with that agency on nutrition programming and 4H activities.

In response to needs expressed by area business organizations, the University launched three B.S. in Engineering Technology programs in 2014 and a B.S. in Software Technology in 2018. All of these programs articulate with Associate Degree programs offered by the Wisconsin Technical College System to provide seamless transfer pathways for students.

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 expose students to the educational and personal development benefits of giving back to the community. 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 and cultural events. Reeve Memorial Union and its associated locations at Fox Cities and Fond du Lac, through its sponsorship of volunteer activities, contributes regularly to programs that serve the local community, as do many student organizations. And the Sustainability Institute, referenced in 1.B.1, is an additional venue through which the university interacts with and serves the surrounding community.

Through these and other initiatives, UWO's faculty, staff, and students reach out to area communities and respond to their expressed needs through academic programming, training and development, technical services, and volunteer efforts. Through these efforts, students learn the value of service to their communities, and external constituents benefit from the expertise of UWO's faculty and staff.

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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1

UW Oshkosh offers a broad range of co-curricular activities guided by the University's essential learning outcomes and program learning outcomes. All colleges provide their students with co-curricular offerings related to future careers to establish a foundational understanding of careers in specific fields, to promote engagement with professionals, and to provide students with opportunities for applying their knowledge and skills to "real-world" situations.

During the COVID pandemic, activities were offered virtually through Zoom and Microsoft Teams. Due to the level of participation and feedback received, the University is continuing to offer some activities in a hybrid format. This arrangement also allows the University to offer more co-curricular programs and events to students on all three campuses.

In addition to university-wide events, program Advisors on the Fond du Lac and Fox Cities campuses develop co-curricular programs specifically for their campuses. An Integrated Program Team, made up of over 40 campus representatives, meets quarterly and maintains two Integrated Program Calendars each semester, one for the Oshkosh campus and the other for the Fox Cities and Fond du Lac campuses. These comprehensive calendars allow for greater coordination of co-curricular events and help campus teams develop both internal and external partnerships.

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. The array of student activities offered by Reeve Union focus on student volunteerism and community-based learning. Each year, students log thousands of hours in volunteer experiences. In addition, the Department of Residence Life hosts an annual Citizenship Day, 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 can engage residence hall students in volunteering in the Oshkosh community.

The Department of Intercollegiate Athletics supports and extends the mission of UWO by shaping an environment that promotes excellence in student achievement, academic success and personal growth. Intercollegiate Athletics is committed to providing an equitable multi-sport athletic program for men and women students; the University has 19 distinct sports programs for men and

women. The programs in Athletics support the University learning outcomes, as specified in the UWO Athletics Mission and Vision Statements. Athletes participate in community and campus service projects, and a "Team Fellows" Program matches teams with faculty and academic staff mentors.

The Fox Cities and Fond du Lac campuses compete in the newly re-designed Wisconsin Competitive Sports League, with two sports contested against other two-year colleges and technical colleges in Wisconsin.

Students participate in the Model United Nations (Model UN), where they research global issues and compete in debates at the national level. And each year, hundreds of students participate in study abroad programs throughout the globe. The Office of International Education matches current students with over 80 study abroad opportunities and supports UWO faculty and academic staff in the development of group programs abroad. Through international education, students may gain a global perspective, 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 Break trips are typically service trips where students engage with agencies to accomplish a project. These programs provide students with the unique opportunity to participate in a 4-7 day service project domestically or internationally. Alternative Break trips occur during either the winter or spring break. Recently, students have traveled to Memphis, North Carolina, St. Louis, Puerto Rico and Honduras.

Students have opportunities to get involved on any of the three UWO campuses, including through Intramurals, Greek organizations and more than 130 student organizations. The Greek Life office provides leadership training for fraternities and sororities in addition to training offered through the Panhellenic and the Interfraternity Council. The Student Leadership & Involvement Center and the program advisor for Diversity & Inclusion Programs provide training for the leaders of student organizations in management, budgeting, purchasing, and diversity and multicultural knowledge.

Student Affairs departments provide programming that contributes to the educational experience of UWO students, often tying programs to University Studies Program signature questions and learning outcomes.

Residence Life

The Department of Residence Life provides a wide variety of programming opportunities that contribute to students' education. Private housing at the Fox Cities and Fond du Lac campuses enjoy oversight by the Department of Residence Life and offer programming for residents based on industry best practices. Programs include topics such as sustainability, first- and second-year experience programs, volunteerism, financial skills, community partnerships and diversity. The department hires over 100 highly trained student employees, who provide daily educational opportunities to residence hall students about living in a community and being good citizens. The department, along with the Dean of Students office, provides an educational-based judicial model when handling conduct issues.

Reeve Memorial Union

Reeve Union Student Involvement staff host and/or advise more than 200 events per year across the three campuses, with annual student attendance totaling more than 25,000. These events expose students to a diverse group of performers and speakers on a variety of educational and social topics.

Both Reeve Union and the Center for Equity & Diversity provide diversity-related programming, often in collaboration with other departments. Students are actively involved in the planning, execution and assessment of these events, increasing their leadership abilities and skill sets applicable to a wide variety of careers.

Student Health Center and Wellness

The Student Health Center and the Student Recreation and Wellness Center provide health education programming and outreach activities based on the National College Health Association data. Peer Wellness Educators plan and promote 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 and education about sexual health, nutrition, sleep, tobacco, concussion, and travel safety.

1.C.2

UWO has a multifaceted commitment to diversity, inclusion, and equity, which is demonstrated through strategic planning, learning outcomes, hiring practices, curricular offerings, councils dedicated to diversity, awards and programs.

The University's commitment to diversity, equity, and inclusion are expressed in multiple places in the UWO2030 Strategic Plan:

- Goal 1.2.3: "Identify and address any existing policies, procedures, and practices that perpetuate inequities for students or employees, including those that exist across campuses, colleges, divisions, and departments."
- Objective 4.3: "Strengthen our culture of institutional accountability focused on Equity, Diversity, and Inclusion (EDI)."

The strategic plan was developed and approved in 2022. Over the next few months, groups will be formulating plans and strategies for implementing these objectives.

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 university-wide diversity and inclusion, the University has created the position of University Diversity Officer to address and mediate any diversity, equity, and inclusion related concerns at UWO. The Diversity Officer provides consultation to the Chancellor and other University leaders on issues or efforts related to diversity, equity, and inclusion, and reviews policies and procedures related to DEI at UWO, proposing and promoting new policies as needed.

The Office of Equal Opportunity, Equity & Affirmative Action, a division of the Human Resources department, takes a central role in carrying out the institution's goal to ensure inclusive and equitable treatment of diverse populations. The office administers a variety of policies and programs to reach this goal, including the following:

- providing information on ensuring accessibility and accommodations, and overseeing ADA compliance.
- providing support and guidance for recruiting and maintaining a diverse workforce.
- administering mandatory training on issues such as sexual harassment and unconscious bias.

- addressing complaints of bias and discrimination.

The Office has developed a Workplace DEI Advisory Council to help guide the campus to create a respectful and inclusive working community in which individuals appreciate their uniqueness, understand their differences, and find common purpose.

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 academic services to create a diverse, equitable, inclusive and collaborative campus climate that fosters academic success and personal development." The Center for Equity and Diversity houses the following offices:

- Indigenous Student Support and Wellness
- Latinos Unidos Navigating Academia (LUNA)
- LGBTQ+ Resource Center
- McNair Scholars Program
- Multicultural Retention Programs
- Multicultural Education Center
- Pre-College Programs
- Titan Advantage Program
- Titan Men of Diversity
- TRIO Student Support Services
- The Women's Center

The Multicultural Education Center is a multipurpose resource center that seeks to bring people together to promote and celebrate diversity at the university and in the greater Oshkosh area. First generation and multicultural/multiracial students are encouraged to enroll in the Titan Advantage Program (TAP), which enables students to earn four to six credits during the summer prior to their first semester while providing a smoother transition to university life.

Reeve Memorial Union Student Leadership and Involvement 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:

- Asian Student Association
- Black Student Union
- Hmong Student Union
- Inter-Tribal Student Council
- Multicultural Student Coalition
- Student Organization of Latinos
- Gentlemen of Excellence

The Connections program in Career and Professional Development connects students from protected population backgrounds 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 its ability to be an effective resource for diverse communities. The Dean of Students Office provides information, training and services to faculty, staff and students about disability needs and services.

Bias Education and Support Team

The Bias Education and Support Team is comprised of nine members with varying areas of expertise pertaining to diversity, equity, inclusion, and conduct policy. The team receives bias submissions and determines when and how to respond to each case individually. The team connects with the individual(s) responsible and responds by taking the highest level of action available by policy, law, and in accordance with institutional values and expectations.

The team meets regularly to review cases and trends that inform institutional change, continuing to ensure a safe and welcoming environment for all students. The team communicates with the University community through a website and through semi-annual campus climate meetings, inviting all students, staff, and faculty to participate in the conversation. The team also attends annual training to stay up to date with best practices.

Project Success

Project Success serves students with dyslexia and language-based learning disabilities with high-quality instruction and organizational strategies to enable them to become independent in academic areas such as mathematics, spelling, reading, writing, comprehension, and study skills. Project Success teaches students to use the phonemic sound structure of the American-English language to respond to the advanced language structures they encounter in their university studies. Project Success also provides students with a venue to voice their concerns and teaches them strategies to reduce the impact of their disabilities on their college and post-college lives.

Reimagining of Indigenous, Hispanic/Latino/a, and Men of Color Support Services

In fall 2021, the Division of Academic Support of Inclusive Excellence sought to expand its support services for Indigenous/Native American Indian, Hispanic/Latino/a, and male students of color at UWO to offer additional mental wellness, academic support, cultural support, and overall student success strategies. Mentorship and community advocacy were added as areas of focus for Hispanic/Latino/a and male students of color support services to promote leadership development and career achievement. The Indigenous/Native American Indian support services added a mental wellness component to its services to develop a stronger cultural identity within the University's Indigenous community.

Titan Advantage Program

The Titan Advantage Program (TAP) is a six-week summer bridge program that provides incoming first-year students with an opportunity to get a jump start on their college careers at UWO. Students complete four to six credits of college coursework while making crucial connections with peers, instructors, advisors and peer mentors. In addition, students attend peer instruction sessions, field experience trips and workshops, and participate in summer campus events and activities.

TAP continues to support students during their enrollment at UW Oshkosh, providing one year of support services in the first year following completion of the summer program and follow-up services in year two and beyond.

In summer 2014, the first year of TAP, the pilot program enrolled 14 students. Enrollment grew steadily over the years, to 47 in 2020. From 2014-2021, a total of 293 students completed the six-week program.

Climate Survey

The UW System Office of Student Success, Higher Education Research Institute (HERI) and their Diverse Learning Environment Survey launched a climate survey of all UW System institutions in spring 2021 to evaluate students' needs and gaps in service. The data collected from the survey helped inform each university and UW System Administration on students' experiences. A final executive summary was created and released to all UW System institutions on behalf of the Senior Equity, Diversity, and Inclusion Officer.

Academic Support of Inclusive Excellence

The Division of Academic Support of Inclusive Excellence (ASIE) is dedicated to the academic growth and personal development of UWO students, including structurally excluded groups comprising first-generation, low-income, students of color, women, and LGBTQIA+ students. ASIE aims to empower and inform students, faculty, staff and the broader community to create an equitable, diverse and inclusive climate through outreach initiatives, educational programming, leadership opportunities, and multicultural events.

UW Oshkosh is home to more than 1,300 students of color—all of whom are considered a part of ASIE. Forty-three percent of UWO students are the first in their family to go to college. ASIE provides support and guidance for all of these students to be successful in higher education. ASIE works collaboratively with seventeen diversity and inclusion-centered student organizations to provide academic and cultural support. Types of support offered by ASIE include

- Academic guidance and coaching are provided to help students find career opportunities, scholarships, internships and grants.
- Financial aid and financial literacy information, and assistance applying to graduate school.
- Multicultural advising, guidance and mentorship.
- Educational forums/seminars/workshops, including workshops for first-year students; professional and leadership development/training; and personal, career and financial aid assistance.
- Cultural, educational, and social programs and activities aid in educating the university and community on issues related to diversity, equity, and inclusion. These programs help students grow academically, foster a greater sense of belonging, improve cross-cultural relations and a greater cultural appreciation, and social connections so they can be successful.

In addition, cultural, educational, and social programs and activities aid in educating the university and community on issues related to diversity, equity, and inclusion.

Veterans Resource Center

The UW Oshkosh Veterans Resource Center (VRC) provides support for the University's veterans as well as active-duty guard members, reservists, and dependents of veterans. The VRC provides a central location to explore the benefits and resources available to these groups while connecting with other veterans, friends and family.

1.C.3

Programming and Events

The student union sponsors a variety of programs, events, and gatherings to help foster a climate of

respect among all students, faculty, staff, and administrators from a broad range of diverse backgrounds, ideas, and perspectives. Examples include the following.

The Allyship, Advocacy, & Action Workshop Series: a professional development opportunity for students, faculty, and staff members to engage with social justice and equity topics that focus on becoming better advocates for underinvested communities.

Various Voices Series provides an opportunity for students to connect with outside experts in their respective fields to devleop a new sense of belonging and empowerment for their intersecting identity.

The "Just Checking the Box" Allyship Workshop Series explores identities and the uncomfortable conversations around issues of privilege and power.

Amplify is a University Speaker Series that brings inspiring and diverse individuals to campus to educate and entertain the community on a variety of themes and passions.

Cultural Representation

In the fall of 2018, the Inter-Tribal Student Council and the Division of Academic Support of Inclusive Excellence collaborated with a national artist to create three distinctive art pieces celebrating Native American/Indigenous cultures. Each of the three pieces was placed in a strategic central location on the Oshkosh campus.

In the spring of 2019, to kick off Asian Heritage Month at UWO, the Asian Student Association (ASA) and Hmong Student Union (HSU) presented the permanent display of a traditional Hmong story cloth on the second floor of the Reeve Memorial Union, outside the main ballroom. The massive story cloth was installed as an effort to better represent the diversity of cultures that make up the UWO student body.

In conjunction with the story cloth and the Indigenous art pieces, the Multicultural Mural Initiative was created as a collaborative project led by student leaders from various multicultural student organizations. The mural, an original artwork by a local artist, was completed in the fall of 2020. Students initiated and led every aspect of the project. The objective of the initiative was to install a multicultural mural on the Oshkosh campus that celebrates diversity, promotes inclusiveness, and creates a greater sense of belonging for underrepresented students and groups at UWO.

Social Justice Institute

A one-day conference, created by UW Oshkosh Residence Life and offered twice per year, aims to increase understanding about racial equity and social justice and to create awareness and allyship among the university community.

Equity and Inclusion Trainings

United Training prepares individuals to become allies to the LGBTQIA+ community. The training addresses the ever-changing terminology in the community, the messages that are generated in society about LGBTQIA+ lives, the coming out process, and other knowledge and skills necessary to being a successful ally. The training provides support to LGBTQIA+ students, staff and faculty by promoting and acknowledging safe places for LGBTQIA+ individuals and increasing awareness of self-defined LGBTQIA+ allies.

After the training, participants receive the coveted United decal to display as a sign of support. This decal is noticed by LGBTQIA+ students, faculty, staff, and allies across campuses as a symbol of support and commitment to the LGBTQIA+ Community. Currently, over 1,500 students, faculty and staff members at UWO are identified as allies with a United decal on their resident hall doors, office doors, or in their workplaces.

UWO also offers bystander intervention training to provide participants the opportunity to learn and practice necessary skills for effective and safe intervention for unsafe or unhealthy situations.

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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 priorities of the University as it operates for the public good. The mission and strategic plan focus on the University's commitment to learning, diversity, 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, strategic 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, service learning requirements, and partnerships with business and industry, as well as through numerous sustainability initiatives.

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 establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1

As described more fully in 1.A.1, UW Oshkosh revised its mission statement in 2016 through the 2016 strategic planning process. As required by Wisconsin State Statute 36, the 2016 mission statement was approved by the UW System Board of Regents, the governing body for the University of Wisconsin System. The 2016 mission statement was reviewed in 2018 following the restructuring of the UW System, which resulted in the addition of two branch campuses. There were no changes made to the mission statement at that time. The 2016 mission statement was again reviewed during the most recent strategic planning process, which began in 2021 and concluded in November 2022. There were no changes to the mission statement during that process. In the coming months, the Chancellor will charge a new committee with examining and proposing changes to the University's mission and vision statements.

2.A.2

The University of Wisconsin Oshkosh holds itself accountable to all laws established by the State of Wisconsin, rules and policies established by the UW System Board of Regents and the UW System Administration, and to its own policies that prescribe ethical conduct for the administration, faculty, staff, and students.

LEGAL AND POLICY FRAMEWORK - ETHICS AND INTEGRITY

Established laws, 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.

Several chapters of the Wisconsin Statutes apply to UW System institutions:

- Chapter 16: Department of Administration;
- Chapter 19: General Duties of Public Officials;
- Chapter 20: Appropriations and Budget Management and

- Chapter 36: University of Wisconsin System.

In addition, several provisions of the Wisconsin Administrative Code outline expectations for ethics and integrity at UWO, including

- UWS 4: Procedures for Faculty Dismissal and for Dismissal and Discipline in Title IX Cases;
- UWS 7: Procedures for Faculty Dismissal in Special Cases;
- UWS 8: Unclassified Code of Ethics;
- UWS 11: Procedures for Academic Staff Dismissal and Discipline and Dismissal in Title IX Cases;
- UWS 14: Student Academic Disciplinary Procedures;
- UWS 17: Student Non-Academic Disciplinary Procedures; and
- UWS 18: Conduct on University Lands.

The UW System has also adopted a number of conduct and integrity policies which apply to each UW System institution, as detailed below in applicable topics. UWO has adopted policies of its own, to implement or augment existing law or policy or to address institutional needs, also outlined below where appropriate.

The Board of Regents governs the UW System. The Chancellor of UW Oshkosh is accountable and reports to the UW System President and to the Board of Regents for the overall administration of the institution. UW System provides policy and other guidance to its institutions. UW System has established an Office of Compliance and Integrity, which recently merged with the Office of Risk Management to provide assistance to UW System institutions on compliance topics, including ethics.

Responsibility for policy development and compliance is shared across many areas of the institution. In 2022, UWO launched a new Office of Compliance, Risk and Integrity which is responsible for compliance coordination, Title IX, public records responses, risk management, safety and ethics compliance.

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.

All those holding a "state public office," which includes the "chancellors and vice chancellors of all University of Wisconsin institutions" as defined in Wis. Stats. § 19.42(13)(cm) must comply with Chapter 19, Subchapter III of the Wisconsin Statutes, the code of ethics applicable to public officials. Its requirements include an annual financial disclosure.

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.

Reporting and Investigating Unethical Behavior

The UW System maintains a [hotline](#) for any employee of the UW System or its institutions to report instances of potential unethical behavior. These reports are investigated at the System level or referred to individual institutions for investigation. The investigations are handled by the UW System Office of Compliance, Risk & Integrity. The University also maintains an [Ethics Code Committee](#) which is called upon from time to time to gather information about reported ethical issues.

Student Complaints About Faculty or Staff

The Federal Compliance Review for UWO's 2018 Reaffirmation Review stated that UWO

> *should review all college policies that address student complaints and ensure that all have the complete process a student must follow, a timeframe for resolution, and an appeal process, if applicable. UWO should engage in a complete review of its website to ensure that all handbooks, bulletins and policies/procedures align to guarantee that students and external stakeholders can readily find consistent information.*

An Interim Report was assigned and submitted in February 2019. As stated in that report, different types of student complaints are handled by different offices at the University, based on the nature of the complaint and the respondent's university affiliation. For example, [Title IX complaints](#) are handled by the Title IX Coordinator, and [discrimination complaints](#) made by a student against an employee are typically handled and maintained by the Office of Equal Opportunity, Equity and Affirmative Action (EOEAA). Complaints of bias, conduct violation, or other mistreatment by one student against another student (not related to Title IX) are handled and maintained by the Dean of Students Office or Residence Life. Complaints about an instructor's teaching (not bias or Title IX related) and grade appeals are first handled within the academic department but can be appealed to the college Dean's office.

The University's ALO lead a thorough review of all complaint and appeal procedures for clarity, completeness, and consistency, and changes were made where appropriate. As a result of the review, a new Student Handbook website was created that compiled and organized links to the many policies, support services, administrative offices, and abundance of campus, university and community resources available to students. That website contains a Policies and Procedures page (https://uwosh.edu/handbook/policies/), which includes a list of links to the relevant policies and offices under the heading, "Complaints and Reporting Policies." The result is a single, intuitive web source for all kinds of complaints that students may have throughout the University.

In their response to the Interim Report, HLC staff noted, "There is no evidence in the report to show that the institution is maintaining a log—or logs--of student complaints that show the number, nature and resolution of individual complaints."

In fact, the EOEAA office, Title IX Coordinator, the Dean of Students, Residence Life, and the college Deans all keep records of student complaints as required. Not mentioning this was our oversight when writing the Interim Report. A sample student complaint log entry from the Dean of Students is [here](#); a sample from the College of Education and Human Services is [here](#); and an excerpt from the College of Nursing complaint log is [here](#).

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 of the State of Wisconsin and the University of Wisconsin System. Policies governing the financial administration of the UW System and its member campuses are regulated by the Board of Regents and 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 UWO.

Operating Budget

All monies transferred to UWO and their designated purposes are available through the annual UW System Budget Redbook. Like all institutions in the UW System, UWO's operating budget is augmented by tuition and student fees, which are themselves regulated by UW System policies. (See Criterion 2.B. for more information.)

Financial Services

At UWO, 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 those missions. Financial Services follows UW System policies on financial administration. In addition, the institution has implemented the separation of developing budgeting and forecasting financial data from the accounting for that data, which is a common recommendation of auditors.

Purchasing

UW System and UWO Financial Services publish 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 purchasing and contracts. In addition, all contracts are public information. UWO 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 institutions through the UW System Office of Internal Audit to enhance the independence of the internal audit function. The institutional auditor is located on the Oshkosh campus but reports 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 UWO are continuously subjected to the reporting, approvals and audits conducted by the pre-audit function at UWO Financial Services, as well as UW System's Office of Internal Audit and the State of Wisconsin Legislative Audit Bureau.

ACADEMIC INTEGRITY

The Registrar's Office is responsible for the oversight of academic policies and procedures, which are detailed in the undergraduate bulletin and graduate bulletin. The following key areas are detailed in the bulletins: admission requirements, degree requirements, areas of study, University Studies

Program, courses/grades/academic standards/honors, and course/academic policies.

The Faculty Senate 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. The Registrar is an ex-officio member of the APC and attends all meetings. 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.

The Dean of Students Office handles formal complaints regarding student academic misconduct.

PERSONNEL

The Provost's Office, along with the Office of Compliance, Risk & Integrity, is responsible for university policy regarding ethical behavior of employees, as outlined in State and System Policy and the faculty and academic staff handbooks.

The Wisconsin Open Meetings Law and the Wisconsin Public Records Law guide transparency of decision making. At the university 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 UWO faculty, academic staff, and university staff handbooks provide policies that guide the ethical behavior and decision-making of faculty and staff. The handbooks outline statutory responsibilities, the governing constitutions, bylaws, and rules for each employee group, including rules related to recruitment, appointments, renewal and tenure, appeals, promotion, workload, and reviews. Each fall, employees are reminded of their ethical and reporting responsibilities via an email from the Chancellor. Each spring, faculty and staff are required to submit a report on outside activities to identify any potential conflicts of interest.

The University has in place a number of procedures to process general grievances and complaints. The grievance and complaint procedures for each classification of employee are described in the respective handbooks, as are procedures for complaints and allegations regarding discriminatory or harassing behavior for all employees groups.

Human Resources

Policies pertaining to the three employee groups (faculty, academic staff, and university staff) can also be found on the website for the Office of Human Resources, Equal Opportunity, Equity and Affirmative Action (HR-EOEAA). The HR-EOEAA Office is responsible for titling (classification), benefits, payroll, employment, training and development, and employee relations. The Office has three responsibilities:

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.

HR-EOEAA 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.

Employee Training

UW System requires employees to complete mandatory training, including information security training annually, Title IX/Sexual Harassment training every three years, and Mandatory Reporter training once upon employment. In addition, HR-EOEAA offers training to employees in area such as supervisory responsibilities, FERPA, records retention laws, affirmative action and equal employment laws, discrimination, harassment, cultural diversity, gender issues, and hiring policies and procedures.

STUDENT AFFAIRS

Wisconsin State Statutes, correlated professional guidelines, and professional association ethical guidelines are followed by professionals in the Division of Student Affairs. The Dean of Students Office is the main resource for comprehensive guidelines for students relating to academic and non-academic behavioral expectations, including information about the Student Disciplinary Code. The Dean of Students also resolves complaints pertaining to the conduct of any registered student organization.

RECORDS INTEGRITY AND PRIVACY

The University follows practices in compliance with the Wisconsin Public Records Law in maintaining, preserving, and providing access to public records. Instructions on how to request public records are posted physically within the UW Oshkosh administrative building, at the Office of Compliance, Risk & Integrity, and online.

The University also follows record retention guidelines established by UW System. HR-EOEAA offers training to employees on their records retention responsibilities.

The University maintains the privacy of records protected by laws such as the Federal Education Records Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).

These rules help ensure that privacy of records is maintained; that no records with legal, fiscal, or administrative value are destroyed prematurely; and that records of permanent historical value are identified for preservation.

AUXILIARY FUNCTIONS

The Counseling Center

The University Counseling Center provides individual/group counseling, case management, consultation, crisis intervention and training/outreach to each campus. The Counseling Center abides by the American Psychological Association Ethics Code and follows the ethical guidelines published by the American Association of University and College Counseling Centers Directors. 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](#).

All other auxiliary offices follow the ethical guidelines of their professional organizations. For example, the Student Health Center follows the rules and guidelines of the Accreditation Association for Ambulatory Health Care, and the Career and Professional Development Center is ethically guided by the National Association of Colleges and Employers.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1

UWO is committed to transparent, timely, and accurate communication and utilizes a wide variety of documents and media to share information internally and externally, including information about academic programs, faculty and staff, costs, governance, and accreditation relationships. The University Marketing and Communications (UMC) division ensures that information is presented clearly and accurately to students and to the public in all printed materials, university websites, and online documents. The UMC 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.

Academic Offerings and Requirements

Information related to programs, policies, and requirements is found in the online Undergraduate and Graduate Academic Bulletins, which contain current information about programs, degree requirements, course descriptions, and academic policies. The Registrar and department chairs review bulletin information prior to its publication every two years. 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 also found on program-specific web pages hosted by academic departments in the colleges. Each program page contains specific information about programs (majors, minors, emphases), faculty members, related career information, internships and practicum experiences, and general department news.

Information for transfer students is provided through both online and printed materials. Prospective transfer students may access Transferology, powered by CollegeSource. Transferology is an online tool for viewing transfer requirements and course transfers according to UW System Transfer Policy. The institution's articulation agreements with other institutions are available in Transferology, as well as on the transfer website, so that prospective students can determine how their credits and degrees earned at other institutions will articulate with programs at UWO.

Faculty and Staff

All Faculty and Academic Staff, with their titles, home departments, and educational backgrounds, are listed in the Undergraduate Bulletin and in the Graduate Bulletin.

For the Fond du Lac and Fox Cities campuses, a list of faculty and staff, along with contact information, is listed in their respective online Faculty and Staff Directories (Fond du Lac Directory; Fox Cities Directory). A separate listing is available online for the leadership of each campus (Fond du Lac; Fox Cities).

Data on Instructional Faculty and Class Sizes is published by the University as part of the Common Data Set and by the University of Wisconsin System on one of their Accountability dashboards.

Costs to Students

Information about the costs of attending the University are published on web pages for the offices of Admissions, Graduate Studies, Financial Aid, and Student Financial Services. These websites include information on scholarships, state reciprocity agreements, the Midwest Student Exchange Program, and other sources of tuition aid. Information about the financial consequences of adding/dropping courses and withdrawal from the University is available on the Student Financial Services website.

A Net Price Calculator is provided on the Financial Aid website to help students and their families with their financial planning. The Financial Aid website also includes an Estimated Cost of Attendance table that includes estimated costs for room and board, books and supplies, and transportation.

Governance Structure

Information on Governance is provided in each of the three employee handbooks (Faculty, Academic Staff, University Staff). The handbooks refer to Wisconsin Statutes, the University's Faculty Constitution, and Bylaws of the Faculty Senate, Academic Staff Senate, and University Staff Senate. Any changes to any of the handbooks must be formally proposed and approved by the appropriate governance group(s).

Accreditation Relationships

The University maintains accreditations for many of its professional programs in addition to the Higher Learning Commission reaffirmation of accreditation process. The website of the Division of Academic Affairs contains a list of the current accreditations for UWO programs. Each program that has a specialized accreditation also has information posted on its program website. The deans confirm and update this information annually in preparation for submitting a required report to UW System. The University's homepage displays the Higher Learning Commission stamp of accreditation.

2.B.2

Both graduate and undergraduate students are encouraged and strongly supported to engage in independent research, scholarship, and creative activity, as well as in collaboration with faculty members both as part of their coursework and in extracurricular projects and activities. The Office of Student Research & Creative Activity (OSRCA) supports these efforts in multiple ways—for example, by connecting students with faculty mentors, providing small grants, helping students locate external grant sources, and providing sample grant proposals. OSRCA sponsors an annual

Celebration of Scholarship and Creative Activity, at which students present their research and creative work. Selected undergraduate research projects are presented by UWO students each year at Research in the Rotunda at the state capitol building in Madison, Wisconsin.

Additional opportunities for students to engage in experiential learning are offered by the Environmental Research and Innovation Center (ERIC), which involves students in a variety of real-world research projects, such as testing waterways for contaminants, well water testing, radon testing, and mold testing.

Learning through community engagement is an important part of the UWO educational experience. For example, in the Quest III course (part of the baccalaureate general education program), students work in a community setting, working with a local non-profit, community group, or sometimes with a campus partner. Support for instructors developing and leading community learning experiences is provided by the Quest III Handbook and by the Center for Civic and Community Engagement.

The University Studies Program assesses the impact of its required community experience on the learning and growth of students through an indirect assessment (student survey). A direct assessment collects data and reports on student proficiency for the essential learning outcomes of civic learning, integrated learning, sustainability, intercultural knowledge, and global learning, all of which are developed through high-impact practices such as experiential learning and community engagement. (Due to COVID restrictions, Quest III was not assessed in 2020 or 2021. Assessments resumed in Spring 2022 and are ongoing.)

Experiential learning also takes place through a variety of supervised internships and clinical experiences, which are not only available but required in many of our degree programs (e.g., Nursing, Education, Athletic Training, Medical Imaging, Computer Science, Human Services Leadership, Social Work). Students receive credit for successfully performing tasks and working under appropriate supervision at a large variety of institutions, as appropriate to their specific major or graduate degree program. Many of these experiences are required by disciplinary accreditors and government licensing agencies, to which reports are regularly submitted and which periodically assess the validity and effectiveness of these experiences.

Alternative Break is an especially powerful and meaningful co-curricular program, in which teams of students travel to other countries or other states to engage in community-based service projects during winter or spring break. Participants are surveyed after the trip. In a recent survey, 100% of participants Agreed or Strongly Agreed with the following statements:

- My awareness regarding the social issues of my site and surrounding area increased as a result of my experience.
- I feel that my service experience was meaningful.
- This trip provided me with "real-life" experience for the skills I have learned in the classroom.

Sources

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- Student Org List 2022_1C1_2B2
- StudentRec_Survey 2017_2B2
- Study Abroad - OIE_1C1_2B2
- UWO Purchasing Guidelines_2A2
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2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1

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 Wisconsin Statute 36.09(1), 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 Wisconsin Open Meeting laws. Board meetings and actions are governed by the Regent Bylaws. The Regents set the agendas through collaboration with UW System offices and the Chancellors of UW System universities. All Regent meeting materials, including Agendas and Minutes, are available before and after the meetings through their publication on the Regent website pages of the UW System website. Both internal and external constituencies can review board proceedings through the simultaneous broadcast of Regent proceedings.

In 2018, the Board of Regents instituted an orientation and training focusing on ethics and conflicts of interests. New Regents receive the training, and current Regents are provided with the training on an annual basis. In 2017, the Board approved a new Ethics and Conflicts of Interests Policy, which includes the requirement for the orientation and training.

2.C.2

The structure of the University of Wisconsin System Board of Regents enables 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 budget; audit; executive; personnel matters; research, economic development and innovation; and student discipline and other student appeals. The Board's responsibilities and powers are defined in

Wisconsin Statutes (Chapter 36.09-36.11).

To ensure that its decisions continue to advance its strategic plan, 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 can reference and monitor its progress on UW System metrics through the Dashboard.

2.C.3

The composition of the Regents membership represents a diverse group of shareholders, particularly business and community leaders from across the state. To ensure geographic diversity, Wisconsin Statutes require one citizen member on the Board from each of Wisconsin's congressional districts. In addition, the two student members must be from separate institutions, and only one can be from the System's two largest Universities (UW-Madison and UW-Milwaukee). In addition, one of the students must be considered nontraditional (24 years old or older). The state superintendent of public instruction and the President or a designee of the Wisconsin Technical College System Board serve as ex-officio members of the Board.

The Board standing committees align with the appropriate divisions or units at the universities. The Board holds eight meetings a year, and at several meetings each year, a portion of the agenda is dedicated to a single university's internal programs and achievements.

The Board has developed a Regent-liaison program in which each UW System institution is assigned two Regents, typically on an annual basis, to best study and remain aware of particularly distinctive offerings and initiatives developed by each institution. These "Regent Buddies" will typically make special visits to their assigned universities to meet students, shared governance leaders, administrators and regional stakeholders, all in the spirit of enhancing connections and building knowledge about local/regional challenges and opportunities.

The Board of Regents also depends on the UW System President to conduct public listening sessions and stakeholder group outreach engagements (businesses, nonprofits, local governments, K-12 school systems, etc.) so that it can better understand the needs and opinions of myriad constituents to help inform the Board's decisions.

2.C.4

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 UW System from acting as agents for others that would present conflicts of interest. The Regents have also developed their own Ethics and Conflict of Interest Policy to ensure that Board members are aware of their ethical responsibilities. The Regents bylaws provide for a separate trust officer to ensure that all monies entrusted to the Regents are used properly.

In response to concerns raised by HLC related to financial relationships with the former UWO Foundation--which resulted in UWO being placed On Notice in 2017--the University, the Board of Regents, and UW System Administration worked in collaboration from 2017 through 2020 to enhance policy and practice related to ethics and conflicts of interest. These matters have been resolved, and the Ethics and Conflict of Interest Policy is partially a result of this focus. As

demonstrated in previous assurance filings, the University's and the Board of Regents' responses were vigorous and thorough, and the On Notice designation was removed in 2019.

The University continues working with UW System leadership to maintain policy compliance that ensures the Board's actions are free of undue influence and carried out in a legal and ethical manner.

2.C.5

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 individual UW System institutions. The statutes also list and describe the responsibilities of the System President (Chief Executive of the System) and university Chancellors (Wis. Stat. 36.09 (3) (a)).

The day-to-day management of each institution in the UW System rests with the institution's administration, faculty and staff in a shared governance framework. Institutional autonomy is more specifically authorized in Chapter 36 of the Wisconsin Statutes, in which 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." This statute provides faculty the ability to organize themselves for the purposes of institutional shared governance (Wis. Stat. 36.09 (4)). The 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." At UWO, the Senate of Academic Staff and the University Staff Senate are also governed by constitutions for their respective employment groups.

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2.D - Core Component 2.D

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

Argument

2.D

In 2015, the UW System Board of Regents adopted a policy on Academic Freedom and Freedom of Expression. The policy states,

> "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 policies to protect academic freedom and freedom of expression at all UW System institutions. The Regents' policy is the first link listed on the "Policies and Procedures" page of the online UWO Student Handbook (https://uwosh.edu/handbook/policies/) to ensure that students are aware of their rights and responsibilities as they relate to academic freedom and freedom of expression.

The Regents policy requires [an annual report from each UW System institution](#) describing the institution's efforts "to fulfill the Board's Commitment to Academic Freedom and Freedom of Expression." The annual report requires UW System institutions to "describe any affirmative steps they have taken in furtherance of this commitment, as well as any material barriers to these freedoms." The reports submitted by UW Oshkosh each year demonstrate the University's commitment to the principles of academic freedom and freedom of expression through policies and educational activities. In the past two years, the University has received no formal complaints from students, faculty or staff related to these policies.

The UWO Faculty Handbook contains [a section on Academic Freedom](#). The section opens with a series of statements on Principles, which opens with this statement: "To be free, a university must encourage a full examination of all viewpoints, but to remain free, the institution must avoid actions which advocate a particular viewpoint." The section concludes with a set of policies on sponsoring speakers on campus, policies designed to ensure that such events promote "the fair and orderly presentation of varying points of view."

In these statements and in its policies and actions, UW Oshkosh continually demonstrates its commitment to academic freedom and freedom of expression.

Sources

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2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1

Multiple units of the University support basic and applied research and maintain professional standards of research compliance and oversight. These units include the Office of Sponsored Programs (OSP); Office of Compliance, Risk and Integrity; and Finance and Administration. These units help ensure that research at UW Oshkosh follows ethical and compliant behavior as designated under Chapter UWS 8 (Unclassified Staff Code of Conduct) of the Wisconsin Administrative Code, Chapter 19.45 of the Wisconsin Legislative Code (Standards of conduct for state public officials), University of Wisconsin System Code of Ethics, and UW System Regents Code of Ethics regarding research compliance, ethics and integrity.

Office of Sponsored Programs

The Office of Sponsored Programs (OSP) is responsible for the oversight of ethical research practices at UWO and oversees the administration and compliance of faculty, staff and student-led research activities. This unit is also responsible for administrative support of all granting efforts, including targeting potential grant funding, submitting proposals, and administering awards, in collaboration with Finance & Administration and the funded Principal Investigator (PI). The OSP maintains a set of policies and procedures regarding research compliance and integrity. In addition, the UWO Faculty Handbook also describes state and University policies for faculty and staff serving as research investigators.

The Office of Sponsored Programs oversees the following measures to ensure proper regulatory oversight of research conducted by UW Oshkosh employees and students:

Human Subjects in Research

The Research Compliance Regulatory Manager provides administrative support and compliance monitoring for the University's Human Subjects Research Program . The Institutional Review Board (IRB) is responsible for oversight of all human subjects research activities, in accordance with federal regulations set forth by the Department of Health and Human Services and the Food and Drug Administration. Research involving human subjects at

UWO is guided by the ethical principles outlined in the Belmont Report.

Training for research involving human subjects is required for all faculty, staff, and students serving as research investigators, co-investigators, and research personnel for research projects involving human subjects. Training is completed through the Collaborative Institutional Training Initiative (CITI) Program, an online training program available to UWO-affiliated members. Some research activities (e.g., research involving the collection of information covered under HIPAA or FERPA) require additional training. The IRB office also maintains and regularly updates a comprehensive list of standard operating procedures aimed to help researchers in their human subjects research. In addition, the Faculty Handbook specifies ethical standards for research involving human subjects under GEN 1.5(1).

Use of Animals in Research

The Institutional Official (IO) for Research at UWO oversees compliance with federal regulations for the use of animals in research. The Animal Care and Use (ACU) Program is responsible for the care and use of all live vertebrate animals used for teaching, testing, and research at UWO and provides administrative support and compliance monitoring for 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, including the Animal Welfare Act and PHS Policy. The Animal Care and Use Program is accredited by the Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC International) and is managed in accordance with the Guide for the Care and Use of Laboratory Animals, the AVMA Guidelines, and taxon-specific guidelines for wildlife. The ACU maintains a set of Standard Operating Procedures for research involving animals. In addition, the Faculty Handbook specifies ethical standards in the care and use of animals under GEN 1.5(3).

All individuals participating in research involving animals or caring for animals used for teaching, testing, or research must complete a hybrid training which includes online course completion through the CITI program and in-person Animal Certification training hosted by the Laboratory Animal Manager and Training Coordinator. The training path required is based on the user's role, the type of research being conducted, and species-specific handling and care. Students and staff participating in research under the oversight of a faculty investigator also complete laboratory-specific training tailored by the faculty member to be applicable to the specific research conducted by that laboratory.

Biosafety

The Institutional Official (IO) for Research oversees compliance for the use of biological agents in teaching and research. The Research Compliance Regulatory Manager provides administrative support and compliance monitoring to support UWO's Biosafety Program. The UW Oshkosh Institutional Biosafety Committee (IBC) is responsible for oversight of all research and teaching activities involving the use of biological infectious agents, toxins of biological origin, human or nonhuman primate products (cell lines, tissues, blood products), and recombinant or synthetic nucleic acid molecules. The IBC maintains compliance with the NIH Guidelines for Research Involving Recombinant or Synthetic Nucleic Acid Molecules (NIH Guidelines) and uses the CDC's Biosafety in Microbiological and Biomedical Laboratories (BMBL) manual, 6th Edition, as an advisory guide.

As a public institution, the University complies with regulations prescribed by the Wisconsin Department of Commerce, including the Bloodborne Pathogens Standard, mandated by the Occupational Safety and Health Administration (OSHA). The Biosafety Program maintains a [Biosafety Manual of operating procedures](#). In addition, the Faculty Handbook specifies ethical biosafety standards for Bloodborne Pathogens under [GEN 1.6(1).](#)

All individuals participating in research or teaching activities with biohazardous materials must complete biosafety training through the [CITI Program](#). In addition, faculty or staff members that will be shipping regulated biological materials must complete biosafety shipping training.

Responsible Conduct in Research (RCR)

The Faculty Handbook describes the UWO policy on scientific misconduct in research under [GEN 1.5(2)](#), which is based on the policies issued by the National Institutes of Health, the National Science Foundation, and the Federal Register. The Faculty 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.

The policy for misconduct in scientific research applies to all research at the university. The Faculty/Staff Handbook covers the University's policy and procedures that prevent scientific misconduct in research funded by the Federal Government.

The Office of Sponsored Programs enforces a policy on [Responsible Conduct of Research (RCR)](#). The Research Compliance Regulatory Manager is the primary individual responsible for compliance with the policy. All undergraduate students, graduate students, and postdoctoral researchers at UWO who are supported by funding for research or education activities sponsored by the NSF, USDA-NIFA, and certain funding mechanisms under the NIH must participate in and successfully complete training in the responsible conduct of research. Certain NIH funding mechanisms may also require the Principal Investigator/faculty member to complete RCR training.

All CITI training mentioned in the above sections expires three years after completion, and individual learners are required to complete a refresher training if they are still receiving support under a grant or still involved in relevant research or teaching activities.

Financial Conflict of Interest Reporting

Federal Financial Conflict of Interest (FCOI) regulations under 42 CFR Part 50, 45 CFR Part 94 were established to promote objectivity in research. These regulations establish standards to ensure that the design, conduct, and reporting of federally-funded research and cooperative agreements will be free from financial conflicts of interest. UWO maintains a [FCOI policy](#) for compliance, training, and reporting. The UWO FCOI policy applies to all faculty and staff seeking federal funding, as well as to key personnel on existing federally-funded projects, and sets a requirement for applicable individuals to complete FCOI training through the [CITI Program](#). FCOI Refresher training is required every 4 years. In addition, individuals are required to complete an [FCOI Disclosure Form](#) prior to submitting their funding proposal to

the federal agency and, if funded, to submit any changes in real time, as well as an annual FCOI Disclosure.

Finance and Administration

The Finance and Administration team--specifically, the Post-Award Grants Accountant, the Purchasing team, and the Accounts Payable team--assist Principal Investigators with their funded grant awards. When a grant is awarded, an award startup meeting takes place; then the project team signs off on a form, documenting that they understand the responsibilities of taking an extramural award. By signing the form, the project team is accepting responsibility for effort reporting, compliance with award terms and conditions, responsibility for the administrative and financial management of the project, responsibility for tracking expenditures of the award, and for understanding allowable vs. unallowable expenses and procedures. The team is also given contact information for the Post-Award Accountant, to whom they can reach out any time with questions or concerns.

Below is a summary of systems currently in place to ensure fiscal accountability:

1. Shop UW+: Procurement system through which project teams purchase supplies and equipment. The system prompts individuals to follow Wisconsin Department of Administration procurement policies and procedures
2. BP Logix: University HR system through which project teams submit requests to either reallocate wages or request additional wages due to funding. Requests are then reviewed by the college, budget office, post-award accountant, and Human Resources, ensuring that the request follows the University's policies and falls within the extramural support budget.
3. P-Card Module: Some project teams have a P-Card that is used for purchasing smaller expenses. The University has a P-Card Administrator who performs P-Card audits on random samples to ensure compliance. Training is required for all new P-Card holders to ensure that they know the rules and expectations
4. SFS Reimbursements: Project teams can submit reimbursements for travel or other costs associated with their grants. Every reimbursement request goes through a line of approvers, including an auditor who ensures the reimbursement follows policy.

Effort Reporting

For effort reporting (i.e., compensation reporting), a Grants Accountant housed within Finance & Administration obtains payroll data from the Human Resources System (HRS) and merges the data for each extramurally-supported individual into an Effort Certification Form template. Prepared effort certification forms are routed to the Principal Investigator/Project Director, who confirms the information for all project staff members, then returns the forms to the Grants Accountant for documentation.

Office of Compliance, Risk and Integrity

The Office of Compliance, Risk and Integrity was officially formed in September 2022 and realigns existing efforts toward operational effectiveness, risk mitigation and reduction, and compliance with institution-wide ethical and legal requirements. The office houses Risk and Safety, Public Records, Title IX, Clery Act and Institutional Ethics, and also has responsibility for special compliance projects, including review and inventory of institutional policies. The Office website provides access to guidance and a simple reporting tool for individuals wishing to report actual or alleged

misconduct, fraud, abuse or waste.

Risk and Safety

Risk and Safety, housed within the Office of Compliance, Risk and Integrity, is dedicated to preserving human, physical and financial assets of UWO by identifying risks and taking steps to reduce and mitigate risk. The Risk and Safety office protects the safety and health of researchers and students through incident reporting and Continuity of Operations Planning. The University maintains a complete Emergency Response Plan, developed by the University Police and Office of Risk Management. The quick-use Emergency Procedures Guide can be found online (https://uwosh.edu/emergency/emergency-procedures-guide/) and as hard copy flip charts in all university offices and classrooms. The Risk and Safety unit has two committees within its umbrella: the Environmental Health and Safety Committee and the Lab, Shop, Studio Safety Team (LSSST).

Environmental Health and Safety Committee

The Environmental Health and Safety Committee 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.

Lab, Shop, Studio Safety Team (LSSST)

The Lab, Shop, Studio Safety Team (LSSST) 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.

Radiation Safety Officer

The Radiation Safety Officer is committed to the safe handling of radioactive substances and the safe operation of radiation-emitting devices. This individual 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.

2.E.2

The University engages multiple support units to ensure effective support services are offered for research and scholarly practice. These units include the Office of Sponsored Programs (OSP), the Office of Student Research & Creative Activity (OSRCA), the Faculty Development Program, Finance and Administration, and the Student Titans Employment Program (STEP).

Office of Sponsored Programs

The UW Oshkosh Office of Sponsored Programs (OSP) administers and supports faculty and staff-led research and extramural granting activities for the University, in addition to compliance of research activities (non-financial) for faculty, staff and student-led projects. The office provides support for research compliance as well as for extramural grant activities.

Research Support

The Research Compliance Regulatory Manager, housed in OSP and overseen by the OSP Director and Institutional Official for Research, provides administrative support for the following programs and University compliance committees:

- Human Subjects Research Program: Institutional Review Board (IRB)
- Animal Care and Use Program: Institutional Animal Care and Use Committee (IACUC)
- Biosafety Program: Institutional Biosafety Committee (IBC)

These committees, along with the Compliance Manager and the Institutional Official for Research (IO), provide a comprehensive support structure for faculty, staff and students who are pursuing research projects as well as for those conducting ongoing research. An overview of each compliance area and associated committee is found under section 2.E.1, above.

Extramural Grant Support

The Pre-Award Grants & Contracts team, housed within OSP, provides administrative support and guidance to faculty and staff preparing to submit extramural grant proposals and to those with existing grant awards. The Pre-Award team provides the following support to faculty and staff: prospecting, proposal and budget development, deciphering sponsor guidelines, internal approval routing, proposal submission, proposal status tracking, award negotiation, contract review, award startup meetings, and modifications to the award during the performance period. The Pre-Award team also assists the Research Compliance Regulatory Manager in the administration of the financial conflict of interest (FCOI) and responsible conduct in research (RCR) requirements for the University.

The Post-Award Grants Accountant, housed within the Finance & Administration unit and overseen by the Controller, provides support to faculty and staff who have existing extramural grants. The Post-Award Grants Accountant assists staff in understanding the University's financial system and ensures compliance with all university, state, and federal requirements for handling grant award funds. The Post-Award Accountant also acts as liaison to other Finance units that work with awarded funds, such as Purchasing, Human Resources, Travel, and Accounts Payable.

Office of Student Research and Creative Activity (OSRCA)

The Office of Student Research and Creative Activity (OSRCA) supports students who are seeking funding for their research and creative activities and for faculty who wish to engage students in collaborative research and activities. The OSRCA team supports students by helping them identify funding, connecting them with appropriate faculty-led collaborative research, and finally sharing their work with fellow students and the larger research community.

Faculty Development Program

The UW Oshkosh Faculty Development Program provides institutional (i.e., internal) financial support for a wide variety of research, teaching or scholarly activities. Individuals submit proposals to the Faculty Development Coordinator. The proposal materials are reviewed by the Faculty Development Board, which allocates funds. The Faculty Development Handbook outlines the components of the Faculty Development program, including both teaching and research components, along with small grants, faculty sabbaticals, and institutional needs.

Student Titan Employment Program (STEP)

The Student Titan Employment Program (STEP) provides students with impactful and meaningful employment opportunities to develop their professional experiences in research, administration support, and creative activity. Students are hired by individual departments and then work with their supervisor to develop and complete an assigned STEP project during the academic year. Student projects are associated with a set of learning outcomes to ensure the greatest opportunity for professional growth during the student's term of employment while directly performing services that impact the university community.

2.E.3

Ethical use of information resources is a recurring topic in the UWO general education program and in relevant degree program courses. Information Literacy, which includes the ethical use of information sources, is one of the learning outcomes for Introduction to Public Speaking (COMM 111) and First-Year Writing (WRT 188), required courses for the associate degree and all baccalaureate degrees. In these and other courses, students learn the importance of using information ethically and effectively, especially in terms of proprietorship and assessing the reliability of sources.

The UWO Library offers instruction on information literacy. It 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 Canvas to assess plagiarism, whether intentional or not.

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

In response to changes in technology and the information security environment, the University has revised its Acceptable Use of Computing Resources Policy many times over the years. The University also follows the UW System policy on Acceptable Use of Information Technology Resources, which includes information on user responsibilities, confidentiality, inappropriate usage, sanctions and appeals, and web policies and procedures.

2.E.4

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 academic misconduct and how to avoid it, 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 Policies and Procedures page within the Student Handbook.

The Academic Misconduct page on the Dean of Students website also includes an Academic Misconduct Flow-chart, which can be downloaded separately as a PDF for reference by instructors and students. The flow-chart outlines options for instructors responding to suspected academic misconduct and ensures that proper procedures are followed.

As the table below shows, the number of reported cases of academic misconduct spiked considerably in the 2020-2021 academic year, during the height of the pandemic. Otherwise, the number of cases per year has ranged from 31 to 47.

Academic Year	No. of Reported Academic Misconduct Cases
2018-2019	31
2019-2020	47
2020-2021	107
2021-2022	45

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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 demonstrates a deep commitment to maintaining the highest ethical standards in all of its practices, including scholarly and academic honesty and integrity. The new Office of Compliance, Risk and Integrity will help ensure that both the institution and employees comply with the regulations, laws and policies that govern the duties and activities of the University, including policies that protect academic freedom and freedom of expression.

Oversight and support from the Office of Sponsored Programs ensure the integrity of research and scholarly activity. 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 to avoid any financial conflicts of interest for researchers.

A range of policies, bylaws and policies exist at the state, system, and university levels to ensure that the Board of Regents ethically work to serve the interests of the System and its universities, and to ensure an appropriate level of independence for the University's leadership and governance structures.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

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

Argument

3.A.1

The University has established standards for its undergraduate and graduate degrees 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. Several programs require that students take state or national licensure exams at the end of their professional programs, which provide additional indicators that students are performing at an acceptable level.

Degree Quality for Proposed New Programs

In setting high academic standards for a proposed new program, the University follows UW System and Board of Regent policies. Proposals for all new degree programs are reviewed for approval by faculty at the program, department, college and University Faculty Senate levels. The University then submits a Notice of Intent to provosts of all other UW System universities and the UW System Administration Office of Academic and Student Affairs. The Notice of Intent must include evidence of appropriate academic quality for the proposed new degree.

UW System Administration reviews the Notice of Intent, along with any comments offered by other System provosts, and if approved, issues a pre-authorization for the in-depth planning of the proposed program. The University then creates a more detailed Request for Authorization that undergoes rigorous review processes by UW System Administration and must be approved by the Board of Regents. 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 must state how

the course or program aligns with the University mission.

Maintaining Quality of Existing Degree Programs

All changes to existing curricula, including adding, deleting, or revising minors, emphases, or certificates, are reviewed for approval by faculty at the program, department, college and University Faculty Senate levels, though these proposals do not require UW System or Board of Regents approval. Proposals for developing new courses or modifying existing courses also undergo several levels of review and are accompanied by sample syllabi that include course learning outcomes, content, requirements, evaluation methods and required texts or readings.

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 program review process, faculty members engage in a rigorous self-study process and interact with advisory committees and external consultants to review the currency of the curriculum for each program and degree type. As part of the program review, each program is required to include student performance information to determine if students are performing at appropriate levels. Several programs also undergo specialized accreditation processes that provide additional feedback about program currency, rigor, and student performance. A required part of the program review is to "list the recommendations of the Dean and Provost from the last program review and indicate actions taken in response to those recommendations," ensuring that recommendations resulting from the program review process are implemented as appropriate.

3.A.2

The University has review processes in place to ensure that the learning expectations at the associate, baccalaureate, and graduate levels are appropriate for programs at those academic levels. At the associate and baccalaureate levels, learning expectations are framed by a set of university-wide Essential Learning Outcomes. Every course that counts toward the University's general education requirements must include at least one of these outcomes among its course-level learning outcomes.

Student learning outcomes are also developed and approved by the faculty of each undergraduate major and graduate degree program, and these outcomes, along with a methodology for assessing the outcomes, are reviewed every three years by the Faculty Senate Committee on Assessment of Student Learning.

Additional Overview of Graduate Programs

Programs at the graduate level are framed with learning outcomes at an advanced level that are appropriate to graduate-level programs. Several graduate programs contain learning expectations that are derived from accreditation requirements. Proposals for new programs or modifying existing programs at the graduate level are reviewed and must be approved by the Curriculum Approval Committee (CAC) of the Graduate Council, in addition to all the levels of review required for undergraduate programs.

Proposals to develop new or modify existing dual-level courses (those that count for both graduate and undergraduate credit) are also evaluated by the Graduate Council CAC, which publishes the rubric by which it assesses such proposals. The College of Education and Human Services and four departments in the College of Letters and Science have developed their own rubrics for dual-level courses. All such courses must clearly indicate the way(s) in which students taking the course for

graduate credit must demonstrate a higher level of learning than is required for undergraduate credit.

Proposals for new certificate programs must follow a rubric published on the Academic Affairs website and also must be approved at the same levels of review (including the CAC for graduate-level certificates) as other curriculum proposals. Proposals to change an existing certificate program are treated the same as proposals to change majors, minors, or graduate degree programs.

3.A.3

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. Syllabi for online courses undergo the same rigorous development and review process by department and college curriculum committees as those for traditional face-to-face courses. To support consistent course design, instructors can receive training in both in-person pedagogy and online course design from the University's Center for Excellence in Teaching and Learning (CETL). In 2019 and 2020, after the University switched online learning platforms, over 700 faculty and instructional staff members participated in training in online course design and delivery and in effective online pedagogy.

In October 2021, the Division of Online and Continuing Education (OCE) began offering a 5-week noncredit course, "Quality Course by Design," for the University's online instructors. As of January 2023, 65 instructors had completed the course, with another 20 registered for future offerings. The outcome of the course is a Course Review by OCE's Senior Online Instructional Design Consultant, using a rubric based on Quality Matters (QM) concepts. Based on this instruction and review, 81 online courses have been revised, and 14 new online courses have been developed.

All instructors are informed that course learning outcomes must be the same for all sections of a multi-section course, regardless of modality, and this is clearly communicated to faculty and instructional staff.

Each college has a Credit for Prior Learning Policy (CPL) to review student work related to program and learning outcomes. UW Oshkosh offers a CPL class and portfolio process for students seeking CPL. The class focuses on helping students align their career experiences with learning outcomes at the course or program levels. All decisions to award credit for prior learning are made by faculty who teach the equivalent course(s) at the University.

UWO offers high school students an opportunity to earn college credits at their high school site through the Cooperative Academic Partnership Program (CAPP). Departmental CAPP liaisons from the University meet regularly with CAPP adjuncts in the high schools and are responsible for evaluating syllabi and learning outcomes in CAPP sections to ensure that learning outcomes and forms of assessment reflect departmental standards.

The University participates in several consortial programs with other universities within the University of Wisconsin System. All consortium courses for which UWO grants credit are approved through the same multi-level review process as other UWO courses, which includes at least three levels of faculty review. Participating departments designate an Academic Leader for the consortial program, and the Academic Leaders from all participating institutions meet regularly. The Academic Leaders and their departments are responsible for ensuring that appropriately rigorous standards are maintained throughout the life of the program.

The University is comprised of academic departments (within colleges) whose courses and modalities span all three campuses, thereby facilitating supervision, evaluation and teaching performance, with the same criteria utilized regardless of location or modality of delivery. All new courses and all changes to existing courses undergo the same multi-level review process, regardless of where or how the courses will be primarily delivered.

A number of departments offer courses or programs at other additional locations. Off-site instruction takes place throughout the state and nationally and internationally, through study abroad sites. All credit-bearing courses and programs (including short term and long term programs, hybrid delivery, and study abroad courses) offered at additional locations must meet the same rigorous expectations and go through the same governance approval process as those offered on any of the three UWO campuses. Instructors who teach off-site are hired and assigned by the appropriate 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 and criteria for performance review. In many cases, the off-site instructor also teaches at one of the UWO campuses—often teaching sections of the same course both onsite and at additional locations.

In Fall 2021, the University underwent a standard HLC Multi-Location Review. The Peer Reviewer visited two of the University's additional locations and interviewed students, faculty and staff with responsibilities at the additional locations. The report was entirely positive, and no issues needing attention were found.

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3.B - Core Component 3.B

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

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1

The University Studies Program (USP), UWO's distinctive general education program for all its baccalaureate degrees, embraces the traditional breadth of liberal arts education in the modern context of liberal education. This program includes an array of high impact practices across locations and modalities, including the following:

- learning communities
- first year seminars/experiences
- writing intensive courses
- diversity/global learning
- service learning/community-based learning
- collaborative projects and assignments

The USP is intentionally designed to provide connected, invigorating experiences to build intellectual curiosity and to lay the foundation for lifelong intellectual development.

The USP provides UWO students with an assessable, common intellectual experience that prepares them for the challenges of work, for engaged citizenship, and for meaningful and satisfying lives. STudents gain knowledge of human cultures and the physical and natural world, intellectual and practical skills, and integrated, synthesized learning. Through the USP, students attain the Essential Learning Outcomes (ELOs) through a purposeful, coherent curriculum. This model fits well within the mission of a comprehensive university and is a national model for general education.

In the University Studies Program, students explore disciplinary ways of knowing while obtaining broad knowledge in the liberal arts and sciences. Explore courses, which make up the bulk of a

student's coursework in the USP, are designated XC (explore culture), XN/XL (explore nature/lab science), XM (explore mathematics), or XS (explore society). Courses designated for ES (Ethnic Studies) or GC (Global Citizenship) expose students to cultural groups different from their own, both within the United States and outside it. Each Explore course carries at least one ELO, which is designated on the course approval form. The ELOs are assessed using direct surveys of instructors.

Quest courses (Quest I, Quest II, and Quest III) anchor the USP program through common high impact practices, including co-curricular activities to prompt students to engage with the University community in Quest I. In Quest III, students extend their learning beyond the classroom by working with a local non-profit, community group, or campus partner.

The USP program fully participates in shared governance review processes to ensure quality and consistency within the program. Checklists to evaluate USP courses are used and maintained by the Faculty Senate USP Committee. The USP Committee approves initial course proposals and has established a schedule to review courses over a six-year cycle. A USP Council provides leadership as well as a forum to discuss issues, develop practices, and consider opportunities associated with the USP program.

3.B.2

Development of the University Studies Program (USP) began in 2007 with the formation of a Liberal Education Reform Team, which adapted the American Association of Colleges & Universities' (AAC&U) list of essential learning outcomes (ELOs) to suit the specific strengths of UW Oshkosh. These ELOs are included in the framework of AAC&U Liberal Education and America's Promise. They are also in alignment with the UW System shared learning goals for baccalaureate students.

As a faculty led initiative, the Liberal Education Reform Team conducted several institution-wide discussions and workshops over a five-year period to design the curriculum as it related to the institution's mission and current initiatives. Several faculty teams attended national general education reform conferences and workshops to inform this work with knowledge about best practices in general education.

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 supported course and assessment development as well as numerous faculty development workshops. Today, faculty workshops continue to be offered by the UWO Center for Excellence in Teaching and Learning (CETL), sometimes with stipends provided by the Provost's office.

Signature Questions, developed from the ELO's, are used to bolster liberal education and provide connections between courses through learning about sustainability and its applications, intercultural knowledge and competence, and civic learning and engagement. These areas of inquiry are phrased in the form of Signature Questions:

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

The USP requirements include writing and public speaking courses, Introduction to Public Speaking

(COMM 111) and First-Year College Writing (WRT 188), centered on oral and written communication ELOs. These courses emphasize information literacy and include library research requirements. A second-year writing course, called Connect, offers a reflective experience on the liberal education attained by students, and uses writing as the primary mode of inquiry. The Connect courses synthesize the USP's three Signature Questions in the context of significant public issues.

To impart essential quantitative literacy skills and prepare students to gain knowledge of the physical world, USP requirements include mathematics courses, labeled as Problem-Based Inquiry Seminars, for students whose major programs do not require mathematics. These XM courses include basic statistics, liberal arts math, and quantitative reasoning. In 2015, UWO joined a system-wide math initiative to create mathematics pathways with ambitious goals to help students succeed in their first credit-bearing math courses and improve transferability within the UW System. A pathways model has been implemented in which academic advisors work with students to help them choose a math pathway based on their interests for a major.

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 George D. Kuh in his AAC&U report in 2008. The HIP classes are called Quest classes and are designated with a Q. All Quest courses integrate knowledge, skills, and responsibility into student learning through the incorporation of disciplinary content and a signature question, which constitutes at least 25% of the course. Quest I classes are supported by peer mentors and include university engagement requirements. Quest II classes carry an ethical reasoning ELO and are future-planning courses that include participation in Academic Open House Week, class visits by career advisors and alumni, and exposure to opportunities in undergraduate research and/or creative activity. Quest III classes include a community-based learning experience.

All USP requirements for online students can be met in a fully online environment. Nontraditional adult learners returning to campus and enrolling in 100% online programs through the division of Online and Continuing Education also experience the USP program. The courses are taught 100% online while the ELOs and HIPs requirements are the same as for face-to-face students.

The general education requirements for the Associate of Arts and Sciences (AAS) degree, delivered at the Fond du Lac and Fox Cities campuses and online, are similar to the USP in scope and outcomes, but the Quest courses are replaced by 6 credits in designated High Impact Practices coursework, and the Connect course is not required. AAS students are required to complete a Depth Sequence, defined as at least 6 credits earned in two non-remedial courses that are offered by the same department.

3.B.3

The USP was developed to foster civic, intercultural, and ethical learning. The curriculum is structured so that students gain a greater understanding of human and cultural diversity. Students are also encouraged to participate in non-required co-curricular events at the Women's Center, the Multicultural Education Center, the Center for Equity and Diversity, The Intersections (at the Fox Cities and Fond du Lac campuses) and the LGBTQ+ Resource Center to increase their understanding of human diversity.

One of the three signature questions directly addressed in the Quest sequence of USP courses is "Intercultural Knowledge and Competence" (ICKC). The question is defined as, "How do people understand and bridge cultural differences?" (Students are not required to take courses that cover all

three signature questions, though they are advised to do so if their schedules allow.) Each course that addresses the ICKC signature question is required to include the following definition of Intercultural Knowledge and Competence on the syllabus:

> "Intercultural knowledge and competence is the understanding of one's own culture as well as cultures beyond one's own; 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."

Courses carrying the ICKC signature question satisfy either the ethnic studies or the global citizenship requirement. All undergraduate students at UWO (both associate degree and baccalaureate) are required to complete an ethnic studies course. Students pursuing a Baccalaureate degree are also required to complete a global citizenship course and may select from a variety of disciplinary courses with a global perspective.

The USP Learning Objective for sustainability includes 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. The UWO Sustainability Institute for Regional Transformation (SIRT) supports sustainability instruction and has developed teaching modules on sustainability. The University's support of SIRT demonstrates UWO's support of the Earth Charter, an international declaration that provides shared values for building a just, sustainable, and peaceful global society. UWO became a signatory of the Earth Charter in 2001 and hosts events to celebrate the university's commitment to those values. In these ways, sustainability is defined within the curriculum as an integration of ecological principles with principles of social justice and global understanding.

The Office of International Education (OIE) supports the University's experiential global education goals, promotes awareness of different cultures, and inspires students to understand the value of global education through direct participation in study abroad/away and exchange opportunities. OIE designs and implements study abroad and professional development opportunities that include interactions between UWO students and partners from abroad, supports UWO faculty and instructional academic staff in the development of group programs abroad/away, and serves as the administrative center for the State of Wisconsin/State of Hessen, Germany university student exchange.

Students have many choices to participate in study abroad programs 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 also have the option of receiving a global scholar credential while pursuing their baccalaureate degree. The Global Scholar Option is a 12-credit self-directed course of study open to UWO students who wish to distinguish themselves as emerging global citizens prepared to navigate an increasingly complex and interdependent world.

UWO works with Kings Education to recruit international students. In Fall 2022, 161 international students were enrolled at UWO. This diversification of the student body has created a vibrant international student community, with associated cultural activities for all students.

3.B.4

In keeping with UWO's Carnegie Doctoral/Professional designation, its faculty and students are actively engaged in research, scholarship, and creative endeavors. The knowledge-generating activities of faculty, academic staff, and students are supported through multiple venues, and the University commits considerable resources toward supporting the research and creative activities of its faculty. In the 2021-2022 academic year, UWO faculty delivered more than 142 presentations at academic and professional conferences and authored or co-authored 173 articles, book chapters, and other professional publications.

The Faculty Development Program provides internal funding for faculty research, scholarship, and creative endeavors. The Faculty Development Handbook outlines the various components of the Faculty Development program, including both teaching and research component awards, small grants, faculty sabbaticals, and funding to address institutional needs. In Fiscal Year 2021-22, the Faculty Development Program awarded over $500,000 to support teaching, research and service initiatives.

The Office of Sponsored Programs (OSP) provides administrative support for all grant-related efforts, including locating and targeting grant funding, preparing proposals, and administering awards. In Fiscal Year 2022, OSP processed 93 proposal submissions and $12.9 million in funded research.

The University supports and encourages the Scholarship of Teaching and Learning (SOTL) through professional development workshops, an SOTL Mentoring Program, and $1000 in professional development funds for instructors undertaking an exploratory or pilot research project after participating in the one-year SOTL Mentoring program.

UWO offers early preparation for students' creative and scholarly endeavors through its comprehensive education. The University's ELOs (Essential Learning Outcomes) include essential and practical skills necessary for research and creative activities, such as identification and objective evaluation of theories and assumptions, critical and creative thinking, written and oral communication, and technology and information literacy. For example, all COMM 111 and WRT 188 courses include information literacy as a learning outcome. All Quest II courses include an introduction to some of the research and creative opportunities available to students throughout their undergraduate careers. Research projects that integrate a minimum of two signature questions are required in the advanced writing course WRT 288 (Connect).

UW Oshkosh Libraries utilizes in-person and online modalities to offer a range of information literacy sessions, strategically targeted to reach most first-year writing and public speaking courses as well as WRT 288. Session objectives are underpinned by the Association of College and Research Libraries' (ACRL) Framework for Information Literacy for Higher Education, which recognizes that, as both consumers and creators of information, students must be adept in critically evaluating and navigating today's increasingly complex information environment.

Many departments and programs provide students with substantial guidance on scholarship, creative work, and the discovery of knowledge. Students may pursue independent study projects, honors theses, or senior seminar projects, which are aligned to program or essential learning outcomes and are assessed by faculty members. Funding for student employees who are helping faculty with research that requires disciplinary expertise is provided through the Student Titan Employment Program (STEP). The Office of Student Research & Creative Activity (OSRCA) is also a significant source of funding for collaborative work between faculty and students. The OSRCA sponsors an

annual one-day Celebration of Scholarship and Creative Activity, in which students can display and present research posters and visual art or give performances and oral presentations, all highlighting their research and/or creative activities. OSRCA also sponsors the University's journal of student work, The Oshkosh Scholar.

The following numbers capture only some of the OSRCA's activity in the 2021-2022 Academic year (including Summer 2022):

Small Research Grants to Undergraduates	13
Celebration of Scholarship (# of Participants)	43 students from 29 disciplines
Student-Faculty Collaborative Grants	11
Combined SIRT-OSRCA Sustainability Grants	3

To harness the energy of a new and more diverse generation of students committed to scholarly inquiry, the federally funded Ronald E. McNair Post-Baccalaureate Achievement Program targets high-achieving, first-generation, low-income, and racially minoritized undergraduates. Central to its mission is building a community of scholarship where student participants engage in faculty-mentored research. McNair Scholars are paired with a faculty mentor who assists them in designing, implementing and completing a significant research project. In the summer following their junior year, McNair Scholars participate in an eight-week, research-intensive program that leads to presentation or publication.

Activities and events at the state level to support student research include the WiSys Quick Pitch Contest, the UW System Research in the Rotunda, and conferences of the Wisconsin Council on Undergraduate Research.

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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 strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1

The University has policies and practices in place for recruiting diverse faculty and staff and for hiring diverse candidates. These policies have been improved by including a commitment to diversity, equity and inclusion as a minimum qualification in all job announcements, instituting mandatory search and screen training, consulting with hiring managers before searches, and changing hiring processes in ways that promote equity.

The Office of Human Resources, Equal Opportunity, Equity and Affirmative Action (HR-EOEAA) works to promote hiring practices to increase diversity, equity, and inclusion across every level of the University. To support supervisors and hiring committees, HR-EOEAA provides in-person counsel as well as a wealth of resources on its website, from "Tips for Successfully Recruiting Diverse Candidates" to advice for writing "Inclusive Position Descriptions." Since 2019, the University has experienced a 22% increase in its total minority workforce, with 9.4% of the workforce now identifying as members of a minority group.

In February 2022, the University's administration adopted a new *UWO Diversity in Action Plan* to "attract additional underrepresented minority group talent to all parts of the UWO community," including faculty, staff, and students. New initiatives and a hiring plan are included, and UWO has committed $360,000 base-budget dollars for expenditures that are expected to have a direct impact on recruitment and retention of minority group faculty and staff.

Workplace Diversity, Equity, and Inclusion (WDEI) Advisory Council

The University has established a Workplace Diversity, Equity, and Inclusion (WDEI) Advisory Council, led by the Associate Vice Chancellor of HR-EOEAA. The WDEI Council brings together key stakeholders from across the University to review policies related to diversity. This group is currently working on policy regarding employee resource groups.

Recognizing that a commitment to DEI is an ongoing process, the Council has identified several action items to help the University achieve its goals of diversity and inclusion. A diversity audit completed by EAB in October 2021 on job postings at UWO rated the University's practices very highly, a result attributed largely to the work of the Advisory Council.

Center for Equity and Diversity

The University has developed an infrastructure to support diversity and to promote inclusive excellence throughout the institution, including 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 academic services to create a diverse, equitable, inclusive and collaborative university climate that fosters academic success and personal development.*

The Center for Equity and Diversity houses the following offices

- Indigenous Student Support and Wellness
- Latinos Unidos Navigating Academia (Intercultural Engagement)
- LGBTQ+ Resource Center
- Multicultural Education Center
- Pre-College Programs
- Titan Advantage Program
- Women's Center.

These offices and centers primarily serve students, but they also provide venues for interaction and mutual support for faculty and staff of diverse backgrounds.

New Strategic Plan and Ongoing Efforts

The recently approved new Strategic Plan for UWO includes two goals that are directly related to building a more diverse workforce:

- Goal 1.2.2: "Intensify efforts to recruit, retain, and support a more diverse faculty, staff, and student body."
- Goal 1.2.3: "Identify and address any existing policies, procedures, and practices that perpetuate inequities for students or employees, including those that exist across campuses, colleges, divisions, and departments."

These objectives demonstrate the University's recognition that diversity is never a fully achieved goal, but rather the focus of ongoing efforts at continual improvement. In addition to its current efforts, the University is committed to continually searching for ways to increase the diversity of its workforce and student body and to reform any practices that may perpetuate inequities.

3.C.2

In the Fall 2021 semester, UWO employed a total of 292 ranked faculty members and 302 instructional academic staff (112 full-time and 190 part-time). The total fall 2021 student enrollment (headcount) was 9,670 (not including 4,485 dual enrollment high school students). The fall 2021 student to faculty ratio was 16:1. The standard faculty teaching load is 24 credits per academic year.

Faculty are expected to serve on committees and to perform service work outside the classroom. If faculty are assigned substantial and specific extra duties, they are often compensated with released time and/or temporary increases in salary, summer pay or stipends. In cases of released time, the courses in their normal teaching load are taught by other faculty or by instructional academic staff.

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, faculty review the curriculum at the program, college, and university levels. Each college and university curriculum committee meets at least monthly during the academic year.

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 are active in program review processes at the program, college and university levels.

Each academic program is also required to develop and carry out an Outcomes Assessment Plan that is approved by the program faculty and by the Faculty Senate Committee for the Assessment of Student Learning (FSCASL). Faculty members administer the assessments and are engaged in the analysis and interpretation of results, which are then submitted to FSCASL for review every three years. After receiving feedback from FSCASL, faculty members initiate program changes to improve students' achievement of the program's learning outcomes.

Faculty members also assess student learning through their participation on the Faculty Senate University Studies Committee. Members of the committee administer ongoing assessment of individual courses that make up the University Studies Program (USP). The committee also reviews for approval any proposals to revise the USP requirements or to allow new or existing courses to satisfy specific USP requirements. Much of this work involves examining syllabi of new or existing USP courses to ensure that all required elements are covered in the individual classes and that the appropriate learning outcomes are addressed.

3.C.3

The UW Oshkosh Minimum Faculty and Instructional Academic Staff Qualifications Policy reflects the language and principles expressed in Section B.2. of the HLC Assumed Practices, "Faculty Roles and Qualifications." The policy stipulates that a minimum of a Master's degree is required for teaching courses at the undergraduate level. If the Master's degree is in an area other than the content area, the faculty or instructional academic staff member must have at least 18 graduate credits in the content area. Faculty teaching at the master's level must have a doctorate or another terminal degree and must be appointed as members of the Graduate Faculty. Exceptions to this policy (i.e., for "tested experience") are outlined in the minimum qualifications policy and must 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 program, the Cooperative Academic Partnership Program (CAPP), are hired using the same criteria as the on-campus instructional academic staff and must meet the minimum credentialing requirements.

The University was given an extended deadline of September 1, 2025, to ensure that all CAPP instructors meet the updated minimum qualifications. Of the University's 507 active CAPP adjuncts, 398 (78.5%) are already compliant. The remaining instructors' progress toward completion of the requirements will be monitored to ensure that all instructors are compliant by 2025.

To assist CAPP instructors in earning the required credits, the University has encouraged academic departments and programs to offer online and hybrid graduate coursework, including an online Master of Science in Education with 18 graduate credits in the disciplines taught, offered at a reduced tuition rate.

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 are required to follow the same HLC and UW System hiring policies and guidelines. All instructors hired by UWO to teach courses in a consortial program must meet the same qualifications as other instructors, as outlined in the minimum qualifications policy referenced above.

3.C.4

UW Oshkosh's faculty and administration have established rules providing for periodic review of faculty and academic staff performance, including teaching performance evaluation. The UWO Faculty Handbook establishes institutional policies and procedures for faculty recruitment, appointment, renewal, tenure, promotion, annual evaluation, and post-tenure review. These policies align with UW System Board of Regents policies and Wisconsin state statutes, and the policies guide determinations on whether faculty meet the University's standards and criteria in the areas of teaching, service, and professional and scholarly growth. Through these various reviews, UWO 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.

The Faculty Handbook also contains the University's policy for evaluating the instructional effectiveness of faculty and instructional academic staff. The Academic Staff Handbook includes information specific to the evaluation of instructional academic staff. Through these policies, the University clearly delineates the roles and responsibilities of those who conduct or contribute to the review of instructors, and faculty reviews follow a clear timeline. The Provost, the deans of the colleges, department chairs and faculty peers all engage in the continual process of measuring and developing instructor performance.

All UWO committees and administrators 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, UWO faculty from outside of the individual's academic department, and/or evaluations by faculty from other institutions.

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 solicit student opinions relevant to specific instructional methods in those departments.

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. Policies and procedures for tenure reviews follow Regent Policy Document 20-23, "Faculty Tenure."

Review of Tenured Faculty

UW Oshkosh requires post-tenure review of each faculty member's activities and performance at least once every five years. This review is designed 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 reviews reveal deficiencies in teaching performance. Policies and procedures for post-tenure reviews follow Wisconsin Board of Regents policy.

Review of Instructional Academic Staff

As referenced above, the Academic Staff Handbook guides the evaluation of Instructional Academic Staff (IAS). Supervisors hold annual face-to-face meetings with individual IAS members to discuss performance. Continuing IAS members are evaluated every two years; academic staff on terminal appointments are evaluated each year. The evaluation includes at least one classroom visit by a department (or equivalent) colleague, as well as student evaluations for instructional academic staff teaching half-time or more.

3.C.5

The University has a longstanding commitment to provide a wide range of funded faculty development programs and opportunities for all faculty members and instructional academic staff members. These grant opportunities encourage faculty and instructional staff to engage in innovative and exploratory research as well as to improve and expand their pedagogical strategies. The Faculty Development Program offers a variety of mechanisms to support a broad range of research, teaching and other professional development activities for faculty and instructional academic staff. 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

Professional development programs related to teaching and learning are also offered by the Center for Excellence in Teaching and Learning (CETL), which supports innovative and effective teaching practices. CETL programming focuses on educating the university community about key academic

initiatives, including the following:

- 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
- 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 UWO. Each year, the Provost's Office, in collaboration with OPID and CETL, sends six faculty members to OPID's Faculty College. This three-day experience provides intensive workshops focused on incorporating pedagogical best practices into the college classroom. In addition, UWO sends two faculty members each year 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 experienced with SOTL research to construct an advanced research project.

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

3.C.6

Faculty members and instructional staff are available for student inquiry in a variety of modalities. All faculty and staff instructors hold in-person and/or virtual office hours that are posted in the syllabus and made available online for online courses. Instructors make alternative arrangements if a student cannot attend scheduled office hours. In addition, many instructors hold review sessions so that students can ask questions before an exam. Some instructors also hold help sessions online within the Canvas course management system. Contact information for the instructor appears on each syllabus, and students may call, email or drop in at an office for consultation.

3.C.7

Ensuring That Student Support Staff Members Are Appropriately Qualified

All student services staff positions have formal 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.

Following UW System policy, the annual performance review process requires every staff member to undergo a yearly performance evaluation, with three additional checkpoints during the year, to provide ongoing dialogue and feedback between employees and supervisors. The process encourages both supervisors and staff members to identify opportunities for growth and development. Each staff member, working with their supervisor, sets performance goals for the following year.

Providing Training for Student Support Staff Members

All student service departments provide initial and ongoing training to new staff members. Training topics include university and departmental policies and procedures, software programs, inclusive excellence, specific job-related tasks, best practices for student support, and orientation to University departments and programs. HR-EOEAA offers programming throughout the year for UWO staff on a variety of topics, including training on affirmative action and equal employment laws, discrimination, harassment, cultural diversity, and gender issues. In addition, all UWO faculty and staff are required to complete mandatory training on Sexual Harassment, Information Security, and Mandated Reporting of Child Abuse and Neglect.

Academic staff are eligible to apply for funding to support professional development and conference attendance related to their position duties from the Academic Staff Professional Development Fund administered by the Senate of Academic Staff.

Supporting Student Support Staff Members

Each student support department has an independent budget that provides for salaries, benefits, supplies and expenses. Many student services programs and staff positions are also supported by Differential Tuition.

Staff members may attend professional development conferences supported by department budgets. When a professional development opportunity cannot be covered by the departmental budget, appeals for funding are taken to the College or Division (Vice Chancellor) level and are often funded. Staff members are also eligible for tuition reimbursement, which is funded when department or division funds are available. Currently, several staff members in student support positions receive tuition reimbursement as they pursue graduate degrees.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1

The University of Wisconsin Oshkosh offers a wide array of services to support student success, and the effectiveness of these programs and initiatives is continually evaluated so that refinements can be made to address students' changing needs. Data pertaining to the number of students reached and services offered is published in annual reports and discussed with administrators and the Differential Tuition Committee. Descriptions of services for entering students is provided in 3D2. More specific information about academic advising is provided in 3D3.

Additionally, many student resources are covered in the student handbook, which is available online. The handbook is organized into sections for campuses, academics, student resources, policies, and community resources. The student resources section is further tailored to the student populations on each of the three campuses.

The Center for Academic Resources (CAR) provides tutoring services for undergraduate students on all three campuses. CAR provides peer-assisted academic support for many 100- and 200-level and select 300-level courses. The Center provides one-on-one and small group tutoring and offers Supplemental Instruction (SI) sessions, which are large-group content review sessions. The Center also manages the Oshkosh campus math lab, offering drop-in math tutoring for most 100- and 200-level math courses.

In the 2021-2022 academic year, CAR tutors served 636 unique students across the University's three campuses. On the Oshkosh campus, 77.9% of students who met with a tutor earned grades of C or higher; on the Fox Cities and Fond du Lac campuses, 68.1% of students who met with a tutor earned grades of C or higher. The Supplemental Instruction program served 1347 unique students, doubling the number of course sections supported over the previous year.

The Writing Center on the Oshkosh campus offers over 4,500 individual coaching sessions to students each year. The Writing Center team includes a half-time director and two part-time University Staff members who together lead 20–30 writing coaches, recruited and trained from among current UWO graduate and undergraduate students.

The Writing Center offers both in-person and online services. The online services, which the Center has offered and continued to develop since 2008, have been parlayed into pandemic-era support: the percentage of online appointments has grown from 12% of total sessions eight years ago to 73% during the most recent academic term. The Center staff have shown adaptability to meet student needs as it has shifted to meet increasing developmental writing needs. The Writing Center has more than doubled the number of developmental writers served since 2014–15.

A single director administers the Fox Cities and Fond du Lac Writing Centers, supervising peer tutors with both in person and virtual appointments. The Fox Cities and Fond du Lac campuses also operate a Math Tutoring Lab, run by a tutoring director and utilizing peer tutors. A collaboration between the tutoring centers has created a semester-long "Start Strong" series of academic skills workshops and engagement activities at the two-year campuses.

The Office of Career & Professional Development is UWO's centralized provider of career information, advice, and occupational guidance. The software package VMock gives students feedback on their resumes, and the Handshake program is used to find jobs at UWO. Students can also take the Clifton Strengths Test through Handshake. The Career and Professional Development office offers professional skills courses, organizes job fairs, and helps students prepare for professional internships and relevant work experience. It has created and published a virtual textbook with interactive elements, called the Get Hired! Guide.

The UW Oshkosh Career Closet is an on-campus program dedicated to providing free professional attire to students preparing for an interview, networking, or participating in an internship or externship where professional attire is needed. The Career Closet was developed from employer feedback that, although UWO students are academically prepared for internships and full-time jobs, they often lack appropriate professional attire. Additionally, students shared that they lacked the resources necessary to obtain appropriate professional dress for interviews and business casual work environments for their internships. Through professional clothing donations from retailers, companies and individual donors, UWO students are now able to "shop" in the Career Closet and take up to 4 items of clothing per semester at no cost.

The Dean of Students office serves as a resource for students, faculty, and staff. The office provides advocacy, intervention, guidance, and referral services to the university community. The staff also coordinate the Disability Services program, the Student at Risk Response Team, and Alcohol and Other Drug Abuse educational programs. The office has developed services for victims of violence on and off campus and collaborates with multiple student services programs to ensure the safety and well-being of students.

Within the Dean of Students Office, the Accessibility Center provides services and support for students with disabilities, ensuring equal opportunity to participate in all aspects of the University's programs, services and activities on all three UWO campuses. Offering a range of resources, the Accessibility Center coordinates reasonable accommodations, providing students the opportunity to reach their highest level of success along with promoting independence and self-advocacy. All accommodation processes are handled by the Accessibility Coordinator.

TRIO Student Support Services (SSS), a federally funded TRIO program, assists students through intensive and intentional advising. TRIO SSS serves first-generation college students and/or students whose families have limited income. The SSS program has been renewed twice for TRIO funding in the past ten years by the U.S. Department of Education. Over 300 first-generation, limited-income students are served annually by the program.

The UWO SSS program met or exceeded each of the objectives for the 2006-10 grant cycle and the 2010-15 grant cycle. The program is working toward establishing connections with alumni from the UWO SSS program to have them serve as mentors and resources for present SSS students to help build university-wide understanding of the program.

UWO was awarded a second SSS program, focusing on students majoring in the STEM and health sciences fields, in 2015. The STEM program serves 120 first-generation, limited-income students (in addition to those served by the main SSS program.

The division of Online and Continuing Education (OCE), serving nontraditional students through online degree programs, uses technology to connect online students with services available through the online reference librarian, the writing center, and academic advising. An OCE resource booklet is provided on the OCE website, offering brief summaries of the support offices that are of particular interest to online learners and including links to pages where students can obtain more information.

Project Success is a program for students with dyslexia and other reading or written language-based learning disabilities attending UWO. The intent of the program is to remediate students' language deficits. It is one of the few university programs in the country that specializes in the use of phonics-based multisensory methodology to improve reading, spelling, and writing skills. Currently serving over 300 students, Project Success provides instruction and support in the areas of reading, spelling, mathematics, and written expression to increase competence in these areas and to help make students independent learners. Project Success also offers its own summer program for first-year college students.

To further support success, UWO deployed two new initiatives for fall 2022. First, the University created a new Office of Student Outreach and Retention. This unit employs new positions to the University: Student Success Navigators. The Navigators' responsibilities include onboarding of new students and uses a case management approach to proactively facilitate student success and increase retention and persistence to graduation. Additionally, students from structurally excluded groups are supported through undergraduate advisors in the Academic Support of Inclusive Excellence unit.

Second, the Vice Chancellors for Academic Affairs and Student Affairs formed the new Council on Student Success -- Retention, Progression and Graduation. The Council membership includes leaders of student support units in both divisions. A data team is assigned to the Council, and the two Vice Chancellors provide executive leadership. The Council is developing and will soon implement university-wide strategies to increase student success. In addition, the Council will work to remove the traditional barriers between Academic and Student Affairs by building a strong collaborative partnership between the divisions.

3.D.2

The University of Wisconsin Oshkosh offers many special opportunities to incoming first-year students who want a strong start in their college careers. The first-year experience (FYE) included in the University Studies Program helps students learn about university resources and student support services. FYE courses include introduction to public speaking (Comm 111), first-year writing (WRT 188), and all disciplinary Quest I and Quest II courses. Moreover, all Explore courses, which make up the bulk of required courses in USP, also direct students to university resources appropriate to their location and/or mode of course delivery.

Students starting their college careers at the Oshkosh campus for baccalaureate degrees are offered a

two-part orientation takeoff. It begins with Titan Takeoff, which offers an introduction to campus, faculty, and staff. Direction to academic programs includes advising sessions customized for individual students based the information they provide on pre-advising forms. First-year and transfer students are also provided with a copy of the UWO Titan Guide, which contains information and resources dedicated to helping students with the transition to college and throughout their time at UWO. Titan Welcome is the second of the two-part orientation experience and occurs at the beginning of both fall and spring semesters. At the Fox Cities and Fond du Lac campuses, Advising and Registration (A&R) sessions are supplemented with a location-specific orientation and a well-developed set of welcome week activities.

Transfer students get their own version of Titan Takeoff, called Transfer Takeoff. They meet with a Titan Captain (student mentor) who was also a transfer student. Students who transfer with fewer than 60 credits must also take a 0-credit transition year experience course, USP 200, which includes more detailed information about student support services, such as library resources and tutoring services.

The Titan Advantage Program (TAP) is for incoming first-year students who may want help with their first college courses or would like a strong start toward their college degree. TAP runs for six weeks during the summer at the Oshkosh location. During this time, TAP students receive four to six credits of college coursework. The students learn from and engage with dedicated faculty, staff, and peer mentors committed to creating an environment that supports student growth, development, and academic success. TAP also offers activities to help students learn to balance their academic and social lives. TAP students live in a residence hall, engage in learning communities, and attend events and activities. With its unique combination of workshops, special events, tutoring, advising, individualized instruction, and support, TAP provides students with a strong transition from high school to college.

All new UWO students requesting accommodation or support must complete an Accessibility Request. They can select which office they are eligible to work with at UWO – the Accessibility Center, Project Success, or a dual affiliation. Students are asked to submit documentation and enter contact information into ACCOMMODATE software. After approval of the Accessibility Request, a staff member contacts the student to set up an intake meeting.

All students are required to take UW System Placement Tests for English and Math before enrolling at the University as first-year students to determine their English and Math placement. Based on their English placement score, students may be placed into Writing 100: Foundations of College English, a remedial composition course intended for students who might benefit from more guidance as they transition to college-level writing. Students in Writing 100 register concurrently for Writing 099, which provides tutorial instruction to supplement classroom instruction. Students with higher placement scores but below the remedial cut-off may be placed into Writing 188, the first-year composition course, but required to take Writing 099 as a co-requisite.

Based on their Mathematics placement score, used along with ACT scores (when available), students at the Fond du Lac or Fox Cities location may be placed into Math 081: Topics in Geometry or Math 090: Basic Mathematics. Students at the Oshkosh campus may be placed into Math 100: Elementary Algebra 1, Math 101: Elementary Algebra 2, or Math 103: Intermediate Algebra. Students with higher placement scores but below the remedial cut-off may be placed into College Math 104: Algebra but required to enroll in Math 084: College Algebra Workshop as a co-requisite.

The Developmental Mathematics and Writing programs emphasize student success by building

community among students and instructors, with a careful eye on liberal education learning outcomes, student retention and eventual graduation.

Developmental Mathematics Tutoring Labs on all three campuses offer students access to staff and student tutors. Resources are also available for students who are placed into developmental math courses and then choose to retake the placement exam.

The Reading Study Center offers foundational courses (e.g., Comprehensive Study Skills, College Reading Strategies) to develop students' academic skills. These courses focus on developmental reading skills, comprehensive study skills, academic recovery, applied study skills, and college reading strategies. The Center's courses and other programming are available on all three UWO campuses.

3.D.3

Baccalaureate students meet with professional academic advisors in the Undergraduate Advising Resource Center (UARC) until departmental criteria are met for transitioning the student to a faculty advisor. These criteria vary by department but generally include meeting admission standards for colleges/majors, or good academic standing with declaration of major and 45 to 60 credits earned. Students who meet their major's criteria transition to faculty advising.

Since 60% to 85% of first-year students change their major, advising sessions for first-year students focus on exploration. Other areas of focus are transition/adjustment, connection to university resources, general education, and prerequisites for various majors. The focus is on helping students become academically successful, identifying life goals, and acquiring skills and attitudes that promote intellectual growth. Student satisfaction with advising is evaluated by the UARC through surveys, focus groups, and ongoing collection of student feedback.

Associate Degree students at the Fox Cities and Fond du Lac campuses are assigned to an academic advisor in the Solution Centers located on those campuses. The Solution Center staff are available by phone, email, or (virtual) appointment. Students can find their assigned advisor in their TitanWeb account.

Students enrolled in TRIO Student Support Services, a federal grant program funded by the U.S. Department of Education, are assigned to a Trio advisor to develop their program/graduation plan. TRIO students have access to additional advising from the UARC if needed.

Departmental faculty advisors meet with declared/admitted majors and have an average caseload of 25 to 30 students. They advise on the major, the student's remaining coursework, career options related to the field of study and/or graduate/professional education. Students are expected to meet individually with their faculty advisor each semester. This model provides an opportunity for students to create connections with faculty outside of the classroom. Development and support for faculty advisors is provided by the UARC, sometimes working through the Center for Excellence in Teaching and Learning to provide professional development to faculty advisors. Each baccalaureate program submits a description and assessment of its advising practices as part of its triennial Program Outcomes Assessment Report.

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 utilizes Navigate, a data management tool designed to increase student retention and help students meet their goals as they advance to graduation. Professional advisors and faculty advisors on the Oshkosh campus began using the tool in 2017 to set up appointments, report on appointments, and refer students to appropriate resources. The platform also provides valuable predictive analytics to assist advisors in developing course/major plans with students. It also provides for enhanced collaboration with the ability to share advising notes across units/departments. As implementation of new features of this program continues, data will be shared with academic departments and advisors to identify students at risk and to identify bottlenecks/roadblocks to success and graduation.

3.D.4

The University provides students and instructors substantial information technology resources to support effective teaching and learning. The Office of Information Technology is comprised of three units, each providing distinct areas of support to students and instructors:

- User Services (computer lab, classroom and end user support)
- Information Services (enterprise and enrollment management systems)
- Infrastructure Services (all physical technology assets and support)

The Oshkosh Campus has five computer labs for general student access, covering 6,425 square feet. There are three computer labs at the Fond du Lac campus and four computer labs at the Fox Cities Campus. In addition, fifty discipline-specific computer lab facilities help meet the practical training and research needs of the academic programs.

Library Services

The UW Oshkosh Libraries are critical to supporting effective teaching and learning. The three university libraries provide access to print and digital resources that support all disciplines of learning, both for on-campus and off-campus students and faculty. Moreover, the libraries participate in UW Request, a shared borrowing agreement among all 26 University of Wisconsin campuses that provides users access to a historically unprecedented volume of material.

UWO Libraries has a strategic plan focusing on the following goals:

- Re-establishing engagement between students, faculty and staff with the library collections, services and spaces after the COVID lockdowns
- Advancing assessment activities to support data-based decision making and the demonstration of library value
- Initiating new diversity, equity, and inclusion efforts to support inclusive excellence
- Developing programming and services to support the unique needs of first-year and second-year students.

Classroom Technology

The vast majority of University classrooms and lecture halls hold computers, projectors, and media towers. The recent renovation of the Clow classroom building has provided the addition of active learning classrooms in which 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 and recent remodeling of Clow Hall have

resulted in state-of-the-art classrooms, along with additional individual study spaces and group study rooms.

Laboratories and Studios

Discipline-specific laboratories and studios at the University support the disciplines of art, biology, chemistry, engineering technology, geology, kinesiology, music, physics, theater, education, business, medical technology, anthropology and professional counseling. These labs cover a total of over 125 thousand square feet. Twenty-three laboratories, covering 10,610 square feet, support the College of Nursing alone. These include a learning lab, simulation lab, graduate nursing lab and computer/study lab for individual and group work.

Additional Facilities

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, the official UWO television station, which houses a multipurpose HD broadcast studio and a digital production studio, including a student-designed and constructed sitcom set. The Radio-TV-Film 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 maintains other specific facilities that support the disciplines of music, art, and theater. On the Oshkosh campus, 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 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.
- A Theater Art Center 500-seat proscenium theater. The Theater has a computerized lighting control system, elevator-equipped forestage, and a fully functional fly system. Support facilities include scenery and costume construction areas and a sound/light control booth, in addition to two make-up rooms and private dressing rooms.
- 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.
- Three art galleries host over twenty exhibitions per year, including student exhibitions and shows by national and international artists. Exhibiting artists visit the Oshkosh campus to give a public talk and a gallery talk and to meet with art classes.

On the Fox Cities campus, the Communication Arts Center holds two theatre spaces which are used by a semi-permanent community group and 2-3 faculty produced shows per year. Additionally, the campus hosts the Aylward Gallery, presenting 6-7 rotating 2D and 3D shows per year, each accompanied by artist talks open to the public. The Fox Valley Concert Band, based at the campus, performs its seasonal shows to the public in Perry Hall. In addition, the Barlow Planetarium is a regional center of astronomy learning, serving approximately 35,000 visitors annually from Northeast Wisconsin.

On the Fond du Lac campus, the fine and performing arts suite includes the 340-seat Prairie Theater, where faculty-produced community theater is offered in 2-3 shows per year, and the Oberreich Gallery, which displays curated professional and student art shows.

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3.S - Criterion 3 - Summary

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

Summary

The University's extensive procedures for approving and evaluating academic programs ensures that all courses and programs are current and require appropriate levels of student performance. Graduate programs undergo additional review to ensure that they are requiring an appropriate level of performance.

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 high-impact experiences focused on global learning, civic engagement, sustainability and intercultural knowledge. In addition, all UWO students have a variety of opportunities to participate in research and culminating learning experiences where they can apply their knowledge and skills, as well as opportunities for study abroad.

Faculty and instructional staff members are highly qualified and have access to resources that support their research, creative activity, and teaching. The university provides a wealth of student support services, which have been expanded in recent years in response to increased student needs. Student support staff are also highly qualified and have access to ongoing training and professional development.

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 ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

Argument

4.A.1

In alignment with UW System policies, UWO requires program reviews every seven years. 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 undergo periodic program reviews from their accrediting agencies.

Each college within the University maintains a faculty committee responsible for program review. The committees prepare recommendations for 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. Each level of review makes recommendations and/or endorses recommendations made by previous levels for continuous improvement. While program reviews are comprehensive and include topics such as the program faculty's research and scholarly output, service to the university and community, and allocation of program resources, the recommendations primarily focus on assessing and improving the quality of teaching and learning.

The primary purpose of the program review process is continuous improvement driven by self-reflection among program faculty, along with recommendations from external consultants, colleagues and administrators. To achieve these goals, each program review begins with a self-study from the program faculty. Each self-study is required to include a Recommendations section with responses to the following prompts:

1. *List the recommendations of the Dean and Provost from the last program review and indicate actions taken in response to those recommendations.*
2. *Have any changes been made or proposed as a result of this program review? Please explain.*
3. *Indicate any additional recommendations regarding the future of the program, including support and resources needed. These recommendations should be based on the information presented and discussed in this program review.*

These prompts ensure that the program review process results in actionable feedback that is reviewed, discussed and, when appropriate, acted on by the program faculty.

4.A.2

When new UWO courses are proposed or when changes to an existing course are proposed, the number and level of credits awarded is reviewed by several levels of faculty and administrative approval. Course and credit equivalencies for transfer credits are determined by faculty in the respective departments and transcripted by the Registrar's office.

The University awards credit for a variety of prior learning experiences. For example, the University awards credit for predetermined scores on examinations administered via Advanced Placement, the College Level Examination Program (CLEP), and the International Baccalaureate Program. The University follows UW System Board of Regents policy by accepting all credits recommended by the American Council on Education (ACE) for military experience and training.

The University also awards credit for prior learning through a portfolio process. The University has an established Credit for Prior Learning policy requiring each student to submit a portfolio. Each college at the University also has a CPL policy, all of which require the student to submit a portfolio. (An exception is the Bachelor of Science in Nursing degree completion program, which awards credit to working nurses for holding specific certifications.)

The University offers a 1-credit course, Interdisciplinary Studies 145, Assessment of Prior Learning, in which students develop a portfolio for prior learning credit. Students enrolled in the course work 1-on-1 with a faculty member or staff instructor to develop a Credit for Prior Learning portfolio. The instructor of the course also helps students initiate contact with appropriate faculty to ensure that their portfolio content aligns with learning outcomes of the courses for which they are requesting credit.

In all cases, the decision whether and to what extent to award credit for prior learning is determined by the relevant department faculty. When a student submits a Credit for Prior Learning portfolio, (s)he requests credit for one or more existing courses from the University catalog, and a faculty or staff instructor with experience teaching each course offers a recommendation for whether to award the course credit. The recommendation is approved by the department chair and college dean to ensure consistency in the awarding of credit within each department and program.

4.A.3

UW System transfer policies guide UWO transfer policies and processes. The University has admissions policies for transfer students that describe how the institution awards transfer credit for courses taken at accredited colleges and universities. Information for current and prospective transfer students is provided in the online undergraduate bulletin and graduate bulletin.

By UW System policy, "credit earned in institutions of higher education not accredited . . . is generally not accepted for transfer." Ffaculty do have the option of reviewing course syllabi and other information to decide whether to accept credits from non-accredited institutions, but such exceptions are rare.

The UW System policy also states, "When a student transfers, the receiving institution will do its own evaluation of the transfer work based on official transcript(s) from each institution the student attended." Many equivalencies are already established, especially with courses provided by other UW System institutions and by the Wisconsin Technical College System (WTCS). When equivalencies are not yet established, the chairs and faculty of the relevant programs and departments are consulted, and they may ask for syllabi and/or other documentation before establishing an equivalency.

UW System policy promotes seamless transfer within the UW System and from the WTCS campuses to UW System institutions where it is appropriate to do so:

- "A course that fulfills a general education requirement (e.g., humanities) or an ethnic studies requirement at one UW campus should count as general education requirements or ethnic studies at the UW transfer campus."
- "Students who transfer with a UW Associate Degree will have satisfied university-wide, college or school general education at their UW transfer campus."

In addition, UWO has many transfer (articulation) agreements, especially with WTCS campuses, that allow WTCS students enrolled in specific associate degree programs to transfer general education and some occupational/technical credit.

4.A.4

Prerequisites

Program and department faculty review all prerequisites. Any proposals for new courses must list any prerequisites before the courses can be be approved by faculty governance. Changes to existing prerequisites are approved by the department faculty, the chair, and the Provost. When new prerequisites or changes in prerequisites include courses from other departments, the chair of each affected department must also sign off on the change.

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 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.

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](). College curriculum committees meet regularly 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 approval processes for new courses, changes to existing courses, and changes in program requirements are followed for all courses and programs, regardless of the mode of delivery; outcomes and assessments are also identical for all sections of a course and all modes in which a program is delivered. Courses that are taught in off-campus locations follow the same curriculum as on the main campuses and are reviewed and approved using the same governance processes and standards for quality.

Review processes are also in place to ensure that dual-credit courses are equivalent to their on-campus equivalents. Each summer, CAPP hosts a New Adjunct Orientation to familiarize new adjuncts with administrative processes and policies for CAPP and UWO. All CAPP adjunct faculty members are assigned a UWO [faculty liaison member]() to serve as a mentor. Faculty liaisons help provide oversight over the quality of CAPP courses and ensure that off-campus CAPP sections are comparable in rigor and quality to the on-campus sections.

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 derived from disciplinary accreditation requirements. Students at the advanced levels are expected to synthesize and apply knowledge through research or projects. Learning outcomes for all programs, graduate and undergraduate, are included in the assessment plans for each program, which are reviewed every three years. Dual-level courses must require learning outcomes at a significantly higher level for graduate credit than for undergraduate credit; the Graduate Council has developed [a rubric]() for determining whether this requirement is met for newly proposed and existing dual-level courses.

Access to Learning Resources

Since the onset of the COVID-19 pandemic, support resources have been expanded in order to meet the growing needs of students. Student academic support services reside both in the Division of Academic Affairs, overseen by the Provost, and the Division of 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 delivery of academic support services is designed to serve all students, including distance students and working adults. Support services for student learning include the following (all of which are described in other section 3.D.1 of this report):

- Project Success
- McNair Scholars Program
- Developmental Math Lab
- Center for Academic Resources (CAR)
- Writing Center
- Center for the Academic Support of Inclusive Excellence
- Titan Advantage Program
- Reading & Study Skills Center

Faculty and staff from the Academic Affairs and Student Affairs divisions work closely together on providing and assessing support services for students. For example, faculty and staff from both divisions, along with representatives from Instructional Technology and the Registrar's office, serve on the Navigate Leadership Team to set policy and drive initiatives to increase the use and effectiveness of the Navigate student app. Faculty initiated an expansion of access to the Navigate student app so that it now includes graduate students, students at the access campuses, and high school dual enrollment students.

Faculty Qualifications

Faculty qualifications at UWO are guided by the Minimum Faculty and Academic Staff Qualifications policy. UWO 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 and published in the Graduate Bulletin. Faculty and instructional staff in the dual-enrollment CAPP program must meet the same standards as their counterparts on the University campuses by September 1, 2025. The CAPP office has a policy and structure in place to track and support CAPP instructors in attaining the minimum qualifications. (More information on faculty qualifications is provided in section 3.C.3 of this report.)

4.A.5

UW Oshkosh has accredited programs in each of its four colleges. The accrediting bodies define more specific requirements for faculty qualifications and for the curriculum at the program level. Undergraduate and graduate education programs in the College of Education and Human Services are approved by the Wisconsin Department of Public Instruction.

The University supports colleges and programs seeking and maintaining disciplinary accreditation as part of its commitment to ensuring the quality of its programs and to ensure that its graduates are qualified for professional careers. Accreditation information is publicly accessible to prospective and current students, with a link on the University "About" web page and on program-specific websites.

4.A.6

As part of both the regular program review process and the triennial outcomes assessment, 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.

The Career and Professional Development Office (CAPD) 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, at three, six, and nine months after graduation, graduates' employment rates, admission to advanced degree programs, salary information, and placement into special programs such as internships, AmeriCorps and Peace Corps. These results are shared 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, which is shared with academic programs. Alumni serve as members of advisory groups for many of the University's academic programs.

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1

The UWO Assessment Plan describes assessment of student learning in all undergraduate and graduate programs. The plan divides assessment processes and reporting into three major areas:

1. University Studies Program, the general education program at UWO
2. undergraduate and graduate academic programs
3. university- wide assessment.

The Assessment Plan guides the assessment of learning outcomes in all academic programs, assessments of the USP, and university-wide assessments related to retention, persistence, inclusive excellence and graduation.

Academic Program Assessment

Each academic program, both undergraduate and graduate, must clearly articulate learning outcomes in a triennial Program Assessment Report. (Accredited programs follow outcomes defined by their accrediting bodies.) The academic program faculty approves all course learning outcomes. The Program Assessment Report lists the learning outcomes for the program and describes the methodology by which assessment data is gathered and analyzed. Program faculty can develop their own assessment methods, but some combination of direct and indirect assessments is required for all programs. in the Program Assessment Report, the program faculty also report on how the assessment data will be used to guide improvements in the program curriculum and/or teaching methods.

Assessment reports are submitted to the Faculty Senate Committee on Assessment of Student Learning (FSCASL) for review and feedback based on established criteria. The FSCASL is comprised of faculty and instructional academic staff from all colleges at the University, as well as a student representative. The Associate Vice Chancellor for Curricular Affairs co-chairs the committee in an ex officio role. The committee members review and provide feedback on the Outcomes Assessment Reports submitted by all graduate and undergraduate programs, using an established rubric to rate the reports.

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, first-year writing and communication courses, and the USP Capstone course, Connect.

The Faculty Senate University Studies Program Committee carries out these assessments. The assessment process includes reviewing course syllabi on a regular basis to ensure that program components are being implemented in USP courses. In addition, USP instructors complete annual surveys in which they report their students' proficiency on the USP Essential Learning Outcomes.

Additional Learning Outcomes Assessment Activities

Many academic departments have established their own assessment committees that are described in department bylaws. These committees carry out the outcomes assessments that are detailed in the assessment reports to FSCASL. Departments and colleges with professional accreditation or certification often engage in more detailed and intensive assessment activities. For example, each teacher education program in the College of Education and Human Services holds an annual data retreat to determine strategies for improving student outcomes.

The Division of Student Affairs regularly assesses its programs and services, including its co-curricular programs. An Assessment Team, made up of representatives from each department in the Division, meets monthly to share ideas, assessments, and outcomes. The Team also coordinates the timing and collaboration of assessments to avoid student survey fatigue. Each member of the Team is a liaison to their department and is responsible for encouraging, planning, developing, and coordinating assessments within their department.

Student Affairs subscribes to a service called CampusLabs, through which the Assessment Team is able to see assessments done at hundreds of other universities and to share assessments from UW Oshkosh. CampusLabs staff also assist UWO staff with setting up assessments as needed. The Division of Student Affairs' website includes an Assessment page with committee information, assessment resources for departments, and periodic departmental updates with assessment results and dashboards.

Through CampusLabs, University staff can also access the NASPA Assessment & Knowledge Consortium. These national assessments are designed to provide university Student Affairs divisions with actionable UWO-specific and benchmarking data to shape and enhance programming. The University has participated in several of these topical assessments. For example, the Student Recreation & Wellness Center participated in a NASPA Assessment & Knowledge Consortium survey in 2017. They planned on participating every three years, but the most recent assessment was cancelled in 2020 due to the COVID pandemic.

University-wide assessments are performed on a regular basis and are articulated in the University Assessment Plan. These include the National Survey of Student Engagement (NSSE), First Destination Survey, Civic Engagement Survey, Leadership Survey, and the New Student Survey. The rotation schedules for these assessment instruments range from annual assessments to once every three years.

Response to HLC Feedback From 2018 Comprehensive Review

In the University's 2018 Comprehensive Evaluation, the HLC Peer Team report included the following recommendation: "HLC should do follow up monitoring by the Fall of 2020 to assure . . .

the clear communication of student learning outcomes on syllabi across all disciplines." As a result, the University submitted two Interim Reports, the second in February, 2021. After analyzing the second report, HLC staff determined that adequate progress had been made and that no further reports were required.

In response to the Peer Team report, the FSCASL began to require that an analysis of syllabi by department and program chairs be included in the mandatory triennial Program Outcomes Assessment report. The analysis determines what percentage of the program's syllabi contain all of the elements required by HLC and Department of Education guidelines and regulations, including explicit listing of course learning outcomes. The chairs are also required to describe their plans to reach compliance on 100 percent of their program's syllabi if that goal has not yet been met.

In the 2021-2022 academic year, 685 syllabi were examined. As this was the first assessment cycle for departments following the 2018 Comprehensive Evaluation, only 51 percent of the syllabi contained all of the required elements. However, all chairs submitted plans for bringing their programs into full compliance, which we expect to reach at the end of the next assessment cycle.

4.B.2

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

Several committees use data provided by the UW System Accountability Dashboard to benchmark the University's progress on UW System performance indicators. Faculty use data in grant proposals, program reviews and program-level and college-level initiatives related to student success. Accredited programs use data for their accreditation reporting. Student support services use data for resource allocation to identify and deliver services such as tutoring, writing assistance and supplemental instruction.

USP Changes Based on Assessment Data

The USP Council and the Faculty Senate USP Committee routinely review assessment reports to determine program changes. The assessments informing these decisions include data collected in direct and indirect surveys, student surveys of Quest and Connect courses, USP 200 for transfer students, NSSE results, and other processes for collecting data that are described in section 4.B.1.

After its implementation in 2013, the first major evolution of the USP came in April 2016 in direct response to the suggestions of students in the Oshkosh Student Association, advisors in the Undergraduate Advising Resource Center, and other faculty, students, and staff. Nicknamed "USP 2.1," this package of changes was aimed at removing barriers that prevented students from enrolling in required classes.

The USP 2.1 proposal included the suggestion to reconsider the role of Quest II in the USP. Faculty, staff, and student input were collected, and the Quest II course was subsequently redesigned. More recently, in February 2021, data collected by the English Department faculty resulted in the development of a Connect: WRT 288 syllabus checklist, which serves to clarify the role of this course as an integrative capstone in the USP.

Changes in Academic Programs

In the triennial assessment report, academic programs describe their own processes for making changes in response to the analysis and interpretation of data collected. Programs describe changes in curriculum, instruction, student support, and/or the assessment process itself in response to assessment data. Programs must explain how these changes are reported to faculty and, to close the loop, explain how the effectiveness of any changes made will be tracked and reported in the next reporting cycle. The members of FSCASL review program assessment reports to ensure that the programs actually use assessment data to inform changes.

Changes in Student Support 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 future planning. For example, the Advising Office collects advising notes and data about usage and student progress through the Navigate software. Advising also collects data through student surveys.

The Center for Academic Resources (CAR) collects data on frequency of usage, student achievement, and student comments. CAR also utilizes the Navigate software to assist in data collection. To maximize the effectiveness of resources, CAR decides which courses to support with Supplemental Instruction based on DFW rates and course enrollment numbers. In fall 2021, CAR instituted an embedded tutoring program in Math 103, a developmental course that had been reporting high DFW rates.

The Writing Center collects data about student usage and student satisfaction and tracks student achievement to guide continual improvement of services. The Center administers the developmental writing studio course (Writing 99) and is currently changing the requirements of the course based on student success patterns noted across the past several semesters.

The Library, Reeve Memorial Union, and Testing Services all collect multiple data sets about usage and satisfaction. These data are used continually to plan improvements in service to the University's students.

4.B.3

Assessment at UWO is guided by the following practices, as listed in the University's Assessment Plan:

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 an important component of the assessment process.

These principles are embedded within the processes for assessing all graduate and undergraduate degree programs and the USP. Following these principles, faculty and instructional academic staff for each program participate in the following activities:

1. Defining the learning outcomes for the program.
2. Planning educational experiences to achieve the outcomes.

3. Identifying methods for assessment.
4. Collecting and analyzing the data.
5. Reporting results to the Faculty Senate Committee on Assessment of Student Learning.
6. Using the data to make informed program responses.

Through the Center for Excellence in Teaching and Learning, professional development is provided for faculty and instructional academic staff regarding appropriate methodologies for development and assessment of learning outcomes. In fall 2020 and spring 2022, the Center sponsored workshops in Writing Course-Level Learning Outcomes, a topic of concern expressed in the University's 2018 re-accreditation review. A brief version of the workshop was also presented to the Faculty Senate USP Committee to help committee members assess USP syllabi.

The Associate Vice Chancellor for Curricular Affairs continues to work with FSCASL to develop ongoing professional development activities and is currently planning workshops on curriculum mapping to help departments and programs embed assessment more deeply and purposefully into their curricula.

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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve 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, 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

4.C.1

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

For overall retention goals, the University has focused the last three years on leveling off our steady retention declines. Now, after two years of virtually the same retention rate of just over 68%, our retention goal for the next year is 70%. Our long-term retention goal is to yet again achieve our highest retention number in the last decade, which was 78.2%.

The highest graduation rates we achieved in the past decade were 27.8% for our 4-year graduation rate and 61.2% for our 6-year graduation rate. We have now been steadily increasing our current rates for both of those indicators year after year, giving us confidence that we can reach these ambitious goals again.

The new Office of Student Outreach and Retention was launched this year to support these goals for retention, persistence, and graduation. The performance of the Office is measured in alignment with these goals.

4.C.2

Several Enrollment Management groups consisting of faculty and representatives from several administrative offices review data and initiatives related to increasing student success. These groups include the Navigate Leadership Team and the Student Success and Retention Committee. Retention, persistence and completion strategies are supported by an existing strategic enrollment plan inclusive of new initiatives targeting

- increases in the retention and persistence for all new first-year and transfer students,
- improvements in the retention and persistence of new underrepresented minority students, and
- improvements in the completion rates for all students.

Data on retention and graduation is compiled and analyzed continually by the Office of Institutional Research. The collected data is utilized by several units including, but not limited to, Academic Support of Inclusive Excellence, the Center for Academic Resources, the Writing Center, the Reading and Study Skills unit, and academic department chairpersons for analysis and discussion at the college and department/program levels. Ongoing monitoring is in place so that results are used in future planning.

Data on students' stated reasons for withdrawal is analyzed on a regular basis by the Retention Analyst in order to facilitate institutional changes. The data is presented in multiple forums, including biannual presentations to the Chancellor's Cabinet as well as during enrollment census reporting.

4.C.3

The institution has many opportunities to share and use retention, persistence and completion 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 link, managed by the Information Technology office, by which anyone at the University can request data reports.

Faculty members participate in 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 Navigate Early Alerts "Progress Reports".

All academic programs are encouraged to participate in the Early Alert program. Data from the Early Alert program is shared with deans and department chairpersons to facilitate ongoing and increasing utilization of this retention tool. This data is also analyzed for student participation in academic learning support services in order to monitor the effectiveness of those services. Moreover, this data is presented to university leadership through biannual reporting to the Chancellor's Cabinet.

The Academic Support of Inclusive Excellence office uses G.P.A., persistence, and retention data to plan academic and personal support services and programs for underserved students. The TRIO Student Support Services (SSS), a federally funded program, assists students through active 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.

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 DWF reports to plan sections of Supplemental Instruction, Peer Educator Review Sessions, and 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 Office of Institutional Research provides a standard dataset to each academic program in preparation for its 7-year Program Review. These reviews result in recommendations for change and improvement from several levels of review, and each review contains a description of changes that

were made in response to the most recent previous review.

In response to data on student retention and persistence, the Division of Academic Affairs is beginning a new student success initiative, specifically targeting classes with high DFW rates. A steering group of twenty faculty and staff have identified five key areas to examine to make practical recommendations about ways to improve student success and to reduce DFW rates:

1. student support services;
2. pedagogical/classroom practices (best practices for student engagement, curricular planning, etc.);
3. department/program practices (evaluation of teaching, staffing, placement, etc.);
4. workload (class sizes, large lecture classes, etc.);
5. equity and inclusivity beyond the classroom.

A subgroup of 3-4 members of the steering group will look closely at each of these areas. The steering group is planning a kickoff event in spring 2023, open to the entire university community, with a presentation by a nationally-known speaker.

4.C.4

The Data Governance Committee, housed in the Information Technology unit, ensures best practices in policies and processes related to data. The Committee develops and defines 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 institution collects and reports student progress data in accordance with all common reporting requirements including IPEDS, the Common Data Set, and the NCAA. 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 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. These statistics are also shared with the UW System, which makes them available in a public searchable database. The institution uses nationally recognized assessment tools to collect data on the student experience, such as the National Survey of Student Engagement (NSSE), as well as the EAB's Retention Survey, and through platforms such as CampusLabs and Qualtrics.

The University recently created an Enrollment Management Retention Data Analyst position to help ensure continual and consistent collection and analysis of retention data. Data collection efforts are continually increasing and results are shared among administrative teams, faculty members, and staff members across student support services.

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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

UWO's commitment to assessment and continual improvement is demonstrated through numerous policies and procedures throughout its administrative and shared governance practices. Assessment activities include regular program reviews, evaluation of the credit accepted in transfer, program outcomes assessment, and continual analysis of retention and completion data. The institution maintains specialized accreditation for numerous programs and evaluates the success of graduates. Faculty participate heavily in all aspects of teaching and learning evaluation. All assessment procedures are designed to ensure continual improvement based on timely data and insights gained through assessment.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1

The University's deep commitment to shared governance is highlighted in the preamble to the new strategic plan. Governance groups representing faculty and staff work with administration to propose and approve policy changes and proposals for new policies. The Conference on Shared Governance for leaders of the four governance groups (Faculty Senate, Senate for Academic Staff, University Staff Senate, Oshkosh Student Association) meet regularly with the Chancellor and Provost to engage in discussion, to exchange ideas, and to advise on important university initiatives and issues. The Chancellor's cabinet provides oversight for implementation of policy. The Cabinet consists of the following University leaders:

- Provost and Vice Chancellor for Academic Affairs
- Vice Chancellor for Student Affairs
- Vice Chancellor of Finance and Administration
- Vice Chancellor for University Affairs
- Athletic Director
- University Diversity Officer
- Assistant Chancellor for Institutional Effectiveness
- Assistant Chancellor for the Access Campuses
- Chancellor's Office Chief of Staff
- Associate Vice Chancellor for Enrollment Management

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.

Members of the Senate of Academic Staff (SAS) 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) has a long history as an advisory council, but was established as a full-fledged member of university governance 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.

Each of the three campuses has a student government that forwards recommendations and makes decisions on matters concerning student life, services and interests in accordance with the laws of Wisconsin. These matters include the allocation of segregated fees and authorizing budgets for campus activity boards and student clubs. On the Oshkosh campus, the student government also allocates funds from Differential Tuition and the Student Technology Fee.

5.A.2

Every academic and administrative unit at UWO relies upon data in making decisions and planning for the future.

The College of Business maintains both a strategic metrics dashboard and an operational metrics dashboard to track metrics around student satisfaction, alumni satisfaction, faculty/staff satisfaction, enrollment, career placement, budget allocations, technology investments, and a variety of other key performance indicators. The strategic dashboard is reviewed twice a year as part of the College's strategy implementation processes while the operational dashboard is used by faculty and staff to find areas for continuous improvement in College operations.

The College of Education and Human Services (COEHS) collects data for every student teacher and clinical student, as required by the Wisconsin Department of Public Instruction (DPI). Each year, the data is compiled for each teacher education program. Each department holds a data retreat and writes a section of an annual report to DPI. The college uses graduate exit survey data to make improvements in its programs and includes this data as part of the DPI annual report. In addition, the COEHS dean and associate deans gather input from school districts to make improvements in existing programs and for planning future programs.

The College of Letters and Science uses data to make informed decisions about all aspects of college operations. For example, when deciding upon allocating faculty lines, the college uses a collaborative, data-driven decision process that considers the following factors: ratio of student credit hours to faculty, ratio of undergraduate majors and minors to faculty, enrollment data, enrollment and disciplinary trends, and diversity and inclusion strategic goals.

In the College of Nursing (CON), the constituents make informed decisions using data published by professional organizations such as the American Association of Colleges of Nursing, the UWO Office of Institutional Research, and the College of Nursing's Center for Nursing Research (CNR).

Established in 1982 and renamed in 2016, the CNR collects and monitors nursing program outcomes, including measures of student performance and completion rates, licensure and certification pass rates, and employment rates. The CNR also uses course evaluations and end-of-program, alumni, and employer surveys to track additional outcomes, including satisfaction with the program, attainment of program learning outcomes, and preparation for practice. The College of Nursing Evaluation Committee establishes benchmarks for student, alumni, and employer outcomes in collaboration with the pre-and post-licensure programs based on aggregate data from surveys collected through the CNR.

The Division of Student Affairs uses data from the Annual New Student Survey, administered each fall, to direct student outreach efforts. For Fall 2022, out of 653 respondents, 495 students (75.80%) were flagged as needing support and intervention. Any student who had one or more flags was contacted by staff and provided with resources and information addressing the flagged categories.

Enrollment information, along with billed and collected tuition, informs the University as to which investments or cost reductions to make in current and future years. The Financial Aid Office uses data from Institutional Student Information Records (ISIRs) within the Student Information System to determine which students could benefit from additional funding, based on financial need.

The Office of Institutional Research (OIR) provides a wealth of information for external reporting and internal use, including Distribution of Grade Reports to the Colleges, DFW Reports to the Deans and Provost, daily headcount enrollments for the Office of Enrollment Management, and data on diversity and equity for the Division of Academic Support of Inclusive Excellence. OIR has recently increased its staff size to three and is currently expanding its use of the Tableau software to make data reports more accessible to the University community.

5.A.3

The University's Leadership Council is a 110-member body made up of shared governance leaders and administrative and college leaders and managers from throughout the institution. The Council is an important element of UWO's shared governance commitment. In addition to sharing monthly updates on university initiatives and developments, this leadership group reviews all new policy-concept proposals, authorizing those deemed worthy to enter a policy development pipeline that includes approval by all shared government bodies and that ultimately ends with the Chancellor's signature.

Responsibilities for curriculum approval, assessment and academic standards--i.e., all academic policies and processes--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.

In addition, the Graduate Council provides a voice and sense of community to graduate students, fosters scholarly activities, and approves changes to graduate curriculum and policy, in accordance with Graduate Council bylaws.

New **academic** policies and procedures, as well as changes to existing academic policy, must be approved by the Provost's Administrative Staff, which includes representatives from all academic units, all college deans, and all governance groups, and in which policies are discussed for input and approved by consensus. Proposals are then submitted for formal votes by the Faculty Senate

Academic Policies Committee and then the full Senate, as well as the Senate of Academic Staff. Proposals that primarily affect graduate education must also be approved by the Graduate Council.

Representatives of the three student governance groups serve on most UWO committees, providing a strong voice for students through direct contact with university faculty, staff and administrators and ensuring that students' views are heard and respected in all relevant matters.

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5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1

Extensive search and screen processes are in place for hiring of all staff to ensure that candidates are qualified and meet compliance expectations. Over the past four years, the Human Resources office has implemented new automated workflows to improve the hiring process. The new processes ensure that all approvals and compliance checks are completed in an efficient manner.

UW System implemented a new "Title and Total Compensation" (TTC) process in November of 2021 to ensure that titles, salary ranges and position descriptions are aligned throughout the system and in line with industry standards. All posted position descriptions include required credentials and preferred skills.

The Office of Human Resources, Equal Opportunity, Equity and Affirmative Action ensures a diverse and qualified applicant pool by assisting hiring units in creating a diverse pool of candidates. Over the past few years, the efforts of the HR-EOEAA have resulted in higher numbers of diverse candidates in faculty and staff searches.

Every UWO employee is required to complete three online trainings:

1. **Information Security**: an overview of the measures required of all employees to protect UW System electronic data including confidential data on employees and students. Must be completed annually.
2. **Title IX**: covers the rules and guidelines required of all employees to ensure that UW System Policy is followed in regard to protecting Title IX Rights and avoiding all issues related to Sexual Harassment. Must be completed every three years.
3. **Mandated Reporter**: Executive Order #54, issued by the Governor in 2011, requires all University of Wisconsin System employees to report child abuse and neglect if, in the course of employment, a UW System employee observes or learns of such an incident. Must be completed within 30 days of hire.

These required trainings are tracked through the Human Resources System and are part of a required process for annual employee performance evaluations.

Some departments and specific positions within the University require additional mandatory training. The University also sponsors a wide variety of optional training and development opportunities. Live training sessions are often recorded for future viewing.

Infrastructure on all three UWO campuses is covered in Section 3.D.4 of this report. Through the Canvas learning management system, as well as the use of Kaltura, Microsoft Teams, Zoom and additional software, coursework can be delivered and supported regardless of time, place or mode of delivery. Trained and qualified staff based on all three campuses support instructors and students regardless of their location or mode of delivery.

5.B.2

Principles and values expressed in the University mission statement, vision statement and strategic plan drive the University's centralized planning processes and budget priorities. The mission statement is a foundational document whose goals and values are further explicated and operationalized in the strategic plan.

The recently approved new strategic plan is ambitious and visionary. It reflects the realities of the external environment within which the University operates, including the national and regional marketplace for higher education, and identifies strategies for responding to those externalities. For example, Strategic Objective 1.1.2: "Rethink, reconfigure, and deploy calendars and modes of educational delivery to best accommodate a spectrum of students," is based on a recognition that the numbers of traditional-age students seeking nontraditional course delivery options is growing and is projected to continue growing over the next several years. In response, the University has already expanded its online degree program offerings, and will continue to explore alternative modes of delivery, including offering more short courses and non-degree credential programs.

Over the next few months, groups will be formed to develop metrics and specific strategies, culminating in action plans, for all of the objectives expressed in the new strategic plan. That process will inevitably result in some prioritization of objectives. The goal of the process is to make both immediate and ongoing progress on as many of the strategic objectives as possible, drawing on the advantages of a dedicated and talented workforce, a strong and resilient industrial base in our surrounding region, and the expansive regional footprint offered by our three campuses.

5.B.3

Budgeting

The majority of the University's budget development processes are established by a UW System biennial budgeting process. Each UW institution prepares an annual budget submission. UW System provides oversight and guidelines to the university budget office, which then distributes the instructions to the University for budget development via a series of memos. The UWO Division of Finance and Administration's Budget Office then distributes instructions to individual budget units at the University and offers support to help them develop their annual budgets.

After individual budget units have submitted their budgets, the University's overall budget is reviewed and approved by the Vice Chancellor of Finance & Administration and the Chancellor before submission to UW System. The University's annual budget is reviewed by UW System for consistency with System guidelines and policies. All budgetary decisions are driven by institutional priorities and the University's mission.

The UW System allocations are distributed to the University and allocated to units under an incremental budget model, which provides a consistent and stable allocation of base budget resources. Any base allocation changes are therefore incremental and based on new funding received or budget reductions. Program revenue budgets are also developed annually. Budget planning in auxiliary units includes a ten-year capital planning spreadsheet for each unit.

Monitoring University Finances

Monitoring institutional revenue and expenses takes place at the unit, college/division, university and System levels. WISER, a DataMart reporting software for the Shared Financial System, and Plan UW, a cloud-based budgeting and planning service from Oracle, are used for budget development, monitoring revenues/expenses and overall financial forecasting. UWO's Budget Office provides quarterly financial forecasts, as well as two additional forecasts annually to reflect changes in enrollment data after both Fall and Spring semester's tenth-day enrollments are reported.

UWO has a process in place to monitor transfers of funding between UW System and the University across all three campuses. The University's programs and departments run routine reports through WISER to ensure that program revenue accounts are in a positive financial position and that any identified 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 at the conclusion of each fiscal year.

Purchasing authority and monitoring of expenses: UWO's Purchasing Office ensures compliance with all UW System purchasing policies and provides guidance and assistance in all purchasing matters for the University. UW System recently implemented Shop UW+, a procurement and accounts payable platform, utilized by the University. Shop UW+ provides improved oversight of all purchasing actions and enhances compliance with purchasing regulations. Additionally, the University monitors overall expenses throughout the year utilizing the Shared Financial System (SFS) and its associated reporting tool, WISER.

UW System auditing process: Internal audit functions across all UW System institutions report through the UW System Office of Internal Audit, which has unrestricted access to all relevant functions, records, property, and personnel. UW System has a team of auditors assigned to audit the universities in the System, and their reports are available to the public online. In addition, financial functions at UWO are continuously subjected to approvals and audits conducted by the pre-audit function at UWO Financial Services.

The UW System has a Waste, Fraud, and Abuse website 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 university reporting processes. Any suspected problems or complaints reported via the hotline are reviewed in accordance with current university policies and procedures.

Branch Campuses

The UWO-Fond du Lac and UWO-Fox Cities campuses have been fully merged with the Oshkosh campus both financially and operationally since UW System announced the restructuring effort in 2018. The branch campuses follow the same budget process as the Oshkosh campus, with a Unit Business Officer assigned to oversee their finances and a Budget Planner to support the development and monitoring of branch campus resources. Branch campus budget resources have been matched to

their respective departments/units within the Oshkosh campus, but the branch campuses' base resources are maintained in distinct accounts to ensure they are utilized specifically for the needs of the Fond du Lac and Fox Cities campuses.

Status of Budget Model Changes and Associated Factors

In 2015, Chancellor Leavitt tasked the University Budget Development Committee (UBDC) with exploring alternative budget models to potentially replace the incremental-based model utilized at UWO. As a result of the UBDC's collective work, in 2016 the Operating Budget Allocation Model (OBAM) was accepted by the Chancellor.

Several steps were taken towards implementation of the OBAM, including the development of the Draft Operating Manual in 2017 and the hiring of a Budget System Implementation Manager in 2018. However, the implementation effort was delayed when the restructuring of UW System was announced in 2018. At that time, the University's budget and financial planning efforts became strategically focused on the successful merger of the two branch campuses (UWO-Fond du Lac and UWO-Fox Cities) with UWO. A first-phase comprehensive account restructure occurred in 2019 to bring the two branch campuses into UWO, followed by a second-phase budget merger in 2021. These efforts successfully merged the branch campuses financially and operationally and have ensured their financial viability.

Two other factors contributed to the OBAM not being implemented. First, UWO entered a Financial Recovery Plan (FY18-20), resulting in a series of budget cuts phased in over several years. It was decided that any re-alignment of base resources initiated through the OBAM should be delayed until after departments had adjusted to the budget reductions. Second, the financial conditions created as a result of COVID-19 led to a formal pause of implementation of the OBAM in 2020. Like most universities, UWO pivoted quickly as the pandemic emerged to reduce spending in anticipation of financial losses. In May of 2020, the University curtailed spending and placed staff on furloughs shortly thereafter.

While a full transition to the OBAM has not yet occurred, several components of the model have been implemented. First, a Budget Process Committee (BPC) has been formed, and regular meetings have been held to share financial information and receive feedback. Second, the annual budget timeline has been modified to fit the parameters established in the OBAM. Finally, the financial chargeback process has been restructured to include the metrics identified in the OBAM.

With the University emerging from managing the pandemic, a full review of OBAM and associated recommendations on potential changes to UWO's current budget structure is planned for 2023 and will be led by the Office of Budget & Planning.

5.B.4

UWO has established budget processes in place to ensure that the institution has appropriate support for its operations and 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 WISER to

execute core business processes and monitor budgets. UW System recently launched Plan UW, a cloud-based budgeting and planning service from Oracle. Among other useful features, Plan UW offers a forecasting module that UWO utilizes for planning purposes.

UW Oshkosh is supported through General Purpose Revenue from the state, a variety of other program revenues, and tuition funds to support the University. Tuition is set by the UW System Board of Regents and the Wisconsin Legislature.

In response to years of declining enrollments, the University instituted a 3-year financial recovery plan starting in FY18-19. Although the University met its expense reduction targets for the first year of the recovery plan, enrollment declined beyond projections. In response, the plan was revised for FY19-20 to include a Voluntary Retirement Incentive Option.

In the Spring of FY19-20, the University closed all physical spaces due to the COVID-19 pandemic, and in response implemented 3 months of intermittent furloughs and consecutive furloughs for some employees over the summer of 2020. An interim report on the financial recovery plan was submitted to HLC in October 2020, and the HLC staff responding to the interim report wrote, "The institution managed, in a series of well-considered actions, to meet the challenges presented by student enrollment decline and the COVID-19 pandemic."

As a result of careful planning, conservative projections, and Federal relief funds to offset financial losses from the pandemic, the University emerged from the pandemic in a stable financial condition, which ensured the institution's ability to continue delivering high-quality educational programs and to fulfill its mission without interruption. However, in the aftermath of the pandemic, enrollments in FY 22-23 have declined beyond projections. The University is monitoring its expenses and revenue carefully and is prepared to reduce expenses again in FY 23-24 as needed to keep our financial situation stable.

The University continually monitors application and enrollment projections data and relies on established forecasting models to monitor the fiscal health of the institution and to ensure financial viability to continue to meet its academic mission. A reliance on accurate forecasting allows the University to allocate its resources effectively and to respond nimbly to changes in enrollment and other external factors.

Transition to a 3-Campus University

In 2018, UW System merged the two-year colleges with the four-year regional comprehensive universities. UWO became a university with three campuses: Oshkosh, Fond du Lac, and Fox Cities. An early decision by Chancellor Leavitt was to ensure that all existing budget resources for the two branch campuses (Fond du Lac and Fox Cities) remain fully intact and isolated for their operations, and this remains the guiding principle for financial management of those two campuses. Fond du Lac and Fox Cities have been fully integrated operationally within their respective colleges and divisions, but their resources are differentiated by fund. All three campuses remain in a stable financial position with adequate resources to fulfill their academic mission.

At the completion of the merger, UWO received additional base resources from the dissolved two-year colleges' institution (UW Colleges). Those institutional-level resources were distributed based on recommendations from a Restructuring Committee to ensure that UWO could adequately support the branch campuses. Many institutional offices, such as Financial Aid and HR-EOEAA, received additional base resources to support their expanded service headcount of students and/or employees.

Branch campuses also received additional base support in order to improve services to students and to support the curricular array.

Differential Tuition

To supplement general revenue funds, undergraduate students on the Oshkosh campus pay into a Differential Tuition fund, which is controlled by students through a Differential Tuition Finance Committee. Differential Tuition fully or partially funds the following student support offices:

- Center for Academic Resources (the University's tutoring center)
- Undergraduate Advising Resource Center
- Writing Center
- Career & Professional Development
- Counseling Center
- Reading and Study Skills Center

Differential Tuition funds student positions, staff positions, and a student success assessment tool, resulting in increased access for students to tutoring, supplemental instruction, counseling and academic 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 uses 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 when State funding remained flat, tuition was frozen, or enrollment was declining. In addition to meeting emerging academic needs, cost recovery programs assist the University in maintaining financial reserves to protect against unanticipated fluctuations in enrollment and/or shifts in financial planning assumptions.

HR Processes

Hiring and personnel actions reflect a commitment to budget priorities and future planning by requiring review/approval from both the Office of Budget and Planning and the Office of HR-EOEAA, as well as from the divisional Vice Chancellor. Items of concern are noted through this review/approval process and receive final review/approval by the Vice Chancellor of Finance and Administration. This process allows for high-level strategic allocation of both human and budgetary resources. The three-year university FTE trend demonstrates that the University has adequate, stable levels of personnel across administration, staff, faculty and instructional staff to achieve its mission and goals.

IT Budgeting

Technology budgeting and decision-making processes are made at the System and University levels. UW System institutions collaborate to achieve economies of scale in enterprise IT systems through consolidation of common systems, volume pricing, and collaboration of expertise guided by the UW

System Enterprise Decision Council. A university-level IT governance group provides both an infrastructure and processes for technology decision-making and budgeting. The IT governance process at UWO is based on the standards of COBIT5, and incorporates the shared governance of the University, along with user advisory groups.

Facilities

A Space Planning and Remodeling Committee for all three UWO campuses meets regularly to decide how space will be utilized and when renovations will occur, and to prioritize any changes in the allocation of space. Previous reports from professional consultants determined that the University has adequate space to carry out its mission, but that reallocation of space may be required in the future to serve emerging needs.

The Fox Cities and Fond du Lac campuses have unique facilities partnerships with their surrounding counties. The buildings and grounds for these campuses are owned by their respective county partners. The Fox Cities campus is owned by Winnebago County and Outagamie County, and the Fond du Lac campus is owned by Fond du Lac County. Annual maintenance, operating, and capital project funding is provided by the county partners. Campus master planning is coordinated between UWO representatives and local county government officials and their respective county boards and committees. A Board of Trustees provides county-level input on facilities-related decisions for the Fox Cities campus.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1

The University allocates its resources through policies and prioritization procedures designed to maximize the physical resources within which students and faculty work together, to support students throughout their university careers, and to support research and outreach centers that serve the surrounding communities while offering students the opportunity to engage in experiential learning in real-world contexts.

Information Technology Governance and Planning

The University has processes in place to ensure that resources are allocated strategically, using ongoing prioritization to allocate resources most effectively. For example, the Information Technology Department uses an IT governance standard based on the international "COBIT 5" standard published by the Information Systems Audit and Control Association (ISACA) and used by IT auditors to evaluate IT investment management. These standards include an emphasis on Value Delivery (ensuring that investments are effectively executed so that intended benefits are realized) and on Resource Optimization (allocation of resources in alignment with priorities). Administrative leadership and shared governance, as well as university-wide constituents, all have input into the setting of strategic priorities for information technology resources. The IT Advisory Committee (ITAC) is the primary (but not the only) avenue through which the Information Technology Department gathers input from stakeholders.

Renovation/Remodeling Project Prioritization

The Facilities Management, Planning and Construction Unit collects all requests for renovation and/or remodeling from across the University. Each Vice Chancellor ranks the requests from their respective reporting units in order of priority. A Space Planning and Remodeling Committee, co-chaired by the Provost and Vice Chancellor of Finance and Administration and made up of the

remaining Vice Chancellors 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. Recommendations are presented to the Chancellor for a final decision.

Capital Project Development Planning

Biannually, the Facilities Management department works with the UW System Capital Budget and Planning Office to develop the scope, justification and budgets for renovations/remodeling and property acquisitions on the Oshkosh campus. 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. Criteria for approval revolve around the commitment by the University to meet the campus's strategic and academic goals.

As mentioned in section 5.B.4, construction and remodeling projects on the branch campuses are funded by their respective county governments, and capital planning for those campuses is a collaborative process between the counties and UWO administration.

Responding to Student Support Needs

While in-person classes have fully resumed after the pandemic, many students are still struggling, both with personal challenges and academic readiness. The University has responded by expending additional resources on a variety of student support initiatives.

For example, in Spring 2021, Provost John Koker created a new Instructional Support Response Team to develop and propose implementation of strategies to increase student support, specifically addressing the following issues, all of which had been reported both locally and nationally to be negatively affected by the pandemic:

1. Academic preparedness.
2. Crises related to mental health and wellness.
3. Challenges related to equity and inclusion.

The Response Team developed and presented to the Provost a plan centered around strategies that included

- providing additional professional development for faculty and teaching staff.
- increasing resources for tutoring.
- communicating to students about new and existing support resources.

The plan, with a total budget of $342,000, was implemented in the Fall 2021 semester. The Response Team continued to meet during that semester to assess results and continue long-term planning. While some of the initiatives were one-time development opportunities, others (such as embedded tutoring in developmental math classes) are ongoing.

Starting in the Fall 2022 semester, the University expended some of its COVID relief funds, along with some general revenue funds, to staff a new Office of Student Outreach and Retention. The University hired a Director for the Center and 13 Student Success Navigators. The Navigators answer questions, address concerns, and provide proactive guidance for academic success to students from the moment they apply through their first year at the University and beyond. The Navigators directly initiate and maintain contact with their assigned students through outreach involving phone, text, email, chat, and in-person communication. Outreach depends on the needs of each student but takes

place via a minimum of monthly interactions as students proceed through the cycles of initial matriculation, onboarding, and beyond.

In addition to the Navigators, a team of five experts work with current and prospective international students and scholars. The International Student Services team supports students through the processes of admission, matriculation, immigration and compliance, transitioning to the United States culture, and onboarding to the University.

Both groups closely examine data to identify students at risk and provide interventions through alerts issued by faculty and staff, survey information, and monitoring of students' engagement in their classes. Both groups collaborate with departments across all areas of the University to connect students to the resources that will aid in their academic and life success. As a result of these and other efforts, the University has established a first-year goal of a minimum 70% retention of the first-year class and 21%+ conversion rate of applications to enrollment for prospective students.

Expanding Opportunities for Online Learning

Starting in Fall 2022, the University committed $800,000 over three years to launch UWO+, an initiative to expand the number of online programs offered by UWO. This initiative combines existing online degree programs with programs that will be newly offered online, under the administrative umbrella of the Division of Online and Continuing Education (OCE). The OCE Division has decades of experience delivering online and hybrid programs and is staffed with recruiters and advisors who have training and experience working with adult students in an online environment. One goal of the initiative is to make both new and existing online programs more visible and marketable through a common branding strategy. Another goal is to increase collaboration and support for online programs throughout the University to ensure a consistently high quality of online offerings.

Sustainability Institute for Regional Transformations (SIRT)

The University funds and supports the UWO Sustainability Institute for Regional Transformations (SIRT), annually allocating funds for salaries, events, student internships, conferences and other activities to support research and teaching, as well as grants for interdisciplinary projects that address issues of sustainability. SIRT's mission is to leverage the University's strengths to support research, education, and action around crucial sustainability issues in Wisconsin and beyond. In 2022, a SIRT-supported group of researchers was awarded a $1.6 million NSF grant to conduct a four-year interdisciplinary study of harmful algal blooms in the region, in partnership with local organizations and student researchers. The University's support of SIRT is an example of its ongoing and nationally recognized commitment to sustainability.

Supporting Faculty Research and Scholarship

Faculty research, in all of its forms, is an important component of the UWO mission. The University's vision is to be known as be "a research-enhanced comprehensive university." To help accomplish this vision, the University provides substantial support for faculty research and related professional development.

The primary venue through which such efforts are supported is the University's Faculty Development Program, which provides support for a broad range of research projects, teaching improvement initiatives, and other professional development activities. The Research Component of the program

supports "new and continuing research projects of continuing faculty and academic staff in all disciplines." In addition, both faculty and academic staff can apply for one course release per year for the preparation of external grant proposals, as well as matching funds for external grants when such matches are required by external agencies "or are clearly necessary to accomplish the project's scope of work." All requests for funds from the Faculty Development Program are made through formal proposals, and grants are awarded as funds allow. Grants from the Research Component are awarded once per year on a competitive basis.

Strategic Planning

The newly approved Strategic Plan will be a central venue for planning future budget priorities. Over the next few months, groups will be formed to develop concrete strategies, culminating in action plans, to achieve the objectives in the Strategic Plan. These action plans will help determine budget priorities for the next several years.

5.C.2

Program Review and Student Outcomes Assessment

As discussed in other sections of this report, each academic program undergoes program review every seven 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 three years and submits the report to a Senate committee, which provides feedback to the program to support continual improvement.

Data about student academic achievement, retention, persistence and graduation guide decisions about budgeting and resource allocation for student services. This data is shared internally on an ongoing basis and is available to the public on the Office of Institutional Research website (uwosh.edu/oir). Both the Academic Affairs and Student Affairs division use data on retention and persistence to plan for modification and expansion of student support services. The University also uses this data to plan and budget for new initiatives. (See section 5.C.1 for examples.)

Academic Planning

The Provost's Office reviews and annually updates the Academic Program Plan. The goal of the Academic Program Plan is to provide an overview of existing academic structures, identify academic planning needs, and develop new academic program priorities. The plan also documents curricular reform efforts, retention strategies and student support initiatives.

In October 2020, forty-three faculty and administrators from all three divisions of the University participated in a 2-day academic planning workshop facilitated by Gray Associates. The objectives of the workshop were to perform an assessment of existing programs and identify potential new programs to launch. A secondary objective of the workshop was to learn to use the Gray Associates database system to gather and apply market data in order to evaluate existing programs and to determine the feasibility of proposed new programs. The University subscribes to the Gray Associates database and uses it to generate market data reports on proposed new programs. Data from the market reports is cited in proposals for new programs and helps the University administration decide how and at what level to fund proposed new programs.

Fiscal Planning and New Academic Programs

Following UW System policy, every proposal for a new degree program must be accompanied by a budget and budget narrative (following templates provided by UW System Administration) showing cost and revenue projections for the first five years of the proposed program. The budget and narrative are evaluated on several internal levels and at least two levels at UW System Administration. The projection must demonstrate that, through either an investment of funds or new tuition revenue (or a combination of both), the new program will not run at deficit in its first five years. Programs that require a substantial university investment are particularly scrutinized and must include a persuasive rationale for launching the program.

In addition, proposals for new cost recovery programs must include an additional budget spreadsheet and budget narrative, following templates provided by the UWO Division of Finance and Administration. The budget and narrative must be approved by officials in both the Academic Affairs and Finance and Administration divisions, following an iterative process of communication and feedback to ensure that all financial standards are understood and met.

Space Planning & Remodeling Committee (SPRC)

As mentioned in section 5.C.1, the SPRC committee makes decisions regarding how all physical spaces are utilized. Decisions about instructional space (classrooms, laboratories, computer labs, rehearsal spaces, and teaching studios) are driven by the instructional needs of individual colleges and departments. Instructional technology needs and pedagogy drive the design and allocation of instructional spaces.

5.C.3

The University consistently involves 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 forums/town halls related to planning and budget. Periodically these sessions consist of prepared presentations on specific topics, but many times they are open sessions offered so that the Chancellor and other administrators can address audience questions. All sessions are open to all University employees.

UWO's Strategic Planning Committee engaged campuses' and regional communities' stakeholders in the 2021-22 strategic planning process through focus groups and feedback meetings. As part of the strategic planning process, the committee held sessions to collect feedback regarding the University and its mission, vision, values, priorities and goals. The UWO Foundation Board, Alumni Board and other key groups were among the participants in the development of the new strategic plan.

New North Inc.

UWO is a founding member of New North Inc., a regional collaboration focused on promoting cooperation and economic development in 18 counties in northeastern Wisconsin. The Chancellor holds a seat on the New North's board. Through this group, the University's administration has increased its collaborations and partnerships, sustainability efforts, and growth in the region. New North provides a venue for the University to engage with the business community and to prepare graduates whose education is aligned with current and future workforce needs. As a result, the university has recently launched a new B.S. in Software Technology major in Fall 2018.

NEW ERA

[Northeast Wisconsin Educational Resource Alliance (NEW ERA)](#) is an alliance that fosters regional collaboration among the public colleges and universities in northeast Wisconsin to better serve the educational needs of the region. Through participation in NEW ERA, the University has developed three Engineering Technology B.S. degree programs to serve industries' need for engineering talent and is developing proposals for additional degree programs.

Oshkosh and Fox Cities Chambers of Commerce and Envision Greater Fond du Lac

These three member-based business and economic development agencies encompass the University's three-campus region. The Chancellor holds a seat on the Board of the Oshkosh Chamber, and each organization provides regular opportunities for university leadership to attend meetings that provide updates to business leaders, community members and legislators. In addition, each academic college and several academic programs work with external advisory boards to inform programs and faculty members about trends in professional fields, changes in professional requirements, and other factors that influence program planning.

5.C.4

The University's plans are fluid and responsive to changing circumstances and demands. For example, the Office of Institutional Research provides constant updates on student applications and enrollments to the Associate Vice Chancellor for Enrollment Management, who has a seat on the Chancellor's Cabinet and informs the Cabinet of enrollment patterns continually throughout the year. The Enrollment Manager also recommends strategies to assist the University in meeting enrollment, matriculation and persistence goals.

As departments consider potential 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 the Wisconsin Department of Workforce Development, along with market analyses and professional forecasts, to determine the needs and trends for program development.

5.C.5

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. Planning is fluid and responsive to external changes that impact its mission and its resource base.

Strategic Planning Committee

Before the Strategis Planning committee began the work of developing a new strategic plan in 2021, the UWO Customized Center for Research and Services (CCRS) conducted an extensive environmental scan of the University and region to inform the group's work. The Chancellor has announced his intention to establish a permanent UWO committee that will have responsibility for monitoring progress and making course corrections over the next few years as external factors require.

Emergency Operations Committee

Even before the COVID-19 pandemic was officially declared, UWO had activated an Emergency

Operations Center (EOC) to guide the university through the upcoming pandemic. The EOC was integral to the safe continuation of teaching, learning, life and service at the institution throughout the pandemic. The Center staff tracked the COVID virus and developed policies and procedures to minimize the pandemic's impact on the UWO community. The EOC was the central communication hub for all pandemic related policy, procedure, and tracking

UWO's Emergency Operations Committee was nationally recognized by the Surgeon General, the Centers for Disease Control, and the U.S. Department of Health and Human Services for its data-driven response to the COVID-19 pandemic. UWO was one of the first mass community vaccination sites in the Fox Valley area and was the first mass rapid anitgen testing center in the country in which the CDC analyzed efficacy of rapid testing in a community setting. The greater Oshkosh community relied on UWO to promote COVID related safety and resources. All of this made possible through constant and vigilant attention to continually shifting internal and external data and circumstances by UWO staff and administrators.

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 and protect UWO, including a continual scan for emerging cybersecurity dangers.

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 UWO 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.

Advancing Online Learning

In spring 2022, UWO launched UWO+, an initiative to develop new online programs designed to meet ongoing and emerging workforce needs. The array of options includes a Web Design certificate and a Medical Imaging program. The alignment of courses is highly responsive to learners with diverse demands, experience and demographic backgrounds. UWO+ is innovatively built and offered to appeal to those who prefer the online mode of learning and require a more flexible style of learning to accommodate work and other demands on their schedules.

5.C.6

UW Oshkosh, in concert with its parent UW System, continually develop systems, workgroups and processes to effectively and efficiently review university operations for the purpose of continual improvement, with an ultimate aim of strengthening student outcomes.

College Alignment

In early 2019, UWO empowered an Academic Structure Exploration Team (ASET) to investigate new college structures with the potential to position the University to grow and succeed beyond its

150th anniversary. ASET delivered its final report in April 2019. Due largely to the pandemic, no significant restructuring among the colleges has yet occurred. Instead, efforts were concentrated on building new collaborative relationships among the colleges and the Division of Online and Continuing Education to expand online degree offerings. The issue will be taken up again later in 2013 or in 2014.

Continuous Improvement of Student Learning

Both the Program Review process (see section 4.A.1) and the Assessment of Program Outcomes (see section 4.B.1) require departments and programs to discuss current and future improvements in response to the review and assessment processes. The self-study template for program reviews includes a required description of improvement efforts since the most recent program review, as well as recommendations for improvement going forward.

The Committee on Assessment of Student Learning recently added this prompt to the Assessment of Program Outcomes template: "Describe and provide an evaluation of the program's actions in response to the most recent previous outcomes assessment." Designed to "close the loop" between assessments by ensuring that planned improvements have actually been implemented and assessed, the new prompt will be included on all outcomes assessment reports starting in fall 2023.

Continuous Improvement of Administrative Processes

The University continues to review administrative processes for opportunities to increase efficiencies. Successfully completed projects in recent years include major revisions in the Travel Expense Reimbursement (TER) process, improvements in hiring processes, and the creation of E-forms. UWO also works closely with UW System colleagues in the investigation and integration of streamlined, centralized "back-office" services and operations, including, in recent years, a more responsive Office of General Counsel liaison-attorney system and, most recently, launch of a UWO Office of Compliance, Risk and Integrity.

In January 2023, UWO launched a new Office of Institutional Effectiveness. The Institutional Effectiveness Office will support strategic planning, project management and data analysis across the University. The new Office will help to ensure that new and existing programs and initiatives operate efficiently while using assessment and analysis in the spirit of continual improvement.

Institutional Assessments

The UW System publishes institutional demographic information, outcomes and other metrics annually in an online Accountability Dashboard that contains data from each institution on access, progress and completion, cost and efficiency, undergraduate experience, faculty and staff resources, and economic development. The data in the dashboard is used by Strategic Planning and college committees to monitor progress toward established goals.

UW System Financial Reports

The University receives annual financial statements from UW System for both accountability and planning purposes. The annual statements are publicly disclosed on the UW System website. 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.

Sources

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5.S - Criterion 5 - Summary

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

Summary

Through collaborative decision making and open, transparent deliberations, the University ensures that its resources are best aligned to support its mission and strategic goals. The University recently completed the development of a new strategic plan, which will guide the University's priorities and improvement efforts over the next seven years. Fiscal planning and resource allocation are ongoing processes, responding as needed to changing external circumstances. The new Office of Institutional Effectiveness will further improve the University's ability to make decisions and plans based on realtime data analysis, with a goal toward continual improvement.

Sources

There are no sources.