University of Wisconsin Oshkosh

Self-Study for the Higher Learning Commission of the North Central Association of Colleges and Schools

January 2007
n.b All the web sites listed in the footnotes are active links.
For the Higher Learning Commission of the North Central Association

Prepared by: Members of the Coordinating Committee

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Submitted to:
Chancellor Richard H. Wells

January 8, 2007
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Richard H. Wells  
**Chancellor**

Lane Earns,  
**Provost and Vice Chancellor**

January 2007
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**Criterion 3: Student Learning and Effective Teaching**

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**Criterion 4: Acquisition, Discovery and Application of Knowledge**

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<th>Name</th>
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<tr>
<td>Craig Fiedler</td>
<td>College of Education and Human Services (Chair)</td>
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<tr>
<td>Jaya Jambunathan</td>
<td>College of Nursing</td>
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<tr>
<td>Linda Freed</td>
<td>Grants and Faculty Development</td>
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<td>Lori Carrell</td>
<td>Communication</td>
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<td>Jacque Bollinger</td>
<td>Residence Life</td>
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<td>Lynn Brandt</td>
<td>Center for New Learning</td>
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<td>Ashai Desai</td>
<td>College of Business</td>
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<td>Dawn Detlaff</td>
<td>Residence Life</td>
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<tr>
<td>Debbie Gray Patton</td>
<td>Dean of Students</td>
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<tr>
<td>Chad Kopitzke</td>
<td>Center for Career Development and Employability Training</td>
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<tr>
<td>Susan McFadden</td>
<td>Psychology</td>
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<td>Matthew Mott</td>
<td>Career Services</td>
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**Criterion 5: Engagement and Service**

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<tr>
<td>Jean Kwaterski</td>
<td>Student Affairs (Co-Chair)</td>
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<td>Peggy Davidson</td>
<td>Journalism (Co-Chair)</td>
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<td>Ruth Frieburger</td>
<td>Adult Access</td>
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<tr>
<td>Perry Rettig</td>
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<tr>
<td>Sue Schierstedt</td>
<td>College of Business</td>
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<td>Linda Bartelt</td>
<td>Center for Community Partnerships</td>
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<td>Irma Burgos</td>
<td>Academic Support</td>
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<td>Colleen McDermott</td>
<td>Biology</td>
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<td>Stephanie Stewart</td>
<td>College of Nursing</td>
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<td>Tom Fojtik</td>
<td>Residence Life</td>
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<td>John Harris</td>
<td>Cooperative Academic Partnership Program</td>
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<td>Dale Feinauer</td>
<td>College of Business</td>
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<td>Marsha Rossetter</td>
<td>Lifelong Learning and Community Engagement</td>
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<td>Susan Neitzel</td>
<td>Foundation</td>
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**Self-Study Writing Team**

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<td>Susan Nuernberg</td>
<td>Chancellor’s Office/English</td>
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**Self-Study Production Team**

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<td>Shawn McAfee</td>
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Introduction
Introduction

University of Wisconsin Oshkosh Profile

The University of Wisconsin Oshkosh was founded in 1871 as the third Normal School in Wisconsin. Oshkosh Normal included a model elementary and middle school that provided opportunities for practice teachers and continued into the early 1970s. In 1879, it became the first Normal School in the country to add a kindergarten.

The name of the institution has changed over time. It became Oshkosh State Teachers College in 1925, Wisconsin State College–Oshkosh in 1949, Wisconsin State University–Oshkosh in 1964, and in 1972—when the University of Wisconsin and the Wisconsin State University Systems merged into the present University of Wisconsin System—it became the University of Wisconsin Oshkosh.

The UW System is made up of 13 four-year universities, 13 two-year UW Colleges and the statewide UW-Extension service. UW System campuses in Madison and Milwaukee offer undergraduate and graduate degree programs, including doctoral and professional programs. The University of Wisconsin Oshkosh is one of the 11 comprehensive campuses that provides students undergraduate and master’s degree programs.

The University of Wisconsin Oshkosh has four colleges: the College of Education and Human Services (COEHS), the College of Business (COB), the College of Nursing (CON) and the College of Letters and Sciences (COLS). The bachelor of education degree was first granted in 1926, a Department of Liberal Arts (now the College of Letters and Science) was created in 1951, the College of Business was established in 1965, and the College of Nursing was launched in 1966. Oshkosh began its graduate program in 1963.

The University of Wisconsin Oshkosh’s College of Business is the only business program in northeast and central Wisconsin (offering both undergraduate and graduate degrees) that is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

The American Association of Colleges of Nursing (AACN), through its accreditation arm the Commission on Collegiate Nursing Education (CCNE), accredits the College of Nursing.

The College of Education and Human Services is accredited by the National Council for Accreditation of Teacher Education (NCATE). Within COEHS, the following programs are accredited:

- Counselor Education is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and
- Human Services is accredited by the Council for Standards in Human Service Education.
The College of Letters and Science is the largest liberal arts college in the region. Its accredited programs are:

- Athletic Training, which is accredited by the Commission on Accreditation of Athletic Training Education;
- Chemistry, which is certified by the American Chemical Society;
- Computer Science which is accredited by the Computing Accrediting Commission of the Accrediting Board for Engineering and Technology;
- Journalism, which is accredited by the Accreditation Council on Education in Journalism/Mass Communication;
- Music, which is accredited by the National Association of Schools of Music; and
- Social Work (both the undergraduate and the Collaborative MSW Graduate Program with UW-Green Bay), which is accredited by the Council on Social Work Education.

The University offers the following distribution of majors among the four colleges:

**Undergraduate:**

- College of Business (seven majors),
- College of Education and Human Services (eight majors),
- College of Letters and Science (37 majors), and
- College of Nursing (one major with three unique programs—Traditional, Accelerated and Collaborative Nursing—that lead to the BSN degree).

**Graduate:**

- College of Nursing offers a single graduate degree,
- College of Business offers two graduate degrees,
- College of Education and Human Services offers five graduate degrees, and
- College of Letters and Science offers seven graduate degrees.

The commitments that distinguish the University of Wisconsin Oshkosh are a strong curriculum; student, faculty and staff engagement in the learning process; partnerships with the community; and societal responsibility/sustainability. These were identified during the University’s development and refinement of its Governing Ideas (the mission, vision, values and strategic directions) in 2000-01. They were subsequently affirmed as University strengths during a comprehensive campuswide review and critique of its planning process in 2004-05. The Integrated Marketing Team performed an audit of the institution’s external and internal environments in fall 2006; it noted the pervasiveness of these strengths in the core competencies of the University.

Examples of how the institution is building upon these strengths may be found in the Strategic Plan Update and Annual Report and in its Integrated Marketing Plan1 and throughout this self-study.

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**Changes since the last comprehensive evaluation**

While no new colleges or divisions have been added or removed from the University, there have been significant administrative and organizational
changes. Some senior administrative positions at the University of Wisconsin Oshkosh have been eliminated, some new ones created, and the names and functions of others redefined.

There has been a significant turnover of major administrative officers. With the exception of the Director of Admissions, the Dean of the College of Business Administration (now the Dean of the College of Business) and the Assistant Vice Chancellor of the Division of Academic Support (now the AVC of the Center of Academic Support and Diversity), all administrative leaders have changed since the last reaccreditation review.

The position of Special Assistant to the Chancellor was eliminated. In its place, the Chancellor established the University Leadership Fellowship, a revolving professional development program providing 50–75 percent reassignment time for members of the faculty and academic staff to work on special projects in the offices of the Chancellor, Provost and Vice Chancellors. To date, seven persons have held these fellowships; four have assumed full-time administrative positions, one has returned to the faculty, and two are currently serving as fellows.

The following position titles and all persons serving in them have changed: the Executive Director of Administrative Services changed to the Vice Chancellor of Administrative Services; the Assistant Chancellor for Student Affairs changed to Vice Chancellor for Student Affairs; the Director of Affirmative Action is now the Director of Equity and Affirmative Action; the Director of University Relations is now the Executive Director of Integrated Marketing and Communications; the Director of Development is now the Executive Director of Development; and the Associate Vice Chancellor changed to the Associate Vice Chancellor of Faculty and Academic Staff.

The position of Associate Vice Chancellor of Information Technology was eliminated in summer 2005. The position’s Informational Technology responsibilities were taken over by the Executive Director of Information Technology.

In fall 2002, the position of Assistant Vice Chancellor for Curricular Affairs, which reports directly to the Provost, was created.

At the time of the last team visit, the University had an Assistant Vice Chancellor of Graduate School and Research, who oversaw the Graduate School and the Office of Grants. Effective July 1998, Continuing Education and Extension and the Weekend/Evening Degree Programs were added to the responsibilities of this AVC. In fall 2002, the name of the position was changed to the AVC of the School of Graduate Studies and Continuous Learning. The Grants Office was transferred to the Associate Vice Chancellor, as was the Weekend/Evening Degree Programs (now The Center for New Learning). Testing Services also was added to the position’s responsibilities. Since 2002, this Associate Vice Chancellor position has been filled on an interim basis. In January 2005, the School of Graduate Studies was removed from the AVC’s responsibilities. At this time, the title was changed to the Assistant Vice Chancellor of Lifelong Learning and Community Engagement. The University is presently conducting a search to fill this position.

When the School of Graduate Studies was removed from the Associate Vice Chancellor, the Director of Graduate Admissions and Records assumed responsibility for the program. The position now reports directly to the Provost. In summer 2005, a Dean-in-Residence was assigned on a three-year rotating basis to coordinate college relations with Graduate Studies. In fall 2006, a Graduate Council Chair was selected from among the graduate faculty to aid the Director, the Dean-in-Residence and the Provost in setting policy
and supervising Graduate Studies. In December 2006, the Director’s title was changed to Director of Graduate Services to reflect the changing scope of the position’s duties.²

Partly as a result of the energy and ideas brought by new leadership, partly as a legacy of the former leaders and partly as a result of the elimination, addition and transformation of existing positions, the University of Wisconsin Oshkosh has seen changes in all areas of University operations and has become a better public institution of higher education. The most far-reaching change was the development and implementation of the University’s first comprehensive strategic and operational plan and planning process.

The institution’s planning process identified high-priority action initiatives and seven key operational plans to implement the Governing Ideas. By focusing the institution’s resources on identified priorities, the University of Wisconsin Oshkosh has raised the level of academic preparedness and the retention rates for first-year students, strengthened the enrollment of students of color and increased the number of degrees conferred. Many other accomplishments are detailed throughout this report, as are the strategic and operational plans that provide the framework for effective decision-making.

Accreditation history

The University of Wisconsin Oshkosh is proud of its accomplishments and is striving for higher levels of achievement by incorporating the findings of the self-study process into the ongoing assessment and refinement of strategic and operational plans. The University of Wisconsin Oshkosh was originally accredited by North Central Association in 1915. The last accreditation occurred in 1997 and the visitation team concluded: “… the University of Wisconsin-Oshkosh meets all GIR’s and Criteria and recommends continued accreditation for the next ten years with no reports required.”³

The self-study process

The University takes peer review seriously and has addressed carefully the three concerns raised by the review team members in 1997. It looks forward to receiving useful and positive feedback from members of the review team.

The University of Wisconsin Oshkosh self-study process has been comprehensive, transparent and iterative. These qualities also have characterized the organization’s strategic and operational planning process, and they reflect the commitments of the institution.

The goals set for the University of Wisconsin Oshkosh self-study process were to develop a self-study report, engage the campus community in an open and comprehensive assessment, identify challenges facing the University and develop possible solutions.

The Reaccreditation Preparation Team, formed in 2002, spent two years accumulating more than 850 pieces of evidence pertaining to NCA’s new criteria in order to support the University’s continued accreditation. These data were compiled in 2005, and were reviewed and assessed by members of five subcommittees—one for each criterion. From its beginnings, the UW Oshkosh self-study process was inclusive. The subcommittees were composed of faculty representatives from each of the four colleges (including the four divisions of the College of Letters and Science), academic staff, classified staff, classified staff,
students and administrators. The subcommittees also represented all four major
divisions of the institution: Academic Affairs, Student Affairs, Advancement and
Administrative Services. Members of the subcommittees subsequently reviewed
and provided feedback on the draft self-study prepared from their reports by
writing team members. In fall 2006, drafts of the five sections of the self-study
were posted on the University’s Web site, and six open listening sessions were
held on campus to answer questions and solicit suggestions for revision.4

Furthermore, the self-study process has been transparent and publicly visible
with a Web site dedicated to the process available to any member of the broad
public. External constituents including board members of the University’s
Foundation, the Center for Community Partnerships and the Chancellor’s two
councils of advisors, were asked to provide feedback on the self-study process.

The self-study report also makes use of data gathered in developing the institu-
tion’s operational plans and in the “facts” section of its annual reports to the
community. It also utilizes data from reports prepared for the UW System, such
as Achieving Excellence, the National Survey of Student Engagement (NSSE)
and Plan 2008, Phase II.

The need for cooperation and wide participation in the self-study process was
emphasized in the University’s Annual Report in 2004-05 and in the remarks
made by both the Chancellor and the Provost at the opening-day ceremonies
in fall 2005 and 2006.

This self-study offers significant opportunities for institutional learning and
open dialogue regarding the University’s future directions. The administration
has insisted on a high level of participation in the process, both in collecting
needed documents and in responding to drafts of the report.

Ideas emerging from this self-study will be discussed in the spring and fall
of 2007 and incorporated into the University’s Key Operational Plans. The
strengths and weaknesses identified in this document will provide a road map
for the future. Its own self-assessment and the views of its external reviewers will
be integrated into the University’s ongoing planning processes.

Members of the Coordinating Committee and its five subcommittees were lead-
ers from across the organization and brought to the self-study process both
expertise and credibility.

The Coordinating Committee maintained regular communication through
newsletters and a Web site.5 The newsletters were published twice each semester
in fall 2005, spring 2006 and fall 2006, and contained the names of all committee
members, timelines for the self-study process, feature articles and interviews.
The Web site contained links to the HLC/NCA home page, the criteria, copies
of the newsletters and report drafts. As a result, the broad University community
was well informed and fully involved. In addition, members of the Coordinating
Committee met with governance groups, student groups, colleges and non-
academic units to discuss the process and the report drafts. Co-chairs and team
members also provided informational sessions to department chairs every
semester at the leadership workshops, and everyone on campus was asked to
review the draft self-study and suggest changes.

The process that generated this report seeks to incorporate a wide range of
insights: it uses available data to judge the extent to which the University of
Wisconsin Oshkosh satisfies the HLC/NCA Core Components. The institution’s
self-study report demonstrates that the University’s accomplishments warrant
an affiliated status with the Commission.

4. List of all committee members and participants in the process can be found in
the Acknowledgements.
edu/nca_accreditation/index.php.
University’s response to 1997 NCA evaluation concerns

While the 1997 visiting team found no significant problems, three institutional concerns were identified. Each of these areas will be addressed in greater detail in the relevant sections of the report, but the University’s responses are summarized here.

Concern 1: Assessment

“While an assessment plan has been accepted by North Central, it remains in an initial stage of implementation and the institution must be very aggressive in bringing departments into compliance and moving forward.”

Since the 1997 campus visit, assessment has been a high priority in all academic and non-instructional units. The Faculty Senate Committee on the Assessment of Student Learning (FSCASL) collects and updates the assessment process from each department every two years. Where no plans existed, faculty and staff were provided with support and assistance to produce them. As of 2006, with the exception of one program that has recently submitted its plan and two programs that are in the process of revising their plans for approval, all academic units have approved assessment plans.

The University has dedicated its resources and provided support for assessment planning by creating a new position: the Assistant Vice Chancellor for Curricular Affairs. This administrator directs and stresses the value of assessment planning, encourages the development of outcome-based plans and promotes the use of these plans to generate curricular and instructional change. The AVC also has encouraged non-academic units to develop and use assessment instruments and shares the information collected with the campus in order to present a fuller picture of progress and continuing needs. The Office of Institutional Research, which reports to this Assistant Vice Chancellor, also is involved in assessing student learning using a unique value-added pre- and post-test assessment process.

In retrospect, the assessment climate in 1997 could have been described as neutral; now there is full campus involvement in systematically collecting information in order to modify the curriculum and engage in planning. Several academic and non-instructional units have had such curricular modifications in place long enough to measure improvements in student performance resulting from assessment-based changes.

Concern 2: General education

“A faculty committee has made significant progress in looking at a General Education program for which dissatisfaction currently exists. The group is to be commended for suggesting a reduction in the number of available courses and for concise statements of goals and objectives. It is critical that these recommendations be seriously discussed and considered by the campus community.”

The Faculty Senate Committee on the Assessment of Student Learning (FSCASL) and its Academic Policies General Education Subcommittee (APGES) have continued to work with the goals and objectives for General Education that were established in 1995. Through their General Education courses, students should develop:
1. Effective written and oral communication;
2. Skills related to critical thinking, problem solving and creativity;
3. Heightened intellectual, cultural and humane understanding and sensitivity;
4. The ability to manipulate symbol systems and use quantitative methods;
5. Skills associated with the scientific method, including rational inquiry, data collection, analysis, theory formulation and hypothesis testing;
6. An understanding of world history, civilizations and political processes;
7. An understanding of economics and social sciences;
8. An understanding of the interdependence of humankind and the natural world;
9. An understanding of the principles of mathematics and the sciences; and
10. An understanding of literature, the arts, and systems of human thought.

Each department that provides General Education courses is asked to identify which of these goals are met by its courses, then list specific learning objectives that can be assessed for each of the goals. Faculty and staff members are encouraged to include learning goals and assessment methods in their course syllabi.

The success of the General Education Program is to be determined by multiple measures:

Examinations: The Office of Institutional Research (OIR) coordinates data collection from pre- and post-tests in General Education courses. Examinations are useful particularly for measuring goals 6–10.

Course Assignments: Faculty teaching General Education courses are to identify at least one assignment relating to each objective for student learning and to evaluate the students’ accomplishment of the objective.

Surveys: Students, alumni and faculty are to be surveyed periodically with instruments, such as the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE) and locally prepared surveys.

In fall 2004, the Faculty Senate Committee on the Assessment of Student Learning (FSCASL) analyzed a variety of comprehensive examinations to select the one that best matches the campus’ General Education goals. In spring 2005, an ETS assessment was given to approximately 400 students in junior-level English courses and the results then examined by FSCASL and APGES. The ETS test was used to set performance benchmarks and to obtain data that could be used to modify the General Education program. At this time, APGES and FSCASL are prepared to make recommendations to the Faculty Senate about the assessment approach to General Education.

In terms of the other General Education issues raised by the review team, the University also has made progress. While it has not reduced the number of General Education credits that students must take, the College of Letters and Science has taken a major step toward moving students through the process more quickly by eliminating specific Social Science and Natural Science courses that must be taken. Since 2002, students have been able to take any course within these disciplines to meet their General Education requirement.

APGES also has recently undertaken the task of developing new approval and assessment procedures for General Education courses.6
After the last NCA team visit, a committee was formed to build faculty consensus that basic skills should be infused throughout the undergraduate curriculum (rather than forming a distinct component), interdisciplinary seminars should be included in General Education, and greater coherence in the General Education curriculum was sorely needed. As a result of its efforts, a General Education model was implemented to emphasize problem-based instruction, service learning, student-faculty interaction and civic engagement.

Since fall 2001, every University of Wisconsin Oshkosh student has been required to complete a Theme-Based Inquiry Seminar (TBIS). These seminars replaced the introductory writing courses that were once a staple of General Education. Restricted to 25 students per class, each TBIS focuses on a theme chosen by the instructor; these themes may vary from section to section. Themes are announced prior to registration, so that students may register for a course that closely fits their interests. The seminars are writing-intensive and are designed to help students develop analytical writing skills. They also utilize student-centered, interactive teaching strategies that emphasize critical thinking and active learning. In April 2006, the TBIS coordinator prepared a document that assesses the TBIS program in light of General Education goals.7

In 2002, the seminars were expanded to include programs other than the Department of English. The name was changed recently to Writing Based Inquiry Seminar (WBIS), in order to better reflect the writing-intensive nature of the course and to ease its transferability to other institutions. A similar course in mathematics and science, called Problem-Based Inquiry Seminar (PBIS), was approved for offering in fall 2003.

The First Year Common Intellectual Experience, which is embedded in the freshman orientation program, has developed a common reading that has been incorporated into the WBIS and introductory speech courses.

While a separate service-learning requirement has not been established as part of the General Education program, several academic departments have employed existing interdisciplinary course options to incorporate this emphasis into their programs.

Student-faculty interaction and civic engagement have become key components of both General Education and the University’s mission. An increase in the number of first-year and senior seminars, the preparation of a first-year experience course, and the success of student-faculty collaborations on polio, flu, water testing and voting projects, all reflect student-faculty interaction and civic engagement.

Concern 3: Graduate education

“There is little evidence that graduate programs are viewed as distinctly separate from undergraduate programs. Rather they appear to be continuations of the undergraduate experience without sufficient regard to those unique features of independent and focused scholarly activity that epitomize graduate education.”

In spring 1998, the Provost established a task force on graduate education and asked it to review the NCA recommendations. It was to identify recommendations for which corrective action was warranted; determine those that should not be pursued at this time, and provide a rationale; and propose appropriate steps to be taken to implement changes in a timely manner. In March 1999, the task force released its recommendations. The recommendations were categorized under two broad areas: visibility and separateness, and quality.

7. TBIS Program Assessment of General Education Goals 2006-07 is available in the Resource Room.
Below are the University's specific responses to date concerning the 1997 review team's findings.

“The institution needs to make a sharper distinction between its graduate and undergraduate programs. This must be done on both administrative and academic levels.”

The University has eliminated the designation and organizational structure of the School of Graduate Studies, which at present is simply called Graduate Studies. Graduate Studies now reports directly to the Provost/Vice Chancellor. The College of Education and Human Services has made its graduate program coordinators part of the college committee structure. The College of Nursing and the MSW program have their own graduate program committees.

The Graduate Council and its Curriculum Approval Committee have further defined a dual-course rubric. The committee reviews all dual-level courses, course and program actions and graduate program review reports.

“The approval of graduate level course appears to be vested within academic colleges, and there is no all-campus review by members of the graduate faculty.”

As noted, the Curriculum Approval Committee now reviews all graduate course approvals, especially dual-level courses. This committee oversight provides an all-University-level review beyond the college's.

“…[I]t is unfortunate that the assistant Vice-Chancellor is not directly involved with the identification and selection of external [program] reviewers.”

The Provost approves all external reviewers for both graduate and undergraduate program reviews. With the change in reportage, the Provost has direct access to graduate program reviews, especially when the program review report arrives at the Graduate Council.

“At all levels the propriety of the Graduate School in admissions must be recognized and stressed.” Also, “On the admissions side, the Graduate School should take a more active role in distinguishing itself from undergraduate programs. Specifically, it needs to be clear to all units and their academic deans that final admission decisions are made within the Graduate Office and that the role of the programs is only to make recommendations.”

The Office of Graduate Studies, which is supervised by the Director of Graduate Studies, is the final authority on an applicant’s admission to Graduate Studies. At no time in the admissions process have undergraduate admission policies or procedures been applied to the Graduate Studies admission process. The University recognizes that it needs to more clearly define what the decision processes for Graduate Studies are, what processes and decisions rest with the programs, where the lines of authority among these units lie, and what makes Graduate Studies distinct. This is an ongoing challenge.

“…[T]he conferral of graduate degrees at commencement ceremonies should be done by the Graduate School and not an academic unit.”

At commencement, the Director of Graduate Services presents all graduate students for the conferral of degrees. In the future, this presentation likely will be done by the Graduate Council chairs. The hooding of master's candidates at
each commencement ceremony happens separately from the undergraduate degree conferral. There also are graduate faculty marshals at the ceremonies.

“The review of faculty – initial selection, granting of tenure, and post-tenure review – needs Graduate School involvement, especially if the faculty member has graduate responsibilities.”

The Office of Graduate Studies receives and endorses all college nominations of graduate faculty. A record is kept of all graduate faculty members and is updated each fall. Graduate faculty members are listed in the biennial Graduate Studies Bulletin. The process of endorsing graduate faculty recently received attention from the Faculty Senate, which questioned how graduate faculty are identified and selected. The general consensus is that the current endorsement process provides a sufficient review.

Neither the Office of Graduate Studies nor the Graduate Council has a role in the selecting, granting tenure or conducting post-tenure review of graduate faculty. The Provost, as the administrator of Graduate Studies, already plays a central role in post-tenure review.

The Graduate Council recognizes the hiring of graduate faculty as the purview of the programs and colleges. Members of the Graduate Council and Program Coordinators Group already participate in program and college hiring processes of graduate faculty.

“[Graduate] teaching loads are still high.” “… There is no differentiation either in writing or in concept of the enormous time necessary for meeting graduate students needs for intellectual and scholarly activity.” Also, “The self-study does not identify the heavy teaching load of faculty members involved in graduate education as an issue. Instead it identifies as an area for improvement the necessary use of distance-learning technologies – another time intensive endeavor.”

All graduate programs, as a part of their reportage of college activity, provide statements regarding teaching loads for their graduate faculty. The University does not consider its graduate teaching loads to be inordinately high. The faculty at the University of Wisconsin Oshkosh has the second lowest teaching load in the University of Wisconsin System, and almost all of the graduate faculty members on this campus have a three-course-per-semester, teaching load or less.

“On a graduate level, the minimum undergraduate GPA of 2.75 for admission is slightly below that of most other graduate schools.”

Some University programs already have more restrictive grade-point averages and other admission requirements, in addition to minimum Graduate Studies requirements. The current minimum GPA has not been a factor in specific graduate-level program accreditations; the professional programs have received favorable accreditation reviews with the 2.75-GPA requirement.

“…[E]xpansion of graduate programs in selected areas will establish a competitive niche for the campus with respect to recruitment.”

Since 1997, three new graduate degrees have been added (MA-English, MSW [collaborative with UW-Green Bay] and the Global MBA), one new program has been added (Information Systems), two programs have been permanently discontinued (Accounting, Speech and Hearing Science), admission to one program suspended by the University (Physics), 11 graduate certificates added, admission to one Graduate Achievement Program (Counselor Education) suspended by the program, collaborative/cooperative components added to
two programs (MBA and MSE – Curriculum and Instruction), and a number of significant curriculum revisions to programs have occurred.

Below are other developments in Graduate Studies that have taken place since the last NCA review in 1997:

**Dual-level course rubric**

As a part of the graduate curriculum review process, a new dual-level course rubric functions both as a source of curriculum development and as an assessment tool. The rubric was identified and informally adopted in spring 2002. It was accepted formally by the Graduate Council in fall 2006, and it was widely disseminated at that time. The Curriculum Approval Committee of the Graduate Council and the full Graduate Council reviewed, discussed and adjusted the rubric for use across campus. It is used to help identify and ensure a clear distinction between the undergraduate and graduate components and expectations in dual-level courses. The broad nature of the rubric allows it to have applicability across all academic disciplines.

**Enrollment Management Team (EMT)**

Graduate Studies have been represented on the University Enrollment Management Team since its inception. Since 2002, the director has served on the committee, but recently a graduate faculty member also was added. For about 10 years, the director and selected graduate faculty have participated in campus recruitment and retention activities.

Plans now are underway to form a separate enrollment management and planning group solely addressing issues at the graduate level. The group, formed in fall 2006, consists of four members (selected from the Graduate Council and Graduate Program Coordinators Group), representing each of the colleges. This group will create a process for enrollment management and planning at the graduate program level and assure that the process is coordinated with the efforts of college deans, University administrators and the University EMT.

**Long-term and strategic planning**

The Graduate Council, program coordinators and the Office of Graduate Studies already engage in University-wide, long-term and strategic planning sessions. They also are active in joint meetings of the Graduate Council and the graduate program coordinators.

**Reorganization**

A division organizational study (fall 2003/spring 2004) that included an external reviewer’s assessment recommended that Graduate Studies be separated from the Division of Lifelong Learning and Community Engagement. As noted earlier, Graduate Studies was realigned and now reports directly to the Provost and Vice Chancellor. This reorganization brought about the creation of a Dean-in-Residence (summer 2005), an election of a faculty chair for the Graduate Council and a revision to the bylaws. These moves strengthened the visibility and role of Graduate Education on campus.

The Dean-in-Residence’s charge is:

Purpose: To provide academic, curricular, policy and strategic and administrative advice and assistance to the Graduate Council, graduate program coordinators, the Director of Graduate Services, Graduate Council Chair and the Provost
on matters related to graduate education and studies at the University of Wisconsin Oshkosh. To advocate and support graduate education and studies.

Responsibilities: To aid discussions of academic, curricular and policy issues as they come before the Graduate Council. Act on behalf of the Provost as an academic officer on academic, curricular and policy issues related to campus graduate education. Be an advocate for Graduate Studies. Ensure that there is adequate representation and discussion about graduate enrollment relative to University discussions about enrollment management. Recommend and facilitate implementation of strategies that support, promote or grow Graduate Studies. Advise and counsel the Director of Graduate Services upon request regarding academic, curricular and policy issues.

To further augment the administrative presence of Graduate Studies, fall 2006 saw the phasing in of a Graduate Council Chair:

Purpose: To provide guidance and assistance for the Graduate Council and Program Coordinators, the Director of Graduate Studies and the Dean-in-Residence to Graduate Studies on matters and business that come or should come before the Council. To advocate and support graduate faculty and programs. To be an advocate for academic, curricular, policy and administrative initiatives that support graduate studies.

Responsibilities: Chair the meetings of the Graduate Council and the Executive Committee of the Graduate Council. Help formulate the agendas for meetings of the Graduate Council and the Executive Committee of the Graduate Council. Engage the Graduate Program Coordinators in discussions or activities with the Council as needed on business of the Council. Interpret and facilitate curricular actions through the campus approval process as appropriate. Collaborate with the Director of Graduate Services on organizing, researching, prioritizing, documenting and conducting the business of the Graduate Council. Represent or appear for the Graduate Council when requested at meetings of governance, administration or other campus groups.

Finally, in fall 2006, the Graduate Council began a major revision of its bylaws. The revision will address a number of governance issues, but the key tasks are to more clearly define eligibility for membership on the Council, formally establish a chair, identify the Dean-in-Residence as a part of the administration of Graduate Studies, and accurately reflect the organizational structure and alignment of Graduate Studies.

University’s response to advice given in the 1997 NCA evaluation

In response to the review team’s advice concerning the diversification of the Admissions Office and the Counseling Center, the University has hired four full-time minority admissions officers and opened a satellite admissions office in Milwaukee in order to diversify the staff of the Admissions Office. Currently, the Counseling Center has six female and four male staff members. The professional clinical staff members include one LGBTQ-identified staff member and three staff members of color. These offices have received funding from the University of Wisconsin Oshkosh Diversity Council for the development of new and ongoing equity and diversity related programs.

In response to the review team’s advice concerning the creation of an institutional research office, the University has created an Office of Institutional Research with a staff of three people. The office reports to the Assistant Vice
Chancellor for Curricular Affairs and is responsible for data collection, analyses and involvement in assessment planning. The director serves as a non-voting member of the Faculty Senate Committee on the Assessment of Student Learning.

In response to the review team’s advice concerning the infusion of ethnicity and diversity into the curriculum, an ethnic studies requirement is now in place at the University, and the African American Studies minor has been revitalized with the hiring of a director for the program.

In response to the review team’s advice concerning the recruitment of women faculty, concerted college and University efforts have shown success in this area. In addition, women occupy high-level positions within the administration: the Vice Chancellor for Student Affairs, the Executive Director of Integrated Marketing and Communications, the Director of Affirmative Action and Equity, the Director of Human Resources, the Assistant Vice Chancellor for Curricular Affairs, the Assistant Vice Chancellor for Lifelong Learning and Community Engagement, the Assistant Vice Chancellor of the Center of Academic Support and Diversity, the Registrar, the Director of Advising, the Director of Admissions and the Director of Academic Computing.

Finally, in response to the review team’s advice that the graduate faculty should not teach more than nine credits per semester, the University can report that almost all faculty members teaching graduate courses have a nine-credit-per-semester teaching load or less.

**Structure of the self-study report**

The institutional overview, description of the self-study process and responses to concerns and advice given in the 1997 NCA evaluation in the preceding pages are designed to provide context for interpreting the remainder of this report.

Each of the following sections addresses one of the five criteria: Mission and Integrity; Preparing for the Future; Student Learning and Effective Teaching; Acquisition, Discovery, and Application of Knowledge; and Engagement and Service. Each overviews what the self-study process revealed about the capacity of the University to meet the criterion and includes a detailed analysis and interpretation of evidence of the University’s ability to meet each core component.

Each section concludes with a brief analysis of what the evidence suggests about the institution’s strengths and challenges relative to the criteria and to its Governing Ideas and Strategic Operational Plans.

The concluding section synthesizes the findings of the previous sections and closes with a request for continued accreditation.
Criterion 1
Mission and Integrity
Criterion I: Mission and Integrity

Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.

The University of Wisconsin Oshkosh has particular strength in the area of mission and planning. Since its last accreditation visit, it has used the planning process to reflect upon and refine its mission and goals. It also has updated its Facilities Master Plan by integrating the University’s day-to-day operations into the planning process and its seven Key Operational Plans.

Information about the University’s mission and goals is readily available and the Chancellor delivers updates on a regular basis using e-mail, Web and open meetings.

General planning sessions involve a cross-section of campus community interests. They have been held on an almost yearly basis. Since 2001, the U-Plan Council has advised the Chancellor about strategic planning on a regular basis. The U-Plan Council is composed of two officers from each of the three governance groups, two from the Classified Staff Advisory Council and six administrators (Chancellor, Provost, Vice Chancellor for Student Affairs, Vice Chancellor for Administrative Services, President of the University of Wisconsin Oshkosh Foundation and the Chancellor’s Administrative Assistant).

The central planning process is vigorous and ongoing, and the University’s Key Operational Plans have gone a long way to extend that planning across the Institution. Goal setting and planning in academic and non-academic units is less uniformly developed than at the all-University level, although evidence indicates that substantial progress is being made in these areas.

The University of Wisconsin Oshkosh is a responsive and progressive public service university offering a full range of baccalaureate and selected master’s degree programs as well as other vital services to the more than 1.2 million citizens that live in northeastern Wisconsin. The University embraces its mission of enriching the lives of students and improving the quality of life for the citizens of Wisconsin. This is done by making accessible existing and new knowledge, and sharing the expertise and resources found within the University’s faculty and staff. The institution’s traditional commitment to teaching excellence stands at the very foundation of its mission. Teaching excellence supports programs in four undergraduate colleges and in one of the state’s largest public graduate schools. The essence of the mission statement is service to the educational and cultural needs of the citizens in northeastern Wisconsin.

The Wisconsin Idea articulates the principle that the University is here to serve the people of the state. This notion that the University advances social purposes — that it serves a social good — is a significant part of the pervasive culture and tradition that permeates all of the universities and institutions that are together known as the University of Wisconsin System. The mission of the University of Wisconsin Oshkosh is one of serving people and ideas for the common good.

Core Component 1a

The organization’s mission documents are clear and articulate publicly the organization’s commitments.
The University of Wisconsin Oshkosh serves people in its home community, the greater Fox River Valley region, northeastern Wisconsin and throughout the state of Wisconsin.

The educational goals and objectives of the University of Wisconsin Oshkosh are defined by three primary documents: the UW System Mission Statement, the Core Mission Statement of the University Cluster, of which the University of Wisconsin Oshkosh is a member; and the University of Wisconsin Oshkosh Governing Ideas, which include its select mission statement, its vision, six sets of core values and five strategic directions.

The University’s mission is patterned after the System mission, yet reflects the individual challenges and strengths of the University of Wisconsin Oshkosh.

The University of Wisconsin System mission statement is to:

- Develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses and to serve and stimulate society by developing in students heightened intellectual, cultural and humane sensitivities, scientific, professional and technological expertise and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

The core mission of the university cluster institutions of the University of Wisconsin System is to:

- Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement;
- Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling and through university-sponsored cultural, recreational and extra-curricular programs;
- Offer a core of liberal studies that supports university degrees in the arts, letters and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level;
- Offer a program of pre-professional curricular offerings consistent with the university’s mission;
- Expect scholarly activity, including research, scholarship and creative endeavor that support its programs at the associate and baccalaureate degree level, its selected graduate programs and its approved mission statement;
- Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity;
- Participate in inter-institutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources;
- Serve the needs of women, minority, disadvantaged, disabled and non-traditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff; and Support activities designed to promote the economic development of the state.

1. The UW System Mission Statement: [http://www.wisconsin.edu/about/mission.htm](http://www.wisconsin.edu/about/mission.htm).
2. The Core Mission Statement of the University Cluster [http://www.wisconsin.edu/about/mission.htm#univcluster](http://www.wisconsin.edu/about/mission.htm#univcluster).
3. The UW Oshkosh Governing Ideas are contained in Appendix III.
In addition to the system and core missions, the University of Wisconsin Oshkosh has the following **select mission statement** as adopted by the UW Board of Regents:

The University of Wisconsin Oshkosh is a comprehensive public university with unique ties to both urban and rural environments. The institution has a tradition of strong programs in the arts and sciences and in select professional career fields. Members of the faculty and staff are united in believing that the fundamental purpose of a university education is to develop thinking men and women capable of independent growth and adaptation in all roles of life.

Consistent with the Regents’ broad vision, the University of Wisconsin Oshkosh select mission statement is:

To acquire, preserve, and disseminate knowledge;

To provide undergraduate course-work designed to develop learning proficiencies and to cultivate the values and perspectives of educated citizens—in particular, respect for human dignity and cultural diversity, commitment to personal excellence, and the habit of taking thought;

To challenge students to develop their talents, intellectual interests, and creative abilities; to promote an appreciation for both continuity and change; to provide the impetus for a lifelong commitment to, and enthusiasm for, learning; and to prepare persons for critical evaluation and decision making;

To expect scholarly activity, including research, scholarship, and creative endeavor that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its special mission;

To provide a broad range of undergraduate degree programs in the arts and sciences, business administration, education, and nursing;

To offer an array of master’s and specialist level graduate programs which grow clearly from areas of undergraduate strength and meet the emerging needs of the regions that we serve; and

To develop and offer programs and services responding to the needs of the people, institutions, and communities that we serve.

The University of Wisconsin Oshkosh also has an **abridged select mission statement** that asserts its core commitments. The abridged select mission statement is to serve people by:

Providing students with access to high-quality, affordable, comprehensive education that enables them to develop their general intellectual capacities, specific interests, and abilities through academic programs and personalized student development services;

Fostering scholarly activities of faculty, students, and staff related to teaching, research, intellectual activities, creative expression and service; and

Sharing intellectual and specialized capabilities with individuals, organizations and communities in our Wisconsin region and beyond in a way that is responsive to the needs of the people we serve.
The University of Wisconsin Oshkosh *Governing Ideas* articulate the organization’s mission, vision, core values and strategic direction. The *Governing Ideas* provide the University of Wisconsin Oshkosh both structure and priority in decision making, and they contain the goals for which the University is held accountable. They clearly articulate institutional priorities, and they broadly define our mission. The internal and external constituencies the University of Wisconsin Oshkosh serves are identified in the core value statement. Its commitment to high academic standards and student learning permeate the University’s mission, vision, core values and strategic directions.

The University of Wisconsin Oshkosh **vision** is to be recognized for its excellence, to be acknowledged for its unique role, and to be known for the qualities and the characteristics that distinguish the University of Wisconsin Oshkosh. The institution seeks to be a national model for engaging people and ideas for the common good and to be a responsive, progressive and scholarly community known and admired for:

- Enrichment and leadership that emphasizes intellectual, civic, ethical and personal development for students, faculty and staff, and the community;
- A student-faculty relationship that is distinguished by active learning, mutual respect and collaborative scholarship;
- Excellent teaching that is characterized by diversity, discovery, engagement, innovation, dialogue and dissemination;
- Scholarly achievement that furthers new knowledge through diverse methods of inquiry and is applicable to multiple audiences; and
- Public-service partnerships that serve, stimulate and shape the University and its broader community.

The University of Wisconsin Oshkosh has embraced six sets of **core values**, which are solidly linked with the needs and the interests of the people it serves. Public service describes and defines the University of Wisconsin Oshkosh. First and foremost, it serves current students, providing them with affordable access to high-quality educational opportunities. This service to students is the important work the University does. While serving student needs, the University also advances the interests of communities and organizations within the state, and helps individuals achieve their goals and make life-long contributions to society. The six sets of core values of the University of Wisconsin Oshkosh are:

**Knowledge and Continuous Learning**

The University believes that the pursuit of knowledge, understanding, meaning and personal development should be encouraged across all stages of life;

**Diversity and Inclusivity**

The institution believes that a university community connects the perspectives and backgrounds of diverse social and academic groups. In order to do this, a university community must be inclusive in its composition and provide a civil and tolerant environment for learning;

**Quality and Achievement**

The University believes that it should provide a wide range of
high-quality educational and scholarly opportunities that stimulate activity and recognize achievement by students, faculty and staff;

**Freedom and Responsibility**
The institution believes that members of a university community must be free to pursue academic, artistic and research agendas that are critical to its mission, while contributing to an open and collegial environment that promotes reasoned inquiry, intellectual honesty, scholarly competence and the pursuit of new knowledge;

**Engagement and Support**
The University believes the vitality of ideas is supported by mutually reinforcing relationships that involve students, faculty, staff, administrators and the broader community. The student-faculty relationship is the most central relationship in the University. This spirit of engagement must also extend beyond the borders of our campus as we seek to stimulate, serve, and shape our society; and

**Social Awareness and Responsiveness**
The Institution believes that educators and students should explore and engage the challenges that confront regional, national and global communities, using their intellectual and creative capabilities to understand, investigate and solve problems. Social awareness will allow us to respond to domestic and international needs for equitable and sustainable societies.

The University of Wisconsin Oshkosh **strategic directions** show where the University must head if it is to make progress in meeting its mission and vision statements. The development of programs and services at the University are guided by the following five strategic directions:

**Community**
*Develop a diverse, engaged community of lifelong learners and collaborative scholars.* The University of Wisconsin Oshkosh will be regionally based yet globally connected. It will continue to be a community of critical, creative and constructive thinkers who approach academic and social issues in an informed and principled way. Its learning community will be distinguished by a pervasive commitment to diversity and inclusivity, international perspectives, support for those with disabilities or special needs and community service;

**Teaching**
*Enhance teaching excellence, active learning and dynamic curricular programs.* The University of Wisconsin Oshkosh will strengthen the environment we provide to support teaching excellence, active learning and dynamic curricular programs. It will encourage, support and intensify efforts to engage students inside and outside of the classroom;

**Scholarship:**
*Foster research, intellectual activity and creative expression.* The University of Wisconsin Oshkosh will sustain and strengthen a vigorous scholarly environment that supports research, intellectual activity and creative expression. It will encourage faculty, students and staff to generate and maintain connections to professional colleagues and organizations, and to the people, institutions and communities we serve. Faculty, staff and students will seek opportunities to work together to discover, share and apply knowledge;
Partnership

Expand regional outreach and domestic and international partnerships. While maintaining its core values, the University of Wisconsin Oshkosh will expand and support collaborative relationships that contribute to the development of knowledge and its application in new situations. It encourages principled and responsive relationships that draw on the ideas, ambitions and talents of the University and its external partners; and

Stewardship

Promote representative leadership, responsive shared governance and flexible resource stewardship. The University of Wisconsin Oshkosh will be broad, open and inclusive in governance processes and will align its human, physical and financial resources to meet our established priorities.

To implement the strategic directions of the Governing Ideas, a series of 23 strategic action initiative priorities were put forward in 2001. These were assessed and updated at strategic planning retreats in 2004 and 2005. At that time, a new set of college-based and university-wide strategic action priorities was drawn up, including one that stated the institution would develop, refine and align the human, academic, physical and financial resources of the University into seven Key Operational Plans that supported its Governing Ideas and Strategic Action Initiatives. The seven Key Operational Plans were drafted, reviewed, discussed and assessed during 2005-2006, and the planning reports will be revised and updated in spring 2007 in response to the assessment and feedback obtained during the institution’s reaccredidation self-study process.

The seven Key Operational Plans are:

- Academic Program and Student Outcomes Assessment Plan
- Enrollment and Student Support Plan
- Human Resources Support and Development Plan
- Facilities Master Plan
- Information Technology Plan
- Finance and Budgeting Plan
- Advancement and Relationship Development Plan

Elements of these plans are addressed in appropriate sections of the self-study and are only briefly presented here to indicate the broad scope of the University’s planning process.

Conclusion

Since its last accreditation, the University of Wisconsin Oshkosh has revisited its mission statement and developed a vision statement, six sets of core values and five strategic directions through a wide-ranging, collegial and flexible planning effort. The reason for calling the mission, vision, values and strategic directions the Governing Ideas of the University is to reflect the conviction that a university should be guided by ideas. Rules, policies, procedures and shared governance are the means to realize these ideas. The institution paired sets of core values (e.g., Quality and Achievement) to reflect its understanding that values support one another—achievement without quality means little.

The process of developing the University’s Governing Ideas helped its internal and external stakeholders clarify the priorities and identity of the University.
The Governing Ideas were the foundation of the process that produced seven Key Operational Plans, a number of university-wide and college- and unit-based high-priority strategic action initiatives, and the principles that guide budget allocation decisions.

The University’s Governing Ideas address the importance of learning through the acquisition, preservation and dissemination of knowledge. They also articulate its commitment to engaging people for the common good.

The University of Wisconsin provides administrative, academic and fiscal support for programs and services that foster diversity and inclusivity. Each of the institution’s statements—mission, vision, core values and strategic directions—explicitly articulates its commitment to diversity and to affirming the dignity and worth of individuals.

In their mission statements, each of the four colleges at the University of Wisconsin Oshkosh recognizes the importance of preparing its students to live and work productively in a society that is becoming increasingly culturally diverse and internationally dependent. Furthermore, in looking for opportunities to develop distinctive programs, the colleges have agreed to promote collaborations and partnerships that advance globalization and diversity. All four recognize the importance of having an understanding of countries and cultures outside the United States, and an appreciation of the diverse cultures outside of and within this country. The colleges’ efforts to build upon the theme of global diversity involve college-based international programs, study-abroad programs, student exchange programs and courses offered at culturally diverse domestic and international sites.

The College of Nursing has three current initiatives to help prepare students for life and work in a culturally diverse world. First, it provides undergraduate and graduate clinical internships in underserved communities and at clinics providing care to migrants; it also offers international clinical opportunities through a partnership with a medical college in India. Second, it continues to build collaborative efforts with UW colleges and the Wisconsin technical college in nearby communities by delivering face-to-face, BSN and 1+2+1 programs. Third, it provides community clinical experiences that build cultural competency at rural and inner-city clinics in Wisconsin.

The College of Business places emphasis on ethical behavior and diversity of thought. Its mission includes preparing students to compete in a global environment. The College of Business is a member of the PhD project that supports persons of color seeking doctorates in business. With the Center for Academic Support and Diversity, the college conducts the annual Young Entrepreneur Scholars summer program, in which 25 high school students of color receive instruction in basic math and English skills and learn to write business plans. The College of Business is currently implementing a Global MBA degree that includes online courses taken by students at the University of Wisconsin Oshkosh and universities in Germany and India, and at least four weeks of face-to-face instruction at each of the three universities. Admission to the Global MBA will begin summer 2007.

The College of Education and Human Services has a vision to be a diverse community and to develop caring professionals who are prepared to shape educational and social programs in our global society. COEHS has adopted a conceptual model for all of its education and human services programs—“The Educator as a Caring Intellectual”—that defines “caring” as the ability to step out of one’s own personal frame of reference to consider the point of view of

Core Component 1b

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
another. COEHS currently is expanding diversity initiatives with English-as-a-second-language learners and Native American students.

The **College of Letters and Science** promotes the value of a liberal arts education that prepares students to be responsible citizens who understand and contribute to changing the world in which they live. COLS is preparing its graduates for participation in an increasingly global society by internationalizing its curriculum and faculty, creating faculty-exchange/student-exchange programs around the globe, sending students to various study-abroad programs, and offering internationally related events to the campus community. It offers an International Studies degree that is increasingly popular. It also provides many courses that examine America’s ethnic culture, create an awareness of and sensitivity to the world, and sharpen student understanding of the issues facing the increasingly heterogeneous society in which they live.

The University of Wisconsin Oshkosh’s commitment to diversity and inclusivity is campuswide. Organizations and programs with mission statements that recognize the concerns of diverse constituencies include the following:

The **Gender Equity Council** (GEC) was created to address the concerns identified by the UW System’s *10 Year Report on the Status of Women* task force, which addressed: the learning and work environment; balancing work and personal life; hiring, promotion and retention of women; and expanding of educational opportunities for women students. The Gender Equity Council is charged with acting in consultation with the Chancellor to:

- Oversee the development of programs that support goals, objectives and initiatives of the 10-Year Plan addressing women’s issues;
- Identify persons responsible for implementing this plan; and
- Evaluate the effectiveness of programs designed to accomplish this plan.

The University of Wisconsin Oshkosh Women’s Center, which originated in the University of Wisconsin Oshkosh 10-Year Plan to Address Women’s Issues, opened in the newly purchased and renovated Foundation Center (now the Campus Center for Equity and Diversity) in September 2005. It has a mission to ensure that all women fulfill their potential and use their talents to the best of their abilities.

The mission of the **Lesbian, Bisexual, Gay, Transgendered and Queer (LBGTQ) Education and Advocacy Council**, recognized by the University of Wisconsin Oshkosh in 2004, is:

- To educate the University of Wisconsin Oshkosh community members about challenges and issues faced by LBGTQ faculty, staff and students;
- To affirm the lives, experiences, and presence of LBGTQ faculty, staff and students at University of Wisconsin Oshkosh;
- To advocate to ensure an environment of safety, equity and respect for individuals of all sexual and gender identities; and
- To evaluate the efforts of the University of Wisconsin Oshkosh community, including an assessment of the effectiveness, impact, and outcomes of the LBGTQ Council. As of fall 2006, the LBGTQ Council had educated more than 400 University of Wisconsin Oshkosh community members.

The **Alliance for Equity and Diversity** is an umbrella group for all campus organizations dealing with equity and diversity issues. The mission of the alliance is to broaden the reach of diversity and equity issues by providing a forum in which the member organizations network, collaborate, share information and avoid duplication of effort.
The Center for Academic Support and Diversity (CASD) provides academic and student support services and programs that assist in the recruitment, matriculation, retention and graduation of African American, Asian American, Hispanic American, Native American, and eligible first-generation, low-income and disabled students. The center supervises the Multicultural Education Center, which provides a “home away from home” for international and minority students and the PreCollege Programs, which assist students of color and students from financially disadvantaged backgrounds to prepare for postsecondary education.

The Admissions Office has responded to Plan 2008 with a number of targeted efforts. Between 2001 and fall 2004, the Admissions Office hired four full-time recruitment specialists to serve the African American, Asian American/Hmong, Hispanic/Latino and Native American student populations. Their recruitment efforts differ from those for majority students. They coordinate and initiate campus and community events and activities for students of color. They engage one-on-one with these individual students, their families and support systems. The underlying goal is to promote higher education among these groups and to increase the percentage of students of color enrolled at the University of Wisconsin Oshkosh.

The recruitment specialists organize and develop two multicultural preview days. Each semester, approximately 250–300 students of color from throughout the state are bussed to campus to participate in college preparation sessions, meet with faculty and current students, tour campus and learn about the University’s resources. During 2005-2006, the recruiters met, spoke with or wrote to nearly 3,300 prospective students of color.

In 2005, the State Council on Affirmative Action, Office of State Employment Relations presented a 2005 Program Achievement Award to the University recognizing the efforts of this group of recruiters. In addition to these four minority staff members, the Admissions Office also employs an assistant director, a data and Web manager and a part-time recruiter, each of whom also is a member of an underrepresented minority.

The effect that these recruitment efforts and other initiatives have had on the numbers of applications, admissions and enrollments by students of color from 2001-06 is shown in the data provided by the Admissions Office. (Figure 1-1 represents data regarding new students for each year, not total numbers enrolled.)

The Equity and Affirmative Action Council is composed of faculty, academic staff, classified employees and students appointed by the Chancellor. It provides guidance and support services to individuals, units, departments, the affirmative action director, and the University administration.

The Office of Equity and Affirmative Action is responsible for monitoring and ensuring that University policies and programs comply with federal and State statutory and regulatory requirements relating to Equal Opportunity and Affirmative Action. It is the goal of the office to ensure that all members of the University of Wisconsin Oshkosh community are able to engage in academic pursuits, obtain and maintain employment and utilize university services without experiencing discrimination. In addition, the office is committed to increasing opportunities for women and members of racial and ethnic minorities that have traditionally experienced discrimination. The University of Wisconsin Oshkosh policy concerning affirmative action and equal employment opportunity is set forth in its Affirmative Action Plan.
The **Affirmative Action Plan** is intended to overcome the present effects of past discrimination. Consistent with the requirements and limitations of federal and state law and regulations, its goal is to balance the composition of the University’s work force by providing Equal Employment Opportunities and Affirmative Action for members of groups that are, or have been formerly, underrepresented. Position descriptions for, and performance evaluations of, University administrators include an assessment of their attention to, and support for, Affirmative Action.

The University maintains and periodically reviews its Affirmative Action Plan for the recruitment, employment and promotion of women and minorities. Copies of the Affirmative Action Plan are kept on file in Polk Library and in the University’s Equity and Affirmative Action Office. Summaries of the Affirmative Action Plan are available through campus publications and also are available for distribution upon request. The University prepares an annual Affirmative Action Report that includes an analysis of the progress made toward the attainment of its Affirmative Action goals. The report also specifies any corrective actions that are necessary in order for the University to meet the Affirmative Action goals.

The University’s seven **Key Operational Plans** provide the framework for conducting the University’s day-to-day operations from 2006-2011. Those writing three of the Key Operational Plans were specifically charged by the Chancellor with integrating and linking the goals of the UW System’s diversity initiative and **Plan 2008: Education Quality Through Racial/Ethnic Diversity**:

- The **Academic Program and Student Outcomes Assessment Plan** was to integrate its goals with the **Plan 2008**;
- The **Enrollment Management and Student Support Plan** was to link all enrollment goals and the student support services with the **Plan 2008**; and
- The **Human Resources Support and Development Plan** was to link together the Affirmative Action Plan and **Plan 2008**. One of the goals of the Human Resource Support and Development key operational plan is to increase the diversity of faculty, academic and classified staff.

The University of Wisconsin Oshkosh **2008 Diversity Council** is charged “to provide visionary leadership that is strongly supportive of this University’s commitment to diversification of the campus community.” More specifically, the Diversity Council will:

- Act as campus-wide conduit for and formulator of ideas that will help them meet the goals of the University’s Diversity Plan;
- Enlist support for projects that address the goals of this plan;
- Develop strategies for communicating information about ongoing diversity efforts to the campus community; and
- Evaluate the University’s efforts toward meeting its diversity goals, including assessing the effectiveness, results and outcomes of the University’s Diversity Plan.

Begun in 1998, **Plan 2008** is the UW System’s initiative to increase racial and ethnic diversity. Under it, each UW institution has the goal of increasing the enrollment, retention and graduation rates of students of color to those for the student body as a whole. As part of its broader efforts, the University of Wisconsin Oshkosh Diversity Council has created phase II of **Plan 2008**, a document that focuses on targeting best practices in closing the achievement gap between students of color and their white counterparts.
The **UW Systemwide Inclusivity Committee** is a much more comprehensive initiative than *Plan 2008*, which focuses solely on race and ethnicity. At present, the committee is co-chaired by the University of Wisconsin Oshkosh Chancellor and a University of Wisconsin Oshkosh faculty member. It is working with UW System to develop a Systemwide campus climate study; the study will cover all areas of diversity (race, ethnicity, gender, sexual orientation, gender expression, socioeconomic class, religious affiliation and ability status) and create a base line for future policy and practice changes.

The **UW System Equity Scorecard Pilot Project** is a process adopted by the Board of Regents in 2005 to track the progress made by UW System administration and the institutions in closing the minority-student achievement gap. The Equity Scorecard is currently being pilot-tested at six UW System institutions, including the University of Wisconsin Oshkosh. It is intended to increase recognition of the existence and scope of inequities for students of color and to foster institutional changes that increase opportunities and upward mobility for students of color. As a participant in the process, the University of Wisconsin Oshkosh will gather and analyze data by race and ethnicity, seeking to determine the degree to which students of color have equity with other students in access, retention, institutional receptivity and academic outcomes. The institution’s participation in the Equity Scorecard process shows its commitment to enhancing the opportunities and education it offers under-represented students. Data are not yet available.

**Conclusion**

The University recognizes that individual and group differences add richness to teaching and learning. The University of Wisconsin Oshkosh values diversity and inclusivity and provides an environment in which people can become more aware of their differences and similarities through the processes of discovery and exploration, interaction, collaboration and partnership. In short, the University of Wisconsin Oshkosh promotes diversity and has made good progress in closing the achievement gap between white students and students of color. Nonetheless, vigilance and persistence are necessary to continue meeting recurrent challenges. The institution’s progress is laudable, but much remains to be accomplished.

The University’s mission is well-publicized and has been incorporated into all its planning efforts. All of the governance groups have formally adopted the *Governing Ideas*, largely because there was broad participation in developing them and in the strategic planning based on them. The concepts found in the *Governing Ideas* are repeated in the mission statements, program descriptions and publications of academic and administrative departments.

The University of Wisconsin Oshkosh revisited, clarified and sharpened its mission documents through the strategic and operational planning processes implemented by the current chancellor, after assumed office in October 2000.

Recognizing the time required for the broad-based strategic and operational planning process to become fully implemented, the University’s administrative team and other leaders engaged in a retreat in January 2001, to identify and prioritize the major issues affecting the University’s operations. The retreat identified eight major issues and challenges facing the University:
Space needs—The University lacked an internal space utilization plan;

Planning—There was a need for an ongoing strategic and operational planning process;

Enrollment—The University needed to meet enrollment targets through expanded recruitment and improved retention;

Diversity—An effort had to be made to increase the diversity of faculty, staff and employees;

Climate—The University needed a way to improve pride in the institution and its accomplishments;

International education—The University must centralize efforts of faculty and students;

Competition—Faculty and staff and students needed to be more sensitive to the efforts of other UW System institutions and the technical colleges; and

Grants—Grant proposal writers were needed in each college to acquire funding for college-based initiatives.

Following the January 2001 retreat, the Chancellor reported on the written responses he had received from more than 150 students, faculty, academic staff, classified staff, alumni, board members, donors, community leaders and friends to three questions: institutional assets, strengths and opportunities; issues, needs and priorities; and identity and distinctiveness. At a strategic planning retreat held in April 2001, all administrators and the faculty, staff and student governance leaders identified reasons why an effective strategic planning process was important for the future health of the University. Task forces were asked to review and assess the major internal and external factors that affect the mission of the University; to identify ways that collaboration and competition would enhance the University’s vision, values and strategic directions; and to identify distinguishing attributes that are horizontal (institution-wide) in character and vertical (associated with specific programs, services and activities defined as centers of excellence). The work of the task forces was reviewed by more than 100 leaders of internal and external constituencies at a strategic planning retreat in August 2001; there the University’s mission, core values and vision were drafted. The Chancellor modified and expanded them into the address that he delivered at his installation ceremony on September 21, 2001.

The strategic directions were subsequently reviewed at a strategic planning retreat held in October 2001, and initiatives to achieve them were proposed and ranked. Ten open forums for students, professional academic staff, faculty and instructional academic staff, classified staff and the entire campus were held early in November 2001. At them, individuals discussed and further refined the Governing Ideas document. The final document was approved by all governing bodies in December 2001. During later stages of the planning process, actions were proposed that would achieve strategic goals; and these are discussed below under Criterion 2.

The organizational chart (Figure 1-2) of the University shows how administrative units are divided: Student Affairs, Administrative Services, Academic Affairs, and the University of Wisconsin Oshkosh Foundation and Office of Advancement. A review of the Web sites for the units and subunits of these four divisions will show that they have developed mission statements that support the University’s mission.

The University of Wisconsin Oshkosh planning process provides the critical evidence that the administration, faculty, staff, students and external stakeholders understand and support the organization’s mission.
Figure 1-2

University Organizational Chart
University of Wisconsin Oshkosh
December 2006
Academic and non-academic unit missions are congruent with the University’s broader mission

Student Affairs

Under Student Affairs, the following units have mission statements congruent with the University’s mission:

The Division of Student Affairs provides essential student services of the highest quality; offers an environment that promotes excellence in student learning, academic success and personal growth; and identifies and communicates the needs and concerns of students to the University community and beyond;

The Counseling Center offers confidential assistance to The University of Wisconsin Oshkosh students who want to be more effective in their academic, vocational and personal lives. This involves examination of such areas as personal values, interpersonal and family relationships, self-esteem and identity, career decision-making, motivation and academic performance. The Counseling Center staff is sensitive to and appreciative of the many differences within the campus community. It strives to serve and be an ally to students, faculty and staff by promoting an inclusive and welcoming environment;

The Department of Residence Life is committed to providing comfortable, clean, well-maintained and affordable residence hall settings in which the personal development and academic success of students are encouraged and supported;

The Dean of Students Office provides programs, activities and services, that promote critical thinking, independent growth and life-adjustment skills in men and women;

Career Services provides students and alumni with opportunities and tools to enhance career development. Through outreach and collaboration with employers, the University and the community, it forms partnerships and maintains relationships in order to ease contacts between students, alumni and potential employers.

The Department of Intercollegiate Athletics supports high-quality student achievement, academic accomplishment and personal growth. It identifies and communicates the needs and concerns of student-athletes and is committed to providing an equitable multi-sport athletic program for male and female students;

Reeve Memorial Union provides a lively environment and diverse experiences outside the classroom to foster learning, leadership and social interaction for the University of Wisconsin Oshkosh students and the community;

The Student Health Center provides healthcare, education and outreach services to a diverse student population. It promotes campus wellness and encourages healthy lifestyles and personal responsibility;

The combined unit of the University Books and More and the Corner Convenience Store supports the academic environment of the University and provides quality service and merchandise to meet customers’ diverse needs.

Administrative Services

Composed of Financial Services, Facilities Management, Human Resources, the Center for Career Development and Employability Training, Parking Services
and Purchasing, the following Administrative Services units have developed mission statements;

**Financial Services** provides University departments, offices, faculty, staff, students, parents, vendors, UW System Administration, state and federal governments and extramural sponsors with budget, accounting, financial reporting, audit, purchasing, student payroll, invoice payments, student accounts receivable and loan collection help;

**Facilities Management** is dedicated to providing an attractive, clean, accessible, safe and well-planned environment to facilitate campus activities and support the mission and goals of the University. All efforts of the department are service-based, and satisfactory customer service is an essential component and goal of all departmental undertakings;

The **Human Resources** department provides fair and equitable employment, training and retention services, consistent with the strategic directives contained in the University’s **Governing Ideas**; and

**The Center for Career Development and Employability Training** brings innovative training and support services to individuals, groups and communities that seek personal and professional development.

**Academic Affairs**

Academic Affairs is composed of the four academic colleges and the following: the Center for Academic Support and Diversity, the Registrar’s Office, the University Advising Resource Center, Grants and Faculty Development, Graduate Studies, Information Technology, the Office of Institutional Research, the Office of International Education, Lifelong Learning and Community Engagement, Polk Library, Student Evaluation, the Women’s Center and the University Honors Program.

The missions of the four colleges are:

**College of Business**: To prepare traditional and nontraditional students to compete as professionals in the global marketplace by providing an education that meets the high standards set by AACSB International. To facilitate student learning by blending theoretical foundations with practical applications, to advance business knowledge through scholarship, and to share expertise through partnerships with organizations;

**College of Education and Human Services**: To be a community of inquirers working collaboratively to make living a humane and hopeful experience for all. Its ultimate mission is to prepare professionals in education, counseling and human services who are caring, intellectual visionaries;

**College of Letters and Science**: To promote the value of a liberal arts education as a means to developing well-rounded individuals with critical-thinking and problem-solving skills. It strives for excellence by developing and enhancing these skills in students, and by providing them with a firm foundation of knowledge for life beyond the University. The college expects, encourages and supports achievement, social responsibility and life-long learning among Letters and Science graduates; and

**College of Nursing**: To help students and faculty develop their potential as individuals and citizens who respect human dignity and cultural diversity and have a commitment to personal excellence; to provide the knowledge and skills need for general nursing responsibilities in various settings; to instill a desire for
creativity, a commitment to lifelong learning and the capacity for critical decision-making; to develop advanced knowledge and skills that will allow excellence in healthcare practice, research and scholarship; and to offer the foundation upon which master's and doctoral education in nursing may be built.

Examples of other unit mission statements in **Academic Affairs** include:

**Polk Library**, as a leader and partner within the UW System Libraries, supports and enriches the University’s mission and its commitment to learning, teaching, scholarly research and community outreach, and it works with all UW System libraries towards a “One System, One Library” goal;

The **Division of Lifelong Learning and Community Engagement** strives toward excellence in higher and continuing education for learners of all ages by providing productive partnerships, flexible delivery systems, responsive service and reasonable costs. Three units are included in the division: Office of Adult Student Access Services, the Center for New Learning and the Office of Continuing Education and Extension. Through its partnership with the University of Wisconsin Oshkosh colleges and with UW Extension, the division offers baccalaureate degrees and certificates for working adults, graduate certificates and services for nontraditional students;

The **Registrar’s Office** is committed to upholding data integrity and University policies while efficiently serving students and supporting the University’s mission;

The **Information Technology Division** ensures access to information and provides technological support that advances the University’s mission and goals by assisting student learning; facilitating effective teaching, scholarship and service; and encouraging efficient administrative practices. Through these efforts, the Information Technology Division creates a community of knowledge experts and collaborators; and

The office of **Graduate Studies** is an advocate for graduate education and research within and beyond the campus; it efficiently and effectively monitors and maintains high standards of graduate education. In addition to ensuring consistency in quality across all graduate programs, the Graduate Studies office provides centralized coordination and facilitates communication among graduate education stakeholders so that students and faculty can achieve high levels of education, research and service.

**University Advancement**

Reporting to the President of the University of Wisconsin Oshkosh Foundation and the Executive Director of Advancement are Alumni Affairs, the Center for Community Partnerships and Integrated Marketing and Communications. These units have the following mission statements.

The **University of Wisconsin Oshkosh Foundation** is a not-for-profit, tax-exempt corporation established under Wisconsin law in 1963. The Foundation exists solely for the benefit of the University of Wisconsin Oshkosh and its students. Created to promote, receive, invest and disburse gifts to meet the University’s goals and needs, the Foundation provides communication and stewardship to establish a motivated and responsive donor population;

The **University of Wisconsin Oshkosh Alumni Association** represents, informs and provides opportunities for alumni to support the University’s mission and tradition;

The **Center for Community Partnerships** forges community collaboration and partnerships by delivering innovative, customized solutions supported
by the expertise of the University of Wisconsin Oshkosh faculty, staff and students; and

**Integrated Marketing and Communications** supports the *Governing Ideas* by enhancing the University’s identity and disseminating knowledge of the University’s quality educational opportunities and services through well-planned and well-executed communications to internal and external audiences.

Additional units and academic departments that have developed mission statements include the Help Desk, the Employee Assistance Program, the Global MBA, the Testing Services Department, Science Outreach, Financial Services, the Campus Violence Prevention Project, the Center for New Learning, the University Honors Program, Health Promotion and Healthy Titans 2010.

### Planning and budgeting decisions are driven by the University’s mission

In recent years, the University of Wisconsin Oshkosh has experienced declining levels of tax support. UW System institutions have traditionally received the majority of their operating budgets from General Purpose Revenue (GPR) funds, comprised of state tax appropriations and tuition revenues. While the dollar amounts have increased, the percentage of state support to the UW System has continued to decline. The UW System now receives 25.6 percent of its funding from the state, down from 33.7 percent a decade ago. While state support has decreased by 24 percent, the price for instruction paid by students and their families has increased by more than 50 percent in the same time period. In the last six years alone, the annual tuition at the University of Wisconsin Oshkosh has increased 77.4 percent from $3,024 to $5,364.

Due to structural budget deficits over Wisconsin’s last several biennia, the University’s cumulative GPR funding has been cut by more than $12 million. This reduction has required significant internal base reallocations in order to maintain the services and staffing that support the University’s instructional mission for a student population that has grown during this same period.

The University of Wisconsin Oshkosh adjusts its campus budget planning as the budget process unfolds at the state and System levels. The Chancellor annually directs the Provost, Vice Chancellors and Deans to prepare their budget scenarios based on the **resource principles** that provide a framework for the biennial budget process:

- Budget for activities that are central to the University’s mission, add value or are required;
- Protect the integrity of the undergraduate and graduate teaching mission;
- Protect the integrity of services supporting the central University mission;
- Continue a commitment to the strategic plan and university priorities; and
- Value employees and abide by contracts, policies and established procedures.

Making necessary budget reductions has involved a broad cross-section of the University community; the University has sought feedback from all campus constituencies. College or unit budget meetings, governance group meetings (faculty, academic staff, classified and student), U-PLAN Council meetings and open budget forums have been held to allow input into the decision-making process.

In planning the University of Wisconsin Oshkosh 2005-06 budget, division administrators were sent an annual budget development memorandum that
requested a 4 percent permanent base reduction. Through the University-wide budget process, the campus community provided valuable feedback that resulted in the following modifications to the 2005-06 annual budget:

- Revision of the colleges’ budget reduction from 4 percent to 3 percent (a relief of approximately $300,000) to address classroom seat and course selection needs; and
- Revision of the GPR budget reduction for areas supporting differential tuition initiatives from 4 percent to 2 percent (a relief of approximately $22,000) for advising, counseling and career services as supported by the Oshkosh Student Association (OSA).

The University of Wisconsin Oshkosh does not anticipate a need during 2006-07 for further budget reductions. Barring unforeseen and catastrophic financial events, the budget plan for 2005-06 set aside adequate reserves to meet any minor budget lapses during 2006-07.

**Conclusion**

Good planning and excellent cooperation from the campus spared the University of Wisconsin Oshkosh a mid-biennium budget correction; however, the reality is that more of the operating budget must come from sources other than state tax revenues in the future. Declining state resources demand that the University closely coordinate its *Governing Ideas*, Strategic Action Initiatives and Key Operational Plans in order to meet its enrollment goals and provide students with access to a high-quality, affordable education. Its academic programs and strong student-service base must be preserved and enhanced.

The mission statements of the colleges, non-academic divisions and support units demonstrate congruence with and support of the *Governing Ideas* of the institution, and they provide evidence that knowledge of and support for its mission pervade the University.

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**Core Component 1d**

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

One of the five strategic directions of the *Governing Ideas* at the University of Wisconsin Oshkosh clearly asserts the University’s commitment to promote effective leadership and support collaborative processes. The Strategic Direction on Stewardship states:

- The University of Wisconsin Oshkosh will promote accessible, representative, and altruistic leadership, responsive shared governance, and flexible resource stewardship. We will be broad, open and inclusive in governance processes and will align our human, physical and financial resources to meet our established priorities.

The administrative structures through which decisions are made, responsibilities assigned and accountability for end results established are well-defined, widely known and regularly reviewed at the University of Oshkosh.

A series of administrative leadership and team-building workshops held in summer 2002 for groups of leaders from the University of Wisconsin Oshkosh Foundation, Academic Affairs staff (including the deans), Student Affairs, Administrative Services and the Chancellor’s office, resulted in a set of Administrative Leadership Principles.

Members of the University of Wisconsin Oshkosh administration stated that they are committed to the following principles, which are printed on Chancellor, Provost and Vice Chancellor meeting agendas:
Criterion 1: Mission and Integrity

Maintain an open, inclusive, non-threatening environment;
Embrace responsive shared governance;
Treat people with respect;
Encourage risk taking;
Respect the ideas, roles and talents of all members of the team;
Nurture, promote and integrate diversity of people and ideas;
Preserve the ideals of altruistic leadership;
Recognize, reward and celebrate success;
Be an advocate for all aspects of the University;
Empower and support others;
Communicate honestly and constructively;
Recognize our accountability to our internal and external constituencies;
Listen carefully and respond clearly; and
Make decisions based on the priorities integral to the Governing Ideas of the University

Responsive shared governance

The shared governance groups at the University of Wisconsin Oshkosh guarantee that all University employees have a properly weighted voice in the decisions that affect the mission and operation of the institution and a role in shaping policy in their areas of expertise. Members of the campus community share responsibility in University decision-making, cooperate in University governance and exercise their responsibility for the governance of the institution through participation in or representation on the Faculty Senate, the Oshkosh Student Association, the Senate of Academic Staff or the Classified Staff Advisory Council. The Chancellor meets every two to three weeks with the leaders of each of these groups.

The Faculty Senate is the primary governing body for the faculty in the University’s system of shared governance. The Senate “actively participates in the study, formulation, development, enactment and review of the institution’s policies. It is responsible for cooperative institutional governance, effective communication (constituencies, administrators, etc.) and administrative oversight and it exercises participatory rights over budgetary matters. It acts as a voice for all university faculty, represents their interests and maintains their prerogatives. The Faculty Senate is the official organization through which the faculty can assert its primary responsibility for all academic and educational activities as well as faculty personnel matters. As the faculty’s leading representative body, it has all those powers vested in the faculty except for those expressly reserved by the Constitution or delegated to university committees, colleges, schools, departments or equivalent units.”

The Oshkosh Student Association is made up of a senate and an assembly. Any student organization that is recognized by the OSA Senate may apply for a voting seat in the OSA Assembly. The powers and duties of OSA are: to serve as the official voice of student organizations; to establish standing and special committees of the Assembly; to establish its own bylaws and rules of proceedings; to elect a Speaker and Speaker Pro-Tempore of the Assembly from among its membership; to originate legislation and make recommendations to the Senate and the President as provided in Article III, Section 3 of the Constitution of the Student Body; to serve one hour at the polls for the Senatorial and Presidential/Vice Presidential elections; and to override a Presidential veto of joint legislation by the two-thirds vote of members present.

6. For more information about the Faculty Senate, see http://www.uwosh.edu/faculty_senate/.
7. For more information about the Oshkosh Student Association, see http://www.osa.uwosh.edu/?page=1.
The Senate of Academic Staff has the following purposes: supervise and conduct the election of its members; elect its own officers; schedule and conduct its own meetings; form and revise its own bylaws and rules of proceedings; advise the Chancellor on matters pertaining to the UW System Unclassified Personnel Guidelines No. 7, which deals with designating positions as “academic staff”; advise the Chancellor on policies and procedures for the academic staff adopted pursuant to UW System 9-14, and prepare and propose for the Chancellor’s approval needed changes in the policies and procedures; serve as a hearing body; and perform such other tasks as it deems appropriate to its status as an active participant in the immediate governance of, and policy development for, the University of Wisconsin Oshkosh, subject to the responsibilities and powers of the Chancellor, the faculty and the students.

Classified staff members serve on relevant standing committees and are represented by the Classified Staff Advisory Council, established in May 2001. The charge of the CSAC is to:

- Promote a positive professional environment for all classified employees (represented, non-represented, limited term and project appointment);
- Support professional development activities;
- Encourage informed communication among classified staff and with the broader University community; and
- Serve as advisors to the Chancellor and other University administrators.

**Representative leadership**

The University Planning, Leadership and Needs (U-Plan) Council, established in March 2001, brings governance leaders and key administrators together on a regular basis after every Board of Regents meeting so that the administrators can inform governance leaders of developments at the state level that will affect the campus, and so the governance leaders can advise administrators about strategic and operational plan and initiatives. The charge for U-Plan is:

- To provide information and advice to the Chancellor relating to the oversight and coordination of the University’s Strategic and Operational Planning Process;
- To provide leadership and support to the University’s process of budgeting and allocating resources in a manner consistent with the planning process and objectives; and
- To enhance general communication between and among University governance leaders and key administrators.

Two Chancellor’s Councils of Advisors enhance communications with members of the extended community by providing a structure that enables the University to obtain the advice and counsel of representative external stakeholders (including civic, alumni and business leaders in Oshkosh and Milwaukee) about pending and emerging issues, and to preview reports and share updates with them on the University’s Governing Ideas, strategic plan and budget initiatives.

**College Advisory Committees** also facilitate the operation of the University. Internal committees include promotion, tenure, renewal, faculty search and screen, graduate and undergraduate program, curriculum, program review, student recruitment and retention. External committees, such as the MBA

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8. For more information about the Senate of Academic Staff, see [http://www.uwosh.edu/acadstaff_senate/](http://www.uwosh.edu/acadstaff_senate/).

9. For more information about the Classified Staff Advisory Council, see [http://www.uwosh.edu/csac/](http://www.uwosh.edu/csac/).
Advisory Board and the Accounting Advisory Board in the College of Business, serve external and internal constituencies.

The **Standing Committee** structure of all-University or joint committees, comprised of representatives selected or nominated by the three governance groups, provides the opportunity for all constituents at the University to be represented when these standing committees deliberate actions that affect the University as a whole. There are 14 Faculty Senate committees and 30 all-University committees with 380 individuals currently serving on them. As an example, the Graduate Council, made up of elected and appointed graduate faculty and deans’ representatives and student representatives, is the shared governance entity for Graduate Studies. All graduate curricular and program review actions must pass through this body. Additionally, the council is responsible for setting both administrative and academic policy on campus as it relates to graduate education.

In addition to standing committees, there are ad-hoc committees, such as administrator search and screen committees, that further increase the number of individuals engaged in shared governance on campus.

**Flexible resource stewardship**

The University of Wisconsin Oshkosh makes mission-driven decisions in choosing to develop and offer programs and services that address the needs of the people in the regions served by the institution. It tries to respond flexibly and creatively to find cost-effective solutions that provide needed programs and services.

For example, the University of Wisconsin Oshkosh demonstrated solid resource stewardship in responding to two opportunities to strengthen faculty development and student services on campus. In 2004, the University of Wisconsin Oshkosh Foundation purchased the former Newman Center building from the Catholic Diocese of Green Bay to provide badly needed space for the University’s Center for Academic Support and Diversity, and the Women’s Center. The Foundation also purchased a building formerly owned by the University of Wisconsin Oshkosh Credit Union; that building now houses the Faculty Development Program, long recognized as one of the University’s great strengths and most significant innovations.

The State Building Commission recently approved the purchase of these two buildings from the University of Wisconsin Oshkosh Foundation. This purchase is a separate item—not part of the proposed 2007-2009 UW System budget—authorizing an expenditure of more than $2.5 million for the purchase of these two buildings.

The Facilities Master Plan has encouraged sound resource stewardship. The University of Wisconsin Oshkosh campus plan is guided by a **“Green” Master Plan** that has saved tens of millions of dollars through renovating rather than demolishing existing buildings and reducing construction rubble in landfills:

- The Halsey Science renovation, a good example of reuse rather than building new, cost $16.6 million *versus* new construction costs of $40.1 million;
- **Taylor Residence Hall**, a 500-student building, was nearly gutted in a comprehensive renovation project that saved $20 million over the cost of building a new residence hall; and
- The $686,000 renovation of the old Field Studies Building created the Aquatic Research Center, which resulted in a $240,000 savings over new construction.
Energy-conserving building retrofits saved money on utilities and reduced emissions:

The campus water conservation program reduced water consumption by 24.5 million gallons per year, a savings of $130,986; and

Energy efficiency through the installation of energy efficient lighting retrofits, replacement of energy inefficient cooling equipment, and installation of digital utility meters reduced energy consumption by 563,017 kilowatt-hours, a savings of $27,600 per year.

Partnerships or collaborations that allow resource sharing and cost diffusion offer another opportunity for cost-effective solutions for the University:

The Living Healthy Clinic exemplifies public/private partnerships. It brings together healthcare providers, foundations, governmental units and individuals to address the needs of uninsured families and individuals in Winnebago County. Based on figures for 2002 from the Wisconsin Department of Health and Family Services, nearly $14 million in emergency and other hospitalization expenses could have been avoided by offering the sort of timely, effective care the Living Healthy Community Clinic provides. In this unique collaboration, Affinity Health System/Mercy Medical Center, Aurora Health Care and ThedaCare donated the equipment and furnishings. Affinity Health System also leased the clinic building to the UW Oshkosh Foundation for $1 a year, created a clinic and raised more than $300,000 in pledges to operate it over the next two years.

The University of Wisconsin campuses at Oshkosh and Green Bay have established a Collaborative MSW Program that prepares social workers for advanced practice as facilitators, partners and leaders in activities with service users and community service providers. The collaboration enables both campuses to educate professionals who are ready to assume administrative and direct practice leadership roles within this region’s diverse, changing rural and metropolitan environments;

Through a unique partnership between the University of Wisconsin Oshkosh, the Oshkosh Area School District and the Unified Catholic Schools of Oshkosh, the facility formerly known as Titan Stadium is being transformed into the Oshkosh Sports Complex. It will be a venue for football, soccer, track and field, baseball, softball and intramural competition for Oshkosh’s middle school, high school and collegiate athletes. The completed cost of $5.7 million is being raised entirely through private donations; and

The Chancellor served from 2001-2005 as the founding chairperson of NEW ERA (North East Wisconsin Educational Resource Alliance), a consortium of executive leaders of northeastern Wisconsin’s 13 public universities serving 1.2 million Wisconsin residents. These institutions are enjoying statewide and national acclaim for large increases in degree program articulation, collaborative business entrepreneurship centers, graduation projects, alternative licensure/certification programs for nurses and teachers, and, most recently, for the free NEW ERA library card that is accepted at all of the education partnership’s 13 public universities and colleges in the Fox Valley. In addition, the NEW ERA librarians created a “virtual catalog,” so people can easily identify which of the 13 libraries held specific material.

Conclusion

The University’s representative leadership and responsive shared governance structures promote flexible resource stewardship as a way to align the
institution’s human, physical and financial resources to support its Governing Ideas.

Since its opening in 1871, the University of Wisconsin Oshkosh has developed processes and procedures that permit the University to carry out its mission with integrity. These processes and procedures are based on the University’s Governing Ideas, the principle of shared governance and open communication across its constituencies. The state of Wisconsin and the UW System define standards for open and honest operation and have procedures for assuring adherence.

State statutes and legislation

Wisconsin state statutes regarding open meetings guide the University’s open records policy to ensure “complete public access” that is “consistent with the conduct of governmental business” (Chapter 19.31 of Wisconsin Statutes).

The University adheres to the open meeting laws by posting agendas and minutes of University committee meetings and notifications of faculty annual reviews online. Student Opinion Surveys (course evaluations) are available to the public in the Testing Center. The Dean of Students handles inquiries regarding the Family Educational Rights and Privacy Act (FERPA).

University of Wisconsin System

Chapter 36 of the Wisconsin state statutes includes sections on appropriate codes of conduct for Regents, Chancellors, university employees and students. It also provides statements on appropriate behavior in specific contexts, including conflicts of interest, reporting harassment and discrimination claims, investigating discrimination claims against students, staff and faculty, the use of animals for research purposes, etc.

The Wisconsin Administrative Code regulations set forth by the Regents define behavioral expectations and standards of ethical conduct for faculty, academic staff, other university employees and students. The document also includes protocols for faculty and academic staff dismissal, termination and layoff because of financial or budget exigency.

In addition, UW System requires that faculty and staff report their involvement in outside activities annually, including any financial remuneration they may receive from involvement in these activities. Additional annual ethics reports are required of all Chancellors, Provosts and other selected university administrators.

Intellectual property rights at the University of Wisconsin Oshkosh are governed by federal law and by UW System policies, which cover in detail issues related to computer software, copyrightable instructional materials and patents.

Assistance in ensuring adherence to policies, statutes and regulations is provided by the UW System Office of General Counsel, which offers legal advice and representation to the University, serves as liaison to state government offices and agencies, including the Wisconsin Department of Justice, and provides information and training on legal issues to University administrators and staff.

Core Component 1e

The organization upholds and protects its integrity.
Institutional regulations

The principal document regulating shared governance and faculty and academic staff personnel policies and procedures, compensation and employment considerations, instructional policies, college materials and academic program policies and procedures is the University of Wisconsin Oshkosh Faculty and Academic Staff Handbook.

The University of Wisconsin Oshkosh has a Web Policy and Procedures document\(^\text{11}\) that applies to all Web pages, both official and personal.

The University values openness and promotes access to a wide range of information. Campus information systems have been designed to be as open as possible, and, as such, the University insists on responsible use of these systems. The use of computers, electronic information and computer networks is essential for research, instruction and administration within the academic community. The University has developed a use of computing resources policy\(^\text{12}\) that covers user responsibilities, confidentiality, inappropriate usage and a sanction and appeal process.

The “University of Wisconsin Oshkosh Data Access and Data Security” policy\(^\text{13}\) secures and protects data stored on and accessible by University-owned computing systems and utilized by University employees and students in support of the educational mission of the University. This policy also addresses the issue of the rights and responsibilities of authorized persons in the handling, security and protection of University data. This policy’s scope of authority applies to all employees, students, alumni and authorized persons with interests in specialized segments of the University, such as Research, University Facilities, Employee/Student/Alumni data or Education/Instruction. The University of Wisconsin Oshkosh retains the exclusive right and use of all computer assets, including data. Within this context, it is considered the legal custodian of all University data.

Research protocols

The institution publicly shares and adheres to federal and UW System guidelines for faculty, staff or student research involving human subjects. Research projects involving human subjects require review by the University’s Institutional Review Board for Protection of Human Participants (IRB). The University’s Office of Grants and Faculty Development maintains information on IRB policies and guidelines to assist researchers in preparing submissions for IRB review.

The University of Wisconsin Oshkosh recognizes the scientific and ethical responsibility for the humane care and use of animals involved in research and education and enjoins all individuals involved to the highest standards of care and consideration. The Institutional Animal Care and Use Committee (IACUC) assures that all research activities involving animals meet the ethical and legal requirements for humane care and use set by the Office of Laboratory Animal Welfare, and the National Institute of Allergy and Infectious Diseases for National Institutes of Health grants involving animals.

The University of Wisconsin Oshkosh has a Laboratory Safety and Chemical Hygiene Plan to protect laboratory employees and students from health hazards associated with the use of hazardous chemicals in laboratories; to assure that laboratory employees and students are not exposed to substances in excess of the permissible exposure limits as defined by the Occupational Safety and Health Administration (OSHA) and codified in 29 CFR 1910.1000, Table Z-1; and to assist the laboratories’ regulatory compliance with the OSHA Laboratory Standard as codified in 29 CFR 1910.1450.

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\(^\text{11}\) The University of Wisconsin Oshkosh Web Policy and Procedures document is available online at [http://www.acs.uwosh.edu/documentation/webpol.html](http://www.acs.uwosh.edu/documentation/webpol.html).

\(^\text{12}\) The University of Wisconsin Oshkosh Statement of Acceptable Use of Computing Resources is available online at [http://www.acs.uwosh.edu/documentation/acceptable-use.html](http://www.acs.uwosh.edu/documentation/acceptable-use.html).

\(^\text{13}\) The University of Wisconsin Oshkosh Data Access and Data Security Policy is available online at [http://www.uwosh.edu/it/policy.html](http://www.uwosh.edu/it/policy.html).
Principles and standards

The University’s mission, “To Serve People” is reflected in academic and administrative principles and in an ambitious goal to become a “green” campus. The University of Wisconsin Oshkosh provides a statewide model for energy and water conservation in new and renovated buildings, for the use of local materials and other assets, for a reduced environmental footprint, and for healthy buildings for those who work and study there. Such manifestations of sustainable and efficient policy-making and practice provide many benefits for students and employees, and they also serve a broader educational and ethical role.

Endorsement of the Earth Charter principles, focusing on ecological integrity; social and economic justice; and democracy, nonviolence, and peace, has in recent years added a further dimension to the University’s commitment to providing a model of sound and sustainable environmental practice in all areas on campus and extending to the community it serves. The Earth Charter entails new ways of thinking, not only about the environmental impact of the physical infrastructure of the University, but also about the impact of consumption and waste; food policy; economic impact (purchasing policy); and social impact (openness and campus atmosphere for a diverse community). In summary, it involves a new emphasis on ethics and integrity throughout the institution.

Compliance with rules and ethical principles is overseen by a variety of bodies on campus: Updating the Faculty and Academic Staff Handbook is achieved with the help of a “Handbook Tracking Worksheet” that identifies and describes any areas of the University of Wisconsin System (UWSA) or state law that is under revision. This is an onerous but necessary task, and the frequent revisions indicate that the University is very attentive to the procedure.

Accreditation standards in all academic areas are similarly detailed and demanding, requiring maintenance of the highest standards of performance and consistent adherence to the stated mission. Accreditation and reaccreditation takes place at the university-wide level as well as in colleges, departments and the library, and the outcomes are very positive. For example, the College of Business is one of the relatively few (fewer than 20 percent of business schools nationally) to achieve AACSB accreditation. In the College of Letters and Science, procedures required for Higher Learning Commission accreditation on the university level or in field-specific academic areas, such as Music, Chemistry, Social Work and Journalism, are provided in the Faculty and Academic Staff Handbook and are followed closely. Similar attention to requirements and procedures is apparent in the College of Nursing and the College of Education and Human Services. Each of the colleges maintains a detailed record of accreditation reports and outcomes, and each attempts to address deficiencies on an on-going basis.

The Ethics Committee, which is housed in the Provost’s Office, is charged with overseeing compliance with external laws and regulations. Codes of conduct are available from several units, including departmental handbooks and athletic associations, such as Wisconsin Intercollegiate Athletic Conference (WIAC) and National Collegiate Athletics Association (NCAA).

The athletic program follows a Code of Ethical Conduct that includes athletic philosophies, WIAC rules and an NCAA rules test. Low-cost or free wellness programs are available on campus for students, faculty and staff.

In administrative areas such as purchasing, data show a dramatic increase in purchases from minority businesses since 2002. The state has mandated a 5
percent minimum, and the University has far-exceeded this figure, making it the state leader year in and year out. However, concerns have been raised that continued success may be more difficult unless the state continues to add minority vendors that universities may use.

Facilities Management has achieved remarkable savings by improving water- and energy-consuming facilities on campus, and the University’s commitment to sustainable principles also is manifest in the highest level of renewable energy consumption in the state, an achievement that has won national recognition from the Environmental Protection Agency.

As noted earlier in this section, equity and other aspects of human resources are addressed through a number offices and committees:

- The Council for Equity and Affirmative Action provides leadership in and regulation in areas, such as recruitment and retention of employees in the context of the UW System’s Diversity 2008 program; training on search committee procedures; and procedures for dealing with grievances, discrimination and harassment;
- The Women’s Center also provides a substantial number of programs and events to raise awareness and cultivate a safe and welcoming campus atmosphere and gender equity;
- The Office of Equity and Affirmative Action has included a federally funded program called “Campus Relationship Violence” in its campaign for a safe campus;
- Student grievances, academic dishonesty and student discipline codes are managed through the office of the Dean of Students and are published in the Student Handbook and Calendar. Close attention is paid to maintaining contact with faculty and staff to ensure that students with disabilities are identified and provided for in appropriate ways to help them succeed. This attention to student success extends also to the housing environment; and
- Project Alpha in the Financial Aid Office pays special attention to the special needs and challenges facing students of diverse backgrounds when they apply for and receive financial aid. This program has involved increasing numbers of students and parents.

**Conclusion**

The University has in place a number of broad commitments and specific plans and procedures that help to secure the integrity of the institution as a whole and of its component parts. There are a myriad of laws, system policies and the University of Wisconsin Oshkosh policies and procedures that protect faculty governance, respect individual freedom and guarantee transparency of actions through freedom of information and open meetings. The Governing Ideas, the detailed attention to good practice, and the enforcement of rules and policies help guarantee the overall integrity of the institution.

The endorsement of the Earth Charter principles by members of the University and the wider community represents a commitment to ethical principles that is expressed in green buildings and energy conservation, the campus environmental audit and in the academic component of a sustainable campus; the newly created Center for Sustainable Processes and Environmental Research will provide credit and non-credit education about sustainable processes and green principles.
UW Oshkosh underwent a lengthy and comprehensive review of its mission, vision, core values and strategic directions and produced its Governing Ideas in 2001. The Governing Ideas continue to serve the institution well. The ongoing challenge is to continue to coordinate resources, initiatives, operations and programs with the Governing Ideas and the Key Operational Plans.
Criterion 2

Preparing for the Future


Criterion 2

Preparation for the Future

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education and respond to future challenges and opportunities.

The University of Wisconsin Oshkosh’s Governing Ideas—its mission, vision, core values and strategic directions—provide the context for assessment and decision-making in its planning process. After developing the Governing Ideas described in Criterion 1, the institution developed a set of 23 strategic action initiatives to align university-wide goals with college-based strategic plans, priorities and actions. This phase of the planning process emphasized “horizontal distinctiveness.” By focusing on improving program quality and design, the University seeks to earn a unique identity that will strengthen its reputation and increase its value in the academic community. The 23 action priorities reflect the institution’s efforts to implement a campuswide commitment to community, teaching, scholarship, partnership and stewardship.

Figure 2-1 represents the institution’s ideal of alignment. It was developed as part of a critical analysis of the strategic plan in 2004 and represents the integration of “horizontal” distinctiveness through the linking of the Governing Ideas, strategic action initiatives and key operational plans/processes with the strategic plans of the four colleges.

This chart was revised in October 2005, following the University’s cumulative four-year assessment of its strategic and operational plans. It reflects the development of strategic planning at the University by showing the institution’s second set of Strategic Action Initiatives and new iterations of the reorganized Key Operational Plans.

This section shows how University of Wisconsin Oshkosh uses strategic planning to monitor capacity, assess the environment and assign leadership responsibility consonant with its Governing Ideals and action initiatives. The institution does so in order to fulfill its mission, improve the quality of the education it offers, control costs and creatively adapt to its social, economic and political environment.

The University’s four-year assessment of its strategic and operational planning process occurred at planning retreats held in August 2004 and in January 2005. At the August 2004 planning retreat, 185 internal and external stakeholders evaluated the strategic planning process that had been designed to develop and implement “horizontal,” University-wide, distinctiveness. They also began to develop the institution’s “vertical” distinctiveness by identifying new or existing college-based “Centers of Excellence.”

Thematic analyses of all the written feedback from participants at the August 2004 retreat were posted on the University’s homepage and discussed by the Chancellor in his Opening Day Remarks and at open forums, college, governance and administrative staff meetings during fall 2004. Two persistent challenges to the institution’s pursuit of distinctiveness were identified:

Core Component 2a
The organization realistically prepares for a future shaped by multiple societal and economic trends.

1. Repository of the proceedings of the August 17, 2004, Strategic Planning Retreat is available in the Resource Room.
2. A repository of the proceedings of the January 18, 2005, Strategic Planning Retreat: Prioritization and Alignment of Future Strategic Action Initiatives is available in the Resource Room.
Figure 2-1
Original Alignment of the Governing Ideas, Strategic Action Initiatives and Key Operational Plans at the University of Wisconsin Oshkosh

Values
- Knowledge & continuous learning
- Diversity & inclusivity
- Quality & achievement
- Freedom & responsibility
- Engagement & support
- Social awareness & responsiveness

Mission
“To Serve People”

Strategic Directions
- Develop a community of lifelong learners & collaborative scholars
- Enhance teaching excellence
- Foster research and creative expression
- Expand outreach and partnerships
- Promote representative leadership and resource stewardship

Vision
“Engaging people and ideas for common good”

Strategic Action Initiatives
- General Education Program
- Student Compact
- Bachelor of Science in Education licenses
- College of Nursing articulation with WTCS
- Center for New Learning articulation with WTCS
- ESL Alternative Licensing Program
- Future Teacher Institute
- Nursing Accelerated Bachelor’s Degree
- MBA foundations online
- Bachelor of Liberal Studies online learning/leadership
- Integration of technology in business curriculum
- Technology-based student internships
- Environmental studies
- Arts management
- Master’s Degree in social work
- Joint manufacturing project with UW-Stout
- Collaborative Aviation Program
- Northeast Wisconsin Educational Resource Alliance
- Faculty Compact
- Women’s Center
- Office of International Education
- Living, Learning and Serving Community
- Facilities Master Plan

Key Operational Plans/Processes
- Academic Program Plan
- Finance/Business Plan
- Master Facilities Plan
- Plan 2008
- Technology Plan
- Human Resources Development Plan
- Assessment Plan
- Enrollment Management Plan
- External Relations and Marketing Plan
The first was the need to align the day-to-day operations of the University with its resources. This led subsequently to the development of seven Key Operational Plans.

The second was the need to bring strategic and operational plans and action initiatives into alignment with the Governing Ideas. This led to a new focus on “vertical” distinctiveness. The University’s and colleges’ strategic plans, priorities and actions had to work together to strengthen the quality of the academic community through identifying college-based Centers of Excellence.

**Outcomes of the University’s four-year assessment of its planning process**

*Assessment of the initial set of strategic action initiatives*

At the January 2005 planning retreat, more than 100 internal participants assessed the status of the 23 strategic action initiatives to identify the “horizontal” features that distinguished the University in the areas of community, teaching, scholarship, partnership and stewardship.

Retreat participants found 17 of the 23 initiatives to be “off to a good start” and to have “a promising future.” They were identified as having been successfully accomplished and/or launched. Four of them were recommended for continued, University-wide, high-priority status: the General Education Program, the Student Compact, the Environmental Studies Community Resource Center [renamed the Aquatic Research Laboratory] and the Faculty Compact. Delegates recommended the retirement of only two of the 23 initiatives: Arts Management and Competitive Manufacturing through Technology Management (in cooperation with the University of Wisconsin-Stout).

This assessment of the University’s efforts to achieve “horizontal” distinctiveness demonstrated that it had made good progress.

*Cumulative status report and comprehensive assessment of the strategic planning process and actions, 2000-2004*

The University’s success in attaining the majority of its strategic objectives in 2000-2004 meant the new initiatives for “vertical” distinctiveness could be given priority. In place of an Annual Report in 2004, the University of Wisconsin Oshkosh produced a cumulative 2000-2004 Strategic Plan Update and Annual Report, in which all initiatives were linked to one of the “horizontal” distinctiveness features—community, teaching, scholarship, partnership and stewardship—that pervade virtually all aspects of the institution. In the 2004-2005 and in the 2005-2006 UW Oshkosh Strategic Plan Update and Annual Reports, the new set of strategic action initiatives emphasize the “vertical” distinctiveness features articulated by four cross-college themes—engaged learning, globalization, community engagement and student excellence.

*College distinctiveness reports*

At the August 2004 planning retreat, the deans of the four colleges were asked to share the plans and Centers of Excellence that they had defined over the preceding years. If they had not identified such centers, they were asked to do so as part of their next planning exercise. Following the retreat, the deans collaborated to prioritize the cross-college and college-based pedagogy,
research, creative activities and public service that would create “vertical” distinctiveness.

**Development of four cross-college themes**

At the August 2004 retreat, participants gave the deans feedback on the distinctiveness reports in which the deans described the challenges they faced and the ways they were pursuing “vertical” distinctiveness. At the end of the retreat, the deans made verbal reports about what they had learned and summarized the advice they had received on their goals and initiatives. Formal “Lessons Learned” reports were subsequently released that led to the refinement of the idea of Centers of Excellence.

One of the striking observations to come out of the “Lessons Learned” reports and the roundtable discussions on “vertical” distinctiveness at the August 2004 retreat was the fact that many of the principles underlying the initiatives proposed by one college were shared by the other three. The perception of a congruence of values, principles, directions and actual initiatives among the colleges led the deans to propose a set of shared themes as a way to recognize and celebrate the common threads that underlay the distinctiveness of the colleges’ individual plans and missions. These shared themes became known as the four Cross-College Distinctiveness Themes of Engaged Learning, Globalization, Community Engagement and Student Excellence. They were adopted formally as a new University-wide strategic action initiative in 2005.

**Development of strategic action initiatives to achieve “vertical” distinctiveness**

Each college proposed a set of new initiatives that supported the four cross-college distinctiveness themes. These were discussed, evaluated and prioritized at a January 2005 retreat. The colleges and units reassessed and re-prioritized their proposed action initiatives on the strength of the internal support expressed for them. The 2004-2005 UW Oshkosh Strategic Plan Update and Annual Report contained the new set of strategic action initiatives that emphasized the “vertical” distinctiveness features of engaged learning, globalization, community engagement and student excellence.

**Key Operational Plans**

Beyond the University’s four-year assessment of its strategic planning process, the institution’s Key Operational Plans exemplify its preparation for a future shaped by changing social and economic trends.

The Academic Program and Student Outcomes Assessment Plan provides a thorough review of the University’s existing academic structures, program array, academic planning needs and assumptions, and student outcome assessment processes.

The Enrollment Management and Student Support Plan demonstrates ongoing planning for enrollment management, including recruiting new freshman and transfer students consistent with the University’s mission to provide students with access to a high-quality, affordable, comprehensive education. It addresses strengths, challenges and future considerations. The plan also considers the resource capacity of the University, demographic shifts and changes in the educational needs of its constituents.

The Human Resource Support and Development Plan provides an overview of current human resources support and development services, linking the
Affirmative Action Plan and the *Diversity Plan 2008*. An environmental scan/forecast shows changing demographics of the University population. It also identifies societal trends that may shape it. The plan includes goals that will challenge the campus community, such as developing an organization-wide recruitment and staffing plan that will link to other key operational plans.

As part of the Human Resource Support and Development Plan, the Affirmative Action Plan describes policies and procedures needed to comply with state and federal guidelines, and the institution’s social and economic responsibilities for non-discrimination in hiring and retaining employees. The annual report assesses the make-up of the University’s workforce, yearly recruitment/hiring goals and progress toward meeting previous years’ goals. These ongoing analyses address the core values of diversity and inclusivity and demonstrate that the University is proactive in furthering a culture that embraces diversity to ensure excellence in the delivery of education.4

The *Finance and Budgeting Plan* addresses the issues associated with providing financial resources to support the University’s mission. The initial plan was written to provide direction and guidance for the 2005-06 academic year, the first-year of the 2005-07 biennial budget process. Experience gained during the 2005-06 academic year influenced the conditions and assumptions used for the 2006-07 academic year. The experience gained over the course of the 2005-07 biennium will affect the budget development, review and planning process that will take place for the 2007-09 state budget.

The *Facilities Master Plan* evaluates and analyzes the quantity and quality of all University land, external space, facilities, and infrastructure in terms of how well they support the institution’s mission and vision. It outlines facilities planning assumptions for the University for the long term, identifies facilities planning and policy issues and recommends steps to address the issues and challenges.

The *Information Technology Plan* presents principles to be used, given the limited financial and human resources available to the University, when acquiring and implementing hardware, software applications, databases and academic and administrative systems. The principles are adherence to standards, use of integrated groupware and assessment of financial and human resources.

The *Advancement and Relationship Development Plan* addresses plans for building new and stronger relationships with external parties and stakeholders. These efforts are directed at improving the fiscal health and condition of the University of Wisconsin Oshkosh. Using new strategies and approaches, this plan identifies and focuses attention on key University attributes that are of high value and importance to the public that is served.

**Planning documents demonstrate attention is paid to technology, demographic shifts and globalization**

Technology is a critical part of the day-to-day operations of University of Wisconsin Oshkosh, and planning for demographic shifts is an on-going activity in a number of institutional offices. Globalization, as noted earlier, is one of the four cross-college themes around which the new set of college-based, high-priority strategic action initiatives is focused.

*The Department of Residence Life Existing Facilities Condition Overview of September 2003* comprehensively reviews the facilities of Residence Life, including detailed information on construction, remodeling history and costs.5

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5. The Department of Residence Life Existing Facilities Condition Overview is available in the Resource Room.
Funding documents for Polk Library, Elmwood Commons and the University’s new academic building show that planning drives decision-making about capital projects and the allocation of resources for the physical plant. They indicate that the organization evaluates current conditions and trends to prepare the physical plant for future needs.6

The Information Technology Plan guides the ongoing development of technology in support of the University’s mission and strategic initiatives. New technologies are considered relative to how they support the campus mission and strategic initiatives. The plan evaluates emerging technology, demographic shifts, globalization, innovation and change and teaching excellence and scholarly achievement.

Planning documents show attention to the University’s function in a multicultural society

The Enrollment Management and Student Support Plan recognizes the challenge of the homogeneity of surrounding communities in light of the University’s ambition to develop a diverse student population. The institution seeks to make marketing, financial aid and business practices more competitive to attract students; to develop a diverse, engaged community of learners and scholars; and to build upon its commitment to inclusivity. The Human Resource Support and Development plan provides an overview of current human resources support and development services at the University of Wisconsin Oshkosh, linking the Affirmative Action Plan and the Diversity Plan 2008.

The undergraduate Admissions Office recruitment efforts are designed to meet the needs and pique the interest of young adults. As society and technology change, so do the recruitment and conversion plans for first-year students, transfer students and students of color. In particular, greater resources and efforts are being invested in technology for communication and information delivery. The Student Information System (SIS) offers a rich environment for data-gathering and analysis. The use of the Web and interactive processes has increased significantly, prompting the reallocation of resources. The Admissions Office offers online application, online help and online request for information, student highlights that reflect diversity and a list of student organizations that reflect the broad issues current in society.7

Because the roots of the University lie in its educational programs, special efforts have been made to build a strong, nationally recognized and highly innovative College of Education and Human Services. Today, the College of Education and Human Services (COEHS) is nationally accredited by three professional organizations and continues to train qualified teachers. COEHS offers eight majors and a professional education program that provides an undergraduate degree and graduate credit and licensure in five years. COEHS also operates three distinctive ancillary programs:

The Reading Study Center’s mission is to facilitate the development of efficient, college-level learning strategies, such as improved textbook study, time management, note-taking, test preparation and test-taking, in students of all abilities.8

Project Success is a remedial program for students with language-based learning disabilities attending the University of Wisconsin Oshkosh,9 and

A regional Head Start Program at 11 sites in four counties is a federal program for preschool children from low-income families and is administered by the University in partnership with a network of

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6. Funding documents for Polk Library, Elmwood Commons and the new academic building are available in the Resource Room.
7. The Undergraduate Admissions Office http://admissions.uwosh.edu/.
8. The Reading Study Center http://www.uwosh.edu/readingstudycenter/.
community-based, non-profit corporations, Indian reservation governments, school districts, Cooperative Education Service Agencies and county governments.\textsuperscript{10}

The University’s 135-year commitment to providing Wisconsin’s citizens with quality higher educational opportunities is clearly reflected in its vision of engaging people and ideas for the common good.

The University also recognizes the importance of and preserves aspects of its history and heritage through the University’s Archives and the University of Wisconsin Oshkosh Area Research Center (ARC) of the Wisconsin Historical Society. Both areas are housed in and operated by Polk Library and have a combined mission to collect, preserve and provide access to records of historical significance to the members of the university and public community at large. The University Archives serves the historical needs of the institution by permanently storing historically significant campus records and by providing reference services for those records to the University and the greater community. The University of Wisconsin Oshkosh ARC (one of 14 statewide) provides access to hundreds of local interest collections of historical material owned by the Wisconsin Historical Society.

The University has formed a partnership with the Wisconsin Historic Records Advisory Board to create the Wisconsin Archives Mentoring Service “to match professional volunteer archivists with small cultural institutions that need assistance in the preservation of their unique collections of historic material.” It helps Wisconsin institutions that have historical collections of newspapers, maps, photographs, manuscripts, posters and similar material but that cannot employ professionally trained staff to care for them.\textsuperscript{11}

The Alumni Relations Web page presents a “History of University of Wisconsin Oshkosh” that is illustrated with photographs.\textsuperscript{12}

\textbf{Conclusion}

The institution’s decision to pursue “horizontal” distinctiveness led to the prioritization of strategic action initiatives focused upon strengthening University-wide programs and services in the areas of community, teaching, scholarship, partnership and stewardship that pervade most aspects of the institution. This focus was expanded and enhanced by the campus community’s subsequent decision to develop “vertical” distinctiveness by prioritizing college-based initiatives in the areas of engaged learning, globalization, community engagement and student excellence.

The outcomes of the institution’s four-year assessment of its strategic plans and actions provide evidence of the University’s ability to identify and assess accomplishments and persistent challenges, to enhance its understanding of the Governing Ideas and to better align the University’s and the colleges’ strategic plans, priorities and actions.

The institution’s continuing and widespread planning process allows it to reflect upon its strengths, weaknesses and challenges.

\textsuperscript{10} Head Start Program \texttt{http://www.whsaonline.org/aboutus.htm}.

\textsuperscript{11} Wisconsin Archives Mentoring Service \texttt{http://www.uwosh.edu/archives/wams/index.htm}.

\textsuperscript{12} Alumni Relations Web page \texttt{http://www.uwosh.edu/alumni/uwo_today/history/history_osh.php}.
This section examines the ways the University of Wisconsin Oshkosh uses its strategic planning process to determine resource allocations. Its Governing Ideas provide a consensual framework and a set of agreed-upon priorities that regulate the allocation of its fiscal, physical and human resources. The University’s budgeting process is data-driven and goal-oriented; it involves a broad constituency; and it is sensitive to the needs, aspirations and ideals of its communities.

In January 2005, the Chancellor outlined “working definitions” for the University’s plans: the purpose, importance and leadership responsibility for each plan was clearly defined. The charge required each plan to allocate resources within the institution’s Governing Ideas and strategic action initiatives. The planning retreat created a framework for developing seven key operational plans.

The first three operational plans addressed educational programs provided by the University:

1. Academic Program and Student Outcome Assessment Plan
2. Enrollment Management and Student Support Plan
3. Human Resources Support and Development Plan

Plans 4-6 spoke to the physical and fiscal resources needed to support the human required for the success of the first three:

4. Finance and Budgeting Plan
5. Facilities Master Plan
6. Information Technology Plan

The final plan looked at how to promote and connect the University to the public, elected officials, alumni, community members and others:

7. Advancement and Relationship Development Plan

The first versions of these plans emerged from drafting and revising sessions held in July and August 2005. Prior to posting the drafts on the University’s homepage in fall 2005, a set of “feedback questions” for each plan was developed to solicit advice from members of the campus community and from its external constituencies, including the Chancellor’s Councils of Advisors, University of Wisconsin Oshkosh Alumni Board, the University of Wisconsin Oshkosh Foundation Board and UW System staff. In spring 2006, the preliminary analysis of the feedback was presented to all campus governance groups, including the Classified Staff Advisory Council. Second drafts of the plans were drawn up during summer and fall 2006. The final reports are scheduled to be completed during spring and summer 2007. The executive summaries of the plans are a “Featured Site” on the University’s homepage, and they are attached in the Appendix to this report.

Developing the plans was given high priority, since the institution did not have a comprehensive set of plans that focused its resources and covered its operations. The institution had a number of individual operational plans, such as the Facilities Master Plan and the Information Technology Plan, but there was no single, coordinated plan that covered all major areas. The Key Operational Plans make up a living document that honestly reflects the institution’s mission-driven decision process and its awareness of the issues it has to address. (These plans are designed to serve and supplement the University’s established policies and procedure and do not replace or infringe on policies, bylaws and other authorities codified in the University of Wisconsin Oshkosh Handbook.)
The operational plan summaries preceding this section reflect the process used to move the University forward. They demonstrate that the organization has a purposeful process in place for fulfilling its mission by allocating its resources and for evaluating its planning. They also provide evidence that the University has the capacity to fulfill its mission, to improve the quality of the education it offers and to respond to new opportunities.

**Plans document commitment to quality of education**

The University’s highest priority is delivering quality educational opportunities to students. All seven key operational plans play a vital role in supporting this priority.

The plans are predicated on a number of **planning assumptions** that demonstrate the institution realistically prepares for a future shaped by multiple societal and economic trends:

- Direct instructional resources are constant (protected) over the period 2005-2015, though support to non-instructional services may decline;
- The population of high school graduates (from the top six feeder counties for UW Oshkosh) will initially increase and then decline from 2009 to 2010;
- Demand for higher education among the workforce will continue to grow;
- UW Oshkosh will maintain a “steady-state” enrollment for the next five years, with total annual (undergraduate and graduate) enrollment targets of 10,300 FTE and 12,500 headcount;
- Development and delivery of high-demand programs will increasingly need to be self-supporting;
- The Undergraduate Admissions Office will retain its four, full-time minority student recruiters;
- Base funding will be maintained for *Plan 2008* recruiting activities and events;
- The Graduation Project will be a permanent University project beyond the initial pilot (2004-05) and Phase II (2005-06);
- Retirements will increase in all areas, resulting in a loss of institutional knowledge and expertise;
- Despite retirements, the number of University staff members will remain constant;
- Greater emphasis will be placed on recruiting and retaining qualified employees of color;
- Continued competition with other UW institutions that plan to grow their enrollment will mean greater competition for new students, faculty and staff;
- The University of Wisconsin Oshkosh, along with other UW institutions, will continue to lose market share to private four-year colleges and universities;
- The average age of the workforce will increase, bringing new issues of concern to employees and employers;
As a percentage of the instructional staff, tenured and tenure-track faculty will increase;

Due to budget issues, staffing or resource reductions will occur in many key areas (both academic departments and administrative offices); and

Fringe benefits may shrink because of budget constraints.

Each of the operational plans also identifies campus challenges. The most pervasive challenges are common to a number of plans. Addressing the challenges to upholding and strengthening quality educational programs prepares the University to maintain its program integrity through sound planning and resource allocation.

The Academic Program and Student Outcomes Assessment Plan and the Enrollment Management and Student Support Plan have examined changing student profiles. Competitive pressures from other UW campuses and demographic shifts (a slightly smaller pool of high school students from the counties that currently supply most University of Wisconsin Oshkosh students, a declining number of majority students and an increasing number of students of color) may require the University to revise its recruitment and retention strategies and affect its student mix. In addition, it will continue to be a challenge to maintain and increase the scholarship support necessary to attract and retain high quality, low-income and international students.

Graduate Studies includes 15 active degree programs, graduate certificate programs and post-master’s offerings. While the University’s Graduate Studies program continues to enroll more students than any other comprehensive campus in the UW System, enrollment numbers appear to have reached a plateau. To move forward, more attention must be given to planning that addresses student needs and University capabilities. The changing face of the regulatory environment for public school teachers is likely to have a significant effect on graduate enrollments.

Outreach, Adult Access, Community Engagement and Summer Session programs cannot grow unless the University has the resources to serve the students. Faculty involvement, student services, course scheduling and compensation structure for teaching in non-traditional programs pose problems for growth. The delivery of credit and non-credit education to adults will necessitate rethinking present practices.

The Academic Program and Student Outcomes Assessment Plan and the Human Resource Support and Development Plan have identified common challenges and policy issues raised by changing faculty profiles. The professional colleges anticipate recruiting difficulties due to an aging workforce and declining numbers of terminally qualified faculty. All colleges are affected by the increase in faculty in dual-career relationships, the need for a diverse faculty and the shift in commitment away from the University and toward the professional disciplines. The institution has to make thoughtful decisions about the appropriate mix of faculty and instructional academic staff, how to compete in hiring highly qualified candidates with terminal degrees and scholarly potential, and how to retain them. Maintaining competitive salaries, professional development funds and student quality are key issues in ensuring healthy morale among faculty and academic staff.

The Academic Program and Student Outcomes Assessment Plan and the colleges have identified a number of challenges in the areas of curricular structure, program planning and program review. The University already has a sound program review process; the challenge is to bring together program
review and student outcomes assessment to provide data supporting revision, improvement and curricular creativity. Better assessment and review processes are needed for the General Education Program, certificate programs and degree completion programs. The University also needs to actively assess student experiences outside the classroom (e.g., internships, clinical experiences, residence hall and student living) and the significance of these experiences in student learning. It is critical that the University review the role of online courses and online programs and modify existing processes to accommodate this delivery mechanism. Finally, more consistent guidelines for overseeing collaborative agreements with outside agencies and institutions are needed.

The Academic Program and Student Outcomes Assessment Plan, the Finance and Budgeting Plan and the Advancement and Relationship Development Plan have identified challenges in financial support. Reduced state support for the UW System has created four major challenges. First, salaries for faculty and staff continue to lag behind those at comparable universities, and this has made recruitment and retention of faculty more difficult. Second, it has resulted in termination of some programs and delays in equipment repair/replacement. Third, it has required significant cuts in the number of courses offered in some majors. Fourth, it has hindered the development of new programs. The University is challenged to find alternative revenue sources to support existing programs and to develop new ones.

There are a number of challenges identified in the Facilities Master Plan that affect the suitability of the University’s facilities over the next 10 years:

- Acquire land as necessary to support the objectives of the Master Plan;
- Improve the quality of classrooms (size, configuration, technology, furnishings);
- Remodel insufficient and obsolete program space;
- Consolidate and/or relocate academic departments and support services;
- Reallocate space through remodeling and reprogramming;
- Improve access to campus outreach programs;
- Address special, support and study space requirements;
- Address the campus parking shortage;
- Renovate and improve the quality of Residence Life facilities;
- Modify vehicular travel patterns through and around the campus to create a pedestrian-friendly environment and enhance the sense of place; and
- Continue to make improvements to the exterior environment, including providing utility systems that support the goals of the exterior master plan.

Technology also is a critical part of the day-to-day operations of the University and enhances student learning; supports the preservation, creation and transmission of knowledge; and supports campus management functions. The Information Technology Plan, which guides the organization’s resource development and investments in technology, identifies several challenges, including helping people make better use of current technology and maintaining and enhancing usability of current systems.

The Finance and Budgeting Plan describes the fiscal context of current operations, and it addresses various financial issues associated with providing
Having an open and understandable budgetary and fiscal control process that provides regular and meaningful opportunities for public understanding and input on key fiscal policy decisions and issues;

Working aggressively and in partnership with others to develop and pursue proposals for external funding, such as government grants, private gifts and grants and fundraising appeals targeted to support specific objectives;

Creating collaborative academic programs that either enhance existing partnerships or create new partnerships and that emphasize the development of high-demand, innovative and self-supporting academic programs;

Supporting the processes of shared governance by establishing appropriate planning and oversight structures and procedures to ensure representation, participation and involvement by all key internal constituencies in setting the University's operational budget;

Setting clear objectives or priorities to provide direction to enhance the budget and to guide required budgetary reductions;

Providing strong and effective public advocacy to raise state GPR support and to reduce the disproportionate burden that is shouldered by students and parents in the form of tuition and fees;

Working effectively and in partnership with others to improve the level of federal financial aid provided to students and supporting other public and private efforts to reduce the cost of attendance for lower-income students and students from disadvantaged backgrounds; and

Making the control of the annual operating budget a decentralized model.

The Advancement and Relationship Development Plan articulates the University's first comprehensive capital campaign. The challenges and issues identified in this plan include:

Establishing an ambitious, yet attainable, goal for a capital campaign. The purpose of that campaign will be to provide a new academic building that addresses shortages in available instructional space. The new building will create an ideal environment for teaching and learning excellence. Beyond bricks and mortar, the campaign will provide new resources to support and advance scholarship and student opportunities;

Pursuing completion of the Oshkosh Sports Complex and, with partners, further developing the facilities into a regional community asset and destination;

Strengthening and improving internal and external communications by building upon the work and leadership of the Integrated Marketing and Communications Team; and

Outsourcing nondonor constituencies while transforming the annual fund to raise more money by increasing alumni participation rates, moving donors to higher giving levels and reorganizing the improving records and databases.

Conclusion

The University of Wisconsin Oshkosh uses sound planning to assure its resources are adequate for maintaining the educational quality it provides. The on-going
reviews and reiterations of the Key Operational Plans and its assumptions serve to more precisely identify the challenges raised by changes in the societal, economic and human planning environment of the institution. Plans for the physical and fiscal resources needed to support the University’s educational programs are well integrated with plans to promote the institution’s advancement and relationships with elected officials, alumni and community members.

The identification of working assumptions and common challenges guides the organization in developing its human resources, program array and student affairs in ways that will meet future changes. The institution is fully committed to maintaining educational quality and attaining instructional excellence. The University of Wisconsin Oshkosh has experienced major cuts in state support in the past several biennia, and it currently is awaiting final approval of the Board of Regents Growth Agenda. Because the organization’s planning processes are flexible, it is able to quickly respond to needs for program reallocation, downsizing or growth.

The capacity of University of Wisconsin Oshkosh to make priority-driven decisions is a measure of the quality and effectiveness of its strategic and operational planning process. Through the planning process, the institution evaluates how best to focus its resources to fulfill its mission and to realize its vision. Its strategic and operational planning process identifies facts and challenges. In response, the institution has developed new structures that allow it to assign its resources and move forward.

Another outcome of the institution’s planning process is the identification of strengths and achievements. One of these is the national recognition that the University has won for its commitment to “green” principles by decreasing its adverse environmental impacts through conserving water and energy, reducing pollution and recycling. To strengthen and build upon this achievement, different groups of faculty, staff, students and community members have come together over the past year to work for a more coordinated effort across campus to expand the institution’s commitment to its “green” master plan.

The University has developed a team strategy that engages the expertise and commitment of campus community members to work together toward common goals and to hold themselves mutually accountable. Two teams have been formed by the Chancellor to tackle issues and address challenges identified through an ongoing assessment of the strategic and operational planning process.

This section documents the institution’s effectiveness in responding to challenges and identifies achievements found in the University’s planning process.

The Integrated Marketing Team

The Integrated Marketing Team’s charge, goals, roles and responsibilities were presented by the Chancellor in a memo to the 11 team members on February 17, 2006 (it is posted under “Communications” on the Chancellor’s Web page). The team was charged with designing a plan to ensure the achievement of initiatives outlined in the Academic Program and Student Outcome Assessments, the Capital Campaign and the Advancement and Relationship Development operational plans.

The overall success of the campuswide effort to design and execute the strategic integrated marketing plan will be evaluated by analyzing improvements in the

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13. The Integrated Marketing Team Charge can be found in Appendix V.
public’s awareness of, accessibility to and appreciation of the University, in the University’s financial condition, and by analyzing a number of micro-level indicators of quality improvements.

The creation of the Integrated Marketing Team and the importance attached to this project by the Chancellor exemplifies how the institution uses the insights gained from assessments of its planning process to continue improving its capacity to fulfill its mission and to realize its vision.

The Campus Sustainability Team

University of Wisconsin Oshkosh already is considered a national model in terms of sustainability activities. To build a truly sustainable institution, the University developed a new team of 23 members with expertise in sustainability, including faculty, staff, administrators and students, to develop a comprehensive plan that directs actions in education, research, operations and outreach. The Campus Sustainability Team will have an external advisory group to help it collaborate and develop partnerships with external and internal constituencies.

The team’s charge, goals and responsibilities were outlined in a memo from the Chancellor and the Provost on October 2, 2006 (under “Communications” on the Chancellor’s Web page). The memo defines sustainability as “living in a way that ensures that future generations enjoy the benefits of a healthy environment and social well-being, and it sets the parameters of sustainability to include ecological integrity, social justice, and economic well-being.”

The charge for the team is to devise an integrated Campus Sustainability Plan that will influence several key operational plans to improve campus sustainability. The plan will analyze the current status of the University’s “green” commitment on campus and describe and prioritize options for making further progress.

To evaluate the plan’s overall success, the institution will expand the Campus Environmental Audit and use polling to measure student, faculty, staff and community awareness of sustainability efforts and achievements, the breadth and integration of sustainability efforts on campus, the degree of involvement of external stakeholders and the resources available for implementing the plan.

Few other colleges and universities have established comprehensive sustainability programs. Such an approach to campus planning, particularly if progress is measured and substantial, would place the University of Wisconsin Oshkosh in the vanguard of institutions demonstrating that sustainable operations are achievable, that sustainability education can become a part of the college learning experience, and that universities can lead surrounding communities to a sustainable future.

First comprehensive capital campaign

The University of Wisconsin Oshkosh Foundation is a private, non-profit corporation that solicits, receives and administers private gifts on behalf of the University of Wisconsin Oshkosh. The Foundation is a separate and distinct legal entity from the University of Wisconsin Oshkosh and qualifies as a tax-exempt 501(c)(3) organization under the United States Internal Revenue Code.

Through its Foundation, the University of Wisconsin Oshkosh initiated its first comprehensive capital campaign, pride. purpose. promise. in fall 2006. The campaign is an effort to enable the University to be even more responsive to
its alumni, faculty, students and region by raising $24 million in private funds. The goals of the campaign are:

To raise the private funds needed for the construction of a new academic building that will meet a high priority need: supporting a $48 million state-of-the-art instructional facility shared by the College of Business and several College of Letters and Science departments;

To endow a scholarship fund to help offset dramatic increases in tuition; and

To endow a collaborative research fund that will support faculty research and innovation in teaching and learning.

The new academic building is a high priority. There is a growing demand for leaders as the area and state economy continues to grow, and the current facilities are too small and becoming dated. The new funding raised by the campaign will provide funding for state-of-the-art classrooms, labs, project rooms and faculty offices. The UW System Board of Regents supports this investment as a public/private partnership that benefits northeastern Wisconsin. The $8 million to be raised through the capital campaign for the new academic building will generate an investment of $40 million from the state.

**Through evaluation, the institution demonstrates that it meets stated expectations for effectiveness**

A comprehensive, multiphase assessment program is a core element of the University’s strategic plan. As the institution implements its *Governing Ideas* and carries out its service mission, it continuously measures its effectiveness.

To be effective, the University revisits and reflects upon assessment that involves the strategic plan, the student outcome-based assessment plan, the UW System Achieving Excellence goals and measures, the accreditation standards of the Higher Learning Commission of the North Central Association of Colleges and Schools, and the national assessment criteria for professional and liberal arts degree programs.

The organization takes part in internal and external programs of national significance in order to measure student achievement and program effectiveness:

- Spring 2001 National Survey of Student Exchange (first year and senior);
- Fall 2001 Graduating Senior Survey;
- Spring 2002 Student Survey (first year and senior);
- Spring 2002 Graduating Senior Survey;
- Fall 2002 Graduating Senior Survey;
- Spring 2003 Student Survey (first year);
- Spring 2003 Graduating Senior Survey;
- Spring 2004 NSSE (first year and senior);
- Spring 2004 Graduating Senior Survey;
- Spring 2004 Penn State Center for the Study of Higher Education (CSHE)—an assessment program in which the institution participated as part of the John Gardner Achieving Excellence in the First Year of College Program; and
- Spring 2006 NSSE (first year and senior).
The institution is part of a team that prepared a panel of questions that reflected activity in UW System schools, e.g., depth and breadth of engagement.

The UW System requires that each campus submit institutional evidence of progress in reaching four sets of systemwide goals:

- Provide access to higher education for the citizens of Wisconsin;
- Provide academic support services that facilitate academic success;
- Provide a campus environment that fosters learning and personal growth; and
- Utilize resources in an efficient and effective manner.

Data from the institution is compiled at the UW System level and published under the title *Achieving Excellence*.15

The University conducts periodic assessment of academic programs under the direction of the Assistant Vice Chancellor for Academic Affairs, with oversight by the Faculty Senate as described on its Web page16 and the institution’s response to Criterion 3.

Accreditation of the academic programs is an ongoing cyclical process, overseen through shared governance.

Institutions in the UW System also are audited by the State’s Joint Legislative Audit Committee, which has advisory responsibilities to Wisconsin’s Audit Bureau. The committee directs the Audit Bureau to conduct audits and evaluations, receives and reviews reports issued by the bureau, conducts hearings on Audit Bureau reports and introduces legislation pertaining to Audit Bureau recommendations. Recent audits of the UW System institutions17 have included the following:

- UW System’s personnel policies and practices (October 2006) related to:
  - The use and reporting of sick leave and vacation time by unclassified staff;
  - The availability of “back-up positions” and extended paid leave to unclassified staff in administrative positions;
  - The employment of consultants; and
  - The use of faculty sabbaticals.
- Employment of Felons by UW System (February 2006)
- University of Wisconsin System Staffing (September 2004)
- University of Wisconsin System’s Financial Statements (annual)
- University of Wisconsin System Single Audit – Federal Compliance (annual)

Currently, the committee is conducting an audit of Information Technology Systems Projects that targets UW System institutions.

**Conclusion**

University of Wisconsin Oshkosh uses the insights gained as a result of its strategic and operational evaluation and assessment processes to support continuous improvement.
Assuring the congruence of the Governing Ideas, strategic action initiatives and key operational plans is crucial to the success in the University’s pursuit of distinctiveness. The integration of horizontal (university-wide) and vertical (college- and unit-based) distinctiveness is represented in Figure 2-2 on the following page.

The accomplishments listed below are a few of the “macro outcomes” achieved during the past six years (2000-06). The University is especially proud of these achievements because they were accomplished during one of the nation’s most troubled social, political and economic times. For example, the academic side of the community had to cut more than $11 million from its operating budgets. In addition, faculty and academic staff had to accept no salary increase in 2003-04 and a 1 percent increase in 2004-05, while the institution cut dozens of staff positions. The University community had every reason to become bitter, complacent and divisive. However, because of the strong character, work ethic and dedication of its staff, the University of Wisconsin Oshkosh became an even better public educational institution.

By allocating the University’s resources according to identified priorities, the institution has accomplished many remarkable feats during the past six years (2000-2006), a few of which are listed below.

It has larger enrollments and FTE, and has increased the number of students of color, degrees conferred and retention rates for first-year students:

- Headcount enrollment (including off-campus and on-campus enrollment) increased by 6.6 percent (768) to more than 12,400 students;
- FTE increased by 9.1 percent (844);
- Enrollment of students of color increased by 319, up 77.1 percent;
- Degrees conferred increased from 1,712 to 2,035, up 18.9 percent; and
- Retention rates for first-year students improved from 70.8 to 74.1 percent.

It has secured more grants and more private dollars than ever before:

- Grants increased from $8.8 to $13.8 million, up 56.8 percent;
- Foundation gifts and pledges increased from $1.7 to $3 million;
- Foundation total assets increased from $7.4 to $19.2 million; and
- It raised money for 95 no-cost Academic Excellence Scholarships.

It has raised the level of academic preparedness of first-year students:

- 6.7 percent more are from the top 10 percent of their high school class;
- 20.2 percent more are from the top 25 percent of their high school class; and
- Total Academic Excellence scholars and National Merit scholars increased from 44 to 107, up 143 percent.

It has expanded support programs for student, faculty and staff development:

- A new Student Compact provides $1 million annually to enhance and integrate student academic support services through differential tuition;
- A Faculty Compact launched the Scholarship of Teaching and Learning program; and
- New leadership development programs for faculty, academic staff and classified staff have been implemented.
Figure 2-2

Current Alignment of the Governing Ideas, Strategic Action Initiatives and Key Operational Plans at the University of Wisconsin Oshkosh

Mission
“To Serve People”

Vision
“Engaging people and ideas for common good”

Values
• Knowledge and continuous learning
• Diversity and inclusivity
• Quality and achievement
• Freedom and responsibility
• Engagement and support
• Social awareness and responsiveness

Strategic Directions
• Develop a community of lifelong learners and collaborative scholars
• Enhance teaching excellence
• Foster research and creative expression
• Expand outreach and partnerships
• Promote representative leadership and resource stewardship

Key Operational Plans/Processes
• Academic Program and Student Outcome Assessment Plan
• Enrollment and Student Support Plan
• Human Resources Support and Development Plan
• Facilities Master Plan
• Information Technology Plan
• Finance and Budgeting Plan
• Advancement and Relationship Development Plan

Strategic Action Initiatives
University-Wide
• General Education Program
• Student Compact
• Faculty Compact
• Key Operational Plans
• Cross-College Collaboration

College of Business Administration
• Applications in BBA and MBA programs
• Project-Consulting Courses for Undergraduates
• Student-Owned and Operated Business
• Global MBA Degree
• Center for Family Business Research and Services
• Quality of Students
• Excellence for Undergraduate and Graduate Students
• New Venture Center

College of Education and Human Services
• New Teacher Licensure Initiatives
• Student Portfolio Assessment Process
• Alternative Licensure Programs for Teachers
• Collaboration with COLS
• Diversity with English Language Learners and Native American Students

College of Letters and Science
• Cultural and Intellectual Outreach to the Community
• Interdisciplinary Programming
• International Programming
• Aquatic Studies
• Ethnic Studies
• Environmental Studies
• Promotion of a Liberal Arts Education

College of Nursing
• Student-Centered Holistic Nursing Education with Diverse Populations
• Quality Outcomes from all College Programs and Initiatives
• Caring and Scholarly Leadership in Healthcare
• Evidence-Based Practice and Research
• Diversity Among Faculty, Staff and Students
• Alumni Engagement in College Activities

Academic Affairs/Continuous Learning
• International and Intercultural Opportunities for Adult Students

Polk Library
• Informational Research Methods Lab
It has added new academic majors, graduate certificate programs and baccalaureate degree completion programs:

- New undergraduate majors in theatre arts and environmental studies;
- New accelerated Math and Science Teacher Education Program in collaboration with five UW Colleges;
- 11 new graduate certificate programs;
- A new Global MBA program;
- A new collaborative master’s degree in social work with UW-Green Bay;
- An accelerated bachelor’s degree program for non-nursing graduates; and
- An MBA foundations online program.

It has enhanced its facilities by completing approximately $75 million worth of capital building projects:

- Acquired funding and completed $1.8 million of classroom and lab upgrades including improvements to 13 classrooms;
- Purchased the 30,000-square-foot Newman Center building and renovated it to house Academic Support Services and a new Women’s Center;
- Purchased the Credit Union building to house the Office of Grants and Faculty Development;
- Completed a $17-million renovation of Halsey Science Center;
- Completed a $19.9-million renovation and addition to Reeve Memorial Union;
- Completed a $13-million renovation of Taylor Hall;
- Completed the first two phases of the $5.7-million transformation of the Oshkosh Sports Complex;
- Added a $925,000 facility for the athletic training major; and
- Completed a campus beautification project, including landscaping, lighting and signage.

It has another $100 million worth of capital projects on the near horizon, including:

- $1.2 million for preliminary planning and design of $48-million new academic building;
- $600,000 for planning and design of the $7.3-million Elmwood Student Support Development and Referral Center;
- A new $28-million Student Health and Wellness center currently under construction; and
- A new $7.7-million, 400-stall parking ramp to be completed fall 2007.

It has won national recognition for its commitment to “green” principles by decreasing negative environmental impacts through conserving water and energy, reducing pollution and recycling:

- Reduced water consumption by 24,484,000 gallons/year, a savings of $130,986;
- Reduced energy consumption by 563,017 kilowatt-hours, a savings of $27,600/year;
- Reduced emissions of coal/natural gas boilers by constructing a $2.8 million heat plant filter;
Renovated rather than demolished existing buildings to minimize contributions to landfills;

Reused light poles, resulting in more energy efficiency and less light pollution, a $300,000 savings; and

The University of Wisconsin Oshkosh ranks 23 among all U.S. colleges and universities using renewable energy;

It received the 2003 EPA Leadership Award – the 11th U.S. university to receive the EPA’s highest leadership award; and

It received the 2004 National Wildlife Federation Award, the 2005 Energy Star Award and the 2006 Wisconsin Clean Air Award.

It has been recognized as a national model for developing and highlighting exemplary campuswide liberal education programs:

Featured by the American Council on Education’s Solutions for Our Future; 18

Lauded by the Association of American Colleges and Universities for linking their initiative entitled Liberal Education and America’s Promise (LEAP) 19 to the ACE’s Solutions for Our Future campaign; and

Devoted three issues (Spring 2006, Fall 2006 and Spring 2007) of the University of Wisconsin Oshkosh Magazine to a series on the value and importance of a liberal education by featuring the outstanding accomplishments of the students, faculty and staff.

It has earned an emerging national reputation for the way it engages and partners with individuals and organizations to better serve the region:

Founding member of NEW ERA (North East Wisconsin Educational Resource Alliance), a consortium of executive leaders of northeastern Wisconsin’s 13 public universities, serving 1.2 million Wisconsin residents.

Accomplishments include:

A vision to be a valued leader in collaborating to serve northeastern Wisconsin with quality, seamless education, resulting in

Large increases in degree program articulations,

Collaborative business entrepreneurship centers,

Graduation projects, and

Alternative licensure/certification programs for nurses and teachers.

NEW ERA also is a founding member of NEW NORTH, a consortium of collaborative organizations of northeastern Wisconsin’s chambers of commerce, workforce development boards, economic development professionals and CEOs of major corporations.

Accomplishments include:

Agreeing on a vision to be nationally and globally competitive for advancing job growth, while maintaining a superior quality of life for northeastern Wisconsin’s citizens, resulting in

Completing a major regional economic study;

Launching a regional branding marketing campaign;

Obtaining major donations from business and other organizations; and

Receiving a large grant from the state.


Conclusion

The congruence between and amongst the strategic plans of the four colleges and other units and the seven key operational plans within the Governing Ideas are the University’s greatest strength.

The University of Wisconsin Oshkosh continues to develop its comprehensive strategic and operational plans through a responsive, broad-based process that serves the institution well. The planning process demands continuing feedback, so there is a continuing assessment and evaluation of the strengths and weaknesses of its operation.

The constant challenge in moving the University to a better place is bringing its plans, assessments and resources into better balance. The University of Wisconsin Oshkosh is having reasonable success in this effort, but the challenge has not gone and will not go away.

Other challenges include improving the way the University assesses and evaluates the effectiveness of its strategic and operational plans in fulfilling its mission and vision. The institution recognizes the need to continuously improve the congruence of its resources and its strategic priorities. It also understands that assessment and feedback processes need to be strengthened, and that it needs to gather more data.

The University also is challenged to improve the connection between college and unit initiatives and university-wide ones in order to achieve a balance between its horizontal and vertical distinctiveness. Achieving a higher level of coordination between the colleges in an effort to implement the cross-college strategic action initiative is an on-going challenge.

The University of Wisconsin Oshkosh must continue to refine and execute its plans. The institution wants to be a coherent organization with widely understood and agreed upon goals. It must also continue to hold itself accountable to its commitments: representative leadership, responsive shared governance and flexible resource stewardship. To do so, the University must work to improve the breadth, openness and inclusivity of its governance processes and to prudently and effectively use its human, physical and financial.

The University’s fifth strategic direction on stewardship will be used to move it forward. The campus also plans to give greater emphasis to the Integrated Marketing Plan.
Criterion 3

Student Learning and Effective Teaching
Criterion 3

Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Criterion 3 addresses the core of the University’s mission: teaching and learning. The University of Wisconsin Oshkosh seeks to provide its students with a “high quality, affordable, comprehensive education that enables them to develop intellectual capacities” (Mission Statement). To assess this outcome, it employs multiple measures within and outside instructional units. All units aspire to apply these tests to strengthen teaching and learning.

The University of Wisconsin Oshkosh is firmly committed to the principle that instructional changes based on assessment can lead to excellence in student learning and effective teaching.

Resources dedicated to assessment

In recent years, the University has shown its commitment to assessment by creating a new administrative position, establishing an institutional research office, obtaining the support of a Faculty Senate Committee on the Assessment of Student Learning (FSCASL), and participating in assessment surveys at the national, system and campus levels.

In 2003, the University created a position for assessing student achievement using summative and formative accountability measures. The Assistant Vice Chancellor for Curricular Affairs and Student Achievement (AVCCA) reports directly to the Provost and Vice Chancellor. This individual is responsible for assessment planning and for advocating change based on assessment.

The Assistant Vice Chancellor is responsible for the process of program review and faculty oversight of that process; the voluntary, value-added assessment program developed by the Office of Institutional Research; encouraging the offering of Faculty Colleges and workshops dedicated to assessment; developing an academic Web site dedicated to instructional assessment; and supporting the development of faculty-driven assessments of General Education. By creating this new position, the University of Wisconsin Oshkosh has committed itself to employing a series of complementary programs to identify and evaluate expected student learning outcomes.

The Office of Institutional Research (OIR), which reports to the AVCCA, is actively involved in assessing student learning. The OIR director is an ad hoc member of the Faculty Senate Committee on the Assessment of Student Learning, and shares the assessment data that come through OIR.

Core Component 3a

The goals for the organization in student learning outcomes are clearly stated for each educational program and make effective assessment possible.

2. Office of Institutional Research voluntary assessment program list of participants is available in the Resource Room.
The Faculty Senate Committee on the Assessment of Student Learning has given visibility to measuring student learning on campus; as a result, every academic unit participates in planning for assessment. With recommendations from FSCASL and advocacy from the AVCCA, the Provost’s Office provides financial support for General Education assessment.

Measures to assess student-learning outcomes

National student outcome-based assessment measures

The University has participated in the National Survey of Student Engagement (NSSE) since 2001 in an effort to obtain wide-ranging information about student learning and satisfaction. NSSE, a tool supported by the UW System for all campuses, was again administered in 2004 and 2006. The University brought a NSSE official to a regional informational meeting in fall 2005, and then followed up with a campus faculty college (the best-attended faculty college on record) that hosted a NSSE representative in spring 2006.

The University of Wisconsin Oshkosh will continue to use NSSE every other year to assess the campus environment for student learning. In order to allow better comparisons with other institutions in the UW System, this campus has been part of a team that prepared a series of questions for inclusion in NSSE that measure the depth and breadth of student engagement across the UW System.

Campus assessment measures

Identification of Learning Goals and Outcomes by College

The University’s four colleges identify their metrics of success using national measures.

A model developed by the College of Business, using the Baldrige Criteria, continuously tracks the college’s goals and outcomes.

The College of Education and Human Services reports learning goals and outcome-based measures of achievement in its NCATE report.

The American Association of Colleges of Nursing accreditation organization assesses the College of Nursing’s learning goals and outcome-based measures.

The College of Letters and Sciences has 14 departments that are accredited, each of which uses learning goals and outcome-based measures of assessment and planning.

The General Education goals and the measurement of these goals are discussed below and in other sections of this document.

Faculty Senate Assessment of General Education

The University’s General Education program is evaluated at the course and University levels. General Education assessment is overseen by a faculty-led subcommittee of the Academic Policy Committee, known as the Academic Policy General Education Subcommittee (APGES).

Faculty in each academic discipline identify how their courses relate to specific General Education goals and to define the learning objectives that are assessed in their courses. Overlap and possible gaps in course content continue to be identified in goal-setting discussions.
Extensive planning has resulted in the use of a standardized assessment to measure the General Education goals. Faculty members have adjusted their syllabi to address General Education goals met by their class, and the assessment measure used to identify proficiency.

*Standardized ETS General Education Assessment*

The efficacy of the General Education program has been assessed, in part, through the administration of an ETS standardized national examination. More than 360 students were tested using the Academic Profile exam from ETS. Students enrolled in Advanced Composition were required to take the examination during February and March 2006. (Students who have earned 60 credits can register for Advanced Composition, so they have largely completed their General Education courses.) In April, the students received copies of their results and were encouraged to use the information about their academic strengths when planning for careers and/or graduate school. Career Services agreed to work with students using their test results as they considered career choices. The outcome of assessment is being used by APGES and the Faculty Senate Committee on the Assessment of Student Learning (FSCASL) to generate improvement in General Education.12

*Sanctioned Program Assessment by the Faculty Senate Committee on the Assessment of Student Learning*

At the time of the last NCA visit in 1997, the University had begun to develop a plan for full campus participation in program assessment. FSCASL asked academic departments and units for assessment plans that addressed the following areas and how each measure related to their learning goals:

- Student learning outcome goals for courses;
- Assessment instruments and measures for each goal;
- Evaluation criteria and standards for success for each measure;
- Feedback mechanisms for program improvement; and
- Implementation timetable.

Faculty members were asked to develop graduate and undergraduate learning goals that could be measured upon completing the major or program. Program heads also were asked to list the goals each required course addressed:

- Knowledge of subject matter goals;
- Competency or skill goals; and
- Affective goals.

Academic unit heads were asked to develop plans that specified how goals would be met and how their attainment would be measured using standardized and locally prepared exams, portfolios, essays, oral presentations, capstone experiences, interviews and surveys. The idea was to employ wide-ranging and flexible testing methods to determine what students had learned.

In this process, campus conversations encouraged development of faculty-driven processes that met core goals, such as ensuring that students in a major would be able to communicate effectively in writing and speaking using the concepts and special terms of their discipline.

The evaluation criteria developed in this process are used to determine a **Standard of Success**: a measure of the congruence between actual and expected student-learning outcomes. In their plans, faculty members either establish a

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12. Use of Standardized Assessment in General Education-Process Notes are available in the Resource Room.
process for determining a Standard of Success that will be applied during the implementation phase, or list explicit Standards of Success for a particular goal (such as an average on a standardized examination or an average score on the evaluation criteria used for judging writing or speaking effectiveness). Some base their Standard of Success on two or more defined achievement levels of a goal by setting expected percentages of the majors who will perform at the different levels. Since the number of majors in various programs is vastly different, some departments use random testing of their majors to determine goal attainment; others test all majors and average the results over several years.

Courses in academic programs are linked closely to their goals, so courses needing reform are readily identifiable from the assessment data. The instruments and measures are selected to provide meaningful data. The results of these assessments are reliable because faculty members use concrete evaluation criteria and success standards.

Each department and unit plan contains a timetable showing when implementation of the various aspects of assessment will occur. For example, when the instruments, measures and evaluation criteria for particular goals will be developed, when data collection will begin, and when analysis and program improvement will occur.

### Assessment planning since the last NCA visit

At the time of the previous visit, the University had begun to collect assessment plans from faculty; this was supported by the Faculty Senate and done under the direction of FSCASL. More than 60 plans were collected. The process gained momentum in 2000-01, when an assessment grid was posted to provide an overview of the assessment activities of the 70 academic majors at the University. The grids provided (Table 3-1) assessment information in a visual form and highlighted the following:

- 61 plans were approved between November 1994 and June 2001. The General Education Plan also was approved, and faculty and alumni surveys were conducted. A pilot test for the "Academic Profile" was conducted in spring 2002, and the Office of Institutional Research conducted student surveys at that time;
- The “Pre-Modifications” column indicates program modifications that have been made as a result of involvement, but no data collection or analysis has been done. Fifty-four plans reached this stage in 2000-01;
- The “Post-Modifications” column indicates program modifications have been made as a result of the data analysis; 38 programs have attained this status; and
- The remaining columns show the variety of instruments and measures that programs are using to collect student achievement data. All are using more than one measure and most are using, or plan to use, three or more.

Majors that began assessment planning in 2002-03 were athletic training, management information systems (graduate program), music performance and religious studies. Upon approval of their plans, program faculty were asked to provide updates to FSCASL every two years. Data collection and interpretation will lead to program modifications. More than 50 percent of the reporting programs indicated at this time that assessment data have been used to change their curricula.
### Status of Assessment Plans

For more reports and examples of assessment plans see [http://www.uwosh.edu/faculty_staff/mihalick/assessment.html](http://www.uwosh.edu/faculty_staff/mihalick/assessment.html)

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**Legend:**

- **AAP:** Approval of assessment plan
- **MRU:** Most recent update for FSCASL
- **DC:** Data have been collected and evaluated
- **MC:** Assessment data have been used to modify curriculum
- **CC:** Assessment plan resulted in curriculum change
- **IC:** Impact of curriculum change has been assessed
A major FSCASL goal was sharing information with the campus and the HLC/NCA preparation committee. Early in the self-study process, in 2003, FSCASL reviewed the expectations of Criterion 3 about student learning and found that these expectations were becoming better understood on the campus. Units had ongoing plans to meet the criteria through assessment activities.

Since 2001, when the role of the Assistant Vice Chancellor for Curricular Affairs and Student Achievement was established, eight faculty members, one academic staff member, a student representative of OSA and an administrative liaison have met monthly. The AVCCA supported the development of a proposal by the FSCASL chair and financed by the Provost’s Office, to develop a Web presence for FSCASL that would inform and engage the entire campus on its process and products. Examples of assessment plans are on this Web site. Campus access to the Web site has increased awareness and commitment to the FSCASL plans to engage all academic units and to develop plans for closing the loop in assessment.

By 2005, the University had witnessed almost full participation in annual reporting, with 23 programs submitting status reports and most departments reporting collection and evaluation of assessment data. Many units have used the data to revise their curriculum, and a few have been able to collect enough data after revision to judge the impact of the curriculum change on student learning. In spring 2006, FSCASL scheduled a well-attended workshop during which departments obtained assistance with revising their assessment plans. As of fall 2006, with the exception of one program that has recently submitted its plan and two programs that are in the process of revising their plans for approval, all academic units have approved assessment plans.

Voluntary pre- and post-testing

The Office of Institutional Research (OIR) is working with a number of departments to collect data through pre- and post-testing in General Education courses. This is a voluntary process.

In 2003, OIR staff members attended faculty department meetings, L&S Council meetings and administrative staff meetings to explain the voluntary assessment program. Faculty members were asked to compose a pre-test and post-test to be administered in class at the opening and close of the semester. OIR, working with faculty, assigned one of six learning proficiencies and up to six bodies of knowledge to each item in the tool. Item analysis was used to validate the test items. All results of the tests were provided to the faculty. Data gathered on categories, expectations and outcomes have provided faculty and departments with another way to evaluate student learning, understand course material and see whether expectations concerning subject-matter knowledge have been attained.

Initially, it was decided to concentrate on voluntary pre- and post-testing in 100-level courses so OIR could reach many students immediately, and so the tools could measure the foundational skills of knowledge and comprehension. In this way, the OIR testing complements the Faculty Senate assessment process, which concentrates primarily on departmental majors. Two departments participated in the volunteer testing process in spring 2003. The following fall term, another five departments joined. Today, there are 15 departments participating.

Each unit participating in the pre- and post-testing activities examines its results to find where strengths and needs lie. Several units use the analysis of these results. For example, one academic unit has used the results of the pre- and post-test to understand the effects of supplementary instruction on students to improve learning.
Wider use of this program is expected as it becomes clear that participating in it helps departments and faculty better track educational outcomes. Broad participation can only strengthen the program and the courses in which it is used.

**Clicker assessment in the classroom**

In 2005, a group of instructors tested classroom response systems (usually called “clickers”) as a method of obtaining instant assessment of student learning. When student responses indicate that they have not learned a concept, the instructor can adapt the lecture to increase student understanding. Results from a UW System study of Student Response Systems, which included five University of Wisconsin Oshkosh courses, was presented in 2006.13

**Non-academic unit assessment**

To assess the effects of programs supported by differential tuition, the differential tuition Core Committee implemented the College Perception Survey, which tracks the efficacy of and student satisfaction with services supported by differential tuition.14 (For more information about differential tuition, see Core Component 3c.) Based on these survey results, units with differential tuition support have improved services, including programming and scheduling.

The University’s Counseling Center coordinates the collection and analysis of the Noel Levitz Retention Management System data, both aggregate and individual, and uses it to assist the Undergraduate Advising Resource Center and the Counseling Center in their work with individual students in early stages of the university experience. The instrument identifies potential risk factors that are self-identified by first-year students who voluntarily take the test during the orientation program. Results are applied to self-reported risks in areas, such as academics, social networking, health and wellness, financial and family areas.

The Campus Violence Prevention Program has implemented an outcome tracking system that allows the University to assess the numbers and types of students that it serves, the outcomes of cases referred to campus adjudication and local law enforcement, the numbers of training and prevention education services provided on campus, and the numbers and types of prevention-education materials distributed.

Leadership development, citizenship and volunteerism are integral components of the University’s residential education program. For 20 years, the University has used Square One, an assessment instrument, to determine the successes of our residence hall governments. This tool is used by hall leaders, professional staff and our leadership development specialists to study the quality of services provided and to make improvements.

Residence Life and Reeve Memorial Union use the Educational Benchmark Inventory to survey students each year in order to determine student satisfaction with staffing, programming, facilities and services. The survey results are matched against six comparable universities and with national data to understand and improve the effectiveness of services on campus.

The Student Health Center administers the American College Health Association Survey every two years to gather data about student physical and mental health. It assesses student behaviors and their relationship to satisfaction with the collegiate experience and academic performance. It also provides information used to improve programs and services that meet student physical and mental health needs.

13. Clicker grant study results [http://www4.uwm.edu/ltc/srs/grant/project_evaluation.cfm](http://www4.uwm.edu/ltc/srs/grant/project_evaluation.cfm).
The University of Wisconsin Oshkosh participates with other comprehensive System institutions in the administration of the **UW System Alcohol and Other Drug Survey**. The level of student alcohol and drug use is assessed, as are the consequences and behaviors related to alcohol and other drug use and misuse. The information is used to improve campus AODA interventions and educational programs.

The **Center for Academic Support and Diversity** (CASD) brought in an out-of-state assessment specialist to help it develop tools to measure the success of its precollege and retention programs. All of the center’s personnel have participated in the assessment process and the unit has developed a sound assessment plan for the future. At this time, the CASD is in the process of seeking assessment data.

**Program review**

**Undergraduate program review**

The University’s curriculum is the primary responsibility of its faculty. Not only do faculty members develop and modify programs, but also their vigilant oversight and commitment to academic integrity is the main guarantor of the quality of University’s classroom offerings.

The Board of Regents mandates that academic program review occurs at seven-year intervals, with the exception of new programs: they undergo a joint System and institutional review after five years. Review schedules, set by the Provost’s Office, are developed to coincide with scheduled accreditation visits.

The content of the program review often is defined by professional accrediting organizations, but the University also sets the criteria. There is an opportunity for deans and/or program faculty to identify programs that should be evaluated out of their usual seven-year cycle.

Program faculty and deans seek assistance from external consultants to supplement the internal self-study. Program faculty, in consultation with the dean and the Assistant Vice Chancellor, select consultants. The consultant honorariums are funded by the Provost’s Office. The review provides a basis for program evaluation and for long-range curriculum and resource planning. Its goals are to identify program goals, objectives and performance trends, and to relate them to college and University missions goals and societal needs; document the quality and adequacy of staffing; analyze resource availability and utilization; evaluate strengths, weaknesses and need; and recommend future directions. Program reviews pass through a series of governance-related oversight committees: the department, the college, the dean, and the campus-wide Academic Policies Committee (APC), with final commentary provided by the Provost. Program review may result in changes to programs as suggested by the department and supported by the Provost; changes that are required by the Provost to support the interests of students and the educational mission of the University; or even changes in the program’s status.

**Program review as assessment and outcome-based action**

Program review is crucial to the University’s educational mission, and the Provost focuses on this in summary comments at the conclusion of the process. The need to develop a wide range of instructional modes to accommodate non-traditional students’ work schedules is an example of linking the institution’s mission to outcomes in the program review process.
The review process includes an evaluation of the program by graduates through surveys, employer evaluations, placement and/or achievement information, student evaluations and identification of the major issues and trends in the program. Community outreach and/or in-service efforts also are examined. Specific recommendations regarding the program’s future needs are based on these findings.

Over the past 10 years, the focus on assessment of standards by professional organizations and accrediting agencies, coupled with certification requirements, has elevated the importance of the program review process in the professional colleges, and has served to reinforce the campus focus on assessment. Based on assessment findings, changes have been implemented that have affected program offerings, time-to-degree, the updating of courses, culminating experiences, internships and resources.

Another program-related example of effective program review is provided by the University Honors Program, a campuswide undergraduate program.16 As the result of program review, it recently received additional support to enhance its course delivery. The program director position was increased from .50 FTE to .65 FTE, and a temporary LTE position was converted to a permanent, base-funded academic staff position. The program review supported this change in order to better serve student needs.

The program review process involves a self-study committee that recommends external consultant(s) to be approved by the dean and Provost. OIR prepares quantitative data for the program under review, and the program faculty members complete the self-study. The external consultant visits campus and submits a report to the dean and the department. A faculty committee and the chair complete the program review, including a response to the consultant’s report. A college Program Review Committee reviews the self-study, consultant’s report and departmental response, and makes its recommendations, with copies to the dean and department chair. The dean reviews the program assessment and the college committee’s recommendation and makes an independent recommendation, with copies to the college committee and department chair. The university-wide Academic Policies Committee reviews the program assessments and the recommendations of the previous levels, and makes its recommendation to the college dean, the college committee and the department chair. The Faculty Senate then reviews the program assessments and recommendations. The Provost finally reviews all materials and recommendations and makes a separate recommendation to the department, with copies to the dean, college committee, APC, Senate and Graduate Council (if a graduate program). The Provost also prepares a summary report for UW System Administration.

Graduate program review

The Graduate Council, or individual colleges in consultation with the Graduate Council, may establish additional qualitative or quantitative criteria for use in the evaluation process.17 Qualitative factors are of prime concern in the academic review process.

Alumni surveys

As part of the program review process, each academic department conducts an alumni survey and looks for additional means of assessing effective teaching and curricular effectiveness, such as employer surveys. As part of program review, the Provost may direct academic departments to develop an advisory board comprised of alumni. One goal is to focus on the curriculum’s currency and effectiveness.

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16. University Honors Program Model for Outcome Based Action is available in the Resource Room.
17. Graduate Program Review [link provided].
Accreditation

University accreditation

The accrediting body for the University is the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC/NCA). Reaccreditation occurs every 10 years. In anticipation of the review in 2007, the Provost appointed the Higher Learning Commission Accreditation Preparation Ad Hoc Committee in 2002. The HLC/NCA has issued new guidelines that emphasize the need for an ongoing strategic and operational planning process and focus on assessment and strategic planning—two elements in which the University has already made significant progress. In 2003, the University of Wisconsin Oshkosh developed a plan for the self-study and consulted with the HLC/NCA regional representatives in a daylong workshop.

In academic year 2004-05, the University HLC/NCA Ad Hoc Committee selected members to staff five subcommittees that would represent the five criteria of the HLC/NCA. These subcommittees are comprised of students, faculty and staff. Collecting and analyzing data and communicating with various constituencies have been the main activities of the subcommittees. In addition to the two co-chairs of the accreditation process, three additional peers from the faculty were asked to join the leadership team to prepare the Self-Study Report. A process for data collection and analysis of the more than 850 items requested from the campus constituency was established. The NCA/HLC Web site is a fully developed campus accreditation tool that provides answers to many of the questions asked by constituents. Leadership team members also are available to address needs and concerns. This, coupled with a periodic newsletter, provided the campus with ongoing information about the reaccreditation processes.

College accreditation

The three professional colleges are all accredited by major national accrediting organizations. The College of Business is accredited by the The Association to Advance Collegiate Schools of Business, the College of Nursing by the Commission for Collegiate Nursing Education, and the College of Education and Human Services by the National Council for Accreditation of Teacher Education. Professional college accreditation standards are consistent with the expectations of the HLC/NCA. Changes are generated by the accreditation process, as they are by the University of Wisconsin Oshkosh program review process.

Academic program accreditation

Accreditation of the University’s academic programs is an ongoing cyclical process. Many new programs, as well as programs already in place, are accredited by outside professional organizations. For example, the University’s new athletic training program received accreditation from the Commission on Accreditation of Allied Health Education Programs in 2002-03. Other programs receiving accreditation include computer science (the Accreditation Board for Engineering and Technology), journalism (the Accreditation Council on Education in Journalism and Mass Communication), chemistry (the American Chemical Society), counseling education (the Council for Accreditation of Counseling and Related Educational Programs), human services (the Council for Standards in Human Service Education), social work (the Council on Social Work Education), the department of reading education (International Reading Association), and music (the National Association of Schools of Music).

Conclusion

Strengths

Since the last reaccreditation visit, the campus has continued to expand its assessment of student learning outcomes, as evidenced by the participation of all academic units in the development of approved assessment plans. A wide variety of required and voluntary assessment activities now permeate University units, and faculty and staff are aware that accountability based on classroom testing is a way to understand progress and identify strengths and needs so that change can be made using solid information.

Program reviews, both undergraduate and graduate, take place on a regular schedule. The process requires the participation of governance groups and has the support of the Provost’s Office. Program integrity, program array, resources, staffing, meeting traditional and non-traditional student needs, the nature of delivery systems, and the professional development of the faculty are covered in program reviews, though the main emphasis remains upon academic issues.

General Education is examined by a faculty-led subcommittee of the Academic Policy Committee, known as APGES. General Education outcomes are currently being examined using a standardized ETS assessment tool, and recommendations will be made to the Faculty Senate.

Opportunities for improvement

There is a sound program review process in place at the University, and assessment using a wide variety of measures is widely accepted. However, the University needs to make these data more widely available to campuswide discussions that use program review outcomes in planning. Assessment and review processes are still needed for certificate programs and degree-completion programs. It remains a challenge to evaluate student experiences outside the classroom (e.g., internships, clinical experiences, residence hall and student life), and the implications of these experiences for student learning. The University needs to review the role of online courses and online programs within its program mix and to modify existing processes to accommodate this delivery mechanism.

The assessment of General Education is underway, and campuswide discussion is taking place, but it still is a challenge to make needed changes while fully addressing the concerns of faculty and teaching staff and preserving their central responsibility for the curriculum.

Plans for addressing challenges

The UW System Achieving Excellence report, offers data to indicate strengths, ongoing progress and concerns, and is published annually. Symposia have been held addressing the results of national assessments. The University, in areas such as Enrollment Management Team, the Equity Score Card Pilot Project and the American Democracy Project, has begun to identify needs and concerns. Action plans based on the data gathered will follow.

The University community is willing to collaborate across disciplines and among units. For example, an Ad Hoc Study Group on Academic Program Review was established in spring 2005 to make recommendations about program review and its relationship to other major campus-wide required reports. Its recommendations have been presented to the Provost and are now under review.

19. Academic Program Review Ad Hoc Study Group Charge and Report is available in the Resource Room.
The University’s support for quality teaching and learning is evident in a variety of ways. The most important campus efforts to support excellent teaching are the Scholarship of Teaching and Learning program, the teaching component of Faculty Development, faculty colleges, department and college mentoring programs, the College of Letters and Science Dean’s Symposium and the Distinguished Teaching Award. Commitment to inquiry, scholarship and the discovery and application of new learning unfolds from the University Mission and is evident within the Key Operational Plans, especially within the Academic Program and Student Outcomes Assessment Plan.

The Scholarship of Teaching and Learning Program (SoTL) began in 2002 with start-up funding from the Chancellor and a grant from the UW System Office of Professional Instructional Development. The program hosted a number of pedagogical seminars and faculty colleges. In fall 2005, it presented the Provost’s Teaching and Learning Summit, which engaged the campus in the following ways: a needs assessment was used to guide the planning process, with five teaching challenges identified as the primary focus; and faculty were asked to brainstorm the challenges of teaching. The summit was attended by the Provost and the Chancellor, and it included student involvement in the form of panelists and audience participants. More than 200 people participated in the Scholarship of Teaching and Learning Program through September 2006.

A second weeklong Provost’s Summit was held at the end of October and the beginning of November 2006. Based on positive feedback, there are plans to expand the SoTL Initiative, which is designed and funded to stimulate faculty research on teaching and learning issues and to influence the campus scholarly culture. Creating a University of Wisconsin Oshkosh Center for Scholarly Teaching is the next step. The center (which is scheduled to open in spring 2007) will continue to seek external funding to promote and fund SoTL works, while expanding its scope to use research results to address teaching and learning challenges. The center’s activities would include personal coaching, workshops, mentoring programs, providing relevant resources, a biannual summit, a gathering place for faculty conversation, collaborative endeavors with other campus teaching/learning services and more.

The goal of the Faculty Development Teaching Component is to support professional teaching development of the faculty and academic staff. This support is vital because it encourages faculty and staff members to engage in substantial teaching improvement efforts that cannot effectively be completed during their regular academic year contract. Teaching proposals may focus on methods of delivering instruction or knowledge acquisition related to one’s teaching responsibilities.

The Teaching Committee of the Faculty Development Board (FDB) administers this program, but proposals are evaluated by the Teaching Panel (a peer group selected by the teaching committee through a self-nomination process). Panel members read proposals and evaluate them against criteria defined by the committee. The board uses panelist evaluations to make award recommendations.

Consistent with its mission, the University has a vision of classroom excellence that is respectful of inquiry, open to student involvement, characterized by high standards of teaching and learning, and constantly striving for improvement. The ideal of teaching excellence is characterized by diversity, discovery, engagement, innovation, dialogue and dissemination. In 2004-05, 12 Faculty Development Teaching Component Awards were distributed.
The Faculty College Program offers special seminars or workshops for the University of Wisconsin Oshkosh faculty and academic staff in areas of professional and scholarly concern. These on-campus seminars focus on educational issues: they may deal with specific disciplines or professions, or topics of general interest. Proposals are evaluated by the Faculty College Committee of the Faculty Development Board. These opportunities to gather with colleagues and share views on issues concerning the academy exemplify the University’s commitment to developing and maintaining a “scholarly public service community known for its record of engaging people and ideas for the common good.”

To help ensure effective teaching across the curriculum, faculty mentoring programs are available at both the department and college levels. Each new faculty member is assigned a departmental mentor, usually a senior member of the department who can assist with pedagogical and procedural issues. Other members of the department evaluate the classroom performance of the tenure-track faculty member on an annual basis. A college mentoring program in the College of Letters and Science provides each new faculty member with a second mentor—this time someone from outside the department—to offer a broader perspective on issues of teaching, research, and service.

Another example of how the institution values and supports effective teaching and research is the COLS Dean’s Symposium. Faculty members from the College of Letters and Science present their research and exchange ideas in a monthly lunch-hour symposium. The other colleges provide similar “brownbag” opportunities to exchange ideas on current topics and works in progress.

Each year, the University of Wisconsin Oshkosh recognizes the contributions of its faculty and instructional academic staff members with Distinguished Teaching Awards. The purpose of the award is to emphasize the University’s commitment to teaching excellence and to stress the importance of teaching to the University. One to three faculty members and one to three instructional academic staff members are selected each year as Distinguished Teachers. The award reflects the University’s mission and is further articulated in the Core Values of Quality and Achievement, which state that a wide range of scholarly and educational opportunities should be provided to stimulate activity and recognize achievement. The Distinguished Teaching Award also honors the teaching tradition and origins of the campus as a normal school. Funding for the Distinguished Teaching Award comes from the Provost’s Office.

In spring and summer 2006, the University provided significant funding support for a number of college strategic initiatives that will develop new teaching and learning opportunities across the campus. Based upon these initiatives, faculty members have proposed a number of new programs, including a “sustainability” program involving the College of Business and the College of Letters and Science, a COLS-sponsored healthcare emphasis (which also includes a business component), a minor in social justice, a first-year experience course, and a major in biomolecular science. Additional support also has been offered for an existing nursing program in India. If they are to be implemented, these new courses and programs must go through faculty governance review.

There are many activities that point to excellence in teaching and learning, some allowing comparisons with comparable institutions:

The University of Wisconsin Oshkosh has received seven UW System Board of Regents Teaching Excellence Awards, including those given to the departments of biology and microbiology (2005), English (2001) and chemistry (1997), and four individual Regent’s teaching excellence awards (2006, 1999, 1998, and 1995);

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22. Faculty Colleges [http://www.uwosh.edu/grants/Call_for%20Proposals_%20Fall%20Interim%20200607.doc](http://www.uwosh.edu/grants/Call_for%20Proposals_%20Fall%20Interim%20200607.doc).


24. COLS Dean’s Symposium information is available in the Resource Room.

For 22 consecutive years, the University of Wisconsin Oshkosh Model United Nations Team has achieved national ranking and been selected as one of the Outstanding Delegations at the National Model United Nations Competition at United Nations Headquarters in New York. In 1991, the only year in which the Outstanding Delegations were ranked in order, the University was ranked as the No. 1 team at the National Model UN;

A University of Wisconsin Oshkosh international studies and history professor was named the 2004 Carnegie Foundation for the Advancement of Teaching Wisconsin Professor of the Year, an award that honors the nation’s top professors for their extraordinary dedication to teaching, passion for education, commitment to students and use of innovative instructional methods;

All of the master’s programs in the colleges of Nursing, Business, Education and Human Services and selected programs in Letters and Science are nationally and professionally accredited;

Of the teacher education institutions in the state, the College of Education and Human Services was the first program to meet the new NCATE 2000 national accreditation standards, with only four of the 32 institutions finally meeting the standards;

The University of Wisconsin Oshkosh’s alumni performance on the CPA exam placed the University in the top 10 schools in the nation five of the last six years;

In the last five years, more than 70 students majoring in psychology from the University of Wisconsin Oshkosh have presented papers at conferences;

The University of Wisconsin Oshkosh’s nursing students exceed the state and national pass rates for the NCLEX, the state board exams;

Eight prestigious and intensely competitive Academy of Television Arts and Sciences Student Internships have been won to date by radio-TV-film majors, most recently in 2003;

A cross section of graduating business students took the standardized examination on business knowledge, earning an average score that placed the College of Business in the top 6 percent of almost 400 schools that administered the test; and

College of Nursing graduates exceed national standards on the registered nurse licensure examination.

To help promote critical and creative thinking inside and outside the classroom and to promote the University’s teaching mission, the campus has teamed with UW System and the American Association of Colleges and Universities (AAC&U) to become part of a national initiative known as Liberal Education and America’s Promise (LEAP). UW System is sponsoring a Liberal Arts Scholarship Competition that offers three $2,000 scholarships for the best essays on the value of a liberal arts education in the 21st century. The idea for this competition came from the University of Wisconsin Oshkosh campus.

To open a dialogue about liberal arts, the College of Letters and Science has asked all faculty members to include a statement about liberal education in their syllabi. Furthermore, the University has devoted its last three issues of UW Oshkosh Magazine to a special series about the value and importance of a liberal education on and off campus. The Provost will be showcasing the University’s efforts concerning LEAP at the AAC&U annual meeting in January 2007.
Conclusion

Strengths

Through its Teaching and Learning Program, the Faculty Development Teaching Component, Faculty Colleges, mentoring programs, the COLS Dean’s Symposium, and the Distinguished Teaching Award, the University of Wisconsin Oshkosh clearly has shown that it values and supports effective teaching. The fact that the campus has received seven UW System Board of Regents Teaching Excellence Awards—more than any other institution in the state—reflects the results of this commitment.

Opportunities for improvement

While the University has continued to fund academic programs and faculty teaching needs during recent state funding cutbacks, University leaders need to make thoughtful decisions about the appropriate mix of faculty and instructional academic staff, how to compete in hiring terminally qualified candidates, and how to meet their expectations once employed (retention). The University needs to maintain competitive salaries, professional development funds and student quality in order to ensure high-quality faculty and academic staff.

Decisions also need to be made, in consultation with faculty and staff, about the development of new academic programs that will enhance the institution’s program array.

Plans for addressing challenges

Recent budget cuts have caused the number of faculty to decline and the number of instructional academic staff to grow. To reverse this trend, the University has increased the number of faculty searches conducted by its largest academic unit: the College of Letters and Science. More vigorous faculty searches will need to continue in all colleges for the foreseeable future to correct the present imbalance. More effort also is necessary to hire faculty of color and to develop more faculty-retention programs.

Work already has begun to strengthen the curriculum. The University also is working on the final stages of its Academic Program and Student Outcomes Assessment Plan, which will guide academic planning over the next five years.

Reduced financial support from the state will continue to be an issue. The University’s “growth agenda” for the educational needs of northeastern Wisconsin, if approved by the legislature and the governor, will bring more funding to campus. (See Criterion 5 for a detailed overview of the University of Wisconsin Oshkosh’s proposal for the Northeastern Wisconsin Growth Agenda.) In addition, a successful capital campaign will allow construction of a new academic building to support teaching and learning needs.

The University of Wisconsin System annually reports to the public using four goals that employ tracked data and other evidence to measure the state of academics at all System institutions. Data from System campuses is compiled and published under the title Achieving Excellence (AE). This report indicates campus success in reaching benchmarks and annually requires each campus to report its progress in four areas. One of the areas measured is the

Core Component 3c

The organization creates effective learning environments.

26. The Achieving Excellence Report is in Appendix VIII.
provision of a campus environment that fosters academic success and is defined by engaging students to give them the opportunity to grow.

Two measures of this are reflected in NSSE. One reflects student involvement in planned, out-of-classroom activities that promote learning and good citizenship. The other measures effective educational practices, as indicated by the campus’ major benchmark scores. (Tables 3-2, 3-3)

**Personalized services and development programs**

In 2002, the Oshkosh Student Association approved allocating differential tuition to fund a **Student Compact** for four years: with first-year funding at $500,000 and second-year funding and, thereafter, at $1 million. An academic advising director was hired, and a coordinating committee of students, faculty and staff was formed. A proposal for an **Academic Resource Center**, representing a collaboration of academic and learning support services, was developed. In 2003, the first funds were distributed and additional staff members were hired. The resulting program integrates advising, assessment and career development to support each student’s academic experience. As a result of the compact, the University’s students now have a personalized curricular, career and development plan in place by the end of their first year. The implementation of the contract involved:

- Adding three professional academic advisers to the central academic advising staff, improving the adviser-to-student ratios in Nursing, Letters and Science, Education and undeclared/exploring;
- Expanding Math Tutor Lab services;
- Expanding the Writing Center’s tutoring hours by more than 200 percent;\(^{30}\)
- Serving 3,000 students in the Reading Study Center;\(^{31}\)
- Adding two new Career Services advisers to improve the adviser-to-student ratio;
- Implementing a developmental assessment pilot program for incoming students;
- Refining the Center for Academic Resources (CAR): it transferred fiscal oversight and reporting of the Reading Studies Center, Writing Center and Math Center directors to Provost’s Office in spring 2004;
- Accepting the Advisory Council for Comprehensive Academic Advising’s formal recommendations to adopt a campuswide Total Intake Model that involves faculty and academic instructional staff in advising. The campus’ definition of advising now views this activity as teaching instead of service; there is a set of role statements for all campus participants in advising. The model was basically in place by fall 2005;

In 2004, the University began using differential tuition, the student-sanctioned use of a portion of their tuition for services that are defined in the Student Compact, such as academic support and counseling. Differential tuition is legislated by the Student Council; a $55 surcharge is added onto existing tuition each academic semester. The services provided by differential tuition are defined in the Student Compact: Improvements in academic and career advising, counseling and academic support, and the creation of an all-campus student academic support center (Center for Academic Resources), which provides tutoring and study support for all undergraduate students;

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Table 3-2

2006 National Survey of Student Engagement (NSSE)

<table>
<thead>
<tr>
<th>Seniors</th>
<th>UW Oshkosh</th>
<th>National</th>
<th>Master's¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participated in co-curricular activities</td>
<td>49%</td>
<td>50%</td>
<td>46%</td>
</tr>
<tr>
<td>(organizations, publications, student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>government, sports, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did/planned to do practicum, internship,</td>
<td>85%</td>
<td>75%*</td>
<td>75%*</td>
</tr>
<tr>
<td>field experience, or clinical assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did/planned to do community service or</td>
<td>73%</td>
<td>71%</td>
<td>70%</td>
</tr>
<tr>
<td>volunteer work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant difference from institutional percentage at the 0.05 level.
¹Public colleges and universities offering a Master’s as the highest degree.

Table 3-3

NSSE Benchmarks of Effective Educational Practice

First-Year Students

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<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Academic Challenge</td>
<td>46.5</td>
<td>46.2</td>
<td>49.0*</td>
<td>49.1*</td>
</tr>
<tr>
<td>Active &amp; Collaborative Learning</td>
<td>34.0</td>
<td>34.0</td>
<td>38.7*</td>
<td>38.8*</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>25.9</td>
<td>24.8</td>
<td>29.2*</td>
<td>30.4*</td>
</tr>
<tr>
<td>Enriching Educational Experiences</td>
<td>-</td>
<td>19.0</td>
<td>22.0*</td>
<td>22.8*</td>
</tr>
<tr>
<td>Supportive Campus Environment</td>
<td>53.7</td>
<td>55.3</td>
<td>56.6*</td>
<td>58.3*</td>
</tr>
</tbody>
</table>

Seniors

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Academic Challenge</td>
<td>53.4</td>
<td>53.9</td>
<td>53.3*</td>
<td>54.7*</td>
</tr>
<tr>
<td>Active &amp; Collaborative Learning</td>
<td>48.5</td>
<td>47.8</td>
<td>50.1*</td>
<td>51.8*</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>35.8</td>
<td>35.6</td>
<td>37.2*</td>
<td>41.6*</td>
</tr>
<tr>
<td>Enriching Educational Experiences</td>
<td>X</td>
<td>33.3</td>
<td>35.7*</td>
<td>39.2*</td>
</tr>
<tr>
<td>Supportive Campus Environment</td>
<td>49.3</td>
<td>53.4</td>
<td>53.9*</td>
<td>57.9*</td>
</tr>
</tbody>
</table>

*Statistics are weighted by gender, enrollment status, and institutional size.
Expanding personalized advising and counseling services to cover the entire first-year student population by administering and following up of the College Student Inventory, a Noel-Levitz retention tool;

Increasing collaboration and communication between the offices that are supported by differential tuition and the Oshkosh Student Association’s Differential tuition Finance Committee. A Differential tuition Core Committee was created; it is chaired by the Chancellor’s leadership fellow, an associate professor in the department of educational leadership. This committee includes the directors of the offices that are funded by differential tuition and the student chair of the Student Association’s Committee;

Increasing referrals between Academic Advising, Career Services, and Center for Academic Resources and the Counseling Center; and

Establishing the assessment of learning outcomes for these offices funded by differential tuition.

Faculty Compact

This initiative was begun by the Chancellor to support faculty development activities. In 2002, with financial support from the University of Wisconsin Oshkosh Faculty Compact, the University of Wisconsin Oshkosh Faculty Development Board and the UW System Office of Professional and Instructional Development (OPID), the University established its Teaching and Learning Program. It provides a centralized mechanism for support, mentoring and information sharing on pedagogical issues in order to improve instruction campuswide. The Faculty Compact also expanded support for the Faculty Development Research Program and the Student Faculty Collaborative Research Program.

At present, the compact continues to support the Teaching and Learning Program, which for the past two years has organized a weeklong Provost’s Summit on Teaching and Learning. It also supports the Faculty Development Board and the Office of International Education.

Engaged learning and service learning

The University provides multiple learning environments, some with national program affiliations, to its students. In 2006, the University received a $20,000 UW-Extension grant to support its efforts to increase service learning and community engagement. Eight faculty members received this funding to deliver pedagogy linked to student engagement in the community in spring 2007.

Since 2003, the University of Wisconsin Oshkosh has supported the nationwide American Democracy Project (ADP) through the creation of a campus committee that develops student engagement projects. The registration of new student voters at the University is at an all-time high (1,700 in 2006) and participants in a series of voting-related panels reported high turnout (in excess of 500 students attended three panels on the 2006 state and local elections). The University supported the 2006 voting project by offering release-time to a faculty member to supervise 20 internships that promoted the registration of new voters in a partnership with the City Clerk’s Office.

In addition, the Wisconsin Campus Compact (WiCC) 2003-06, provides leadership, coordination of service-learning and civic engagement activities in support of faculty. Two campus-stationed AmeriCorps VISTA volunteers were recruited in 2004. In 2005, they assisted 186 service-learning participants, provided 27 service-learning presentations, formed more than 100 community

32. Faculty Compact-Strategic Initiative http://www.uwosh.edu/strategicplan/initiatives/university.php.
partnerships, received in excess of $25,000 of in-kind donations, worked with 1,300 at-risk, K-12 students and assisted 32 faculty members. They also led faculty colleges and workshops and held brown bag informative sessions on service learning.

Support of college initiatives

As a result of the University’s strategic planning process, the colleges identified four strategic initiatives (engaged learning, globalization and diversity, community engagement, and student excellence) that their individual plans and mission have in common. The initiatives allow cross-college activities, while maintaining the distinctive character of each college’s faculty, staff, students and curriculum.

Engaged learning

The following college projects are linked to engaged learning and are noted because they directly address the need for students to work with faculty in sustainable activities inside and outside the classroom. Because these projects involve learning through classroom and out-of-class activities, they demonstrate the University’s efforts to create effective learning environments.

College of Business

- Integrated case studies into its BBA and MBA curricula
- Created a course that lets students (graduate and undergraduate) conduct projects for external organizations
- Established eight active student clubs
- Created an Undergraduate Student Managed Investment Fund

College of Education and Human Services

- Increased the level of student involvement in non-traditional student teaching experiences; e.g., urban environments, tribal schools
- Upgraded technology to support improved intern experiences in counseling
- Created elementary school partnerships to strengthen the way in which pre-service science teachers developed effective instructional techniques
- Increased the number of student/faculty research projects that result in presentation and scholarship experiences for students
- Encouraged faculty and student involvement in developing alternative licensure approaches
- Worked with other System institutions in developing cooperative graduate programs, certificates and workshops
- Involved students/school teachers in projects to redefine graduate education

College of Letters and Science

- Developed a number of Faculty/ Student Research collaborations
- Initiated a number of internship programs
- Created new field work opportunities
- Developed Project Art, which creates art classes for disabled citizens
- Upgraded its laboratory instrumentation
College of Nursing

Developed innovative clinical internships and clinical partnerships for undergraduate and graduate education
Continued successful undergraduate initiatives, such as the ThedaCare Clinical Focus Program
Expanded effective graduate options, such as the Clinical Nurse Leader Program
Encouraged faculty/student research collaboration

Globalization and diversity

The University and all four colleges recognize the importance of having a global perspective, an understanding of countries and cultures beyond the borders of the United States, and an appreciation of the diverse cultures resident in the nation.

The Office of International Education (OIE) is responsible for providing international students and visiting scholars with immigration services, advising and campus and community programming. It also offers faculty, staff and students services related to study abroad and educational exchanges.

The OIE has developed a complete set of online materials for international student services, including information for prospective and continuing international students. Application, admissions and registration processes for international students and exchange students have been streamlined, allowing more efficient and faster processing, admission and course registration. The increasing number of international students entering the university will put the University of Wisconsin Oshkosh on track to exceed the number of international students enrolled here from 2003 to the present.

Since its creation, the OIE has worked with faculty to develop more than 20 new study-abroad programs and four new exchange programs. Faculty members have implemented nine cooperation agreements with institutions abroad.

The OIE directed 25 programs during the 2005-06 academic year and offered 35 programs overall. Since its inception, the OIE has helped send more than 1,200 students abroad.

The Study Abroad Program has grown steadily to engage students and support their need for a global education. From 2000 to 2005, the number of students studying abroad increased from 189 to 328. The percentage of the University’s graduates who have studied abroad in this same period grew from 9.3 percent to 13.7 percent.

In 2004, the University of Wisconsin Oshkosh began the process of becoming a member of the National Student Exchange, which allows students to study at one of more than 170 institutions out-of-state or in Canada for a semester or a year. During the first year, the University of Wisconsin Oshkosh sent 21 students on such exchanges.

New international initiatives include starting a student group that will promote study abroad, creating an international student recruitment plan and establishing a procedure that will allow units on campus to negotiate exchange agreements with institutions abroad.

The Center for Academic Support and Diversity is a one-stop, student support center that serves the needs of multicultural and disadvantaged students.


It provides programs that strengthen the recruitment, matriculation, enrollment, retention and graduation of multicultural and disadvantaged students at the University of Wisconsin Oshkosh. Its Multicultural Education Center serves as a campus and community resource center and sponsors programs and activities to increase the understanding and appreciation of cultural diversity. Precollege programs offer residential experiences for disadvantaged middle and high school students and prepares them for college by offering academic, career and personal development courses, and social and cultural activities. Its Student Support Services (SSS) Program provides academic advising, tutoring, financial aid, personal and career counseling and peer mentoring to disadvantaged students.

Since the previous accreditation, the campus has been involved in Plan 2008, which began as a University of Wisconsin System mandate.37 While Plan 2008 targeted four racial and ethnic groups, it gave System campuses notice that diversity is an area requiring attention. Further pressure to increase diversity on campus was applied by professional accrediting bodies as they began to focus on implementing curricular diversity, internships and out-of-class experiences, travel abroad and other activities.

The University has made progress in gaining an equitable representation of underrepresented minorities in its student body (Table 3-4); this is largely a result of efforts of campus groups, such as the Diversity Council38 and its subgroup TEAM (Teaming to Implement Equity through Mentorship).39

As the campus moves to increase diversity it is also engaged in a study of national significance: the Equity Score Card. In this pilot project, the University of Wisconsin Oshkosh is one of five institutions collecting data to identify underrepresented students of color in the areas of access, retention, excellence (academic survival) and institutional receptivity (support).

### Table 3-4

<table>
<thead>
<tr>
<th>Students of Color at University of Wisconsin Oshkosh</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakdown: # Total Headcount Enrollment</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Students Enrolled</th>
<th>2000</th>
<th>2002</th>
<th>2004</th>
<th>2006*</th>
<th>Change 98 to 06</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>103</td>
<td>99</td>
<td>101</td>
<td>117</td>
<td></td>
<td>+13.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>52</td>
<td>70</td>
<td>101</td>
<td>132</td>
<td></td>
<td>+153.8%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>113</td>
<td>117</td>
<td>125</td>
<td>163</td>
<td></td>
<td>+44.2%</td>
</tr>
<tr>
<td>Southeast Asian</td>
<td>62</td>
<td>106</td>
<td>141</td>
<td>190</td>
<td></td>
<td>+206.5%</td>
</tr>
<tr>
<td>Asian American</td>
<td>84</td>
<td>111</td>
<td>114</td>
<td>130</td>
<td></td>
<td>+54.8%</td>
</tr>
<tr>
<td><strong>Total Students of Color</strong></td>
<td>414</td>
<td>503</td>
<td>582</td>
<td>732</td>
<td></td>
<td>+76.8%</td>
</tr>
<tr>
<td>International</td>
<td>88</td>
<td>100</td>
<td>112</td>
<td>88</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>10,275</td>
<td>10,642</td>
<td>10,345</td>
<td>10,215</td>
<td></td>
<td>-0.06%</td>
</tr>
<tr>
<td><strong>Total Headcount</strong></td>
<td>10,777</td>
<td>11,245</td>
<td>11,039</td>
<td>11,035</td>
<td></td>
<td>+2.4%</td>
</tr>
</tbody>
</table>

*Data are preliminary, the University of Wisconsin Oshkosh.

39. TEAM charge is available in the Resource Room.
As student diversity continues to grow, the University provides new opportunities such as:

**College of Business**

- Offers a Global MBA in collaboration with universities in India and Germany
- Allows students from Germany to participate in its classes
- Offers study tours to Europe, Peru and Japan
- Supports faculty tours to Asia (South Korea, Taiwan, Thailand, Singapore), Japan and Eastern Europe
- Created an international requirement for BBA
- Offers an internship program in Mexico
- Thunderbird faculty experts on globalization of the curriculum presented a workshop for business faculty
- Faculty have received Vander Putten and/or Institute for Global Studies grants

**College of Education and Human Services**

- Supports international teaching visits to other countries by faculty and students
- Offers New Global Education Certificate in international and comparative education for teachers, University faculty and community members
- Has continued articulation efforts with Native American tribal colleges
- Maintains Human Services international journal
- Assists tribal schools in preparing Native American teachers for tribal schools
- Its Bureau of Indian Affairs partnership covers three reservations that provide special education degrees and licensures to tribal members
- Provides institutional membership and conference support for an international education organization: the World Council on Curriculum and Instruction
- Encourages faculty involvement in international grants and international teaching experiences and is bringing more international faculty to the University
- Has developed inner-city cooperative in Milwaukee for internship and clinical experiences

**College of Letters and Science**

- Offers a semester-abroad program with Siebold University in Nagasaki, Japan
- Has created the European Odyssey (new semester-long program that involves four faculty/staff members)
- Offers courses at international sites including Belize, Bermuda, Rome, London, Edinborough, Costa Rica, Munich, Magdeburg, Ecuador, Ireland
- Conducts research studies at sites on every continent
- Offers student exchange programs with Japan, Germany and New Brunswick

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40 Global Education Certificate Courses

Provides international internships in intercultural communication immersion in Ecuador and in computer science in Japan
Supports a successful Model United Nations program
Incorporates aspects of globalization/diversity into classes
Has created a new African-American studies faculty line
Has expanded the UW System Collaborative Language Program
Supports the Institute for the Study of Religion, Violence and Memory

College of Nursing

Offers undergraduate and graduate clinical internships in underserved U.S. communities and at international sites to build cultural competency and address the national priorities in Healthy People 2010
Has created a clinical partnership with Sri Ramachandra Medical College and Research Institute; Chennai, India
Continues its partnership with LaClinca–Family Medical and Dental Clinic to provide care to migrants using mobile medical vans
Has established a continuing partnership with College of the Menominee Nation
Uses creative methods to recruit and retain minority students (collaborates with the Wisconsin Black Nurses Association; practicing minority mentors—RNs in tribal clinics; ACCEL program recruiting minorities with college degrees for entry into program, etc.)

Community engagement

The University recognizes its obligation to involve faculty and students in helping state, local, public and private entities to achieve goals that serve the common good:

College of Business

Created a Family Business Research and Services Center
Presented seminars for MBA alumni
Offered symposia on business and the environment
Supported the Wisconsin Family Business Forum
Facilitated the Leadership Oshkosh Retreat
With Center for Community Partnerships, provided noncredit business education and consulting
Provided counseling services to small businesses
Student clubs provided service to the community
Accounting students provided tax return preparation for low-income people
Faculty and staff members held board positions in not-for-profit organizations
Conducted the Annual Fall Symposium on current business issues

College of Education and Human Services

Continued its involvement in Department of Public Instruction efforts to prepare teachers for new licensure requirements: trained faculty, offered workshops for teachers, gave mentoring training, etc.

42. Family Business Research and Services-as part of the Wisconsin Business Forum http://wfbf.uwosh.edu/Assets/structur_n.php.
Continued research and publication of material about teacher supply and demand for state of Wisconsin

Provided support for the Fox Valley Writing Project and its program to help districts improve the teaching and learning of writing\textsuperscript{44}

Human Services students and faculty provided diagnostic and tutoring services through area agencies

Increased the involvement of University students in programs offered by the University of Wisconsin Oshkosh Head Start\textsuperscript{45}

Increased its involvement with Earth Charter

Developed college advancement program to improve area education and jobs by working with local Chamber of Commerce and local businesses

Created a college alumni organization

Created and implemented a K-12 Advisory Council\textsuperscript{46} in partnership with CESA 6, 12 area public school districts and other parties

\textit{College of Letters and Science}

Created biology-based, water-testing programs

Developed the Aging Project at Evergreen Retirement Community

Developed the Great Ideas Collaborative

Engaged in geological research into ground-water pollution

Hosted the History Summer Institute

Hosted the Summer Physics Training Institute

Hosted the Summer Science Teacher Training program

Invited scientists to the Christa McAuliffe Academy

Contributed to the Women and Science National Curriculum Reform Institute\textsuperscript{47}

Provided the Center for Economic Education

Engaged in science outreach

Began the annual Shakespeare-on-the-Fox\textsuperscript{48} collaboration with the Fox Valley Performing Arts Center and the Oshkosh Grand Opera House

Was one of the only campuses nationally to have an Earth Charter Conference on campus that drew a national and international audience

Offered the Renaissance Living PUSH Program on campus\textsuperscript{49}

Offered the social justice minor service-learning requirement

Offered planetarium programs to the community

Hosted the Physics Summer Workshops

Offered the CAPP program on campus\textsuperscript{50}

Offered to the community numerous music and theatre performances and collaborations

Hosted the annual High School Art Exhibit on campus

Presented the annual State Solo and Ensemble Day

Was home to the Pride of Oshkosh—a year-long event highlighting artistic creativity

Provided internships with community organizations

\textsuperscript{44} Fox Valley Writing Project \url{http://www.coehs.uwosh.edu/fox_valley_write/}.

\textsuperscript{45} The University of Wisconsin Oshkosh Head Start Program information is available in Resource Room.

\textsuperscript{46} COEH\textsuperscript{S} K-12 Advisory Council information is available in the Resource Room.

\textsuperscript{47} Women in Science Program home page \url{http://www.uwosh.edu/wis/}.

\textsuperscript{48} Shakespeare-on-the-Fox-news release \url{http://www.uwosh.edu/news_bureau/releases/oct05/shakespeare.php}.

\textsuperscript{49} Renaissance Living PUSG Program \url{http://www.uwosh.edu/colleges/cols/push.htm}.

\textsuperscript{50} CAPP Program-home page and services \url{http://www.uwosh.edu/capp/}. 
College of Nursing

Continued community partnership in providing primary care services for the uninsured of Winnebago County (Living Healthy Community Clinic)

Expanded clinical learning sites involving vulnerable populations (i.e., Correctional Health; Fox Cities Community Clinic; Northeast Wisconsin Clinic for the Homeless of Green Bay; Parish Nursing)

Continued its longstanding Collaborative Nursing Program bachelor of science in nursing in Wausau in collaboration with UW-Marathon County and Northcentral Technical College

Expanded basic nursing education through its unique Step Ahead BSN program; (first class started in fall 2005)

Supported collaboration with UW-Sheboygan; UW-Manitowoc and Lakeshore Technical College in offering a face-to-face BSN program for RNs who have an associate degree (first class started in summer 2005)

Encouraged partnership with Fox Valley Technical College in a trial accelerated associate degree in nursing with students from the University of Wisconsin Oshkosh and the college. After receiving their associate’s degree, students directly enter the Collaborative Nursing Program for a bachelor’s degree. (first class offered in January 2006)

Explored collaborative efforts with local health departments and emergency personnel in terrorism/emergency preparedness

Explored collaboration with other UW nursing programs in developing a doctor of nursing practice degree (which would replace the MSN program)

Lifelong Learning and Community Engagement\(^5\)

The **Division of Lifelong Learning and Community Engagement** specializes in educational programs and services for learners of all ages. Units within the division include Continuing Education and Extension, the Center for New Learning and Adult Student Access Services. The division has the capacity to assist faculty, departments and colleges with all aspects of development, recruitment and delivery of nontraditional educational programs. By definition, many of its activities support community engagement.

Living, Learning and Serving Community\(^6\)

This initiative provides vision and guidelines for establishing a new high density, 500-home, urban neighborhood that combines commercial, service and educational activities. In 2002, a major study was disseminated widely and discussed with the city of Oshkosh and numerous developers. The city, with input from the University, has developed guidelines for a request for proposal for several parcels of land located within the region contiguous to the University where such a community could be built. Initial plans for a developer-funded, 30,000-square-foot **University Outreach Center** are in progress. As part of the effort, detailed plans for creating the nation’s first teaching marina and Marina Management Program are underway. In 2003, after implementing Phase I of the Redevelopment Project Plan for the Marion Road area, the city solicited proposals for Phase II, which would incorporate aspects of the Living, Learning and Serving Community concept. In response, the University signed a contract with UW-Milwaukee’s School of Architecture and Urban Planning to prepare a design concept for the community center building that would house the University Outreach Center; provide a venue for private enterprises, such as a market/café; and serve as a model for second-phase developers of the Marion Road Redevelopment Project. Recently, there has been renewed interest in the project from a team of developers, including Tommy Thompson, former governor.

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Conclusion

Strengths

The University’s mission and Governing Ideas and its Key Operational Plans provide an organic approach to creating an effective learning environment.

The University’s diversity profile has improved substantially, both in terms of the number of students of color on campus and the number of students involved in international programs.

Various programs have been established at the University and college levels to support engaged learning, on and off campus.

The administration recently increased its support of the University Honors Program and hopes to expand its offerings and open the program to more students.

The Student Compact has successfully promoted the integration of advising, assessment and student development services in support of its classroom offerings.

Opportunities for improvement

While there have been improvements in recruiting students of color, more needs to be done to assure their retention.

While the worldview of our students has been broadened through exposure to international programs, even more study abroad and exchange programs need to be developed. More international students also need to be brought to campus.

Student engagement could be improved further through the development of more service-learning opportunities.

The learning environment could be improved by developing more quality online programs and improving transfer and collaboration agreements with area educational institutions.

Plans for addressing challenges

The Center for Academic Support and Diversity is working closely with the Admissions Office to coordinate retention programs and avoid duplication of services.

The University continues to expand its Office of International Education and its support for global diversity.

Funding cuts from the state have reduced efforts to provide more service-learning opportunities, but efforts will continue to be made to expand them.

A University group is working to develop a pilot “first-year experience” course for fall 2007.

The University and its colleges have worked to increase faculty and student involvement in the community. In each college, there are examples of projects, research, seminars and courses that address local and regional needs. Details on these efforts appear throughout this self-study.

The University has committed itself to developing more quality online programs through campuswide and college-based support.

The University continues to expand its collaborative programs, and is one of the state’s leaders in developing innovative transfer opportunities.
The University’s mission is to serve its public by providing access to a high quality, affordable, comprehensive education. Its academic programs and personalized student services will enable students to develop their general intellectual capacities and their specific interests and expertise. The institution offers services to learners through distance education, unique performance accommodations, use of its facilities and technical support systems.

**Student Affairs and support services**

The Division of Student Affairs and Support Services supports and extends the mission of the University of Wisconsin Oshkosh by providing essential services, which promote students’ learning, academic success and personal growth. It focuses on co-curricular programs that promote diversity, engagement, service and academic success.

Because students have supported differential tuition to obtain vital services, a more holistic and comprehensive approach to student development has been initiated. The Counseling Center, Career Services, Undergraduate Advising Resource Center and the Center for Academic Resources are using differential tuition funding to develop programs that will enhance student retention, academic performance and graduation rates.

For the past five years, the Dean of Students Office has been a partner with Admissions, Advisement, the Registrar’s Office, other student affairs departments, the faculty and the college deans in providing “Odyssey, The Beginning,” “Odyssey” and the “Common Intellectual Experiences” orientation programs for students new to the University. These are described in detail elsewhere in this self-study.

The Campus Violence Prevention Program and REACH Counseling Services collaborated to win a two-year, $200,000, state grant to continue joint efforts to reduce violence against women. The CVPP services and educational efforts resulted in a four-fold increase in the number of people willing to come forward to seek support services and report being victims of violence.

The Counseling Center provides career counseling to improve student persistence, academic performance and graduation by strengthening student commitment to a major and career direction. The addition of a career development specialist has allowed it to provide more career exploration groups and career counseling to help students develop better coping skills and prevent academic failure. Students who have an academic and career direction are more likely to stay in college, get better grades and are more likely to graduate.

Using more than $900,000 in grants, the Counseling Center and Student Health Center implemented a comprehensive tobacco reduction campaign built around policy changes, cessation and educational programs, and a social norms campaign. The University of Wisconsin Oshkosh has become a state and national model for the social norms marketing for tobacco reduction and is seen as a model, assisting other UW System campuses with developing similar programs.

The Counseling Center also has secured a suicide prevention grant to address issues of student depression and distress. The program will educate students, faculty and staff about suicide and depression and how to address student mental health needs. Resources and programs to help students develop better coping skills and prevent academic failure will be enhanced (Table 3-5).

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53. Student Affairs-Mission Statement http://www.uwosh.edu/admin/stuaff/missionstatement.doc

54. Dean of Students Office home page http://www.uwosh.edu/dean/

55. Campus Violence Prevention Program http://www.uwosh.edu/cvpp/
The Titan LEAD Program is an established leadership development program open to all students within the University. Over a three-semester period, this three-tiered program provides classroom, experiential and mentoring activities in leadership training and campus engagement. Students coming to the university are encouraged to complete the first tier early in their tenure.

The remodeling of Elmwood Commons to create a Student Support and Development Center has been a primary initiative to support the Student Compact. The need for this center evolved out of the strategic plan that addressed the University’s goal of improving student retention, time to degree, and graduation rate. The $7 million capital project is ranked as one of the state’s highest building renovation priorities.

A new Student Recreation and Wellness Center is scheduled to be completed in fall 2007. It will include a multi-purpose gymnasium, conditioning track, weight and cardiovascular exercise rooms, climbing wall, golf simulators, a wellness/fitness assessment area, lockers, a babysitting center, an outdoor recreation center and an Internet café/ juice bar.

The Future Report for Residence Life (2005) recommends the following: refurbish Fletcher Hall and create an Honors Student Residential Community that houses the University Honors Program, faculty offices and two multi-purpose classrooms; raze Nelson, Breese and Clemans residence halls and replace them with a 600-bed, suite-style Living/Learning Center with two high-tech interactive classrooms; and raze Webster and Donner halls and build a 400-bed Living/Learning Center with two classrooms. These centers could be the home of several “residential academic communities” (e.g., women in science) or “theme communities” (e.g., student artists in residence, public service).

### Table 3-5

<table>
<thead>
<tr>
<th>Counseling Sessions Provided for Students</th>
<th>Dates</th>
<th>Total Sessions</th>
<th>% Change Over Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7-1-01 to 6-30-02</td>
<td>2,897</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7-1-02 to 6-30-03</td>
<td>3,234</td>
<td>12% Increase</td>
</tr>
<tr>
<td></td>
<td>7-1-03 to 6-30-04</td>
<td>3,114</td>
<td>4% Decrease</td>
</tr>
<tr>
<td></td>
<td>7-1-04 to 6-30-05</td>
<td>3,710</td>
<td>19% Increase</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Counseling Center Services</th>
<th>Dates</th>
<th>Total Sessions</th>
<th>% Change over Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2002-03</td>
<td>3,160</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2003-04</td>
<td>3,046</td>
<td>3.60% Decrease</td>
</tr>
<tr>
<td></td>
<td>2004-05</td>
<td>2,818</td>
<td>7.48% Increase</td>
</tr>
<tr>
<td></td>
<td>2005-06</td>
<td>3,630</td>
<td>28.81% Increase</td>
</tr>
</tbody>
</table>

58. Student Recreation and Wellness Center [http://www.uwosh.edu/stuaff/Rec_wellness/home.html](http://www.uwosh.edu/stuaff/Rec_wellness/home.html).
Since the *Future Report for Residence Life*, planning for a 400-resident, suite-style residence hall has begun. A feasibility study will be conducted in fall 2006 to determine footprint, size, amenities, programming, suite configurations and pricing.

In addition, it will be important to expand existing support services for nontraditional and commuter students. Evening hours for University services, user-friendly, online support, on-campus gathering and study spaces and increased flexibility in course scheduling are needed to serve the growing adult nontraditional segment of the student body.

Career services works closely with faculty and students to provide resources in employment and career-related areas. It offers workshops in collaboration with the colleges, internship fairs, mock interviews and class presentations. Career Services has added a portal to the Titan JOBS Web site for faculty as a resource.

The Department of Residence Life established the Management Information Office (MIO) in 1984 to meet the demands of the new age of technology. Over the past 20 years, dozens of undergraduate and graduate students have gained significant computer programming and management experience through MIO. Today, ResNet network connects more than 3,000 students in student residencies. Preliminary work has been done by MIO to expand the student portal campuswide.

The Titan volunteer program and the Student Leadership and Involvement Center (SLIC) in Reeve Memorial Union develop student service programs; coordinate volunteer opportunities; and serve as resources for faculty, staff and students. SLIC houses two VISTA volunteers who work with students, student organizations, faculty and staff to promote volunteerism and service experience and to enhance service-learning opportunities both in and outside the classroom.

In 2000, the University responded to students’ ongoing concerns and created the Undergraduate Advising Resource Center (UARC) and hired a Director of Advising. Unprecedented support from students through differential tuition allowed three key changes: adding five new adviser positions and creating a Peer Advising Liaison (PAL) program; supporting a new advising model; and showing students the importance of faculty involvement in academic advising.

UARC has allowed an adviser-to-student ratio of 1:600 (previously it was 1:1,000); provided advising that includes developmental strategies to help students with major and career decision-making (previously advising focused only on the prescriptive elements of curricula and policies); and demonstrated improvement (exit surveys that show 87 percent of students who use the advising center are “satisfied” or “very satisfied,” an increase of about 20 percent over five years).

**Academic Affairs and support services**

The Office of Adult Student Access Services, established in 2003, is located within the Division of Lifelong Learning and Community Engagement. Its primary functions are to enhance campus awareness faculty/staff involvement in nontraditional student needs; work with existing campus units to provide services to adult nontraditional students, including information and assistance with registration, financial aid, academic advising, and internship placement.
referral, educational planning and trouble-shooting; and collaborate with other regional institutions that serve adult students.

**Forrest R. Polk Library** has developed an electronic reserve system (more than 90,000 users in 2004–05) that is used by faculty and students. It has integrated the desktop delivery of journal articles into the traditional interlibrary loan service. It also has developed an innovative Web site that makes finding information quicker and easier. SuperSearching will soon offer Google-like searching across numerous library databases. Polk Library offers more library instructional sessions to more students than any other UW System comprehensive library. It also offers “Behind the Stacks” workshops for faculty and staff. Polk Library’s electronic databases were used more than 800,000 times in 2004-05.\(^60\)

Recently, the library developed a research-on-demand service: If faculty or instructional academic staff members or graduate students need a journal article in less than 48 hours, the library will purchase the article from a commercial document vendor at no cost to the patron. Also in fall 2007, the library will offer a one-credit information research lab as a trial course associated with some sections of English’s advanced composition course; it will teach students information literacy skills that enable them to find, analyze and use information for research in their field of study.

Furthermore, Polk has been a leader in moving System libraries toward their “One System, One Library” goal. It has taken a leadership role in the development of centralized management of basic library systems (the Library Hub), the creation of systemwide and statewide digital collections (the University of Wisconsin Digital Collections and Wisconsin Heritage Online), and the mounting of a new service that can search 71 million library items worldwide with one search (BadgerCat).

The **Division of Information Technology** (IT)\(^61\) has four units: Academic Computing, Administrative Computing, Business Operations and Training and Media Services. **Academic Computing** contributes to the success of academic programs by managing and maintaining five general computer access labs across campus; managing e-mail and file storage systems that are used for communication and collaboration; providing maintenance for computer technology across campus; and delivering Help Desk services to the entire campus. Information Technology is an internal consultant and partner for college offices, departments and individuals on campus.

**Administrative Computing** develops administrative computing applications, provides database services and maintains the campus core network and telecommunication systems. The **Business Operations and Training** staff provides courses on the use of essential software tools to faculty and staff. **Media Services** provides assistance to faculty and students, delivers classroom technology, graphics, Web site and multimedia production, and supports instructional technologies.

IT assists with the technology needed for service projects like water quality studies and provides technology consulting services. It also fosters internationalization with e-mail communication, videoconferencing, telecommunication services, and the use of Web-based tools.

The University of Wisconsin Oshkosh offers an array of distance education resources and programs technically supported by IT.
University facilities

The Facilities Master Plan provides a foundation for facilities improvement, future acquisitions and new construction.

The physical facilities department has a major role in developing and remodeling spaces that serve the University’s educational mission and student’s recreational and residential needs. For many years, the campus struggled to obtain state funding for needed classroom facilities. Study after study defined massive deficits in classroom and office space. Only in recent years, has major progress been made to overcome deficits. The University of Wisconsin Oshkosh is now poised to develop major academic, health-related and residential facilities that will meet instructional and life-style needs of the community.

Significant Facilities Master Plan initiatives include the acquisition of properties adjacent to the campus. These properties will house student support services, facilities management services and expanded parking. The Foundation Center (now the Campus Center for Equity and Diversity) and the Credit Union Building were purchased by the Foundation for University use, and are being taken over by the state. The Foundation Center (now the Campus Center for Equity and Diversity) houses the Center of Academic Support and Diversity and the Women’s Center; the Credit Union temporarily houses the Office of Grants and Faculty Development and will soon become the home of the University Police. A $7-million renovation of Elmwood Commons will provide expanded advising, counseling and career services. It is scheduled to open in the 2008-09 academic year.

A new academic building is projected to house the College of Business and 11 departments from the College of Letters and Science. The building will begin to address a 215,000-square-foot shortage of classroom space by adding approximately 135,000 square feet to the University’s academic facilities. The $48-million building is scheduled to open in fall 2010. The new building also will open up considerable space for the expansion of the College of Nursing and the College of Education and Human Services in the old Nursing/Education complex.

A $13-million renovation and upgrade of Taylor Residence Hall began in spring 2004. The building, with new state-of-the-art technology, was re-opened in fall 2005.

Scott Residence Hall and the Gruenhagen Conference Center are being retrofitted with new sprinkler and fire alarm systems. In addition, elevator systems in both buildings have been upgraded. The cost to renovate these 10-story structures was $6.2 million.

Finally, a new a $7.7-million, three-story, 400-stall parking ramp will be ready for use by fall 2007.

Conclusion

Strengths

All of the units within Student Affairs have developed operational plans that are reviewed and assessed on a regular basis.

At Polk Library, a continuous engagement plan is in operation to provide data to assess the effects of program changes.

Information Technology has assessment plans that routinely identify customer needs and the unit’s strengths. Student surveys provide information about general access computer labs during the final three weeks of each semester. Faculty and staff surveys provide participants the opportunity to complete an IT survey each spring semester. These are reviewed by the Academic Computing Users Group (ACUG), Student Information System (SIS) Implementation Team and Project Prioritization Working Group.

The Facilities Master Plan guides budgeting for construction and renovation projects based on data regarding instructional space needs, residence life goals and new educational initiatives.

Opportunities for improvement

Some of the residence halls are aging and new facilities are needed to attract prospective students.

Polk Library is aging and was designed for print-based information. The two wings of the library were built in 1961 and 1968. Even though the archives facilities were upgraded recently, the last major renovation to the building took place 20 years ago.

Much of the IT infrastructure is aging and susceptible to breakdown. At the very least, back-up systems must be put into place.

Plans for addressing challenges

The Residence Life and Student Affairs units, with student advice, are conducting short-term and long-term planning exercises to meet on-campus student housing needs.

While it is true that Polk Library could use a major renovation, the University has recently upgraded the archives facilities and funding has been set aside to repair the first-floor reception area.

$100,000 has been set aside recently to provide campus computer back-up support.

Overall Conclusion

Student learning outcomes at the University of Wisconsin Oshkosh are measured by both national and campus assessment tools. At present, all academic units have submitted assessment plans, and all but three have been approved.

The University values and supports effective teaching, as can be seen through its sponsorship of numerous programs. The most important of these are the Scholarship of Teaching and Learning Program, the teaching component of the Faculty Development Program, faculty colleges and the Distinguished Teaching Award.

The University has shown in various ways that it has created effective learning environments through its support of the Student Compact, engaged learning, service learning, globalization and diversity and student excellence.

Finally, the University has shown that it has used its learning resources to support student learning and effective teaching. This is evident primarily through the varied student and academic support services and the University’s commitment to an upgraded Facilities Master Plan, characterized by more than $200 million of completed and soon-to-be completed facility enhancements.
Criterion 4

Acquisition, Discovery and Application of Knowledge
Criterion 4
Acquisition, Discovery and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice and social responsibility in ways consistent with its mission.

The University of Wisconsin Oshkosh is committed to providing faculty, staff and students with a wide variety of life-long learning opportunities. It seeks to be a relevant source of knowledge acquisition, dissemination and interpretation. This section highlights many of the programs, processes and initiatives that support and maintain a welcoming environment in which faculty, staff and students can freely and responsibly partake in the learning process.

The University of Wisconsin Oshkosh community believes that research and teaching are mutually supportive, and it demonstrates its commitment to life-long learning in diverse ways. This section focuses on University policies and resources that support the intellectual and creative activities of faculty, students and staff, and looks at ways in which they are assisted in the acquiring, discovering and applying knowledge.

Policies support research, intellectual and creative activity

University of Wisconsin Oshkosh seeks to promote the System-wide mission:

“... to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses and to serve and stimulate society by developing in students heightened intellectual, cultural and humane sensitivities, scientific, professional and technological expertise and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.”

The University supports the overarching University of Wisconsin System Idea by embracing the fundamental principles and values that shape the campus as an intellectual community. These principles are set forth in key campus policies and guidelines. The select mission of the University of Wisconsin Oshkosh states that:

“Our is a comprehensive public university with unique ties to both urban and rural environments. We have a tradition of strong programs in the arts and sciences and in select professional career fields. Our faculty and staff are united in believing that the
fundamental purpose of a university education is to develop thinking
men and women capable of independent growth and adaptation in
all roles of life.”

Also within the select mission document is the assertion that a life of learning
requires people to “acquire, preserve and disseminate knowledge.” The campus
further challenges itself to support the University’s mission by participating in
 “… scholarly activity, including research, scholarship and creative endeavor that
support its programs at the associate and baccalaureate degree level, its selected
graduate programs and its special mission.”

The University’s TARPS (Tenure, Appointment, Reappointment and
Promotion) policies form the core of its commitment to faculty research,
creativity and the dissemination of knowledge. Scholarship is expected of all
faculty and teaching academic staff. Peer review committees at all levels take this
commitment seriously; retention, tenure and promotion specifically are said
not to be based on time in service. The University recognizes that excellence
in teaching and continuing quality research are mutually supportive activities.
As will be noted in what follows, the institution provides many opportunities
for professional development, uses its budgetary and physical resources to
make continuing scholarly growth possible, and rewards accomplishment. As a
consequence, the University can take pride in an exceptionally active and
scholarly productive faculty. The University believes, without reservation, that it
has one of the strongest faculty rosters in the state.

The University of Wisconsin Oshkosh has adopted six sets of core values. They
support its commitment to lifelong learning. Further, the values state, “We
believe that the pursuit of knowledge, understanding, meaning and personal
development should be encouraged across all stages of life.” The University
and its individual colleges embrace this commitment equally. For example, the
mission statement of the College of Business includes the intent “to advance
business knowledge through scholarship and to share expertise through
partnerships with organizations.” Similarly, the College of Nursing seeks to
“build upon its tradition of developing caring and scholarly leaders who positively
impact contemporary and future healthcare” by promoting “altruism,
autonomy, human dignity, integrity and social justice.” The College of Letters and
Science seeks to promote a liberal arts education that results in “well-rounded
individuals with critical-thinking and problem-solving skills” who possess “a
firm foundation of knowledge for life beyond the University.” The College of
Education and Human Services seeks to be a “community of inquirers working
collaboratively to make living a humane and hopeful experience for all.”

Within the last several years, specific operational steps to further promote
the mission of the University have resulted in the development of strategic
directions, one of which is to develop a diverse, engaged community of lifelong
learners and collaborative scholars. This strategic direction provides that:

“The University of Wisconsin Oshkosh will be regionally based and
globally connected. We are a community of critical, creative and
constructive thinkers who approach academic and social issues in
an informed and principled way.”

Yet another strategic direction is to foster research, intellectual activity and
creative expression:

“The University of Wisconsin Oshkosh will sustain, support and
enhance a vigorous scholarly environment for research, intellectual
activity and creative expression. We will encourage faculty, students
and staff to generate and maintain connections to professional
communities and the people, institutions, and communities we serve. Faculty, staff and students will seek opportunities to work together to discover, share and apply knowledge."

It should be emphasized that the University of Wisconsin Oshkosh has a long-standing commitment to collaborative research involving faculty and students. This has resulted in a series of striking accomplishments: it is not unusual for an undergraduate student to graduate with a co-authored scholarly paper or a presentation before a professional society as part of his or her resume.

Finally, the University of Wisconsin Oshkosh has adopted several additional policies that are relevant to maintaining a commitment to lifelong learning. These policies support freedom of inquiry for the University’s students, faculty and staff, and are listed in the Faculty and Academic Staff Handbook under the faculty constitution, code of ethics, academic freedom, core of academe, professional ethics, and the Wisconsin open meeting law. The University is firmly committed to the pursuit of knowledge and the pursuit of truth.

**Support for instructional scholarly activities**

The University of Wisconsin Oshkosh’s commitment to lifelong learning is built upon its offering a broad range of fiscal and physical resources that support research, intellectual and creative activities.

**Progress since the 1997 reaccreditation review**

Since the University’s last reaccreditation in 1997, several initiatives have been undertaken or improved to enhance intellectual activities on campus:

- **Creation of the Office of Institutional Research (OIR).** The OIR “is responsible for the collection, analysis, interpretation and dissemination of accurate and timely information on all aspects of the university in support of institutional decision-making, planning and reporting.” It is also responsible for working with faculty in developing and conducting survey research and assisting with survey design, distribution, data analysis and interpretation.”

- **Continuing role of the Office of Grants and Faculty Development.** The Office of Grants and Faculty Development continues to play a crucial supporting role in encouraging faculty research and scholarship. The long-term vision for this office is to serve as a one-stop center that provides a broad range of support services for faculty and academic staff. This office is an effective clearinghouse for information concerning external funding sources. A regular electronic newsletter, **Spotlight on Grants and Faculty Development**, is sent to all faculty and academic staff.

**Initiatives aimed at stimulating scholarly activities:**

- Developed a quarterly research and grants information newsletter for faculty;
- Initiated an undergraduate research small grants program;
- Started an undergraduate research journal;
- Expanded celebration of scholarship and campus participation in UW System Undergraduate Research Symposium and Posters in the Rotunda event;
- Expanded funding opportunities and information services to faculty;

1. Office of Institutional Research [http://www.uwosh.edu/oir/]
2. Office of Grants and Faculty Development [http://www.uwosh.edu/grants/].
Increased use of faculty development funds as matching funding to leverage success in obtaining external grants;

Initiated a Congressional liaison to discover federal earmark-funding opportunities; and

Developed plans for University Research Strategies and Approaches and Building Research Capacity.

Membership in the American Association of State Colleges and Universities (AASCU) Grants Resource Center. Membership opens access to a wide range of research opportunities and helps to provide better information about resource availability.

Creation of the Scholarship of Teaching and Learning (SoTL) initiative. This initiative fosters an understanding of teaching as a set of reflective practices, which can be advanced through scholarly inquiry into student learning. Its goal is to build a campus culture that incorporates scholarly inquiry into the art of teaching. The initiative has led to the creation of a Center for Scholarly Teaching, which is scheduled to open in spring 2007. The program also has sponsored the Provost’s Teaching and Learning Summit for the past two years.

Creation of the Center for Community Partnerships (CCP). The program was established in 1998 to improve public access to campus resources and expertise. Its goal is to “bring resources together, to share expertise and to promote learning and development.” In order to do this, the CCP “combines the knowledge of faculty, staff and students from the University of Wisconsin Oshkosh and community-based experts to offer professional education, applied research/consulting and internship services.” The CCP offers community organizations (e.g., businesses, non-profit groups, schools, human service agencies) a unique combination of applied research and consulting skills, cross-industry and industry-specific expertise and consultants who have knowledge of proven methodologies. The CCP also provides faculty and staff with alternative research, teaching and learning opportunities in an interdisciplinary environment. In addition, the CCP promotes and arranges student internship opportunities; student interns, working through the center, gain access to area organizations and are able to apply lessons learned in the classroom to real world issues.

Ongoing internal resources support faculty research

The Faculty Development Board (FDB) is a national model for faculty development programs and a major source of internal support for faculty and staff intellectual efforts. It has provided outstanding support for campuswide research and creative activities for more than 30 years. The FDB has several program components that allow faculty members to apply for funding in order to further their professional development through research, scholarship or other creative activities (Figure 4-1). During the most recent cycle, the FDB funded approximately 150 of the proposals received from faculty or academic staff. Its total budget for was approximately $1,073,686 (Figure 4-2). Roughly one-half of this ($493,408) was committed to funding faculty research and other professional development activities, while an almost equal amount ($407,388) funded faculty sabbaticals. The remainder of the FDB annual budget was allocated for administrative salaries and auxiliary support for equipment and supplies needed to assist faculty members in their funded research projects.

The FDB annual budget has been increased by 9 percent since 1997-98. Most of the budget increase has been used to expand program administration and
enhance faculty support services. It is important to note that this rather modest funding increase in the past several years has been provided despite substantial budget cuts for the University as a whole. The fact that the FDB’s annual budget has grown slightly during these fiscally austere times shows a solid institutional commitment to maintaining programs and funding that support its faculty’s intellectual and creative endeavors.

The University also supports faculty research and scholarly activities through several endowed professorships. The endowed professorship program actively challenges businesses and private individuals in the community to sponsor professors and support their scholarly and creative activities. Endowed professorships are awarded to faculty for four years and provide up to $2,500 each year to be used to promote continued development and intellectual growth.

In addition to University-wide support for faculty development, each college also makes resources available for research and other intellectual activities. For example:

**The College of Letters and Science (COLS)** has made a substantial funding commitment to support faculty travel to present research at professional conferences (maximum funding support is $1,200). The COLS faculty travel policy also supports attendance at conferences outside the person’s discipline (the interdisciplinary travel initiative, which provides support up to $500 per year per faculty member);

**The College of Business (COB)** also has a program in place to support faculty professional development and scholarship. COB pays 100 percent of the cost of membership in one professional association, up to a maximum of $300 per year, for each faculty member. In addition, COB pays faculty “bonuses” for the publication of articles in refereed journals (the maximum amount is $1,500 per year). These bonus payments support faculty trips to conferences, the purchase of software, books or equipment and other scholarship-related costs. As another example of its significant internal support for faculty research and scholarship, COB supports faculty travel to professional conferences either to present a paper or for attendance, if the faculty member can demonstrate that the conference is directly related to teaching or scholarly pursuits (maximum of $3,000 per two-year cycle). In the last full calendar year, COB paid 37 journal article bonuses and funded 40 paper presentations at professional conferences. Finally, COB also promotes **International Faculty Tours** that provide faculty with opportunities to enhance their teaching and research capabilities. As in student study-abroad programs, the faculty tours help them gain a global perspective that then enriches classroom instruction and influences future research;

**The College of Education and Human Services (COEHS)** offers all new faculty members a reduced teaching load (a three credit-hour release) for a semester to encourage their scholarly development. When faculty members are recent graduates who demonstrate they have scholarship and/or research already well in progress, the release may be for the first two semesters. New faculty members also receive $1,000 to support professional development activities;

The college had historically provided every department with $250 per faculty member for professional development expenses annually. It has recently increased that amount to $500 per faculty member. In the last two years, the college also has provided a number of faculty members with funds to attend national conferences, has underwritten the expenses of host-
ing national conferences on campus and has provided the technological support needed to allow faculty to host conference-based, e-journal proceedings. Finally, the college has generated an initiative that allows faculty and departments to gain scholarship/research support funds through involvement in virtual instruction training and by developing e-versions of courses and scholarship. This initiative can provide as much as $1,000 per semester to faculty members; and

The College of Nursing (CON) supports faculty travel to present research at professional conferences and attendance at conferences. Each faculty/instructional academic staff member is eligible for one funded professional development activity per year. For travel within the continental United States and Canada, funding is limited to 50 percent of the cost of travel, lodging and registering, up to $500 for attendance or poster presentation, and 75 percent or $750 for paper presentations. For travel outside the continental United States and Canada, funding is limited to 80 percent of the cost of travel, lodging and registration or $1,000, whichever is less.

In recognition of the fact that there is a significant shortage of doctoral nursing faculty across the country, CON also provides opportunities for faculty members to pursue their doctoral education through its Doctoral Education Award Program. Since 2000, five faculty members have received this support. The Doctoral Education Awards provide opportunities for full-time faculty and academic staff members to obtain advance graduate education in nursing or educational administration during the academic year and summer semester. Faculty members also are encouraged to apply for additional external funding to support their pursuit of a doctorate. A number of nursing faculty members also have received professional development funds. CON also directly supports faculty research activities by providing up to $500 per research project; the expectation is that the faculty member will seek external funding for professional presentations at conferences appropriate for research dissemination within one year of receiving a CON research award.

Faculty accomplishments

Although the University of Wisconsin Oshkosh is a regional, comprehensive university without any doctoral programs, the levels of intellectual and creative activities among the faculty and staff are exceptionally high. In addition to the hundreds of academic articles and papers published each year, campus members regularly present a wide range of original artistic, musical and theatrical performances. Scholarly works have been published in regional, national and international journals and have been widely cited by others.

Another measure of the faculty’s scholarly productivity is the amount of external funding that is attracted to campus each year. Recent projects have been funded by the National Science Foundation, Wisconsin Department of Public Instruction, U.S. Department of Education, Wisconsin Department of Health and Family Services, Corporation for National and Community Service and Wisconsin Department of Workforce Development. Figure 4-3 shows the level of external funding secured during the last several cycles.

Celebration of faculty intellectual activities

Because of its interest in sustaining an intellectually active community, the University of Wisconsin Oshkosh formally recognizes and celebrates research, scholarship and creative activities. The campus newsletter, The Bulletin, is now

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10. College of Nursing Travel Policy is available in the Resource Room.
electronically distributed to all faculty, staff and students each week. The Bulletin provides information to the campus community regarding campus events, student achievements, faculty and academic staff professional accomplishments and information pertinent to campus life. Recognition in the newsletter provides a very public acknowledgment of the value the University places on intellectual activities and life-long learning. The “points of pride” that appear on the University Web site (and other publications) also reflects this core value; it allows prospective students, their families and alumni to appreciate the University’s priorities and what it offers in terms of quality faculty, educational leadership and intellectual development.

The University also recognizes and supports intellectual activities through its endowed professorships. For example, the John McNaughton Rosebush Professorship is among the highest honors presented to faculty members for teaching and intellectual excellence. Awarded annually, the Rosebush professorship “serves to reinforce the connection between teaching, scholarship, research, public service and creative pursuits, and the University’s total commitment to academic excellence.” The University also awards a number of other Endowment for Excellence Professorships that are sponsored by individuals and corporations and that recognize faculty skill, dedication and achievements. Each four-year professorship supports research and professional development ($2,500 support for four years). The sponsors of Endowment for Excellence Professorships include Thrivent Financial for Lutherans, the Alberta Kimball Foundation, Curwood, Inc., Oshkosh B’Gosh, and Oshkosh Truck Corporation.

The University’s desire to reflect the value it places on faculty scholarship, creativity and continuous learning is shown in the University bookstore and in the main administrative building, Dempsey Hall. In the bookstore, University Books and More, faculty books and musical compact disks regularly are displayed in a campus author section. Information concerning campus authors is continuously updated and is made readily available on the bookstore’s Web site. In addition, the Office of Graduate Studies has established a program in which the works of campus authors are prominently displayed in Dempsey Hall.

Scholarly activities also are celebrated at the college level. For example, the colleges of Business (COB) and Letters and Science (COLS) maintain Web sites that highlight faculty publications and creative accomplishments, while the Colleges of Nursing (CON) and Education and Human Services (COEHS) highlight faculty achievements through regular newsletters. Also, a number of symposia and brown bag research seminars at which faculty and academic staff share research findings and engage in intellectual discussions are conducted each semester. The symposia and seminar discussions often facilitate collaborative efforts among other faculty members and frequently serve as the inspiration for other research activities.

**Support for student research**

The University of Wisconsin Oshkosh has developed a variety of support mechanisms meant to encourage students in the pursuit of knowledge. Courses in the University’s core curriculum emphasize inquiry and the pursuit of truth through research and problem solving. In addition to many courses specifically designed to provide students with an opportunity to gain hands-on laboratory, field and applied research experience, a wide range of undergraduate and graduate programs are in place to encourage intellectual efforts.

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Undergraduate research support and opportunities

Specific programs have been developed that allow undergraduate students to grow as they take the lessons learned in the classroom and apply them to real-world, hands-on situations. Some examples of such programs:

**Undergraduate Student and Faculty Collaborative Research Program.** This program offers grants that encourage collaborative research projects involving undergraduate students and faculty or teaching academic staff. Projects are designed to put students at the center of the research process, with the student assuming the principal researcher role, and the faculty collaborator serving as a mentor. Summer research grants in this program provide a $2,500 stipend to the student and up to $500 for supplies and expenses for full-time research (40 hours/week) during the eight-week, summer semester. The academic year research grant also provides a $2,500 stipend to the student and up to $500 for supplies and expenses for research beginning no later than September and ending no earlier than the following May. Students are expected to work an average of at least 10 hours per week on these research projects. In the last four years, approximately 65 undergraduate student collaborative projects have been supported;

**Undergraduate Student/Faculty Collaborative Research Small Grants Program.** Supported by the University of Wisconsin Oshkosh Student Compact, this program provides funding to support faculty and undergraduate student collaborative research. Students are encouraged to participate in hands-on research that results in the formation of new and interesting insights. Recent projects include “Combating Silence and Invisibility: The Representation of Older Women in Selected Novels,” “Nitrogen Dynamics and Processing in a Wisconsin Stream” and “An Investigation into Students’ Use of Teacher Comments to Improve Their Understanding About and Their Written Communication of Solutions and Justifications in Mathematics.” From 2004 to 2006, approximately 41 small grants of up to $500 were awarded to stimulate increased undergraduate student/faculty collaborative research projects;

**Annual University of Wisconsin Oshkosh Celebration of Scholarship.** This program allows students from any academic discipline to present their class- or grant-funded research orally or as a poster session. During the last such celebration, 81 students participated and were judged by the University of Wisconsin Oshkosh faculty, with awards being presented to students during the Chancellor’s Awards Ceremony;

**UW System Symposium for Undergraduate Research and Creative Activity.** This is an opportunity for students to present their research or creative activities to a state-wide audience. For the past two years, the UW System conference has been held at the University of Wisconsin Oshkosh. This year the Seventh Annual Symposium was held at UW-Stout. Thirteen University of Wisconsin Oshkosh students presented at this year’s symposium;

**Undergraduate Research Journal.** In April 2006, the first issue of the University’s annual undergraduate research journal, *Oshkosh Scholar*, made its debut. The journal is funded by student differential tuition and has two student editors, a faculty adviser and a panel of faculty reviewers. The first issue included 12 student articles. In July 2006, Polk Library placed Oshkosh Scholar in Minds@UW, a UW System institutional repository that is managed cooperatively by the libraries of UW System, allowing the articles to be electronically preserved. They also can be discovered and retrieved via a Web search;
**Student Consulting Program.** This program is specifically designed to provide area businesses with high-quality solutions to current business problems/questions and to provide top College of Business students with the opportunity to gain experience by applying the knowledge they have acquired in the classroom. These student consultants gain an opportunity to study all aspects of an organization in detail, while working closely with organizational leaders. Students make a formal presentation at the project’s end, at which time they share their insights and recommendations with fellow students and faculty members. During the last two years, approximately 45 students have participated successfully in the program and delivered innovative solutions to area organizations or businesses;

**Inter-Tribal Project.** This program is offered by the College of Education and Human Services and is designed to provide student teachers with hands-on experience in Native American schools. The program helps to expose student teachers to diverse populations, challenges and opportunities that they would not otherwise have;

**Natural Sciences Field Work.** At any given time, the University’s College of Letters and Science offers a wide variety of fieldwork opportunities to undergraduate students. In the sciences, the University has been surveying and excavating the archaeological Bell Indian artifact site outside Oshkosh since 1990. Similar opportunities to put classroom learning to work in the field are available in almost all of the natural sciences, the social sciences and the humanities; and

**Other Support for Undergraduate Students.** The University’s desire to provide students with opportunities for scholarly research also is made evident by the caliber of equipment that is regularly made available to undergraduates. Students have access to excellent and often highly sophisticated laboratory equipment; with some pieces being similar to those used at major research universities. Also, field methods courses in several disciplines have added to the high quality of our research education available for undergraduate students. Particularly within the sciences, commitment to undergraduate student research is reflected in the many research methods courses offered. Also, within the College of Letters and Science, travel money is made available for undergraduate students seeking to attend professional conferences. The Travel Expenses for Undergraduate Students program provided financial support for 32 students to present papers at professional conferences during the 2004-05 academic year.

Undergraduate students are not only afforded many opportunities to participate in scholarly and creative activities, but also they have a broad selection of venues in which to share the results of their activities. For example, each semester College of Business students participate in poster sessions and present their marketing research and marketing strategy projects to a group of area business professionals. Students are given a chance to share their results and also are encouraged to treat such sessions as networking opportunities.

**Graduate research support and opportunities**

As it is with undergraduate students, the University is committed to providing scholarly opportunities for graduate students and recognizing the outcomes of graduate research. The following programs offer support to graduate students:

**Graduate Student and Faculty Collaborative Research Program.** This program seeks to encourage collaborative research projects between graduate students and faculty or teaching academic staff involved in graduate

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16. Undergraduate Student Travel Policy is available in the Resource Room.

17. College of Letters and Science 2004-05 Undergraduate Travel Reimbursement is available in the Resource Room.
Projects must provide graduate students with opportunities to initiate and assume leadership roles in the research process. The overall purpose of the program is to encourage and support rigorous research as a vital component of graduate education at the University. The program consists of a Summer Research Grant, which provides a $3,000 stipend to the student and up to $500 for supplies and expenses for full-time research (40 hours/week) during the eight-week, summer semester. Approximately 20 graduate students have received this support during the last four summers.

**Graduate Studies Travel Fund.** This program provides support to graduate students who seek to present papers at professional conferences. Unfortunately, the funds available to support graduate student travel to conferences have declined in recent years as the University has struggled to deal with budgetary reductions, but efforts to provide travel support to graduate students have not diminished.

Across the campus, many graduate students receive a wide range of financial support at both the college and program levels. Graduate students who participate in teaching/research assistant programs work closely with faculty members on research projects and almost always are provided office space and computing resources.

**Opportunities for academic and classified staff**

Just as it is with faculty and students, the University is committed to promoting learning, research and publication among its staff members. As part of this effort, in 2001, the Classified Staff Advisory Council was created at the behest of the Chancellor and the Director of Affirmative Action. The charge of the CSAC is to promote a positive professional environment for all classified employees (represented, non-represented, limited-term and project appointment), support professional development activities, encourage informed communication between classified staff and the broader University community and serve as advisers to the Chancellor and other University administrators. Each year, in June, the academic year for classified staff culminates with the Classified Staff Development and Appreciation Day.

The Senate of Academic Staff supports instructional and professional academic staff and has long been a strong advocate of professional development.

Because they are important contributors toward fulfilling the vision, mission and goals of the University, academic staff members are provided with personal and professional developmental opportunities. For example:

The **Academic Staff Professional Development Component** of the Faculty Development Board supports both instructional and professional academic staff when they participate in activities that improve program quality and fulfill the University’s mission and goals. Support to University staff members includes funds to attend conferences or workshops to acquire specific skills or knowledge, a staff exchange or internship that involves an extended period of involvement or participation in structured learning at other institutions or agencies. Approved projects typically are funded up to $1,500 to cover registration fees, travel, housing and other expenses.

The **Classified Staff Team Building and Personal Development Program** was created to respond to concerns about encouraging leadership development in the classified staff. The program consists of a series of team-building and personal development exercises that help to identify strengths and weaknesses and demonstrate ways to become better employees and
better people.\textsuperscript{20} Workshops typically cover self-management skills, change, communication skills, work environments, problem solving and leadership. Sessions are held once a month for a four hours in the morning over an approximately nine-month period.\textsuperscript{21}

Another example of University support and recognition for classified staff is the **STAR Award**. The objective of this monthly award is to recognize performance above and beyond expectations. The award recognizes classified staff, limited-term employees and project appointment employees. This honor, awarded to 32 individuals during the past three years, is for a short-term performance on a special project or for contributing creative ideas or providing exceptional support to others. Each person receiving the award is recognized in *The Bulletin* and the *Classified Comments*. This award recognizes employees who have distinguished themselves by their commitment to excellence and to the University community.

The institution also recognizes the contributions of classified staff, limited-term employees and project appointment employees by selecting individuals for an **Outstanding Performance Award**. This award recognizes excellence in providing service to the University community and emphasizes their importance to the academic environment and overall reputation of the University as a whole. Since 2001, 14 individuals have received this honor.

The **Classified Staff Development and Appreciation Day** is another demonstration of University support for classified staff. Held annually since 2001, the staff appreciation day offers a wide range of activities, seminars and workshops, and is meant to reward the many staff contributions classified employees make to the University’s vision, mission and goals.

Finally, the University supports staff development by providing **tuition reimbursement for job-related course work**. This support is intended to assist academic and classified staff to become involved in professional development activities that will improve their job performance.

**Conclusion**

The University of Wisconsin Oshkosh demonstrates its commitment to a life of learning for faculty, students and staff in a wide variety of ways, ranging from course content through specific programs designed to encourage scholarship, creativity and the dissemination of the results of pursuing difficult truths. Funding support for faculty research and professional development through the Faculty Development Board (FDB) is financially significant for a regional, comprehensive university. In the last external evaluation of the Faculty Development program in 2003, the evaluator concluded that the FDB is “an excellent program, a model for other institutions.”\textsuperscript{22} Through the Office of Grants and Faculty Development, faculty, students and staff receive a variety of informational and technical support services. The University recognizes faculty, student, and staff accomplishments on a regular basis. It is a testament to the Institution’s commitment to faculty, student, and staff learning and professional development that it has maintained, and in some cases even increased, funding support for these pursuits during a period of significant budget reductions for the UW System.

**Strengths**

Responsiveness to lessons learned in the past is reflected in the variety of new initiatives aimed at providing faculty, students and staff with

\textsuperscript{20} Classified Staff Team Building and Personal Development Program [http://www.uwash.edu/csac/assets/csac/teambuilding/index.php.](http://www.uwash.edu/csac/assets/csac/teambuilding/index.php)

\textsuperscript{21} Sample of Classified Staff Team Building Seminars is available in the Resource Room.
additional opportunities to engage in developing and disseminating knowledge.

The existing high level of collaborative research, as well as the continued development of co-teaching and co-learning opportunities, further reinforces the fact that the University is eager to encourage life-long learning for all its constituents.

The University has made a solid commitment to and has a history of encouraging and funding opportunities that have helped its faculty, staff and students become part of ongoing learning and research dialogues at the local, national and international levels.

Opportunities for improvement

Efforts to identify and develop new resources to support scholarship will remain necessary as long as unfavorable state budgetary decisions adversely affect the University.

Plans for addressing challenges

The University will continue to seek partnerships within the larger community that will lead to mutually beneficial relationships and allow the institution to continue to be responsive to a changing environmental.

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Core Component 4b

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

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The University’s 1997 reaccreditation review included a concern about the General Education Program. Since that time, the University of Wisconsin Oshkosh has conducted a campuswide dialogue and review of the quality of the undergraduate academic program. On its Web site, the College of Letters and Science has reconfirmed its commitment to a broad-based liberal arts education:

“A liberal arts education transcends preparation for specific careers. A liberal arts education prepares students to be responsible citizens who understand and contribute to the changing world in which they live. It exposes students to a broad spectrum of knowledge about the human experience and the natural world, from contemporary science to literature, music and art. It enhances the skills of communication and critical thinking. It challenges students to appreciate their cultural heritage, to be sensitive to diverse traditions and opinions and to value truth. It encourages students to develop a lifelong commitment to inquiry. In sum, a liberal arts education develops the whole person who values knowledge for its own sake as well as for the achievement of specific objectives.”

Commitment to liberal arts

The University’s General Education Program is structured to provide all undergraduate students with a broad foundation of knowledge. It is designed to assist students in learning about the human condition. By fostering critical-thinking skills, the program prepares students to grow intellectually and to adapt to changes. It provides students with a common, liberal arts learning experience before they engage in a specialized field of study. The University’s mission to provide students with a comprehensive education is primarily served by the General Education Program. The General Education Program is designed to assist students in developing:

Effective written and oral communication skills;

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22. 1996-97 to 2003-04 Faculty Development Board Annual Reports are available in the Resource Room.
Skills related to critical thinking, problem solving and creativity;
Heightened intellectual, cultural, and humane understanding and sensitivity;
The ability to manipulate symbol systems and use quantitative methods;
Skills associated with the scientific method, including rational inquiry, data collection, analysis, theory formulation and hypothesis testing;
An understanding of world history, civilization and political processes;
An understanding of economics and social sciences;
An understanding of the interdependence of humankind and the natural world;
An understanding of the principles of mathematics and the sciences; and
An understanding of literature, the arts and systems of human thought.

Though it is offered by a number of different academic departments, the General Education Program is structured in a manner that ensures each student will be part of a liberal arts educational experience and will obtain a foundation for lifelong learning.

Students have access, as well, to special programs that further promote the liberal-arts philosophy. Examples include the Woman and Science Program and the Collaborative Language Program, both developed collaboratively with other System universities and administered by COLS on the Oshkosh campus. The University’s Office of International Education, in addition, offers diverse study-abroad opportunities that serve to complement and enhance the breadth of a liberal arts education. A primary challenge to these special programs is the budget situation, which may eventually affect their continuation. Budget issues notwithstanding, the University seeks to be “admired for ... scholarly achievement that furthers new knowledge through diverse methods of inquiry and is applicable to multiple audiences.” It will continue to direct its energies to support special programs that create an environment that promotes broad inquiry and that are applicable to many different academic majors. The University recognizes that offering these programs as a part of its liberal arts curriculum is an important goal.

Since 1997, a number of curricular changes have been made to increase the relevance and effectiveness of the University’s General Education Program. Some of the most significant changes include the following:

The Common Intellectual Experience (CIE) promotes learning for first-year students. Even before arriving on campus, new students are given an opportunity to begin their intellectual engagement and make strides toward academic achievement. The CIE is composed of three main activities: a common reading for all first-year students, a common theatre experience and conversations with faculty. During the 2005-06 academic year, the CIE theme was social justice.

Theme-Based Inquiry Seminars (TBIS) are used to teach essential components of a liberal arts education; in particular, TBIS courses stress writing and critical reading skills. Students are required to read a variety of texts and articles focused on a theme selected by the instructor; think critically about and make connections between the readings; and convey their ideas through class discussions and analytical writing assignments. TBIS courses primarily use classroom techniques other than lecture to involve students in collaborative inquiry. Seminar students become actively engaged in...

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library research, using a variety of print and electronic sources. In fall 2006, the course name changed to Writing-Based Inquiry Seminar to reflect better the writing intensive nature of the program; and

**Problem-Based Inquiry Seminars (PBIS)** are a new General Education requirement for first-year students. PBIS courses complement the TBIS (theme-based inquiry seminars): they help students improve their problem-solving and critical-thinking skills. These seminars are intended to provide challenging intellectual experiences, an awareness of broad social issues and an opportunity to creatively address complex problems. Through them, students will develop the lifelong skills of logical reasoning, data collection, observation and effective communication.

To help ensure that each student has access to an integrated educational plan, in 2002 a Student Compact was adopted by the Oshkosh Student Association in order to personalize academic services for undergraduate students. By integrating advising, assessment, and career development services into a seamless educational experience, the compact provides students with clear individual learning and intellectual development objectives by the end of their first year. Funding for the program comes directly from Student Association-approved differential tuition. These funds were allocated to a wide range of programs intended to have a direct effect on student learning and academic success. The overall effect of the Student Compact has been to greatly increase access to academic advisers, provide more extensive opportunities to build writing and quantitative skills, expand tutoring and assure that offices devoted to providing counseling, career and academic services operate in a coordinated manner. As a result of this initiative, students have been offered new opportunities to see the interrelationships between liberal learning and their majors; the program also has provided greater prospects for academic success.

**Co-curricular programs enhance breadth of knowledge and intellectual inquiry for undergraduates**

Several University units provide students with learning experiences that broaden their knowledge base and perspectives:

The Dean of Students Office coordinates the **Odyssey Program.** This program involves new students in the University community. It also connects parents to the mission and ideals of the University. During their first week at the University, new students meet with student leaders to learn about campus life and academic demands, engage in a conversation with faculty members prior to the start of classes and participate in a number of team-building activities.

For several years, **Residence Life** has supported (in coordination with the College of Letters and Science) learning communities within the residence halls. This allows students with similar interests (e.g., service learning, environmental issues) to live in the same residence hall and on the same floor. Sharing of residential space by students with common interests encourages discussion, the use of guest speakers and often gives access to discipline-specific computer resources.

**Titan LEAD** (Leaders Emerging and Developing) is a wide-ranging student leadership program that provides opportunities for students to identify, nurture and develop their leadership skills, talents and opportunities through training and experiential learning. The goals of this program are to give students an opportunity to meet other students who share an interest in leadership; to provide opportunities to learn about

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27. Theme-Based Inquiry Seminars (TBIS) information is available in the Resource Room.

28. Problem-Based Inquiry Seminar (PBIS) information is available in the Resource Room.

29. 2006 Odyssey Program http://www.uwash.edu/odyssey/events.htm.
leadership and to apply this knowledge; to prepare students to be contributing citizens in their community; to strengthen the relationship between students, faculty and staff through leadership training and experiences; and to increase student involvement.

The University has 137 recognized student organizations that provide opportunities for student participation in co-curricular activities.

A challenge is to recruit and train qualified advisors for all of these student organizations.

The Student Leadership and Involvement Center is provided by Reeve Memorial Union and offers leadership workshops for all University of Wisconsin Oshkosh students throughout the academic year. These workshops provide students the opportunity to build their understanding and become familiar with many different aspects of leadership; it builds communication, financial and resume writing skills. The center’s workshops are part of the University’s commitment to strengthen student leadership by emphasizing and fostering students’ intellectual, civic, ethical and personal growth. In order to give students the broadest possible exposure to new experiences, a new satellite teleconferencing system was used in this year’s workshops. It allowed students to enroll in the interactive workshops offered by the National Society of Leadership and Success.

Student knowledge and inquiry skills are developed through a variety of service learning activities offered by all of the colleges and several departments. The Department of Biology and Microbiology provides an excellent example; it promotes student inquiry through educational activities, such as microbiology water quality research and its Aquatic Research Lab. The department conducts many research projects that investigate microbiological water quality. Students are involved in conducting these studies. They live and work in towns and cities near the Great Lakes, collecting data at the beaches and making the data available to the public. The Aquatic Research Lab also provides research opportunities for graduate and undergraduate students; its director has led efforts to acquire grant funds to bring K-12 teachers to campus to learn about water in Wisconsin, so they can bring that information back to their classrooms. Community citizens are also able to learn about environmental issues at the lab. The University’s mission to provide students with a high-quality educational experience is promoted by learning activities that encourage their involvement in social and environmental issues. These projects are prime examples of how the University shares its resources and faculty expertise with its students and its broader community. Service-learning activities encourage scholarship, hands-on learning and community involvement.

Artistic, cultural and intellectual events

As part of the mission to foster creative activities and to share its intellectual and cultural strengths with the region, the University supports a wide range of artistic, cultural and intellectual events on and off campus.

The University Speakers Series provides challenging and relevant presentations on wide-ranging topics. During the 2005-06 academic year, presentations on such topics as rock music, disabilities, violence against women, space travel and easy meals for college students were supported by this student-funded program. Figure 4-4 indicates that more students are seeing value in these University-sanctioned events and are taking advantage of them.

30. Student Leadership and Involvement Center [http://www.reeve.uwosh.edu/slic/]
31. Microbiology Water Quality Research information is available in the Resource Room.
The University supports the Gail Floether Steinhilber Art Gallery\(^{33}\) and the Priebe Gallery.\(^{34}\) These galleries are committed to enriching cultural life on campus, in the community and throughout the Fox Valley. The galleries exist primarily to serve the University of Wisconsin Oshkosh students and staff, but are open to the general public; they present work that is intriguing, inspiring, thought-provoking, and, at times, socially challenging, yet always in keeping with the University’s educational commitment. Works by local, regional and nationally recognized artists, as well as by University students, faculty and staff, also are exhibited in the galleries. Exhibitions are planned, promoted and installed by the gallery committee, which is composed of students, a staff adviser and a community representative.

The University has joined with the Fox Cities Performing Arts Center of Appleton and the Grand Opera House of Oshkosh to present works by William Shakespeare in a series called Shakespeare-on-the-Fox, now in its third year.\(^{35}\) In addition to bringing internationally acclaimed performers to the Fox Valley, Shakespeare-on-the-Fox also provides an involving Shakespearean experience for University students, area schoolchildren and community residents.

In 2004, the University presented the Pride of Oshkosh community art project.\(^{36}\) Sponsors selected 33 proposals out of 120 submissions for lion transformations by local artists. More than two-thirds of the artists selected were University-affiliated students, faculty, staff or alumni. More than $400,000 were raised in support of the project. Proceeds from the project helped fund a broad range of community arts initiatives, including more than $50,000 in scholarships for University students.

The Frederic March Theatre hosts four plays (and many other performances) each academic year.\(^{37}\) These theatrical productions are typically produced by theatre faculty members, with students serving in acting and production roles.

The Music Department offers a Chamber Arts Series every academic year. During 2005-06, the Chamber Arts musicians included Ji-Yong, a pianist; the Salzberg Hyperion Ensemble, the Baltimore Consort and the Georgia Guitar Quartet. In addition, the University of Wisconsin Oshkosh Symphony Orchestra has several public concerts every year. While still somewhat below student participation rates at peer UW System campuses, more University of Wisconsin Oshkosh students are taking advantage of the artistic and theatrical performances being offered (Figure 4-5).

**Conclusion**

The University of Wisconsin Oshkosh has demonstrated its commitment to a broad-based liberal arts education for undergraduate students through its ongoing review of and improvements to the General Education Program. Furthermore, students’ academic lives are enriched and broadened by the numerous co-curricular and leadership programs and opportunities offered by the University. The campus also provides many artistic, cultural and intellectual events to stimulate the learning of students and to add to the cultural climate in the community.

**Strengths**

The University’s commitment to a liberal arts education is reflected in the broad-based range of subject matter that every student is now required to

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master. General Education provides a solid foundation on which to build more specialized skills and knowledge.

The University offers a wide variety of experience-based learning opportunities, frequently using non-traditional or interactive instructional methods.

Opportunities for improvement

The University must build upon the progress that it has made. It must regularly review its General Education Program and its outcomes, seek new and more effective ways of involving students in their learning, and adapt its core courses to changes in the world. It needs to continue helping students become life-long learners who embrace diverse viewpoints, are adept at creative problem solving and pursue other life-enriching activities.

Plans for addressing challenges

The University will continue to develop strong academic programs for traditional and non-traditional students.

The institution must continue to attract the best students possible and to prepare them to deal with new ways of thinking and diverse points of view.

The University of Wisconsin Oshkosh maintains its commitment to prepare students for a global, diverse and technological society. This commitment is reflected in two core values. One core value promotes diversity and inclusiveness:

“We believe that a university community connects the perspectives and backgrounds of diverse social and academic groups of people. To meet this aim, a university community must be inclusive in its composition and support a civil atmosphere and a tolerant environment for learning.”

A second core value seeks to foster social awareness and responsiveness:

“We believe that educators and students should explore and engage the challenges that confront regional, national and global communities, using their intellectual and creative capabilities to understand, investigate and solve problems. Social awareness will allow us to respond to domestic and international needs for equitable and sustainable societies.”

Preparing students to live and work in a global, diverse and technological society

The University promotes student learning in a global, diverse and technological society through a wide variety of programs and services. This section will identify and briefly discuss these programs and services and their contributions to global understanding, diversity and technology.

Global education

The University and each of its four colleges recognize the importance of providing students with a global perspective. It strives to offer opportunities for students to gain global experience. In addition to many courses structured to provide students with global insights, a number of additional programs and
services have been developed to provide students with a world perspective. Figure 4-6 provides evidence that more students are gaining a better understanding of people who are of different races or different ethnicities.

Examples of specific programs designed to provide students with a more global perspective are:

The Office of International Education (OIE). The OIE is responsible for coordinating all study-abroad programs offered through the University of Wisconsin Oshkosh, National Student Exchange Programs and faculty exchange programs. The programs and services offered by the OIE demonstrate an institutional commitment to providing students with a global perspective and exposing its students to world issues. The University’s International Studies Program and Department of Foreign Languages and Literatures provide curricula that also are central to the study of global issues. A number of other centrally supported units and clubs on campus also are dedicated to diversity, cultural awareness and international issues;

The International Studies Program. Recognized as a UW System Center of Excellence, the International Studies Program at the University of Wisconsin Oshkosh offers an interdisciplinary, undergraduate major that consists of nearly 200 courses offered by more than a dozen departments within the University. Students graduating with a degree in International Studies are prepared to function in the global economy; they possess cultural and language skills, analytical skills and a grounding in their chosen disciplines. They understand the significance of culture, history and values in the diverse nations of the world, and they know how nations relate to each other. Graduates understand the linkages between economic, political and social events. They also are aware of global environmental, trade, economic development and social development issues, as well as international organizations and their role in addressing those issues. The program offers minors in Asian Studies, European Studies, Latin American Studies and African Studies. An important component of the International Studies Program is the Model United Nations (MUN). The MUN is a student organization that has provided the University of Wisconsin Oshkosh students with the opportunity to gain first-hand experience in the skills of negotiation and diplomacy. Since the 1960s, it has allowed students to gain a broader understanding of the causes of disputes and the procedures nations must follow in order to arrive at solutions to world problems. During 2005-06, the University of Wisconsin Oshkosh Model United Nations Team won its 22nd Outstanding Delegation Award at the National Model United Nations Conference;

Study-Abroad Business Programs and Tours. Across the campus, increased time and energy have been devoted to expanding students’ perspective to include global issues. For example, the College of Business has worked diligently to infuse global issues into the courses taken by undergraduate and graduate students. In addition to coursework designed to give students a global perspective, over the past several years many international business study tours have been offered. Students enrolling in the business study tours gain an opportunity to meet with business and governmental leaders of some of the world’s largest multinational organizations. Recent business study tours have taken students to Peru, Japan, Germany, France and England. As indicated in Figure 4-7, students have responded favorably to campuswide efforts with an increasing number of students electing to participate in study tours;

The College of Business also has demonstrated a firm commitment to offering students a global perspective by launching a new Global MBA
Program through a partnership with two foreign universities: the University of Applied Sciences, Darmstadt, Germany; and the T.A. Pai Management Institute, Manipal, India. The program’s mission is to “develop global business leaders through an innovative, intercultural learning experience provided by an international alliance of accredited business schools.” The three member institutions seek to integrate a rich global experience and solid academic background in order to prepare their graduates for careers in international business. Graduate students, who are typically employed full-time, gain cross-cultural insights by directly collaborating with international students and by spending up to two weeks at each of the member universities campuses;

Another program that demonstrates the University’s commitment to globalization is offered by the College of Education and Human Services. The Global Educator Graduate Certificate Program was created to provide students with international perspective. It consists of 18 graduate credits that provide an overview, theory, philosophy and historical and current perspectives on issues surrounding education, program development and global citizenship. The program can be taken as a stand-alone graduate certificate, or the credits may be applied to the Education Leadership Master’s Program. Some of the courses/experiences in this certificate program include Principles of Bilingual/Bicultural Education, Becoming a Global Citizen, Introduction to Global and Comparative Education, Internationalizing the Curriculum and Study-Abroad tours;

The College of Letters and Science has developed Japanese studies and Canadian studies minors that include study-abroad and student-exchange opportunities. The college recently created the European Odyssey Program, designed as a traveling classroom; it provides another global study opportunity, offering semester course work at appropriate locales in Europe. A faculty/staff leader teaches and guides a student group and three additional faculty/staff provide instruction during the semester. COLS has also spearheaded expansion of the UW System Collaborative Language Program, which allows students on various System campuses to learn lesser-taught languages.

Experiential Clinical Programs. Within the College of Nursing, students gain broad cultural understandings in a variety of elective experiences. Multicultural clinical programs provide students with opportunities to gain experience in providing healthcare to other cultures. In these clinical programs, nursing students learn first-hand about patient care; they also get an opportunity to sharpen their all-important patient communication skills. Nursing students have pursued local and national experiential opportunities at tribal clinics, migrant clinics and healthcare clinics in Appalachia. Students have visited countries, such as Haiti, Uganda, Russia, Vietnam and Thailand in order to gain first-hand experience in interacting with diverse populations and enhancing their cultural sensitivity. Since 2000, the University has had a memorandum of understanding with two universities in India.

Hosted on the University campus the past several years, the Earth Charter Summit brings together students, faculty, staff and people from the community to present, discuss and undertake projects and ideas connected with global sustainability. Elementary schools, middle schools, high schools and community members of all ages have been participants in the Earth Charter Summits. The campus environmental audit is an example of a practical and continuing outcome that further stimulates organizational and educational improvements. Earth Charter activities foster the principles
of diversity, inclusivity, social awareness and responsibility. Earth Charter strengths include the active participation of faculty and staff, as well as guest scholars and practitioners who give presentations and visit classes. Earth Charter events have been integrated into classes and are supported by the departments of English, public affairs, religious studies, biology, history, journalism, and women’s studies. The College of Business also has partnered in events. Earth Charter events and the University’s social justice minor prepare students for the challenges of a global society. The summit supports the University’s mission: to “share our intellectual and specialized capabilities with individuals, organizations and communities in our Wisconsin region and beyond in a way that is responsive to the needs of the people we serve.”

Finally, adding to the international atmosphere on our campus community are students from 40 countries. Nations represented include: Albania, Australia, Bangladesh, Belarus, Bosnia and Herzegovina, Bulgaria, Canada, China, Dominican Republic, Ecuador, Germany, Ghana, Guatemala, Haiti, Honduras, India, Indonesia, Jamaica, Japan, Kenya, Korea, Latvia, Malaysia, Mexico, Nepal, Netherlands, Oman, Pakistan, Poland, Romania, Russia, Rwanda, Spain, Sri Lanka, Taiwan, Thailand, Turkmenistan, Ukraine, Uzbekistan, Zambia and Zimbabwe.

Diversity

The University values diversity of thought and perspective and demonstrates a strong dedication to it. The University of Wisconsin Oshkosh 2008 Diversity Council is a major mechanism for promoting diversity on campus. Its specific charge is to identify institutional needs and priorities in relation to the UW System Plan 2008: Education Quality Through Racial/Ethnic Diversity, the new UW System diversity initiative. It builds upon and continues the 1988 Design for Diversity. The plan outlines seven goals in the areas of hiring, precollege recruitment, retention and graduation of African American, Hispanic/Latino, American Indian and Asian American faculty, staff and students. The Diversity Council is engaged in activities designed to culturally enrich the University. It administers the Diversity Innovation Grants Program, which provides funding to campus organizations to address Plan 2008 goals.

A second UW System initiative being piloted on the Oshkosh campus is the Equity Scorecard Project. This four-phase project is conducting an inventory of all the diversity programs and initiatives on campus and will provide prescriptive recommendations in areas of concern.

Another vehicle that promotes campus diversity is the Alliance for Equity and Diversity, which was created in 2003 to provide increased communication among University committees and a common voice to the campus as a whole for issues of equity and diversity. This alliance is composed of members from all campus committees dealing with equity and diversity issues. As an example of the effectiveness of this alliance, in spring 2005, an integrated training session for individuals interested in becoming “first responders” in situations of harassment or discrimination was offered. Diversity and inclusivity also is fostered through equal opportunities in education and non-discrimination policies and the University’s relationship violence policy-matters discussed at length elsewhere in this study.

Two developments have occurred recently in the Admissions Office that have increased student diversity on campus. First, in 2000, it hired four student recruitment specialists to work as liaisons with African American, Native American, Hispanic and Asian American students. Since then, all four have become
full-time recruiters supported with base-budget funding. Second, in September 2006, the University opened a satellite office in Milwaukee to help recruit students of color in that city. Also coming out of the latter initiative is the strong possibility of a formal relationship with Hamilton High School in Milwaukee.

The Center for Academic Support and Diversity provides support services to African American, Asian American, Hispanic American, Native American and qualified first generation, low-income and/or disabled students attending the University of Wisconsin Oshkosh. Some of the support services include advising, tutorial assistance, personal support, peer mentoring, an early warning interaction system for students at academic risk, short-term loans and resume-writing assistance. The center also operates the Multicultural Education Center at the University; it serves as a gathering place for students of color. In addition, the Center for Academic Support and Diversity runs a number of very successful precollege programs aimed at students in the Milwaukee area. Finally, there are several student organizations on campus, such as the American Indian Student Association, Asian Student Association, Black Student Union, Hispanic Cultures United and the Hmong Student Union.

Another program aimed at broadening the horizons of the University of Wisconsin Oshkosh students in terms of ethnic and cultural diversity is the Student Exchange Program. Begun on campus only last year, the program has sent more than 20 students to the far reaches of the country to experience a variety of different educational opportunities.

Technology

The Information Technology Program (IT) at the University has two distinct functions. Its staff provides services in support of classroom education, knowledge transmission and preservation, and student-to-student, student-to-faculty and faculty-to-faculty interaction. At the same time, its services allow students to gain a command of technical skills needed to shrink our world, enhance communication between cultures and prepare our graduates for a global environment.

Technology is a critical part of the day-to-day operations of the University. As one of the University’s major areas of focus, as defined by its Information Technology Key Operational Plan, the ongoing development and evolution of technology in support of the University’s mission continues. A survey of existing technology at the University of Wisconsin Oshkosh reveals a complex array of systems and services in three broad areas: infrastructure, instructional technology and information/transaction systems.

Technology Infrastructure

The University of Wisconsin Oshkosh provides universal access and common technology tools for all faculty, staff and students. Information Technology staff members are responsible for managing the network topology, operating systems and desktop applications. All academic buildings, except for Arts and Communication, are equipped with gigabit Ethernet service. There is wireless network capability in areas, such as Polk Library, Reeve Union, certain classrooms and all computer labs. All residence hall rooms are equipped with data jacks that allows students Ethernet access to ResNet (Residential Network). Desktop support services for faculty and staff includes anti-virus protection, automated software updates and patching, help desk services and training on operating systems and application.

Instructional Technology

IT staff provide a range of technology services in support of the academic mission, including classroom technology, computer labs, online learning...
software and instructional design assistance. The University has more than 100 computer/video projection systems across campus. Media Services delivers instructional technology to classrooms as requested to supplement what is installed in classrooms. The University has two facilities for interactive video distance education.

The University of Wisconsin Oshkosh also currently provides 466 computers in five general-access labs. This exceeds the UW System goal for campuses: to provide one computer for every 25 FTE students in a general access computer lab open to all students a minimum of 80 hours per week. The computer lab in Radford Hall is open 24 hours per day. In addition to the general computer access labs, the campus also maintains 20 specialized college or departmental computer labs that are tied to specific academic disciplines and open to students enrolled in those disciplines.

The Instructional Development and Authoring Lab (IDEA) helps faculty and staff integrate technology in the teaching and learning process. The IDEA Lab serves as a clearinghouse for instructional technology information and training opportunities. IDEA Lab staff members provide pedagogical and technical advice on techniques, such as digital imaging, Web page development, presentation software, electronic discussions, scanning, courseware and multimedia software. Media Services offers primary support for the Desire2Learn (D2L) course management system. Media Services also offers two specialized services: the Web Creation Group is a team of students available to assist faculty and departments in creating and updating Web pages, and the Presentations Lab provides students with computers, software and specialized equipment (such as digital cameras) to assist them in preparing multimedia classroom and research presentations.

Scholarly and Educational Resources

Polk Library supports the University’s acquisition, discovery and application of knowledge through a wide range of electronic information resources, a core collection of traditional library materials, numerous library services, several specialized collections, generous library hours, and informational instruction. According to a 2004 survey, 60 percent of undergraduate students, 87 percent of graduate students and 65 percent of faculty report that they use the library in-person or online at least weekly.

Polk Library has been a leader in UW System projects that enhance access and delivery of scholarly and educational materials through BadgerCat and Universal Borrowing. It also has played a leading role in the creating of Minds@UW, which provides electronic preservation and access for scholarly output, and participates in the University of Wisconsin Digital Collections (UWDC) effort that places primary materials, such as manuscripts, government documents and archival materials, online for scholarly research. In 2005, students, scholars and the general public used the UWDC more than 5 million times. The library also provides journal articles, not owned or leased by the library, to the campus through fast and efficient desktop delivery of information.

Information and Transactions Systems

The University of Wisconsin Oshkosh has implemented more than a dozen information and transaction systems, since its last accreditation review in 1997. These systems have transformed the way the campus engages in educational and business processes. Several of these major systems are discussed below.

The Degree Audit Reporting System produces the Student Academic Report (STAR) that provides all students and advisers with degree audit reports to
assist in advising, planning and registering for courses. Students can obtain their STAR reports online.

The **PeopleSoft Student Information System** represents the core database for University of Wisconsin Oshkosh students, faculty and staff. This Web-based system covers Admissions, Financial Aid, Records/Registration and Student Financial Aids. Faculty members use this system for viewing class rosters and unofficial transcripts of their advisees and for submitting final course grades.

The **Desire2Learn** course management system supports fully Web-based courses as well as blended courses, in which faculty enhance their face-to-face classes with interactive, online learning experiences.\(^7\)

**Conclusion**

The University of Wisconsin Oshkosh has embarked on numerous initiatives designed to enhance the learning experiences of students who will live and work in a global, diverse and technologically complex world. The University points to the Earth Charter Summit, the Office of International Education, and the International Studies Program as signs of its progress. All four colleges have increased the integration of global issues into the curricula. Faculty and departments have established relationships with universities in foreign countries and faculty have led students on study tours.

Promoting increased sensitivity to issues of diversity is fostered by the 2008 Diversity Council, the Alliance for Equity and Diversity, the Admissions Office and the Center for Academic Support and Diversity. Still, the University must continue to vigorously recruit students, faculty and staff of color.

It is no overstatement to declare that the universal presence of technology has transformed campus life for faculty, staff and students. The University has managed to stay current with advancements in technology. The student-learning environment has been transformed by the increased use of distance education and online instruction. The ease of information communication has been expedited by the employment of many new information and online transaction systems.

**Strengths**

The University’s commitment to providing constituents with an international perspective is demonstrated in the wide variety of classes and programs dealing with global issues, study-abroad trips and exchange programs.

The University has seen a dramatic increase in the number of students of color on campus. Between 2000 and 2006, students of color have increased from 414 to 732, an increase of 76.8 percent. The new Milwaukee satellite office should add to these substantial increases in coming years.

The relatively high level of accessibility to computer-based technologies on campus allows faculty, students and staff to identify sources of knowledge and to communicate in many different ways (e.g., email, Desire2Learn, discussion boards, etc.).

**Opportunities for improvement**

Given the pace at which the world is changing, as well as the pace at which technology continues to evolve, it is a challenge to find the resources

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\(^7\): Desire2Learn Online Teaching
http://idea.uwosh.edu/media_services/de/ formats/TLonline.html.
needed to remain current. While the number of students of color coming to campus continues to grow, more needs to be done in student retention and hiring and retention of faculty and staff of color.

Plans for addressing challenges

The University of Wisconsin Oshkosh will continue to develop programs that place the University on the international stage and that bring it into contact with other universities, students and organizations around the world.

Ensuring responsible acquisition, discovery and application of knowledge

The **Institutional Review Board (IRB)** process protects the rights of human subjects participating in research projects. This supports the University’s mission and values by promoting responsible research activity. Furthermore, the IRB supports the University’s core values of advancing knowledge, continuous learning and responsible scholarship. Students engaged in course- or degree-related research must go through the IRB review process, just as faculty and staff must.\(^\text{48}\) The IRB promotes adherence to UW System regulations and supports the core values of freedom and responsibility by fostering intellectual honesty and integrity.

The **Institutional Animal Care and Use Committee** ensures compliance with federal regulations pertaining to the use and care of laboratory animals in campus research labs. The University has filed an “Assurance of Compliance with Public Health Service Policy on Humane Care and Use of Laboratory Animals” with the U.S. Department of Health and Human Services’ Office of Laboratory Animal Welfare. This assurance has been approved. This University committee inspects animal care facilities, trains animal care workers and ensures that faculty, staff and students acquire and discover knowledge responsibly.\(^\text{49}\)

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49. Policy on Humane Care and Use of Laboratory Animals is available in the Resource Room.
lease forms when submitting materials to Document Services for printing and classroom use. The bookstore periodically distributes to faculty and staff members a booklet that provides information about copyright regulations.\textsuperscript{50}

Each college offers courses on ethical standards.\textsuperscript{51} For example; in Letters and Science, several departments offer entire courses about professional ethics (e.g., Computer Science 350: Ethical Issues in Computing; Human Services 415: Legal and Ethical Aspects of Human Services; Journalism 312: Media Ethics; Psychology 722: Ethics in Psychology; Religious Studies 107: Religious Ethics, etc.). In addition, the College of Nursing offers five courses related to ethical standards in nursing practices. The Social Work Department requires all majors to sign that they have read and understood the “Statement of Commitment to the National Association of Social Work’s Code of Ethics.”

Students must adhere to ethical standards in their research activities and in their coursework. Academic dishonesty policies are published in the Student Handbook, which is distributed to all incoming students and is posted on the University’s Web site.\textsuperscript{52} The Student Conduct policies and procedures are posted on the Web site of the Student Affairs Division. The Dean of Students Office is responsible for administering the procedures that involve student conduct at the University. The institution has high expectations for the members of its community. Students are expected to take responsibility for their actions and accept the consequences of those actions. Many faculty members also include information related to academic dishonesty and plagiarism in their course syllabi.

The Office of Grants and Faculty Development works with the Division of Administrative Services to ensure that faculty research projects comply with all applicable regulations. Administrative Services has a full-time research grants manager who maintains the accounts and budgets for all research grants. In addition, Administrative Services has an internal auditor to regularly review grants’ and contracts’ budgets and reporting obligations.

University of Wisconsin Oshkosh is a national model in terms of sustainability activities. To build a truly sustainable institution, the University developed a team, composed of 2 dozen members with expertise in sustainability, including faculty, staff, administrators and students, to develop a comprehensive plan that directs actions in education, research, operations and outreach. The Campus Sustainability Team will have an external advisory group that will help it collaborate and develop partnerships with external and internal constituencies.

The Team’s charge, goals, roles and responsibilities were outlined in a memo from the Chancellor and the Provost that defines sustainability as living in a way that ensures that future generations enjoy the benefits of a healthy environment and social well-being, and it sets the parameters of sustainability to include ecological integrity, social justice and economic well-being.

The charge for the Team is to devise an integrated Campus Sustainability Plan that will influence several key operational plans and improve campus sustainability. Its plan will analyze the current status of the University’s “green” commitment on campus, and describe and prioritize options for making further progress.

Few other colleges and universities have established comprehensive sustainability programs. Such an approach to campus planning, particularly

\textsuperscript{50}: University Bookstore Copyright Policy is available in the Resource Room.

\textsuperscript{51}: Sample Courses on Ethical Standards are available in the Resource Room.

\textsuperscript{52}: Student Handbook - Academic Dishonesty Policies are available in the Resource Room.
if progress is measured and substantial, would place University of Wisconsin Oshkosh in the vanguard of institutions demonstrating that sustainable operations are achievable, that sustainability education can become part of the college learning experience and that universities can lead surrounding communities to a sustainable future.

State recognition of the University’s commitment to becoming a “green” campus came recently in the Governor’s selection of the University of Wisconsin Oshkosh as one of 4 UW institutions to move from a fossil-fuel grid to a renewable energy grid.

**Conclusion**

The University of Wisconsin Oshkosh’s policies, procedures, administrative structures and course instruction demonstrate a clear commitment to ensure that faculty, students and staff acquire and apply knowledge responsibly.

The University of Wisconsin Oshkosh promotes a life of learning for faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice and social responsibility.

One of the areas of social responsibility in which this can best be seen is in the establishment of a campus sustainability team.

Over the past five years, the University has engaged in a broad and inclusive strategic planning process that has clarified the campus vision, values and strategic directions. Major campus units have developed key operational plans to implement identified strategic directions and priorities. The University has shown itself to be an engaged community of lifelong learners and collaborative scholars.

The Faculty Development Board has supported faculty and academic staff in research and professional development. The Office of Grants and Faculty Development has expanded support services for faculty, staff and students. There also have been greater professional development opportunities for classified staff.

It will be a challenge to maintain support services and develop new strategic directions and initiatives during a period of declining state support for the UW System. The University must work hard to increase private donations in an effort to fund more student scholarships and increase financial support for faculty research.
Engagement and Service

Criterion 5

Engagement and Service
Criterion 5

Engagement and Service

As called for by its mission, the organization identifies constituencies and serves them in ways both value.

With a total enrollment of more than 12,400 (11,000 on campus), The University of Wisconsin Oshkosh is the third largest institution in the UW System. Faculty and staff numbering 1,550 support the University’s mission: sharing its special talents capabilities with its constituencies.

The University’s annual economic impact upon the state is more than $500 million, generating directly and indirectly more than 9,000 jobs. Its fiscal and intellectual strengths improve the quality of life in the community. Its strong academic programs provide highly skilled professionals for employers. It partners with schools, businesses, civic organizations and government to develop new courses, offer continuing education and create innovative programs to meet new needs. The University also contributes to the community’s culture by offering more than 200 athletic events and 300 cultural opportunities annually.

The University has and shares expertise on issues of regional, national and international significance. This section examines initiatives that serve the diverse constituencies of the region.

Public service is a core commitment for the University of Wisconsin Oshkosh, and it has been identified in planning as an area of horizontal distinctiveness. The University consistently works with on- and off-campus constituencies to assess needs and ways in which it can respond to them.

Advisory boards and councils as well as surveys and audits play a central role in identifying emerging needs and issues, such as the transition from a traditional student body to one that is increasingly more diverse and older. Boards can suggest how these student needs might best be met. New certificates and requests by colleges for entitlements to plan programs are outgrowths of such input.

Advisory boards

The University supports a number of councils and advisory boards that link the campus to the community. For example, the Chancellor interacts with community leaders through Councils of Advisors in both Oshkosh and Milwaukee. They provide advice, receive information and serve in an advocacy role. There are approximately 20 members on each council and each meets four times a year. The groups are apprised of various University undertakings, such as the New North project, NEW ERA and the Chancellor’s Growth Agenda; help with problem solving; and advocate for the University. The Advisory Councils provide a critical link between the wider community and the University, assuring that it is aware of and responsive to developing educational needs.

Core Component 5a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

1. Market Profile Reports, 2003 and 2006, are available in the Resource Room.
The current Chancellor is the founding chairperson is the North East Wisconsin Education Resource Alliance (NEW ERA), a consortium of executive leaders in the 13 public colleges and universities that serve 1.2 million northeastern Wisconsin residents. NEW ERA is composed of four technical colleges, five two-year colleges, two UW comprehensive universities, the College of Menominee Nation and the University of Wisconsin-Extension. Its mission is to share “its intellectual and specialized capabilities.” Since 2001, it has developed articulation agreements in organizational administration, nursing and early childhood education; programs for sharing library resources; and an audit of the region’s manufacturing, engineering and technology management resources. The group also has been instrumental in the establishing a library card program that allows community members, students and staff from any partnering institution to check out materials from any library in the group.

NEW ERA’s contacts with its communities have generated significant program changes to better serve the region:

- Collaborated with Fox Valley Technical College on a bachelor of liberal studies degree for students with and associate’s degree in aeronautics; and
- Developed the Educational Alliance for Social Workers and a collaborative master’s degree in social work with UW-Green Bay.

Even more important, NEW ERA has started a dialogue with employers and community leaders:

- Created relationships with the Fox Valley Workforce Development Board, NorthStar Economics Inc., and the Northeast Wisconsin Economic Development Group;
- Developed a work group of enrollment managers from all NEW ERA partners to share information, rationalize enrollment flows and coordinate communications; and
- Developed a Teacher Licensure working group to develop a Web clearing-house, assess two-year/four-year baccalaureate degrees in math and science education, ease the transition of transfer students and evaluate the needs of students interested in licensure-only programs.

NEW ERA serves as a vehicle for collaborating with other educational institutions in northeastern Wisconsin. Its partner, New North, an outgrowth of NEW ERA, was created to open a dialogue with chambers of commerce, workforce development boards, economic development professionals and CEOs of major corporations in the region. It seeks to develop a diverse and talented workforce in order to maintain the region’s national and global competitiveness, encourage growth and enhance the region’s quality of life. The Chancellor was a founding member of the New North. A grant from the Governor’s office let New North complete the first phase of a regional economic study, recruit an executive director, launch a regional branding marketing campaign and obtain major donations from business and other organizations to support its work.

The University of Wisconsin Oshkosh Foundation maintains community partnerships. Its 24-member Foundation Board represents a cross-section of community leaders who guide the use of gifts and bequests to the University.

Colleges, programs and units also use advisory councils of external constituents; they provide essential feedback on current trends, needed skills, quality of graduates, quality of services and facility use:

The College of Education and Human Services works with area schools and agencies. The Dean’s K-12 School Advisory Council is the formal link between
the college and Fox Valley schools. It provides networking and partnership opportunities and a forum for advocacy. It has members from area schools, social-service agencies, business and industry. The college also is involved in Oshkosh Partners in Education (PIE), a consortium of businesses, nonprofit organizations, PK-12 schools and COEHS. PIE provides businesses with updates about school needs, helps educators understand the needs of businesses and assists with internship opportunities. Sponsored by the Oshkosh Chamber of Commerce, it is an important mechanism for enhancing the quality of education.

COEHS and the College of Letters and Science participate in the Teacher Needs Task Force, involving faculty from each college, school administrators and teachers. The group develops and prioritizes professional development needs; this has led to curricular initiative, including graduate certificate programs in instructional technology, biology, microbiology, Spanish literature and special education.6

The College of Business (COB) has six advisory boards: one for the entire college and separate ones for accounting, human resources, management information systems, operations management and the MBA program.7 Its Alumni Association links college alumni to the University. It also created the MBA Alumni Advisory Board to provide input and advice on the curriculum and policies of the MBA program.8

The College of Nursing Advisory Council (Board of Visitors) was founded 14 years ago. The 14-member board is comprised of local doctors and other healthcare providers who offer suggestions for changes in curriculum and discuss professional issues.9

Community perceptions of the University curriculum are important to the University, and all academic programs must solicit employer and student feedback as an element in septennial program reviews. Some programs (including the departments of journalism, computer science, medical technology, social work, special education and human services) have taken this requirement a step further and developed advisory boards for their academic programs.10

Polk Library’s Library and Learning Resources Advisory Council is a 15-member, all-University committee consisting of faculty, staff and students. It provides advice to library staff regarding its collections, services, policies and new directions. The library also receives feedback via the LibQual user survey. In 2004, 1,054 people participated in the online survey. In November 2006, the library conducted an online survey of students regarding what type of environment and services that they would like in the reference area. Six hundred responded. Findings from both surveys were used to improve services.11

Disability Services, located within the Dean of Students Office, coordinates reasonable accommodations for students with disabilities. The ADA Advisory Board serves this group by evaluating the University’s services for disabled students and making recommendations to the administration and the coordinator of Services for Students with Disabilities.12

The Oshkosh Sports Complex Advisory Committee is comprised of three high school athletic directors plus the University athletic director, representatives from student affairs, the stadium manager, and an Oshkosh Convention and Visitors Bureau representative. It sets policy regarding joint use of the facility.13

The Student Athlete Advisory Council, comprised of 40 student athletes, two from each sport, meets monthly to keep the teams informed of what other

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6. College of Education and Human Services Advisory Board member list is available in the Resource Room.
9. College of Nursing Board of Visitors information is available in the Resource Room.
10. Individual Academic Program Advisory Boards are available in the Resource Room.
12. Dean of Students Office–Disability Services http://www.uwosh.edu/dean/disabilities/
13. Oshkosh Sports Complex Advisory Board information is available in the Resource Room.
teams are doing to support each other, to encourage each team to have a study hall and to discuss ways to reach out to the community.\textsuperscript{14}

The **Student Health Advisory Committee** serves as the advisory board for the Student Health Center. It provides valuable feedback from the student perspective to guide and direct the center’s services.

The University also employs periodic **surveys and audits** to inform advisory boards and enhance the delivery of services.\textsuperscript{15}

In 2003 and again in fall 2006, the University commissioned a **market profile/economic impact study** by NorthStar Economics Inc. This study was used to inform businesses and local citizens about the University of Wisconsin Oshkosh as a service provider to the community and the northeastern Wisconsin region. This document provides decision-makers with critical information that fosters the use of economic resources for the benefit of both the University and the community.

The **Women’s Center** completed a campus audit of student needs prior to opening in order to determine future programming needs. This process continues to guide the center.

**Reeve Union Board** satisfaction surveys allow Reeve staff members to provide a better working environment for their student employees. They use the results to provide training and a variety of experiences to develop their students’ skills.

**Student Support Services** (SSS) is a federally funded program that serves low-income, first-generation and/or disabled students. SSS participants evaluate services each year, and the results have shown a high degree of satisfaction.

**The Counselor Education** department surveys graduates as to their level of satisfaction with their education/training at the University of Wisconsin Oshkosh. It also surveys the graduates’ employers about their satisfaction level.

The **Office of Continuing Education and Extension** engages in extensive planning to ensure needs are met. Outreach program managers, University faculty/staff and community leaders are surveyed regarding trends and audience needs.

### Individual involvement

Individual faculty, staff and students also serve as critical links between the campus and its larger world through their participation on local, state, national, and international advisory boards, committees and professional organizations. Insights gained by participation in these organizations are brought back to campus for discussion and potential implementation.

Serving the community also involves honoring those who have contributed to the strength of the University. The **Chancellor’s Medallion**\textsuperscript{16} was established to honor members of the greater community who have served the school’s mission and ideals:

John and Pat Kerrigan—Chancellor Emeritus, December 2000;
Ada Deer—Director, American Indian Studies Program, UW-Madison, May 2002;
Rev. Roy Nabors—Pastor, Community Baptist Church of Greater Milwaukee, Milwaukee community leader, December 2003;
Katharine Lyall—President, UW System, April 2004;

\textsuperscript{14} Student Athlete Advisory Council information is available in the Resource Room.

\textsuperscript{15} Surveys and Audits information is available in the Resource Room.

\textsuperscript{16} Chancellor’s Medallion recipient information is available in the Resource Room.
Roy Lukes—Alumnus, December 2004;
Kevin Nolan—Affinity Health System, December 2005;
The University of Wisconsin Oshkosh Foundation Board, December 2006; and
Pioneers of Women’s Sports, December 2006

There are many other ways in which the University is involved in its broad northeastern Wisconsin community and they are detailed in other sections of this self-study. Collaborative efforts\textsuperscript{17} in the arts, student participation in community events; faculty contributions to government and nonprofit organizations as leaders, participants and patrons; the institution’s willingness to provide facilities for community events; and many generous individual and unit contributions of time and expertise to community causes.

**Conclusion**

**Strengths**

The University assists its constituents through student and faculty involvement and educational and service projects that benefit the community and the region.

As noted, community and campus involvement in advisory boards is extensive. Advisory boards that invite external constituencies to be a part of them, such as the UW Foundation Board and the Chancellor’s Advisory Councils count on community expertise to assure the University’s responsiveness. There are many programs and centers on campus with advisory boards, not only to support their mission but also to support awareness of the changing needs of students.

The University brings it constituents valuable resources: community building skills, human capital and brainpower, cultural events, marketing opportunities, knowledge and the expertise needed to enhance quality of life throughout the region.

**Opportunities for improvement**

Although the University of Wisconsin Oshkosh has the largest nontraditional student population among the UW System comprehensive universities, it needs to become better prepared to serve nontraditional students during both the regular school year and summer, particularly in terms of making its curriculum and delivery systems more flexible. The need for more faculty involvement, traditional time schedules of student services, a Monday-through-Friday course schedule, and a compensation structure that inadequately values teaching nontraditional students pose potential barriers to growth. The delivery of credit and non-credit education to older adults will require more coordination and integration into the fabric of the University.

**Plans for addressing challenges**

Creating the Office of Adult Student Access Services, increasing credit transfer agreements and developing new online degree completion options serve the rapidly growing population of nontraditional students.
The University recognizes the need for fast track and distance-learning programs. It must develop programs that are attractive to the market. Many programs are already online and the University is moving to make use of the Internet and other forms of distance education to deliver programs. To address this growing market segment, the Chancellor has proposed an aggressive agenda to increase on-campus, full-time equivalent enrollment from 9,980 to 10,780 students (12.5 percent) in six years by:

- Expanding high-demand programs, such as biology/microbiology, criminal justice, environmental studies, medical technology, nursing, psychology and teacher education;
- Developing new business programs in financial planning, supply chain/operations management and insurance; establishing a Center for the Advancement of Sustainable Processes and Environmental Research; and increasing the number of business students in the entrepreneurship program;
- Continuing to develop degree-completion programs in fire and emergency response management and applied studies for students with two-year associate degrees from Wisconsin technical colleges;
- Providing more funding for a joint UW Oshkosh/UW Colleges accelerated program to educate science and math teachers;
- Launching service programs to improve student performance, while cutting student debt and the time it takes to earn a degree;
- Establishing a Center for Teaching and Learning to help faculty develop more out-of-class programs with students, including community-service projects and international study programs; and
- Increasing funding for the innovative UW Oshkosh Graduation Project, which assists students who left school in good academic standing in completing their degrees.

The plan’s 2012 goal is to improve student retention by 10 percent, increase students of color by 75 percent, increase nontraditional students by 58 percent, and hike the number of degrees awarded by 10 percent. The Northeast Wisconsin Growth Agenda requires an estimated $11.4 million total base budget increase by 2013. The rate of enrollment growth will depend upon the level of funding increases received by the University of Wisconsin Oshkosh.

Additional initiatives to increase the numbers of adult, nontraditional students at the University of Wisconsin Oshkosh are:

- Develop flexible course delivery;
- Create an image that is more welcoming to nontraditional students;
- Collaborate with area institutions to expand credit-transfer options, credit for prior learning and articulation agreements with technical college programs;
- Identify high-interest majors for adult students and create an alternative nontraditional version of those majors;
- Expand cohort-based and off-campus courses and explore combinations of courses and certificate programs that can be delivered to employee, professional or citizen groups;
- Create credit and noncredit educational packages for specific professional and career groups;

The Northeast Wisconsin Growth Agenda is available in the Resource Room.
Systematically review academic and student support policies and practices that affect adult nontraditional students; and

Develop processes to encourage faculty participation in programs designed to serve adult, nontraditional students.

The University of Wisconsin Oshkosh engages constituencies and its community by offering credit and non-credit courses; summer programs for community youth; year-round programming through Learning in Retirement; sponsorship of speakers, films and exhibits; and experts through its Speakers Bureau. The community is invited to the campus to partake in cultural and athletic events, and the campus provides facilities for community sponsored events such as the Special Olympics and the Women’s Expo. Volunteering and internships, student teaching and clinical experiences enhance community engagement. Some examples follow; more can be found in the Academic Program and Student Outcomes Assessment Plan.

Youth programming

Enrichment, introduction to college life and advanced classes for precollege students are important aspects of programming for youth on campus and allow them to experience the University in a personal way.

A large number of on-campus summer opportunities are available. The Office of Continuing Education and Extension\(^{19}\) offers three music camps (String Camp, Choir Camp for middle school students and Choir Camp for high school students), an intensive musical theatre workshop (Broadway Bounce), an academic camp for eager learners (GOAL) and two fire science camps. Approximately 175 students participated in the music camps in 2006, 75 in GOAL, and 70 in the two fire camps. Science Outreach\(^{20}\) runs eight, weeklong sessions of youth science camp and four-day sessions on advanced topics. There also are baseball, basketball, football, gymnastics, soccer, softball, volleyball, track and field and wrestling camps. In 2005, more than 2,000 people participated in the various sports camps and clinics.\(^{21}\) Specifically for middle school youth, the Center for Career Development and Employability Training hosts the GREAT KIDS Summer Day Camp Program. This camp provides daily recreation and enrichment activities to 200 Oshkosh-area middle school-aged youth.\(^{22}\)

The Center for Career Development and Employability Training (CCDET) also offers a Truancy Intervention Program, Youth Employment Services and a Juvenile Restitution program. The Truancy Intervention Program is designed to assist habitually truant middle and high school students. The Youth Employment Service Program has an in-school program, that offers employment success-related experiences for youth 14 and older, and an out-of-school program that serve young adults who have graduated from high school or dropped out of high school and are looking for education and career assistance. CCDET leads the Winnebagoland Youth Task Force. Its mission is “to bring together youth and adults in a cooperative environment where their combined voices blend to create opportunities that will strengthen youth participation for the benefit of the community.”\(^{23}\)

The College of Business conducts a business simulation competition for high schools each year with more than 100 high school students participating, and the Fox Valley Writing Project sponsors a Middle School English Festival for local gifted and talented students. The University hosts Badger Girls State, Special Olympics, Wisconsin Solar Olympics and Wisconsin Middle School

\(^{19}\) Continuing Education and Extension Summer Camps http://www.uwosh.edu/cont_ed/programs/summerCamps.htm.

\(^{20}\) Science Outreach http://www.uwosh.edu/science_outreach/.


\(^{22}\) GREAT KIDS http://www.uwosh.edu/ccdet/youth.htm#greatkids.

\(^{23}\) Center for Career Development and Employability Training (CCDET) http://www.uwosh.edu/ccdet/youth.htm.
Science Olympiad. The Science Outreach program has a fully developed Science Safari tailored for local Girl Scouts.  

**Precollege Programs**—The University of Wisconsin Oshkosh has offered Precollege Programs since 1984. The programs are offered to primarily underrepresented populations as two-week, residential sessions that involve approximately 200 middle and high school students in grades 7–12.

**Inter-Tribal Pre-College Program**—The College of Education and Human Services has developed the Intertribal Precollege Program that emphasizes teaching critical academic skills. The two-week summer program allows participants to experience college life. The curriculum and activities are designed to be culturally sensitive to Native American students. Approximately 25 students have attended this program in each of the past three years.

**CAPP (Cooperative Academic Partnership Program)**—The Cooperative Academic Partnership Program provides academically able high school students an opportunity to earn college credits while still in high school. Qualified students may enroll in select college courses taught by University-approved high school instructors. Thirty high schools participated in the program in 2005-06, offering 35 different courses. In 2005-06, 1,299 students took CAP courses. This is the largest program of its type in the state.

**Youth Options Program**—The Youth Options Program (YOP) provides high-achieving public high school juniors and seniors an opportunity to take a college course and earn concurrent collegiate and high school credit. Hundreds of high-achieving public high school students have taken advantage of this opportunity, including 66 students in fall 2005 and 70 in fall 2004. Area school districts pay for the students’ tuition and books.

**Preview Days**—The Admissions Office coordinates seven general Preview Days and two Multicultural Preview Days each year. The events provide prospective students and their guests with an opportunity to get a comprehensive overview of the University, including academics, student services, strengths of the University and a campus tour. They average between 300 and 500 attendees each day. The Multicultural Preview Days are open to all students; students of color are bussed to campus. As many as 400 students have attended Multicultural Preview Day each fall and spring. In fall 2005, the Admissions Office instituted an Allied Health Preview Day for specific majors in nursing, athletic training, biology/microbiology, chemistry, medical technology and the pre-professional health sciences.

**Recruitment for Summer Classes**—In an effort to strengthen the University’s summer offerings, a special effort is being made to reach high school students, the community, businesses, nurses and students enrolled at other universities who might want to take a summer class on this campus.

**Business and healthcare relationships**

The University provides expertise to businesses and healthcare communities, aiding them in addressing major local and worldwide challenges.

**The Center for Community Partnerships** (CCP) was founded in 1998 to bring resources together, share expertise and promote learning. It delivers innovative, customized education and organizational solutions using the University of Wisconsin Oshkosh faculty, staff and students as consultants and interns. The projects have provided experience and work for students at rates ranging from $13 to $15 an hour. Sales in fiscal 2005 from its 21 accounts
toted $372,371. Among the clients have been International Paper, Oshkosh Truck Corporation, Mercury Marine, Kimberly-Clark, the Experimental Aircraft Association and the American Red Cross in Madison. The CCP aids members of the community in accessing University’s resources.31

The Center for Economic Education provides workshops, short courses, Internet courses and field trips. Business leaders and teachers from eastern Wisconsin to Belarus and Russia have used the center’s services. In 2004-05, the center served 1,198 people, including 212 international participants (Figure 5-1). The center director has consulted with Wisconsin Department of Public Instruction regarding state standards in economics.32

The College of Business plays a vital role in establishing and supporting the Wisconsin Family Business Forum. It is a partnership of business owners, family and non-family employees, business professionals and academicians interested in the challenges and rewards of family enterprises. Currently, the forum allows 38 family business members, seven professional service firms and the College of Business to share expertise. For example, the professional service firms represent critically needed expertise in areas, such as legal, accounting, financial management, banking, leadership development and family systems counseling, business publishing and marketing. Members connect with more than 700 other family businesses throughout northeastern Wisconsin.33

The College of Business offers two annual public symposia. The fall symposium focuses on innovation, entrepreneurship and small business success, while the spring one is about sustainable processes and green principles.34

The Small Business Development Center provides 1,000 hours of free counseling to more than 100 individuals and businesses. The center also partners with Fox Valley Technical College to offer a 12-week workshop called e-seed that helps individuals write business plans. Each year, more 100 individuals complete the program; more than 600 have graduated since its inception.35

Living Healthy Community Clinic—The Living Healthy Community Clinic demonstrates the University’s commitment to interact with healthcare organizations and philanthropic foundations to serve the needs of uninsured community citizens. The University of Wisconsin Oshkosh created the Living Healthy Community Clinic, when the county ended its general relief program in 1995. It offers family practice services to 16,000 uninsured people. More than $300,000 has been pledged over the next two years to operate the clinic. The University of Wisconsin Oshkosh nursing students assist paid practitioners in providing services.36

Internships, clinical practice, student teaching

Students and faculty contribute many clinical, internship and other hours to area schools, businesses and organizations. In the College of Education and Human Services, it is estimated that students give more than 300,000 hours to area schools, nonprofit agencies and other youth-related activities each year in student teaching, internship and other clinical or field-based experiences.37 Other academic units, such as business, biology, chemistry, computer science, criminal justice, English, journalism and medical technology, have internship programs. Eighty-four percent of seniors have completed, or plan to complete, a practicum, internship or other clinical experience, while only 81 percent of seniors at UW Systems schools in general and 74 percent of seniors at campuses that offer a master’s program report similar experiences.38

31. Center for Economic Education information is available in the Resource Room.
34. College of Business Symposia information is available in the Resource Room.
37. The College of Education and Human Services Newsletter is available in the Resource Room.
38. NSSE Report (pages 18 and 14, 2004 report) is available in the Resource Room.
Outside the classroom, students also provide valuable assistance through the University's work-study program. Under the federal work-study program, the University must set aside 7 percent of its federal work-study dollars for off-campus work. It is estimated that the University contributes more than $1 million in volunteer hours each year to the community.39

Education and human service majors are required to complete field experiences. Human service majors complete 150 pre-program hours working and/or volunteering in agencies and another 430 hours in three supervised field placements. Education majors complete 18 full weeks of student teaching or internship in local schools, 25 hours in settings working with special education students, another 25 hours with culturally diverse populations, as well as a three-credit clinical placement that has students in classrooms working with students a minimum of 70 hours per semester. Special education majors have additional placements, in which they work with area students. Many of these students also work with after-school programs to gain experience working with youth. Several at-risk programs also offer tutoring at local schools and are staffed by education students.40

In order to build cultural competency and to address the priorities of Healthy People 2010, the College of Nursing provides clinical experiences for its students at the Fox Cities Community clinic, La Clinica, and facilities of the Living Healthy Program. The college provides clinical internships and partnerships for undergraduate and graduate student learning in its diversity practicum (e.g., migrant camps and correctional institutions). It continues to offer international programs in England, France, Germany and India; cultural experiences in Africa, the Dominican Republic, Eastern Europe, Haiti, Russia, Thailand, and Vietnam; and the first online accelerated bachelor’s degree to the BSN program in the country.41

Service-learning opportunities are widely available in the College of Letters and Science. Some 45 classes currently offer a service-learning component. Internships and practica also allow students to gain field experience while assisting agencies and organizations. A student in any major can participate in an internship by enrolling in interdisciplinary studies; they can repeat this course for up to six credits. They can do service learning by enrolling in Service Learning Independent Study. Athletic training students provide service, as well, through clinical placements in the intercollegiate athletic departments and in area high schools, clinics and hospitals. These relationships not only allow students to demonstrate the strength of their education to external constituents but also provide students with invaluable hands-on experience.42

The College of Business posts more than 800 internship opportunities each year. It is one of the first colleges in the Midwest to require students to have a minimum of 100 hours of paid or unpaid professional experience before graduation on or off campus, with a business or non-profit, students develop an understanding of the basic skills or principles required for an entry-level professional position, and the experience increases their confidence in effectively pursuing a professional career.43

The new Aquatic Research Lab serves area public schools, communities and citizens through scientific research about area waterways. Faculty and student researchers have monitored bacteria contamination at swimming beaches and inland waterways and have studied toxins, insect populations and the decline of vegetation in waterways. The lab is developing teacher-training and education programs with area schools. The lab also hosts class trips, science camps and groups for tours of local streams and lakes. The lab is being updated with a $190,000 NSF grant and more than $300,000 in state funding.44
Students in the **Adapted Physical Education Program** provide important community service. During the past four school years, they have logged 5,112 hours of service-learning that resulted in 75,620 hours of contact. Students have helped area teachers assess the physical fitness level, motor skills and posture of students with special needs and have volunteered with Special Olympics.\(^\text{45}\)

**Communicating with external constituencies**

Central to the University’s mission is a dedication to engaging the University’s external audiences. Examples of this commitment follow:

The **Multicultural Education Center** hosts a variety of events, including those associated with the Martin Luther King citywide celebration (approximately 300 people attend) and Holidays Around the World. It has a high level of community participation, is highly visible, and is known as the “home away from home” for diverse students. The center also provides a wide variety of services to the University and local community.\(^\text{46}\)

For the past four years, the Office of Continuing Education and Extension, in partnership with the College of Education and Human Services, has offered the **Language, Culture and Education Institute**. This program is designed to assist educators in their efforts to deliver quality academic content and promote positive learning environments among culturally diverse students.\(^\text{47}\)

The University of Wisconsin Oshkosh hosts international students from more than 45 countries. It also has student-exchange programs with 22 countries and maintains direct relationships with 15 foreign universities.\(^\text{48}\)

The University offers more than 35 faculty-led, study-abroad programs to 22 countries; these are open to community members as well as students, faculty and staff. In 2004-05, the University of Wisconsin Oshkosh’s **Office of International Education** offered programs abroad to about 300 individuals. In spring 2006, the University had study-abroad programs in Berlin, Bologna, Edinburgh, Oxford, Paris and Rome. Each of these offer directed academic activities with time for participants to engage with people in host countries through home stays; academic visits to corporations, local businesses, government agencies, and non-government organizations; observation and presentations in schools; study at foreign universities; and visits to heritage and historical sites. Community members also may participate in study-abroad programs.\(^\text{49}\)

**Titan TV**, the University-operated television station, has added foreign news and cultural programming in German and Spanish to its English programming. It is a partner with *Deutsche Welle*, a European communications network. The radio, TV, and film department provides community service through its Wisconsin Public Radio station affiliate, **WRST**, including programming in Hmong.\(^\text{50}\)

The community is invited to campus for a wide variety of other cultural experiences. For example, the public is invited to attend all performances by the music\(^\text{51}\) and theatre\(^\text{52}\) departments. The **Oshkosh Symphony** has strong University involvement with about 25-30 percent of its members being University faculty and students.

**Reeve Memorial Union** and **University Dining** offer a variety of programs to the public, including speakers, concerts, comedians, hypnotists, plant sales, poster sales, picnics, Fall Fest fish fry and movies. There is wide community use of Reeve Memorial Union by groups, such as forensics clubs, the American Legion Auxiliary, the Oshkosh North High School class reunion, wedding receptions,  

\(^\text{45}\) Adapted Physical Education Program [http://www.uwosh.edu/adaptedpe/](http://www.uwosh.edu/adaptedpe/).


\(^\text{47}\) Language, Culture and Education Institute information is available in the Resource Room.

\(^\text{48}\) International Students information available in the Resource Room.


\(^\text{50}\) WRST Radio Station [http://www.uwosh.edu/wrst/](http://www.uwosh.edu/wrst/).


\(^\text{52}\) Theatre Offerings [http://www.uwosh.edu/theatre/Theatre/ThFac.html](http://www.uwosh.edu/theatre/Theatre/ThFac.html).
and high school proms. Community members patronize businesses in the union. The union also houses the Steinhilber Art Gallery, as noted earlier.\textsuperscript{53}

All \textbf{Women’s Center} events are open to the public, including its film series and brown bag educational seminars on topics, such as Gender and Terrorism in Kashmir, Sri Lanka and Afghanistan. It also is available for use by outside groups. The Christine Ann Center Board (domestic abuse), the Fox Valley Women’s History Month Celebration steering committee and a local book club currently use the facilities.\textsuperscript{54}

The \textbf{University Speakers Series} is responsible for providing informative, educational and/or entertaining programs of interest at little or no charge to the campus and surrounding community.\textsuperscript{55}

The \textbf{University Speakers Bureau} connects the University of Wisconsin Oshkosh faculty and academic staff to community organizations and clubs looking for speakers. Topics are listed in such categories as environment/science, government/politics and family life/life perspectives. The Speakers Bureau provides an excellent service opportunity for faculty and academic staff to share their expertise and enthusiasm with area citizens.\textsuperscript{56}

International films are available through the University’s \textbf{International Film Series}.\textsuperscript{57}

\section*{Community collaboration}

The University partners actively with the community to publicize and sponsor community events. For example, the annual \textbf{Fall Fest on the Fox}, held along the river, was first used to welcome new students and their parents but has evolved into an all-community event in recent years. Events include dragon boat races, horse-drawn tours of campus, music, a movie presented by the Oshkosh Business Improvement District at the Grand Opera House Square, and its most distinctive feature, a Friday night fish fry that attracts nearly 1,000 people.\textsuperscript{58}

A recent, highly successful collaborative effort involved the University and the Paine Art Center and Gardens in a public art project: ”\textbf{The Pride of Oshkosh},” Thirty-three life-sized lion sculptures were painted and placed around the community in 2004. Artists uniquely transformed each fiberglass replica into a work of art with ties to Oshkosh. After being displayed around the city, the lions were auctioned off to raise funds to support educational and arts initiatives and University scholarships for the arts. The event provided a showcase for Oshkosh’s artists and helped people gain appreciation for public art. Some of the lions are still visible at various sites in Oshkosh and are an ongoing reminder of the effectiveness of this exceptionally well-received, University/community collaboration.\textsuperscript{59}

The University has joined with the Fox Cities Performing Arts Center of Appleton and the Grand Opera House of Oshkosh to present works by William Shakespeare in a series called \textbf{Shakespeare-on-the-Fox}, now in its third year.\textsuperscript{60}

In addition to bringing internationally acclaimed performers to the Fox Valley, Shakespeare-on-the-Fox also provides an involving Shakespearean experience for University students, area schoolchildren and community residents.

University Relations works with local media and community organizations to publicize campus-related events. It also publishes \textit{UW Oshkosh Magazine}, a full-color magazine providing news about employees and alumni and features about new academic programs and outstanding accomplishments. The magazine has a circulation of 65,000. It contributes to the harmonious town/gown relationship that exists in Oshkosh.\textsuperscript{61}
In October 2002, the city of Oshkosh designated an industrial area located between the University and the downtown commercial district as a redevelopment site. The Chancellor recognized that this area could be developed in a way that added to the city's tax base, encouraged the redevelopment of commercial downtown properties, and supported the University’s Strategic Plan. A proposal for a Living, Learning and Serving Community would serve as a residential bridge between campus and the commercial downtown. The proposed community would provide education, cultural events and healthcare for retired residents, who could participate in University classes and events, and whose care would be provided with the help of University students. The community seeks three essential goals: a diversity of residents, linkages among key social institutions and creative use of land resources (residential, educational, commercial and recreational). This proposal was developed by the University, city representatives, Evergreen Retirement Community staff and a local developer. The group approached the UW-Milwaukee Institute on Aging and Environment, which joined with the Engberg Anderson Design Partnership of Milwaukee, to develop a conceptual design for the area.62

**Government**

Faculty, staff and students contribute substantially to local and state government by serving as elected officials and offering expertise through class assignments and volunteer projects. For example, classes completed projects about downtown redevelopment in Waupun, sign ordinance reform in Neenah, the impact of the Highway 141 bypass, and the effect of street widening on property values in Oshkosh. A University professor maintains an award-winning community news Web site that is a means for debating political issues before local elections.63

The College of Business assists the Oshkosh Chamber of Commerce in offering Leadership Oshkosh, a nine-month program that brings together a diverse group of individuals who share an interest in and commitment to the community. College of Business faculty members teach leadership practices and the program participants visit the campus to become better informed about collaborative programs between the University and community.64

The University of Wisconsin Oshkosh is working to promote student participation in voting by partnering in the American Democracy Project, New Voters Project and, most recently, in a 2006 Voter Registration Project.65 Each seeks to register young voters and encourage them to vote. In November 2004, turnout was 85 percent in the nearly all-student wards 13 and 14, which held voting booths on campus. This is 7 percent higher than for the city of Oshkosh.66 Senior students also report voting in local, state or national elections at rates higher than other UW System campuses and master’s campuses.67

The University has been successful in winning funding for the Wisconsin Supply and Demand of Educational Personnel study for the past six years. Commissioned by the Wisconsin Department of Public Instruction, results of the annual study are used by educational planners, teacher training institutions and prospective teachers for accurate and up-to-date information about the current and future teaching market.68

Many faculty and staff serve on community and statewide boards, committees, and task forces. They also work with the Wisconsin Department of Public Instruction on writing curriculum guides, testifying before the legislature on a wide variety of issues and freely providing expertise in all areas.69
Resources for PK-12 educators

The University of Wisconsin Oshkosh provides an extensive array of resources for PK-12 educators. Five master’s degree programs in the College of Education and Human Services, and master’s programs in math education and English in the College of Letters and Science are offered. Forty-five teachers participated in the 2006 Academy for the Study of American History and 96 physics teachers participated in the 2002-05 Modeling Physical Science program. The Center for Economic Education helps area high-school teachers keep abreast of current economic trends, while Science Outreach offers intensive, hands-on instruction for science teachers through a three- to five-day, scientist-in-residence program. The Office of Continuing Education and Extension has a long history of offering non-credit professional development conferences, workshops and other programs for educators, such as the Special Education Conference, Reading/Writing Conference, Early Childhood Conference, Adolescent Health Symposium (in partnership with UW-La Crosse) and Language Culture and Education Institute. Non-credit professional development programs served 1,767 people in 2005-06.\(^{70}\)

The Center for Community Partnerships also serves local PK-12 educators. It has brought the University of Wisconsin Oshkosh student interns into area schools to aid teachers and staff in learning about technology.

Polk Library maintains two special collections available to area teachers and the University of Wisconsin Oshkosh faculty, staff, and students. The Educational Materials Center (EMC) is located on the library’s main floor. It consists of instructional materials designed to serve the needs of pre-school through high school students, preservice teachers and faculty. EMC staff have created more than 30 bibliographies that highlight current “best” titles in children’s and young adult literature. The Department of Public Instruction has called the EMC collection a model for Wisconsin teacher education programs.\(^ {71}\) The second collection referred to as the Cooperative Educational Service Agency Media Center (CMC) is a collection of more than 13,000 instructional materials available for use by area school districts as well as students and faculty on the University of Wisconsin Oshkosh campus. The collection is divided into: reservation and circulation. These two collections and the remainder of the library and its interlibrary loan system provide valuable resources for schools in the area.\(^ {72}\)

Students as volunteers

Volunteering is an important activity for students and student groups at the University. In the Residence Life’s Citizenship Program alone, students volunteer in more than 100 activities, from working with the Bethel Nursing Home to Project Prom, which donates prom dresses to inner-city girls. Students from the various ethnic student organizations volunteer to serve as translators on panel discussions to address issues of diversity, as mentors to students from Sunset High School in Texas and as volunteers during campus visits and multicultural Preview Days. The Greek fraternal and sororal organizations also have been involved in volunteer activities, including work with local schools and the Christine Ann Center, which provides shelter for domestically abused women.\(^ {73}\)

Titan LEAD (Leaders Emerging and Developing) was started in 2001 as a student leadership program open to all University of Wisconsin Oshkosh students. It gives students a chance to develop their leadership talents through training and experiential learning. In 2005-06, approximately 90 students participated in Titan LEAD.\(^ {74}\)
Intercollegiate Athletics expects all athletic teams to be involved in community service. More than 200 athletes have reached out to 2,500 community members in the greater Fox Valley, providing tutors for the school district, helping organize a charity run for MADD, participating in the community blood drive, offering various athletic clinics for youth, cleaning up for community festivals, and volunteering at Father Carr’s social services agency, Big Brothers Big Sisters and the Special Olympics.75

In 2005-06, the University began participating in the Americorp’s VISTA (Volunteers in Service to America) program. Its goals are providing leadership that addresses poverty; having college students improve low-income, K-8 students' academic achievement and aspirations; promoting and maintaining partnerships between K-16 educational institutions and community organizations that address local poverty issues; and coordinating community service opportunities that foster civic responsibility and active citizenship among students and volunteers. In its first year, the VISTA program recruited 186 volunteers who provided 1,881 hours of community service, formed 112 community partnerships, completed two service projects and gave 27 service-learning presentations. This program affected a total of 1,301 K-12 students.76

According to the University’s NSSE Survey, seniors at the University of Wisconsin Oshkosh are involved in volunteer and community activities at rates similar to other UW System schools.77

Faculty and staff volunteers and service

Service is one of the three criteria (teaching, scholarship and service) that must be evaluated when deciding on faculty/staff retention and faculty tenure and promotion. The definition of what constitutes service varies from college to college and even among departments, but there is no question that faculty and staff are expected to provide service as part of their professional obligation.

Within the College of Business, the Dean says: “… flexibility [in evaluating service contributions will be] important as our focus expands from an emphasis on pure research to a broader, more applied research and service orientation, which better reflects the COB mission.” COB faculty members have held 100 different positions on boards of directors; are engaged in more than 200 consulting or executive workshops each year; and have provided more than 200 non-credit programs.

In the College of Nursing, one finds extensive participation in service activities, with about 30 nursing faculty members practicing in local healthcare facilities, including hospitals, clinics and nursing centers.

In the College of Education and Human Services, faculty members work with local schools and human service agencies and serve in executive capacities in professional organizations. In athletics, volunteers are relied upon for a variety of roles: helping with community athletics; chairing the Oshkosh Sports Commission; serving as youth soccer coaches, soccer clinic instructors at the Oshkosh YMCA and Omro Recreation Department and youth baseball and softball coaches; volunteering at the Camp Heartland AIDS/HIV camp; volunteering at the U.S. Olympic Center in Colorado Springs; and training the Wisconsin Search and Rescue Team. A College of Education and Human Services staff member led the charge to donate 13 computers and two laptops to troops headed to Iraq so that they could communicate with families back home.78

Student Health Center professionals help with blood drives for the Red Cross, sponsor statewide health directors meetings, provide on-site training for other 75. Athletes Volunteer information is available in the Resource Room.
76. Americorp VISTA Program http://www.uwosh.edu/news_bureau/releases/june05/VISTA.php is available in the Resource Room.
77. NSSE Volunteering Rates (2004, p. 18) are available in the Resource Room.
college health centers seeking to provide the Medicaid Waiver and coordinate a software vendor fair for health directors statewide. They also offer smoking cessation classes and post informational posters on campus to alert all to health issues.

Program managers from the Office of Continuing Education and Extension are active in numerous community groups, including the United Way, the Grand Opera House Facilities Advisory Board, the Community for Hope, the Alliance for Youth, the Collaboration Work Group and the Mental Health Task Force. CEE also collaborates on a programmatic level with a variety of civic organizations.

Staff members also perform extensive community service. For example, **Gruenhagen Conference Center personnel** have been members of the Special Olympics of Wisconsin Management Team for Oshkosh and Stevens Point, and have been involved in the Leadership Oshkosh program. They also have been members of the Oshkosh Hotel Marketing Group and the Oshkosh Chamber of Commerce Board of Directors. Center of Academic Support and Diversity employees volunteer throughout the community in a wide variety of organizations, from the Boys and Girls Club to the Human Relations Council.

### Facilities

One of the greatest community services an organization can provide is the use of its specialized facilities. The University of Wisconsin Oshkosh is generous in this area. Many state and community events take place in Kolf Physical Education Center, including Special Olympics, the Women’s Expo, the Science Fair, statewide cheerleading and dance groups, and police academy training. Other community events like the Native American pow-wow celebration, and Parents Night Out take place in Albee Hall. Partnering with the community by sharing the Oshkosh Sports Complex is routine. Statewide music competitions take place on campus in the Arts and Communications building and flow into adjacent buildings. The building also hosts the Oshkosh Chamber Singers and the Oshkosh Youth Symphony. The Women’s Center and Reeve Memorial Union likewise host a multitude of community events.

The University of Wisconsin Oshkosh is the only UW campus with a year-round conference center. It is located in two, 10-story, high-rise buildings originally erected as student residences and has 500 lodging rooms for year-round use and 2,200 rooms in the summer. The **Gruenhagen Conference Center** serves more than 100,000 lodging and conference guests annually and hosts about 425 conferences and events each year. It also regularly provides facilities for the United Migrant Opportunity Services, which uses the center for conferences to train staff members and day-care personnel and is a site for its board of directors’ meetings. During the annual Experimental Aircraft Association Fly In, guests from around the world stay in University residence halls.

Gruenhagen hosts a national employment gathering for jobs in schools’ dormitories, student unions and other activities related to student life. Each year, the **Oshkosh Placement Exchange** has provided an opportunity for candidates seeking residence life positions to be interviewed by colleges and universities across the country. In 2005, representatives from 190 schools and 582 candidates participated.

The University’s **Testing Center** provides testing services for the region in a variety of ways: pilot certification exams, fire-protection specialist exams, health-professional certificate exams and information-technology exams.
The center also administers ACT and SAT tests for area high school students and correspondence-course exams for area college students. Graduate school, law and medical entrance exams also are administered here.\(^8\)

**Lifelong learning**

The *Division of Lifelong Learning and Community Engagement* specializes in educational programs and services for learners of all ages, building upon campus and community interaction. Units within the division include Continuing Education and Extension, the Center for New Learning and Adult Student Access Services. The division assists faculty, departments and colleges with all aspects of developing, recruiting students for, and delivering nontraditional educational programs. Its affiliation with UW-Extension enables Lifelong Learning and Community Engagement to provide risk capital for innovative programs that serve nontraditional and off-campus learners.

The *Office of Continuing Education and Extension*, in partnership with the University of Wisconsin-Extension, is committed to extending the resources of the University of Wisconsin Oshkosh to the region. Local, area and statewide planning processes provide a five-year strategic plan for extension services. Annual, inter-institutional agreements with UW-Extension provide fiscal and human resources to support educational efforts. In response to constituent needs, the office provides personal and professional development opportunities through credit and noncredit conferences, seminars, workshops, in-service training programs, youth programming and community service programs. Partnerships between institutions and organizations allow the University to provide workshops at reasonable cost. Likewise, its affiliation with UW-Extension provides the risk capital for innovative programs that serve nontraditional and off-campus learners.

Enrollments indicate the programs and activities offered by the Office of Continuing Education address constituent needs. In 2005-06, 11,905 people attended 223 noncredit programs, and 506 enrolled in 65 sections of credit programs (Figure 5-2). Noncredit programs offered included topics such as Symposium on Adolescent Health Issues, Fire Science Camp and Choir Camp. Conferences included the Special Education Conference, the Reading and Writing Conference and the Language, Culture and Education Institute.

The Office of Continuing Education also supports *Learning in Retirement* classes and activities. Like other such programs across the nation, Learning in Retirement is self-directed and offers dozens of courses to its members each semester. The members choose course topics; take the lead in organizing classes, discussion groups and tours; and often teach or lead the courses. There are classes and instructors but no tests or grades. The Office of Continuing Education and Extension hosts the organization and helps arrange its learning activities. The organization started in the summer 1997, when more than 100 people met on the University of Wisconsin Oshkosh campus to plan Learning in Retirement activities. Since then, the organization has grown to more than 300 members. In 2005-06 a total of 8,441 registrations were recorded in the various programs offered through Learning in Retirement.\(^9\)

Finally, the *Center for New Learning* is located within the Office of Continuing Education and Extension and offers baccalaureate programs designed especially for nontraditional students. The Bachelor of Liberal Studies Program has served working adults through its unique interdisciplinary

\(^8\) Testing Center [http://www.uwosh.edu/testing/].

\(^9\) Lifelong Learning Credit and Noncredit Course information is available in the Resource Room.
curriculum since 1979. In recent years, programs in Organizational Administration and Leadership Development have been offered to meet the needs of individuals and employers. Undergraduate certificate programs in Workplace Communication and Civic and Community Leadership complement the degree programs.

Non-credit community links

The Center for Career Development and Employability Training (CCDET) offers educational and training opportunities for area adults. Funded totally by grants, CCDET offers outreach programs through its contracts. The Wisconsin Department of Health and Family Services funds seminars in Income Maintenance Training and Technical Assistance and Caregiver Background Check and Abuse Prevention, for example. Both are federal pilot projects. Among the many grants that support the center are those associated with the Wisconsin Department of Workforce Development, the Fox Valley Workforce Development System, the Winnebago County Department of Human Services and the Oshkosh Area School District. CCDET also offers professional development workshops, planning and evaluation services, customized policy and procedure training, and conference and event planning. It offers regional training in areas such as case management, interpersonal skills, new worker training, state and federal policy training and supervisory training. CCDET is a major link between the University of Wisconsin Oshkosh and the community.82

The University of Wisconsin Oshkosh Head Start program has served low-income children and their families for more than 37 years. The program operates 20 classrooms in a four-county area. Seven classrooms are located in Oshkosh, eight in the Appleton/Kaukauna area, and one each in Menasha, Neenah, Shawano, Seymour and Stephensville. Seven of the classrooms run full-day programs, including one for primarily Spanish-speaking children. More than 600 children and their families participate in this program.83

Graduate studies

All four of the University’s colleges offer graduate programs. There are 15 graduate majors, three post-master’s graduate achievement programs and 11 graduate certificate programs. Six of the graduate degree programs are available cooperatively or collaboratively through four other UW institutions and one two-year UW college.

Some of the programs offered include certificates in business (Business Foundations, MBA Consortium Business Foundations, the Kimberly-Clark Business Foundations Certificate), a master’s degree in information systems, educational leadership graduate certificate programs, graduate certificates in English and public administration and a master’s degree in social work (a joint-degree program between University of Wisconsin Oshkosh and UW-Green Bay). One sign of the quality of graduate offerings is the fact that graduates from the CON Family Nurse Practitioner program earn a 100-percent pass rate on the national American Nurses Credentialing Center (ANCC) exam.

Conclusion

Strengths

Because the University’s mission is dedicated to serving people for the common good, its programs, services, physical spaces and resources are liberally shared.

82. Center for Career Development and Employability Training (CCDET) http://www.uwosh.edu/ccdet/.
83. Head Start information is available in the Resource Room.
with its constituency in the region and beyond. This is highlighted further in the Key Operational Plans and in the University’s proposal for the Northeast Wisconsin Growth Agenda.

The University of Wisconsin Oshkosh offers an extensive array of credit and noncredit programs that serves youth and adults, businesses and nonprofit organizations and the healthcare community. Programs are developed and offered through cooperation with partners across Wisconsin.

Internships and fieldwork provide extensive, real-life work experiences for students and provide thousands of hours of assistance to local schools, governments, healthcare facilities, businesses and nonprofits.

The University offers a multitude of cultural, educational, athletic and enrichment opportunities to the community. Its facilities are readily available to the public.

Outreach programming is flexible, responsive and innovative. The University’s outreach to the community offers: faculty expertise to the practitioners and organizations in the region; market research to identify community needs and new educational programs that meet them; and assistance with the administration and coordination of off-campus, nontraditional, and noncredit program delivery.

**Opportunities for improvement**

Changing student and faculty profiles will require the University to reevaluate its service efforts to ensure that they meet community needs.

The institution needs to explore the efficacy of student experiences outside the classroom and contributions faculty, staff and students make to the community.

The University’s physical facilities and curricular offerings need to be kept current in order to meet the changing environment in the community. Space is at a premium and often in need of being brought up to contemporary instructional standards.

Increased funding must be secured to support service-related activities. A good example of the effects of budgetary constraints is offered by the Center for Economic Education: it lost a half-time program assistant in the latest round of budget cuts, limiting its badly needed services.

Though many students experience fieldwork in their educational programs, some report that community-based projects are not a part of their regular courses. Student engagement outside of the classroom must become a part of the total learning experience, not just an adjunct.

**Plans for addressing challenges**

Because the University already has an infrastructure for providing service to its constituents on- and off-campus, it is well-prepared to collaborate, plan, develop University–community teams and conduct assessment and planning based on collected data. New programs and initiatives that serve the community are continually being considered and implemented. The University of Wisconsin Oshkosh is well-prepared to continue its success in this area.
The University of Wisconsin Oshkosh is responsive to its constituencies; it is an active partner with a number of colleges and universities in providing access to baccalaureate and master’s degrees for citizens throughout northeastern Wisconsin, developing programs to meet identified needs and continually assessing its services to determine whether they meet current needs. The advisory boards and interrelationships described earlier in this section help the University identifying these needs.

**Articulation agreements**

Since University of Wisconsin Oshkosh students are more likely to be first-generation college students than their peers at other institutions, they want ready and convenient access to higher education. (In University surveys, 40 percent of freshmen and seniors report that one parent’s highest level of educational attainment was graduation from high school. At UW System schools, generally the rate is 31-32 percent and it is 26-27 percent at master’s-degree granting campuses.)

To complete a degree, some students opt to start their education at a two-year college and then transfer to a four-year program. In fact, about one-third of the University of Wisconsin Oshkosh’s transfer students come from two-year UW colleges and 52 percent of seniors report starting college at another institution. Also 83 articulation agreements with several institutions specify precisely which courses will transfer to the University of Wisconsin Oshkosh when students move into its programs from a two-year college. The Assistant Director of Admissions visits each UW two-year college at least once a year to understand changing student needs and create an awareness of the transfer process. Coursework transfer is one way that the University of Wisconsin Oshkosh is responsive to constituencies.

An articulation agreement with Fox Valley Technical College allows students to integrate the occupational courses provided by the technical college with the broader general-education and upper-level, pre-core and core courses required to receive a bachelor’s degree in organizational administration. The agreement provides the opportunity for those with associate’s degrees in aeronautics, banking and financial services, computers, insurance services and supervisory management to earn a bachelor of liberal studies degree from the University. The University’s courses let them add valued administrative abilities to their technical skills. For this degree (but not any others offered by the University), the credits earned at the technical colleges are transferred as a block rather than examined on a course-by-course basis.

The University has an agreement with the Wind River Tribal College in Wyoming, which serves mainly nontraditional students. One goal is to have students earn associate’s degrees at the college in Wyoming and then transfer to the University of Wisconsin Oshkosh to earn their bachelor’s degrees.

A new accelerated degree program for early childhood professionals—a collaborative effort among the Wisconsin Technical College System, Fox Valley Technical College and the University of Wisconsin Oshkosh—debuted in fall 2006. Employed early childhood educators with a two-year early childhood education degree from the Wisconsin Technical College System can enroll in the University’s program and obtain a bachelor’s degree in education. They also become eligible for a state teacher’s license for grades pre-kindergarten through 6, allowing them to meet federal licensure requirements.

The College of Education and Human Services’ collaboration with the College of the Menominee Nation, a two-year Native American college, assist students...
in obtaining a bachelor’s degree. COEHS provides a coordinator to assist the Native American students with admissions, course registration and the purchase of textbooks. The coordinator also provides assistance throughout the students’ college career and supervises their student teaching experience.

The University helps meet the state and region’s need for nurses in collaboration with North Central Technical College. Students who met the University’s requirements for the BSN program but were denied admission due to program capacity limits will complete their associate’s degrees at the technical college. The University also is involved in a collaborative program to help meet the need for nurses in Manitowoc and Sheboygan counties. General Education courses required by the program are offered on a rotating basis at UW-Sheboygan, UW-Manitowoc and Lakeshore Technical College. This program responds to a survey conducted by Lakeshore Technical College in 2003: it indicated that at least 200 nurses with associate’s degrees would like to pursue a baccalaureate decree if the program were in Sheboygan or Manitowoc counties. More than 160 of the respondents said the main obstacle in pursuing a BSN degree was that the programs were too far away. Though the nurses were aware of online completion opportunities, they preferred face-to-face instruction. In 2005, the College of Nursing hired an outreach coordinator to teach, recruit and advise. Seventeen students enrolled in the program in fall 2005.

The University also has an agreement with the College of the Menominee Nation to provide instruction closer to students’ homes in order to enable its graduates to earn bachelor’s degrees in nursing from the University of Wisconsin Oshkosh. In 2003, a federal grant helped start a three-year program that would increase the number of Menominee nurses. Students are taught at the local college and nearby healthcare facilities.

Center for New Learning makes undergraduate education accessible to working adults. It uses collaboration to provide nontraditional education. It has an agreement with the four regional technical colleges to begin offering a bachelor’s degree in fire and emergency response management. It also has a partnership with two-year area UW colleges to offer full bachelor’s degree programs on their campuses using distance education and instructors from the University of Wisconsin Oshkosh. The center also is working with Fox Valley Technical College to provide a collaborative degree in supervisory management-aeronautics.

Three years ago, a number of fire chiefs approached the University of Wisconsin Oshkosh asking for a program to provide people who already have basic fire science technical training with the skills they need to become supervisory, administrative and management leaders—usually this means having a four-year degree. In three surveys since 2003, 90 percent of Wisconsin fire chiefs from 77 fire departments reported that about 3,000 of their career firefighters have only a two-year degree. Nearly half of those firefighters were interested in enrolling in a four-year program. In response to this need, the University now allows firefighters with two-year technical college degrees to transfer to the University and complete the baccalaureate. Most students are expected to be working firemen. The program will be delivered using classrooms, the Web and distance-education technology. The goal is to make the program available statewide through online and off-campus classes.86

Special initiatives serve adult students

In an effort to better serve local adults, two initiatives have been undertaken: the Graduation Project and a reorganization of Adult Student Access services.

The University recognizes that some students leave the University in good standing without earning a degree, sometimes because they lack money, or to marry, or sometimes simply because they have decided to defer earning a degree. Many are only a few credits shy of graduating. Lack of a degree can limit their earning potential and career advancement. The University’s Graduation Project (fall 2004) selected a group of 100 students who had “stopped out” just shy of graduating. They were invited to participate in this degree-completion program. Participants received one-on-one attention from academic advisers who assisted them in developing a plan that would lead to graduation. Thirty-six students (21 from the pilot group and 15 from other sources) expressed interest in the pilot year; more than a dozen of them have graduated. A new group of about 250 students will be targeted during Phase II, which has been funded by a UW System competitive grant.87

Greater support for returning adult students was identified as a need by both graduate and undergraduate nontraditional students. Funding was received from the UW System to develop and operationalize the Adult Student Access Services office. It offers workshops on topics of interest to nontraditional students: jazz up your papers and projects; gain confidence in giving presentations; career exploration; writing skills; library skills and research; computer skills. Its monthly newsletter provides information about scholarships, campus resources, job fairs and social gatherings. The number of individual appointments with ASA staff doubled from the first year to the second. The Adult Student Access Services Web site is an important tool for adults in the community who are interested in beginning or returning to college and for students already in the process.88

**Alternative delivery formats**

Another factor limiting degree completion is barriers to enrolling in desired classes and programs. To address this need, many courses are offered online, through interactive videoconferencing, at employers’ sites, in the summer or in cooperation with other campuses.89

The University of Wisconsin Oshkosh works with UW-Eau Claire, UW-La Crosse, UW-Parkside and UW-Extension Learning Innovations to offer an **MBA program entirely online**. It responds to the needs of a growing constituency of working adults who wish to continue their professional development but cannot attend classes on a distant, four-year campus, and it responds to UW priorities to better serve new markets with innovative online learning programs. In addition, the College of Business created a **Global MBA** program in fall 2006, in cooperation with the University of Applied Sciences in Darmstadt, Germany, and the T.A. Pai Management Institute in Manipai, India. Traditional students enrolled in the College of Business also can take classes online and at other universities.

The University of Wisconsin Oshkosh and other schools in the UW System participate in a **Collaborative Language Program** that spreads language instruction to Wisconsin adult learners. The initial focus is on strategically important languages: Arabic, Chinese, Japanese, Russian and Portuguese. Instruction takes place in a traditional classroom, with learners elsewhere sharing the classes through interactive videoconferencing. About 240 students currently are served in 14 courses. Evaluations show students do as well as those taking comparable courses in traditional classroom settings.

The University’s Science Outreach Program is developing a **space science curriculum** for special education elementary students. It will be tested in several northeastern Wisconsin elementary schools before going online.

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89. Alternative Delivery Formats information is available in the Resource Room.
The Department of Foreign Languages and Literatures, in conjunction with the College of Business, provides Spanish instruction to Kimberly-Clark employees.

The College of Business provides management training for area professionals who have non-business undergraduate degrees; the training allows them to gain management skills and become eligible to receive one of three types of certificates: MBA Consortium Foundations of Business, Kimberly-Clark Foundations of Business and MBS Consortium Foundations of Business. Classes are offered in Oshkosh, Green Bay and online, and the Kimberly-Clark program is offered at the company’s offices. COB also has an online MBA program and has just opened an MBA Center in Green Bay.

The Center for New Learning serves nontraditional students and makes undergraduate education accessible to working adults who wish to advance in their careers and grow as individuals. Classes are offered on three campuses (Oshkosh, UW-Fox Valley, and UW-Fond du Lac), through hybrid and online courses and at workplace sites. In 2006, the organization administration emphasis went on-line. Many classes also are available in the evenings and on Saturdays.

A weekend summer program is provided for teachers who want to earn certification in English as a second language or bilingual education.

The physics department has joint programs with the University of Wisconsin-Madison and the University of Minnesota that lead to a bachelor’s of science degree in physics from the University of Wisconsin Oshkosh and a bachelor’s degree in engineering from the student’s school-of-choice.

The University helps train special-education teachers who hold bachelor’s degrees but do not hold teacher certification. Project Rite (Residency in Teacher Education) is offered in conjunction with CESA (Cooperative Education Service Agency) 6, which helps northeastern Wisconsin school districts change and improve.90

The College of Education and Human Services, in conjunction with five two-year UW colleges in the region, has proposed an Alternative Careers in Teaching Program that meets the need for math and science teachers. The program allows applicants with expertise in these disciplines to explore teaching as a career. They can use their portfolios to document their knowledge and accomplishments. For their convenience, classes will be offered in nearby colleges on weekends and at night. The program proposal was approved by the state Department of Instruction in April 2006. The college’s proposal responds to a critical need. DPI’s studies show secondary math and science teachers have been in short supply, especially in rural areas of the state. 91

The University is assisting the College of Menominee Nation in improving instruction in math, science and reading. The Inter-Tribal, Pre-College Plan recruits Native-American students to study to become teachers.92

The College of Education and Human Services partners with 12 school districts, Head Start, Fox Valley Technical College and the UW Colleges in Project Adelante. A federal grant of nearly $1.5 million over five years helps Fox Valley students with limited skills in English improve academically. This program also provides courses that assist teachers, administrators, school board members and parents in improving the academic performance of area students—primarily Hmong and Hispanic—with limited English skills.93

The bachelor of liberal studies degree was established in response to the 1977 NCA accreditation review recommendation that the University of Wisconsin Oshkosh should direct greater attention toward providing educational

92. Collaborative Teacher Education information is available in the Resource Room.
opportunities for adult nontraditional students. The University responded by creating an Adult Studies Task Force. The BLS Program achieved permanent program status in 1982. Throughout its history, the programs, policies and practices of this degree have been guided and evaluated according to nationally established standards for serving adult nontraditional learners.\footnote{Bachelor of Liberal Studies Degree \url{http://www.uwosh.edu/newlearning/degree_programs/libstudies.php}.}

As noted earlier and in more detail, the Division of Lifelong Learning and Community Engagement provides a wide variety of services that support the nontraditional undergraduate and graduate students.\footnote{Division of Lifelong Learning and Community Engagement information is available in the Resource Room.}

To strengthen its services for minority students, the University consolidated the Center for Academic Support and Diversity’s services into one location—the recently purchased, newly renovated Foundation Center (now called the Center for Equity and Diversity).\footnote{Foundation Center Renovation \url{http://www.uwosh.edu/news_bureau/releases/sept04/foundation.php}.}

\section*{Conclusion}

\subsection*{Strengths}

A number of articulation agreements have eased transitions as students transfer from two-year institutions to the University’s four-year programs.

Alternative delivery formats, collaborative programs and alternative certification programs allow instruction to be offered off-campus or at non-traditional times, such as weekends, to better meet the needs of local residents and businesses.

The Division of Lifelong Learning and Community Engagement was created in 2005 to provide quality higher and continuing education to learners: it specializes in creating productive partnerships, flexible delivery systems and responsive services at reasonable costs.

\subsection*{Opportunities for improvement}

While University programs for the state and region are innovative, responsive, and address identified needs, greater flexibility in course offerings and curricular development is still needed.

A more consistent oversight of collaborative agreements is needed.

Graduate enrollments are tapering off. Competition from private colleges and changes in teacher licensure/recertification are expected to affect the number of students pursuing advanced degrees.

Outreach and nontraditional programs have to be expanded. Statewide initiatives, including the Committee on Baccalaureate Expansion and the Adult Student Initiative, show the need for increased access to higher education by working adults. The University needs to be better prepared to serve significantly larger numbers of nontraditional students. Faculty involvement, student services, course scheduling and the compensation structure for teaching adults pose challenges for growth. The delivery of credit and noncredit education to adults requires more coordination and integration into the fabric of the University.

\subsection*{Plans for addressing challenges}

Initiatives already underway at the Center for New Learning will better serve adult nontraditional students at the University of Wisconsin Oshkosh:

- Identify high-interest majors for adult students and create an alternative nontraditional version of those majors;
Expand cohort-based and off-campus courses, combinations of courses and certificate programs delivered to employees, professionals and citizens; 
Create and promote credit and noncredit educational packages designed for specific professional and career groups; 
Systematically review policies and practices for their impact on adult nontraditional students; 
Develop processes that encourage faculty to teach in programs designed to serve adult nontraditional students; and 
Develop additional credit transfer agreements with two-year institutions and deliver degree completion programs.

Collaboration and partnering are reciprocal: All parties must value and benefit from the relationship, if it is to continue. At the University of Wisconsin Oshkosh, data suggests that its constituents value the services provided. Several on-campus units, such as the union, library and others, have recently conducted evaluations of their services and received positive responses.

Reeve Memorial Union measured students’ opinions about the services it offered. The survey results are being used to anticipate and respond to the needs of the union, campus and public. One major challenge is getting students to be involved in non-academic activities. Many students are not around on weekends to use the union (Students reported spending the following number of weekends per month in Oshkosh: one weekend per month, 13 percent; two weekends per month, 18 percent; three weekends per month, 47 percent; four weekends per month, 21 percent). One reason students do not avail themselves of the union’s services may be that they are not aware of the union’s offerings. The same may be true for general public use, though the number of people from the community attending events here has increased markedly since a major renovation several years ago.

In spring 2004, Polk Library participated in a LibQUAL survey that measured users’ perceptions and expectations of library service quality. More than 1,050 undergraduates, graduate students and faculty members responded to the online survey. The library rated positively in all three general categories (effect of service, information control and library as place). It also rated higher or slightly higher than the averages for all colleges and universities in the survey. Within the UW System, the library’s adequacy ranking was slightly higher than the system’s average, above system average in information control and below the system average for “library as a place.” This is a known deficiency, and plans are being made to significantly remodel Polk Library. The current building is outdated; collections have been scattered from their logical service points. The University is working to solve this challenge by creating a group study room and a second quiet study area; designing and building a modern, secure and enlarged area for Archives and Special Collections; reorganizing the third floor north area; repainting walls and replacing damaged ceiling tiles; creating an art gallery on first floor north; and installing open data jacks and wireless connections throughout the building.

The Women’s Center received 836 responses to 1,468 surveys sent out to staff and faculty for distribution to students in 2003. One finding showed the majority of students would attend sessions exploring gender differences. Students interested in taking a self-defense class numbered 264. The surveys indicated overall satisfaction with the center.

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97. Reeve Union Student Survey is available in the Resource Room.
98. Polk Library Student Survey [http://www.uwosh.edu/library/about.html](http://www.uwosh.edu/library/about.html).
99. Women’s Center Survey information is available in the Resource Room.
The Division of Continuing Education and Extension responds to its constituents by providing workshops and training related to expressed need. For example, professional development programs are offered to teachers to help them meet the educational needs of bilingual students, such as those of Hispanic and Hmong ethnic groups. Challenges related to programming for these audiences include the need for bilingual instructors and translators and the need to find grant funding or other fiscal support in order to make workshops and classes affordable. The best indicator of constituent satisfaction is continuing high enrollments.\textsuperscript{100}

There is other evidence that external constituencies value the services that the University provides. For example, the Gruenhagen Conference Center was the recipient of the \textbf{2005 American Red Cross Community Partner Award}. It also houses the Wisconsin Department of Corrections’ training center for prison guards. The state has provided its training on the University of Wisconsin Oshkosh campus since 1972 indicating its satisfaction with the arrangement.\textsuperscript{101}

Another indication of community support of University of Wisconsin Oshkosh services is the community participation in upgrading the stadium and athletic fields in the \textbf{Oshkosh Sports Complex}. To date $3.3 million of the $5.7 million has been raised from local supporters.\textsuperscript{102}

The \textbf{Living Healthy Community Clinic} also shows community satisfaction with University services. Started more than a decade ago, the clinic provides medical services to the uninsured in Winnebago County. Its mission is to serve as a model of excellence in community-oriented healthcare and improve primary healthcare for diverse populations in collaboration with community partners. Patient participation and financial support by critical partners show how badly this service was and is needed.\textsuperscript{103}

Finally, constituent satisfaction can be measured by the financial and in-kind contributions made to the University. In 2005, nearly 6,800 individuals and corporations contributed to the University of Wisconsin Oshkosh Foundation. Likewise, more than 125 donors took the time to complete the paperwork to initiate $50,500 in corporate matching gifts from 76 different companies. Another 19 donors contributed more than $41,400 via gifts-in-kind. The University also benefited from estate planning, receiving more than $576,000 from bequests. From 2000 to 2006, almost all of the 20 largest contributions have been received by the UW Oshkosh Foundation, including the University’s first seven-figure gift. The UW Oshkosh Foundation’s total asset value almost tripled ($7.4 to $19.2 million during the same period. The University is actively working to build on an ever-stronger culture of giving among alumni and in the community.\textsuperscript{104}

\section*{Conclusion}

\textbf{Strengths}

Partners value current opportunities as evidenced by financial support, community participation and a wide variety of offerings that meet identified community needs.

\textbf{Opportunities for improvement}

While some non-instructional areas of campus have conducted user-satisfaction surveys, more areas need to do so.

The University is cultivating community, student and alumni relationships in order to develop a much stronger culture of giving to the University and involvement with it outside of the classroom.
Plans for addressing challenges

The following plans are taken from the University’s Advancement and Relationship Development Plan:

Advance the University’s interests by developing new and stronger relationships with external parties and stakeholders. These efforts will significantly—and demonstrably—improve the fiscal health and condition of the University of Wisconsin Oshkosh. Using new strategies and approaches, this plan will identify and focus attention on key attributes that are of high value and importance to the public that is served.

Demonstrate that the University is listening to external voices and takes action that is responsive to their direction and advice. These efforts will result in the following:

**Core Identity.** We will reach agreement or consensus on the core message or identity for the University of Wisconsin Oshkosh.

**Communication.** We will develop new and improved ways (and build upon the success of proven efforts) to provide information to the public about the programs and services offered by the University of Wisconsin Oshkosh.

**Capacity.** We will develop an enhanced capacity for growth and stability by raising the level of public and private funds that are available to support and advance the mission of the University of Wisconsin Oshkosh.

Advancement of these three themes will occur by completing an honest assessment of the University’s character; by articulating an inspirational and compelling vision that outlines where we are striving to go; by understanding, respecting and ultimately building upon the University’s developmental history; and by relying upon—and building upon—the success of past efforts and current relationships while also simultaneously reaching out to build new and mutually beneficial relationships of shared support, purpose and commitment.

Implement Staffing Changes to better connect with the community by:

Utilizing one FTE position held open since summer 2005 to create the University’s first Executive Director of Integrated Marketing and Communications who will provide leadership, direction and coordination to the University’s integrated marketing program.

Using developmental funds to support hiring a Director of Planned Giving. The person hired will work with donors to significantly improve the level of estate planning to support future efforts.

The institution’s internal and external constituents value the services they receive from the University of Wisconsin Oshkosh.

**Strengths**

Community and campus involvement on advisory boards is extensive. Broad input is sought and utilized.
The University’s capacity to meet newly defined needs is carefully considered before implementing initiatives; this ensures the capacity and resources are there.

An extensive array of programs serving youth, adults, businesses and healthcare professionals is offered. Programs often are collaboratively developed and delivered.

Internships and other fieldwork provide extensive real-life work experiences for students and provide thousands of hours of assistance to local schools, governments, healthcare facilities, businesses and nonprofit agencies.

The University offers many cultural, educational, athletic and enrichment-related opportunities to the community. Facilities are shared with the public.

Programming is flexible, responsive and sufficiently innovative to meet community and partner needs and wants.

A large number of articulation agreements provide for easy transitions as students transfer from two- to four-year programs.

The Graduation Project encourages students who have left the University just a few credits short of graduation to complete their degrees.

New delivery formats, collaborative programs and alternate certification programs provide instruction off-campus to better meet the needs of local residents and businesses.

Partners value current opportunities as evidenced by their financial support, and participation, and by the popularity of offerings.

Opportunities for improvement

As in so many other areas, resources are a critical concern. Because, serving nontraditional students is so important, the University needs to develop self-supporting programs in order to be successful in the future. More coordination and integration among credit and noncredit courses and revised compensation schedules and expectations regarding teaching loads are needed.

Changing student and faculty profiles will require the University to continually reevaluate the service opportunities it provides to ensure they meet University and community expectations. If faculty commitments shift toward their professional disciplines, interest in local/regional service activities may decline. The University must explore the ways student experiences outside the classroom contribute to their learning and the effect faculty, staff and students have on the community.

Facilities need to be updated and built to meet the changing needs of the University and community.

Increased funding must be secured to support service-related activities.

Too few students report that community-based projects are part of their regular courses. Faculty must be encouraged to include real-world problems in their courses.

Reduced funding affects the sustainability of current programs and the development of new ones. Budget constraints also affect facility availability, maintenance and revision and construction.

Some areas of campus have conducted user satisfaction surveys; more areas should do so.
Plans for addressing challenges

Key Operational Plans have been written to address the noted concerns and these are mentioned in 5a, 5b, 5c and 5d. Specifically, plans in the area of Academic Programs and Student Outcomes Assessment look at changing student and faculty profiles and prescribe actions: e.g., meeting the needs of an increasingly nontraditional student population and faculty expectations as they relate to service vis-à-vis promotion and tenure.

Operational plans in the areas of Enrollment Management and Student Support, Academic Programs and Student Outcomes Assessment, Budgeting and Finance, and Facilities describe ways of addressing these concerns. For example, a marketing plan to advertise newly developed certificate programs that serve as feeders to graduate degree programs may stop the decline in graduate enrollments.

The key operational plan in the Advancement and Development area looks at ways to raise the level of public and private funding.

The Facilities Master Plan includes plans to remodel Gruenhagen Conference Center, build a Welcome and Alumni Center, and remodel Harrington Hall to create a Campus Outreach Center. Each of these initiatives will help make the University more welcoming to the community and alumni and provide important facilities for partnering.

The University is cultivating more and deeper community, student and alumni relationships to develop a culture of giving to the University and involvement in its goals and development.
Summary
Conclusions
Summary Conclusions

This summary section demonstrates the University of Wisconsin Oshkosh’s fitness for reaccreditation by summarizing patterns of evidence presented throughout this report that support the five criteria for accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Excerpted under each criterion are the conclusions—the strengths, the opportunities for improvement as well as the plans for addressing challenges—that have emerged from the self-study process.

Conclusion for Core Component 1a

The organization’s mission documents are clear and articulate publicly the organization’s commitments.

Since its last accreditation, the University of Wisconsin Oshkosh has revisited its mission statement and developed a vision statement, six sets of core values and five strategic directions through a wide-ranging, collegial and flexible planning effort. The reason for calling the mission, vision, values and strategic directions the Governing Ideas of the University is to reflect the conviction that a university should be guided by ideas. Rules, policies, procedures and shared governance are the means to realize these ideas. The institution paired sets of core values (e.g., Quality and Achievement) to reflect its understanding that values support one another—achievement without quality means little.

The process of developing the University’s Governing Ideas helped its internal and external stakeholders clarify the priorities and identity of the University. The Governing Ideas were the foundation of the process that produced seven Key Operational Plans, a number of university-wide and college- and unit-based high-priority strategic action initiatives, and the principles that guide budget allocation decisions.

The University’s Governing Ideas address the importance of learning through the acquisition, preservation and dissemination of knowledge. They also articulate its commitment to engaging people for the common good.

Conclusion for Core Component 1b

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The University recognizes that individual and group differences add richness to teaching and learning. The University of Wisconsin Oshkosh values diversity and inclusivity and provides an environment in which people can become more aware of their differences and similarities through the processes of discovery and exploration, interaction, collaboration and partnership. In short, the University of Wisconsin Oshkosh promotes diversity and has made good
progress in closing the achievement gap between white students and students of color. Nonetheless, vigilance and persistence are necessary to continue meeting recurrent challenges. The institution’s progress is laudable, but much remains to be accomplished.

Conclusion for Core Component 1c

*Understanding of and support for the mission pervade the organization.*

Good planning and excellent cooperation from the campus spared the University of Wisconsin Oshkosh a mid-biennium budget correction; however, the reality is that more of the operating budget must come from sources other than state tax revenues in the future. Declining state resources demand that the University closely coordinate its *Governing Ideas*, Strategic Action Initiatives and Key Operational Plans in order to meet its enrollment goals and provide students with access to a high-quality, affordable education. Its academic programs and strong student-service base must be preserved and enhanced.

The mission statements of the colleges, non-academic divisions and support units demonstrate congruence with and support of the *Governing Ideas* of the institution, and they provide evidence that knowledge of and support for its mission pervade the University.

Conclusion for Core Component 1d

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

The University’s representative leadership and responsive shared governance structures promote flexible resource stewardship as a way to align the institution’s human, physical and financial resources to support its *Governing Ideas*.

Conclusion for Core Component 1e

*The organization upholds and protects its integrity.*

The University has in place a number of broad commitments and specific plans and procedures that help to secure the integrity of the institution as a whole and of its component parts. There are a myriad of laws, system policies and the University of Wisconsin Oshkosh policies and procedures that protect faculty governance, respect individual freedom and guarantee transparency of actions through freedom of information and open meetings. The *Governing Ideas*, the detailed attention to good practice, and the enforcement of rules and policies help guarantee the overall integrity of the institution.

The endorsement of the Earth Charter principles by members of the University and the wider community represents a commitment to ethical principles that is expressed in green buildings and energy conservation, the campus environmental audit and in the academic component of a sustainable campus; the newly created Center for Sustainable Processes and Environmental Research will provide credit and non-credit education about sustainable processes and green principles.
Overall Conclusion for Criterion 1

UW Oshkosh underwent a lengthy and comprehensive review of its mission, vision, core values and strategic directions and produced its Governing Ideas in 2001. The Governing Ideas continue to serve the institution well. The ongoing challenge is to continue to coordinate resources, initiatives, operations and programs with the Governing Ideas and the Key Operational Plans.

Conclusion for Core Component 2a

The organization realistically prepares for a future shaped by multiple societal and economic trends.

The institution’s decision to pursue “horizontal” distinctiveness led to the prioritization of strategic action initiatives focused upon strengthening University-wide programs and services in the areas of community, teaching, scholarship, partnership and stewardship that pervade most aspects of the institution. This focus was expanded and enhanced by the campus community’s subsequent decision to develop “vertical” distinctiveness by prioritizing college-based initiatives in the areas of engaged learning, globalization, community engagement and student excellence.

The outcomes of the institution’s four-year assessment of its strategic plans and actions provide evidence of the University’s ability to identify and assess accomplishments and persistent challenges, to enhance its understanding of the Governing Ideas and to better align the University’s and the colleges’ strategic plans, priorities and actions.

The institution’s continuing and widespread planning process allows it to reflect upon its strengths, weaknesses and challenges.

Conclusion for Core Component 2b

The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

The University of Wisconsin Oshkosh uses sound planning to assure its resources are adequate for maintaining the educational quality it provides. The on-going reviews and reiterations of the Key Operational Plans and its assumptions serve to more precisely identify the challenges raised by changes in the societal, economic and human planning environment of the institution. Plans for the physical and fiscal resources needed to support the University’s educational programs are well integrated with plans to promote the institution’s advancement and relationships with elected officials, alumni and community members.

The identification of working assumptions and common challenges guides the organization in developing its human resources, program array and student affairs in ways that will meet future changes. The institution is fully committed to maintaining educational quality and attaining instructional excellence. The University of Wisconsin Oshkosh has experienced major cuts in state support in the past several biennia, and it currently is awaiting final approval of the Board of Regents Growth Agenda. Because the organization’s planning processes are flexible, it is able to quickly respond to needs for program reallocation, downsizing or growth.
Conclusion for Core Component 2c

*The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.*

University of Wisconsin Oshkosh uses the insights gained as a result of its strategic and operational evaluation and assessment processes to support continuous improvement.

Conclusion for Core Component 2d

*All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.*

The congruence between and amongst the strategic plans of the four colleges and other units and the seven key operational plans within the Governing Ideas are the University’s greatest strength.

The University of Wisconsin Oshkosh continues to develop its comprehensive strategic and operational plans through a responsive, broad-based process that serves the institution well. The planning process demands continuing feedback, so there is a continuing assessment and evaluation of the strengths and weaknesses of its operation.

The constant challenge in moving the University to a better place is bringing its plans, assessments and resources into better balance. The University of Wisconsin Oshkosh is having reasonable success in this effort, but the challenge has not gone and will not go away.

Other challenges include improving the way the University assesses and evaluates the effectiveness of its strategic and operational plans in fulfilling its mission and vision. The institution recognizes the need to continuously improve the congruence of its resources and its strategic priorities. It also understands that assessment and feedback processes need to be strengthened, and that it needs to gather more data.

The University also is challenged to improve the connection between college and unit initiatives and university-wide ones in order to achieve a balance between its horizontal and vertical distinctiveness. Achieving a higher level of coordination between the colleges in an effort to implement the cross-college strategic action initiative is an on-going challenge.

Overall Conclusion for Criterion 2

The University of Wisconsin Oshkosh must continue to refine and execute its plans. The institution wants to be a coherent organization with widely understood and agreed upon goals. It must also continue to hold itself accountable to its commitments: representative leadership, responsive shared governance and flexible resource stewardship. To do so, the University must work to improve the breadth, openness and inclusivity of its governance processes and to prudently and effectively use its human, physical and financial.

The University’s fifth strategic direction on stewardship will be used to move it forward. The campus also plans to give greater emphasis to the Integrated Marketing Plan.
## Conclusion for Core Component 3a

### The goals for the organization in student learning outcomes are clearly stated for each educational program and make effective assessment possible.

### Strengths

Since the last reaccreditation visit, the campus has continued to expand its assessment of student learning outcomes, as evidenced by the participation of all academic units in the development of approved assessment plans. A wide variety of required and voluntary assessment activities now permeate University units, and faculty and staff are aware that accountability based on classroom testing is a way to understand progress and identify strengths and needs so that change can be made using solid information.

Program reviews, both undergraduate and graduate, take place on a regular schedule. The process requires the participation of governance groups and has the support of the Provost’s Office. Program integrity, program array, resources, staffing, meeting traditional and non-traditional student needs, the nature of delivery systems, and the professional development of the faculty are covered in program reviews, though the main emphasis remains upon academic issues.

General Education is examined by a faculty-led subcommittee of the Academic Policy Committee, known as APGES. General Education outcomes are currently being examined using a standardized ETS assessment tool, and recommendations will be made to the Faculty Senate.

### Opportunities for improvement

There is a sound program review process in place at the University, and assessment using a wide variety of measures is widely accepted. However, the University needs to make these data more widely available to campuswide discussions that use program review outcomes in planning. Assessment and review processes are still needed for certificate programs and degree-completion programs. It remains a challenge to evaluate student experiences outside the classroom (e.g., internships, clinical experiences, residence hall and student life), and the implications of these experiences for student learning. The University needs to review the role of online courses and online programs within its program mix and to modify existing processes to accommodate this delivery mechanism. The assessment of General Education is underway, and campuswide discussion is taking place, but it still is a challenge to make needed changes while fully addressing the concerns of faculty and teaching staff and preserving their central responsibility for the curriculum.

### Plans for addressing challenges

The UW System Achieving Excellence report, offers data to indicate strengths, ongoing progress and concerns, and is published annually. Symposia have been held addressing the results of national assessments. The University, in areas such as Enrollment Management Team, the Equity Score Card Pilot Project and the American Democracy Project, has begun to identify needs and concerns. Action plans based on the data gathered will follow.

The University community is willing to collaborate across disciplines and among units. For example, an Ad Hoc Study Group on Academic Program Review was established in spring 2005 to make recommendations about program
review and its relationship to other major campus-wide required reports. Its recommendations have been presented to the Provost and are now under review.

**Conclusion for Core Component 3b**

*The organization values and supports effective teaching.*

**Strengths**

Through its Teaching and Learning Program, the Faculty Development Teaching Component, Faculty Colleges, mentoring programs, the COLS Dean’s Symposium, and the Distinguished Teaching Award, the University of Wisconsin Oshkosh clearly has shown that it values and supports effective teaching. The fact that the campus has received seven UW System Board of Regents Teaching Excellence Awards—more than any other institution in the state—reflects the results of this commitment.

**Opportunities for improvement**

While the University has continued to fund academic programs and faculty teaching needs during recent state funding cutbacks, University leaders need to make thoughtful decisions about the appropriate mix of faculty and instructional academic staff, how to compete in hiring terminally qualified candidates, and how to meet their expectations once employed (retention). The University needs to maintain competitive salaries, professional development funds and student quality in order to ensure high-quality faculty and academic staff.

Decisions also need to be made, in consultation with faculty and staff, about the development of new academic programs that will enhance the institution’s program array.

**Plans for addressing challenges**

Recent budget cuts have caused the number of faculty to decline and the number of instructional academic staff to grow. To reverse this trend, the University has increased the number of faculty searches conducted by its largest academic unit: the College of Letters and Science. More vigorous faculty searches will need to continue in all colleges for the foreseeable future to correct the present imbalance. More effort also is necessary to hire faculty of color and to develop more faculty-retention programs.

Work already has begun to strengthen the curriculum. The University also is working on the final stages of its Academic Program and Student Outcomes Assessment Plan, which will guide academic planning over the next five years.

Reduced financial support from the state will continue to be an issue. The University’s “growth agenda” for the educational needs of northeastern Wisconsin, if approved by the legislature and the governor, will bring more funding to campus. (See Criterion 5 for a detailed overview of the University of Wisconsin Oshkosh’s proposal for the Northeastern Wisconsin Growth Agenda.) In addition, a successful capital campaign will allow construction of a new academic building to support teaching and learning needs.
Conclusion for Core Component 3c

The organization creates effective learning environments.

Strengths

The University’s mission and Governing Ideas and its Key Operational Plans provide an organic approach to creating an effective learning environment.

The University’s diversity profile has improved substantially, both in terms of the number of students of color on campus and the number of students involved in international programs.

Various programs have been established at the University and college levels to support engaged learning, on and off campus.

The administration recently increased its support of the University Honors Program and hopes to expand its offerings and open the program to more students.

The Student Compact has successfully promoted the integration of advising, assessment and student development services in support of its classroom offerings.

Opportunities for improvement

While there have been improvements in recruiting students of color, more needs to be done to assure their retention.

While the worldview of our students has been broadened through exposure to international programs, even more study abroad and exchange programs need to be developed. More international students also need to be brought to campus.

Student engagement could be improved further through the development of more service-learning opportunities.

The learning environment could be improved by developing more quality online programs and improving transfer and collaboration agreements with area educational institutions.

Plans for addressing challenges

The Center for Academic Support and Diversity is working closely with the Admissions Office to coordinate retention programs and avoid duplication of services.

The University continues to expand its Office of International Education and its support for global diversity.

Funding cuts from the state have reduced efforts to provide more service-learning opportunities, but efforts will continue to be made to expand them.

A University group is working to develop a pilot “first-year experience” course for fall 2007.

The University and its colleges have worked to increase faculty and student involvement in the community. In each college, there are examples of projects, research, seminars and courses that address local and regional needs. Details on these efforts appear throughout this self-study.

The University has committed itself to developing more quality online programs through campuswide and college-based support.
The University continues to expand its collaborative programs, and is one of the state’s leaders in developing innovative transfer opportunities.

**Conclusion for Core Component 3d**

*The organization’s learning resources support student learning and effective teaching.*

**Strengths**

All of the units within Student Affairs have developed operational plans that are reviewed and assessed on a regular basis.

At Polk Library, a continuous engagement plan is in operation to provide data to assess the effects of program changes.

Information Technology has assessment plans that routinely identify customer needs and the unit’s strengths. Student surveys provide information about general access computer labs during the final three weeks of each semester. Faculty and staff surveys provide participants the opportunity to complete an IT survey each spring semester. These are reviewed by the Academic Computing Users Group (ACUG), Student Information System (SIS) Implementation Team and Project Prioritization Working Group.

The Facilities Master Plan guides budgeting for construction and renovation projects based on data regarding instructional space needs, residence life goals and new educational initiatives.

**Opportunities for improvement**

Some of the residence halls are aging and new facilities are needed to attract prospective students.

Polk Library is aging and was designed for print-based information. The two wings of the library were built in 1961 and 1968. Even though the archives facilities were upgraded recently, the last major renovation to the building took place 20 years ago.

Much of the IT infrastructure is aging and susceptible to breakdown. At the very least, back-up systems must be put into place.

**Plans for addressing challenges**

The Residence Life and Student Affairs units, with student advice, are conducting short-term and long-term planning exercises to meet on-campus student housing needs.

While it is true that Polk Library could use a major renovation, the University has recently upgraded the archives facilities and funding has been set aside to repair the first-floor reception area.

$100,000 has been set aside recently to provide campus computer back-up support.

**Overall Conclusion for Criterion 3**

Student learning outcomes at the University of Wisconsin Oshkosh are measured by both national and campus assessment tools. At present, all academic units have submitted assessment plans, and all but three have been approved.
The University values and supports effective teaching, as can be seen through its sponsorship of numerous programs. The most important of these are the Scholarship of Teaching and Learning Program, the teaching component of the Faculty Development Program, faculty colleges and the Distinguished Teaching Award.

The University has shown in various ways that it has created effective learning environments through its support of the Student Compact, engaged learning, service learning, globalization and diversity and student excellence.

Finally, the University has shown that it has used its learning resources to support student learning and effective teaching. This is evident primarily through the varied student and academic support services and the University’s commitment to an upgraded Facilities Master Plan, characterized by more than $200 million of completed and soon-to-be completed facility enhancements.

**Conclusion for Core Component 4a**

*The organization demonstrates through the actions of its board, administrators, students, faculty, and staff that it values a life of learning.*

The University of Wisconsin Oshkosh demonstrates its commitment to a life of learning for faculty, students and staff in a wide variety of ways, ranging from course content through specific programs designed to encourage scholarship, creativity and the dissemination of the results of pursuing difficult truths. Funding support for faculty research and professional development through the Faculty Development Board (FDB) is financially significant for a regional, comprehensive university. In the last external evaluation of the Faculty Development program in 2003, the evaluator concluded that the FDB is “an excellent program, a model for other institutions.” Through the Office of Grants and Faculty Development, faculty, students and staff receive a variety of informational and technical support services. The University recognizes faculty, student, and staff accomplishments on a regular basis. It is a testament to the Institution’s commitment to faculty, student, and staff learning and professional development that it has maintained, and in some cases even increased, funding support for these pursuits during a period of significant budget reductions for the UW System.

**Strengths**

Responsiveness to lessons learned in the past is reflected in the variety of new initiatives aimed at providing faculty, students and staff with additional opportunities to engage in developing and disseminating knowledge.

The existing high level of collaborative research, as well as the continued development of co-teaching and co-learning opportunities, further reinforces the fact that the University is eager to encourage life-long learning for all its constituents.

The University has made a solid commitment to and has a history of encouraging and funding opportunities that have helped its faculty, staff and students become part of ongoing learning and research dialogues at the local, national and international levels.
Opportunities for improvement

Efforts to identify and develop new resources to support scholarship will remain necessary as long as unfavorable state budgetary decisions adversely affect the University.

Plans for addressing challenges

The University will continue to seek partnerships within the larger community that will lead to mutually beneficial relationships and allow the institution to continue to be responsive to a changing environmental.

Conclusion for Core Component 4b

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

The University of Wisconsin Oshkosh has demonstrated its commitment to a broad-based liberal arts education for undergraduate students through its ongoing review of and improvements to the General Education Program. Furthermore, students’ academic lives are enriched and broadened by the numerous co-curricular and leadership programs and opportunities offered by the University. The campus also provides many artistic, cultural and intellectual events to stimulate the learning of students and to add to the cultural climate in the community.

Strengths

The University’s commitment to a liberal arts education is reflected in the broad-based range of subject matter that every student is now required to master. General Education provides a solid foundation on which to build more specialized skills and knowledge.

The University offers a wide variety of experience-based learning opportunities, frequently using non-traditional or interactive instructional methods.

Opportunities for improvement

The University must build upon the progress that it has made. It must regularly review its General Education Program and its outcomes, seek new and more effective ways of involving students in their learning, and adapt its core courses to changes in the world. It needs to continue helping students become life-long learners who embrace diverse viewpoints, are adept at creative problem solving and pursue other life-enriching activities.

Plans for addressing challenges

The University will continue to develop strong academic programs for traditional and non-traditional students.

The institution must continue to attract the best students possible and to prepare them to deal with new ways of thinking and diverse points of view.
Conclusion for Core Component 4c

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse and technological society.

The University of Wisconsin Oshkosh has embarked on numerous initiatives designed to enhance the learning experiences of students who will live and work in a global, diverse and technologically complex world. The University points to the Earth Charter Summit, the Office of International Education, and the International Studies Program as signs of its progress. All four colleges have increased the integration of global issues into the curricula. Faculty and departments have established relationships with universities in foreign countries and faculty have led students on study tours.

Promoting increased sensitivity to issues of diversity is fostered by the 2008 Diversity Council, the Alliance for Equity and Diversity, the Admissions Office and the Center for Academic Support and Diversity. Still, the University must continue to vigorously recruit students, faculty and staff of color.

It is no overstatement to declare that the universal presence of technology has transformed campus life for faculty, staff and students. The University has managed to stay current with advancements in technology. The student-learning environment has been transformed by the increased use of distance education and online instruction. The ease of information communication has been expedited by the employment of many new information and online transaction systems.

Strengths

The University’s commitment to providing constituents with an international perspective is demonstrated in the wide variety of classes and programs dealing with global issues, study-abroad trips and exchange programs.

The University has seen a dramatic increase in the number of students of color on campus. Between 2000 and 2006, students of color have increased from 414 to 732, an increase of 76.8 percent. The new Milwaukee satellite office should add to these substantial increases in coming years.

The relatively high level of accessibility to computer-based technologies on campus allows faculty, students and staff to identify sources of knowledge and to communicate in many different ways (e.g., email, Desire2Learn, discussion boards, etc.).

Opportunities for improvement

Given the pace at which the world is changing, as well as the pace at which technology continues to evolve, it is a challenge to find the resources needed to remain current. While the number of students of color coming to campus continues to grow, more needs to be done in student retention and hiring and retention of faculty and staff of color.

Plans for addressing challenges

The University of Wisconsin Oshkosh will continue to develop programs that place it on the international stage and that bring it into contact with other universities, students and organizations around the world.
Conclusion for Core Component 4d

_The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly._

The University of Wisconsin Oshkosh’s policies, procedures, administrative structures and course instruction demonstrate a clear commitment to ensure that faculty, students and staff acquire and apply knowledge responsibly.

Overall Conclusion for Criterion 4

The University of Wisconsin Oshkosh promotes a life of learning for faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice and social responsibility.

One of the areas of social responsibility in which this can best be seen is in the establishment of a campus sustainability team.

Over the past five years, the University has engaged in a broad and inclusive strategic planning process that has clarified the campus vision, values and strategic directions. Major campus units have developed key operational plans to implement identified strategic directions and priorities. The University has shown itself to be an engaged community of lifelong learners and collaborative scholars.

The Faculty Development Board has supported faculty and academic staff in research and professional development. The Office of Grants and Faculty Development has expanded support services for faculty, staff and students. There also have been greater professional development opportunities for classified staff.

It will be a challenge to maintain support services and develop new strategic directions and initiatives during a period of declining state support for the UW System. The University must work hard to increase private donations in an effort to fund more student scholarships and increase financial support for faculty research.

Criterion 5: Engagement and Service

As called for by its mission, the organization identifies constituencies and serves them in ways both value.

Conclusion for Core Component 5a

_Strengths_

The University assists its constituents through student and faculty involvement and educational and service projects that benefit the community and the region.

As noted, community and campus involvement in advisory boards is extensive. Advisory boards that invite external constituencies to be a part of them, such as the UW Foundation Board and the Chancellor’s Advisory Councils count on community expertise to assure the University’s responsiveness. There are many programs and centers on campus with advisory boards, not only to support their mission but also to support awareness of the changing needs of students.

The University brings it constituents valuable resources: community building skills, human capital and brainpower, cultural events, marketing opportunities, knowledge and the expertise needed to enhance quality of life throughout the region.
Opportunity for improvement

Although the University of Wisconsin Oshkosh has the largest nontraditional student population among the UW System comprehensive universities, it needs to become better prepared to serve nontraditional students during both the regular school year and summer, particularly in terms of making its curriculum and delivery systems more flexible. The need for more faculty involvement, traditional time schedules of student services, a Monday-through-Friday course schedule, and a compensation structure that inadequately values teaching non-traditional students pose potential barriers to growth. The delivery of credit and non-credit education to older adults will require more coordination and integration into the fabric of the University.

Plans for addressing challenges

Creating the Office of Adult Student Access Services, increasing credit transfer agreements and developing new online degree completion options serve the rapidly growing population of nontraditional students.

The University recognizes the need for fast track and distance-learning programs. It must develop programs that are attractive to the market. Many programs are already online and the University is moving to make use of the Internet and other forms of distance education to deliver programs. To address this growing market segment, the Chancellor has proposed an aggressive agenda to increase on-campus, full-time equivalent enrollment from 9,980 to 10,780 students (12.5 percent) in six years by:

- Expanding high-demand programs, such as biology/microbiology, criminal justice, environmental studies, medical technology, nursing, psychology and teacher education;
- Developing new business programs in financial planning, supply chain/operations management and insurance; establishing a Center for the Advancement of Sustainable Processes and Environmental Research; and increasing the number of business students in the entrepreneurship program;
- Continuing to develop degree-completion programs in fire and emergency response management and applied studies for students with two-year associate degrees from Wisconsin technical colleges;
- Providing more funding for a joint UW Oshkosh/UW Colleges accelerated program to educate science and math teachers;
- Launching service programs to improve student performance, while cutting student debt and the time it takes to earn a degree;
- Establishing a Center for Teaching and Learning to help faculty develop more out-of-class programs with students, including community-service projects and international study programs; and
- Increasing funding for the innovative UW Oshkosh Graduation Project, which assists students who left school in good academic standing in completing their degrees.

The plan’s 2012 goal is to improve student retention by 10 percent, increase students of color by 75 percent, increase nontraditional students by 58 percent, and hike the number of degrees awarded by 10 percent. The Northeast Wisconsin Growth Agenda requires an estimated $11.4 million total base budget increase by 2013. The rate of enrollment growth will depend upon the level of funding increases received by the University of Wisconsin Oshkosh.
Additional initiatives to increase the numbers of adult, nontraditional students at the University of Wisconsin Oshkosh are:

- Develop flexible course delivery;
- Create an image that is more welcoming to nontraditional students;
- Collaborate with area institutions to expand credit-transfer options, credit for prior learning and articulation agreements with technical college programs;
- Identify high-interest majors for adult students and create an alternative nontraditional version of those majors;
- Expand cohort-based and off-campus courses and explore combinations of courses and certificate programs that can be delivered to employee, professional or citizen groups;
- Create credit and noncredit educational packages for specific professional and career groups;
- Systematically review academic and student support policies and practices that affect adult nontraditional students; and
- Develop processes to encourage faculty participation in programs designed to serve adult, nontraditional students.

**Conclusion for Core Component 5b**

*The organization has the capacity and the commitment to engage with its identified constituencies and communities.*

**Strengths**

Because the University's mission is dedicated to serving people for the common good, its programs, services, physical spaces and resources are liberally shared with its constituency in the region and beyond. This is highlighted further in the Key Operational Plans and in the University's proposal for the Northeast Wisconsin Growth Agenda.

The University of Wisconsin Oshkosh offers an extensive array of credit and noncredit programs that serves youth and adults, businesses and nonprofit organizations and the healthcare community. Programs are developed and offered through cooperation with partners across Wisconsin.

Internships and fieldwork provide extensive, real-life work experiences for students and provide thousands of hours of assistance to local schools, governments, healthcare facilities, businesses and nonprofits.

The University offers a multitude of cultural, educational, athletic and enrichment opportunities to the community. Its facilities are readily available to the public.

Outreach programming is flexible, responsive and innovative. The University's outreach to the community offers: faculty expertise to the practitioners and organizations in the region; market research to identify community needs and new educational programs that meet them; and assistance with the administration and coordination of off-campus, nontraditional, and noncredit program delivery.
Opportunities for improvement

Changing student and faculty profiles will require the University to reevaluate its service efforts to ensure that they meet community needs.

The institution needs to explore the efficacy of student experiences outside the classroom and contributions faculty, staff and students make to the community.

The University’s physical facilities and curricular offerings need to be kept current in order to meet the changing environment in the community. Space is at a premium and often in need of being brought up to contemporary instructional standards.

Increased funding must be secured to support service-related activities. A good example of the effects of budgetary constraints is offered by the Center for Economic Education: it lost a half-time program assistant in the latest round of budget cuts, limiting its badly needed services.

Though many students experience fieldwork in their educational programs, some report that community-based projects are not a part of their regular courses. Student engagement outside of the classroom must become a part of the total learning experience, not just an adjunct.

Plans for addressing challenges

Because the University already has an infrastructure for providing service to its constituents on- and off-campus, it is well-prepared to collaborate, plan, develop University–community teams and conduct assessment and planning based on collected data. New programs and initiatives that serve the community are continually being considered and implemented. The University of Wisconsin Oshkosh is well-prepared to continue its success in this area.

Conclusion for Core Component 5c

The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Strengths

A number of articulation agreements have eased transitions as students transfer from two-year institutions to the University’s four-year programs.

Alternative delivery formats, collaborative programs and alternative certification programs allow instruction to be offered off-campus or at non-traditional times, such as weekends, to better meet the needs of local residents and businesses.

The Division of Lifelong Learning and Community Engagement was created in 2005 to provide quality higher and continuing education to learners; it specializes in creating productive partnerships, flexible delivery systems and responsive services at reasonable costs.

Opportunities for improvement

While University programs for the state and region are innovative, responsive, and address identified needs, greater flexibility in course offerings and curricular development is still needed.
A more consistent oversight of collaborative agreements is needed.

Graduate enrollments are tapering off. Competition from private colleges and changes in teacher licensure/recertification are expected to affect the number of students pursuing advanced degrees.

Outreach and nontraditional programs have to be expanded. Statewide initiatives, including the Committee on Baccalaureate Expansion and the Adult Student Initiative, show the need for increased access to higher education by working adults. The University needs to be better prepared to serve significantly larger numbers of nontraditional students. Faculty involvement, student services, course scheduling and the compensation structure for teaching adults pose challenges for growth. The delivery of credit and noncredit education to adults requires more coordination and integration into the fabric of the University.

Plans for addressing challenges

Initiatives already underway at the Center for New Learning will better serve adult nontraditional students at the University of Wisconsin Oshkosh:

- Identify high-interest majors for adult students and create an alternative nontraditional version of those majors;
- Expand cohort-based and off-campus courses, combinations of courses and certificate programs delivered to employees, professionals and citizens;
- Create and promote credit and noncredit educational packages designed for specific professional and career groups;
- Systematically review policies and practices for their impact on adult nontraditional students;
- Develop processes that encourage faculty to teach in programs designed to serve adult nontraditional students; and
- Develop additional credit transfer agreements with two-year institutions and deliver degree completion programs.

Conclusion for Core Component 5d

Internal and external constituencies value the services the organization provides

Strengths

Partners value current opportunities as evidenced by financial support, community participation and a wide variety of offerings that meet identified community needs.

Opportunities for improvement

While some non-instructional areas of campus have conducted user-satisfaction surveys, more areas need to do so.

The University is cultivating community, student and alumni relationships in order to develop a much stronger culture of giving to the University and involvement with it outside of the classroom.

Plans for addressing challenges

The following plans are taken from the University’s Advancement and Relationship Development Plan:
Advance the University’s interests by developing new and stronger relationships with external parties and stakeholders. These efforts will significantly—and demonstrably—improve the fiscal health and condition of the University of Wisconsin Oshkosh. Using new strategies and approaches, this plan will identify and focus attention on key attributes that are of high value and importance to the public that is served.

Demonstrate that the University is listening to external voices and takes action that is responsive to their direction and advice. These efforts will result in the following:

**Core Identity.** We will reach agreement or consensus on the core message or identity for the University of Wisconsin Oshkosh.

**Communication.** We will develop new and improved ways (and build upon the success of proven efforts) to provide information to the public about the programs and services offered by the University of Wisconsin Oshkosh.

**Capacity.** We will develop an enhanced capacity for growth and stability by raising the level of public and private funds that are available to support and advance the mission of the University of Wisconsin Oshkosh.

Advancement of these three themes will occur by completing an honest assessment of the University’s character; by articulating an inspirational and compelling vision that outlines where we are striving to go; by understanding, respecting and ultimately building upon the University’s developmental history; and by relying upon—and building upon—the success of past efforts and current relationships while also simultaneously reaching out to build new and mutually beneficial relationships of shared support, purpose and commitment.

Implement Staffing Changes to better connect with the community by:

- Utilizing one FTE position held open since summer 2005 to create the University’s first Executive Director of Integrated Marketing and Communications who will provide leadership, direction and coordination to the University’s integrated marketing program.

- Using developmental funds to support hiring a Director of Planned Giving. The person hired will work with donors to significantly improve the level of estate planning to support future efforts.

**Overall Conclusion for Criterion 5**

The institution’s internal and external constituents value the services they receive from the University of Wisconsin Oshkosh.

**Strengths**

Community and campus involvement on advisory boards is extensive. Broad input is sought and utilized.

The University’s capacity to meet newly defined needs is carefully considered before implementing initiatives; this ensures the capacity and resources are there.

An extensive array of programs serving youth, adults, businesses and healthcare
professionals is offered. Programs often are collaboratively developed and delivered.

Internships and other fieldwork provide extensive real-life work experiences for students and provide thousands of hours of assistance to local schools, governments, healthcare facilities, businesses and nonprofit agencies.

The University offers many cultural, educational, athletic and enrichment-related opportunities to the community. Facilities are shared with the public.

Programming is flexible, responsive and sufficiently innovative to meet community and partner needs and wants.

A large number of articulation agreements provide for easy transitions as students transfer from two- to four-year programs.

The Graduation Project encourages students who have left the University just a few credits short of graduation to complete their degrees.

New delivery formats, collaborative programs and alternate certification programs provide instruction off-campus to better meet the needs of local residents and businesses.

Partners value current opportunities as evidenced by their financial support, and participation, and by the popularity of offerings.

**Opportunities for improvement**

As in so many other areas, resources are a critical concern. Because, serving nontraditional students is so important, the University needs to develop self-supporting programs in order to be successful in the future. More coordination and integration among credit and noncredit courses and revised compensation schedules and expectations regarding teaching loads are needed.

Changing student and faculty profiles will require the University to continually reevaluate the service opportunities it provides to ensure they meet University and community expectations. If faculty commitments shift toward their professional disciplines, interest in local/regional service activities may decline. The University must explore the ways student experiences outside the classroom contribute to their learning and the effect faculty, staff and students have on the community.

Facilities need to be updated and built to meet the changing needs of the University and community.

Increased funding must be secured to support service-related activities.

Too few students report that community-based projects are part of their regular courses. Faculty must be encouraged to include real-world problems in their courses.

Reduced funding affects the sustainability of current programs and the development of new ones. Budget constraints also affect facility availability, maintenance and revision and construction.

Some areas of campus have conducted user satisfaction surveys: more areas should do so.

**Plans for addressing challenges**

**Key Operational Plans** have been written to address the noted concerns and these are mentioned in 5a, 5b, 5c and 5d. Specifically, plans in the area of
Academic Programs and Student Outcomes Assessment look at changing student and faculty profiles and prescribe actions: e.g., meeting the needs of an increasingly nontraditional student population and faculty expectations as they relate to service vis-à-vis promotion and tenure.

Operational plans in the areas of Enrollment Management and Student Support, Academic Programs and Student Outcomes Assessment, Budgeting and Finance, and Facilities describe ways of addressing these concerns. For example, a marketing plan to advertise newly developed certificate programs that serve as feeders to graduate degree programs may stop the decline in graduate enrollments.

The key operational plan in the Advancement and Development area looks at ways to raise the level of public and private funding.

The Facilities Master Plan includes plans to remodel Gruenhagen Conference Center, build a Welcome and Alumni Center, and remodel Harrington Hall to create a Campus Outreach Center. Each of these initiatives will help make the University more welcoming to the community and alumni and provide important facilities for partnering.

The University is cultivating more and deeper community, student and alumni relationships to develop a culture of giving to the University and involvement in its goals and development.

In the preceding sections, the University of Wisconsin Oshkosh has presented substantial evidence that it meets the five criteria for accreditation. The comprehensive, open and iterative self-study process endorsed by the NCA has enabled the University’s internal and external constituencies to engage in a critical but highly constructive self-assessment. The self-study findings are already being used to improve the University’s vigorous, comprehensive and integrated strategic and operational plans. The University of Wisconsin Oshkosh submits this self-study report in support of its request for reaccreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.
Appendices
Academic Affairs Division
Organizational Chart

Provost and Vice Chancellor for Academic Affairs
L. Earns

College of Letters and Science
J. Koker
  - Art
    - J. Lipschutz
  - Biology & Microbiology
    - B. Holton
    - C. McDermott
  - Chemistry
    - C. Gibson
  - Communication
    - K. Neal
  - Computer Science
    - T. Naps
  - English
    - R. Rindo
  - Environmental Studies
    - D. Barnhill
  - Foreign Languages & Literatures
    - F. Fukuta
  - Geography
    - K. Zanievski
  - Geology
    - W. Mode
  - History
    - F. Barricelli
  - Interdisciplinary & International Studies
    - K. Grieb
  - Kinesiology & Health
    - D. Schmidt
  - Journalism
    - J. Tsao
  - Mathematics
    - H. Moghadam
  - Medical Technology
    - J. Strous
  - Military Science
    - J. Arquette
  - Music
    - C. Isaacson
  - Philosophy
    - J. Burr
  - Physics & Astronomy
    - M. Briley
  - Political Science
    - J. Simmons
  - Psychology
    - J. Koch
  - Public Affairs
    - S. Reed
  - Religious Studies & Anthropology
    - J. Behm
  - Social Work
    - Q. Sullivan
  - Sociology
    - G. Grzyb
  - Theatre
    - R. Hoglund
  - Women's Studies
    - H. Bannan

College of Nursing
R. Smith
  - Undergraduate
    - R. Cleveland
  - Graduate
    - R. Huebscher
  - Center for Nursing Innovation
    - S. Stewart
  - Research & Evaluation
    - J. Jambunathan

College of Business
A. Hartman
  - Accounting
    - D. Simons
  - Economics
    - R. Gunderson
  - Finance & Business Law
    - R. Kunkel
  - Management & Human Resources
    - B. Sridhar
  - Management Information Systems
    - M. Eierman
  - Marketing
    - M. Tippins
  - Operations Management
    - S. Dunn

College of Education and Human Services
F. Yeo
  - Counselor Education
    - M. Saginak
  - Curriculum & Instruction
    - A. McCall
  - Educational Foundations
    - M. Parks
  - Humans Services & Professional Leadership
    - J. Hagen
  - Reading Education
    - J. Simmons
  - Special Education
    - C. Fiedler
Office of the Chancellor
Organizational Chart

UW System
Board of Regents
D. Walsh

President of UW System
K. Reilly

Chancellor
R. Wells

Faculty Senate
J. Simmons

Oshkosh Student Association
A. Cone

Senate of Academic Staff
L. Freeman

Affirmative Action
B. Heuer

Classified Staff Advisory Council
J. Wilkinson

Chancellor's Councils of Advisors
Appendix I: Organizational Charts

Graduate Studies
G. Wypizinski

Curricular Affairs
M. Manzi
Center for Academic Resources
J. Norton
Institutional Research
M. Watson
Women’s Center
J. Castillo

Faculty & Academic Staff Affairs
P. Rettig
Registrar
L. Danielson
Academic Advising
L. Freeman
Office of International Education
J. Graff
Grants and Faculty Development
L. Freed
Student Opinion Surveys
P. Rettig

Center for Academic Support & Diversity
M. Hawkins
Student Support Services
N. Harrison
Multicultural Education Center
I. Burgos
Multicultural Retention Programs
I. Burgos
Pre College Programs
B. Adams

University Honors Program
R. Maguire

Lifelong Learning & Community Engagement
M. Rossiter
Adult Student Access
R. Freiburger
Center for New Learning
M. Rossiter
Continuing Education & Extension
B. Gauthier
Testing Services
D. Goupell

Library
P. Wilkinson
Information & Instructional Services
S. Neises
Technical Services
B. Fahey
Access Services
J. Much
Information Resources
R. Hardy

Information Technology
K. Splittgerber
Telecommunications, Networking & Administrative Computing
K. Splittgerber
Academic Computing
L. Knaapen
Media Services
N. Dvoracek
Administrative Services Division
Organizational Chart

Vice Chancellor for Administrative Services
T. Sonnleitner

Assistant Vice Chancellor
L. Worm

Financial Services
L. Worm
Budget Planning & Development
R. Ziebert
Accounts Payable/Accounts Receivable/General Ledger
S. Muinde
Travel
R. Hackbarth
Student Billings/Student Loan/Cashiers
D. Matulle
Research Grants
D. Herzig
Purchasing
J. Pechman
Risk Management/University Insurance
J. Johnson
Document Services
B. Gauthier
Postal Services
B. Gauthier
Central Stores/Receiving
D. Strey

Human Resources
B. Heuer
Staffing and Development
T. Danielson

Facilities Management
S. Arndt
Planning & Construction
C. Miles
Buildings & Grounds
C. Hermes
Custodial Services
S. Mertens
Fleet Vehicle Scheduling
P. Bernhardt
Keys
C. Smith
Power Plant
E. Schwalbe

Center for Career Development and Employability Training
B. Malsin

Internal Audit
S. Kelly

Parking
J. Blohm
University Advancement Division
Administrative Chart

President and Executive Director of University Advancement
A. Rathjen

Operations
B. Payne

Alumni Affairs
C. Gantner

Center for Community Partnerships
L. Bartelt

Capital Campaigns
S. Neitzel

Integrated Marketing & Communications
J. De Diemar
Publications
N. Johnson
News Bureau
F. Church

Development
D. O’Brien

Planned Giving
Vacant

Annual Giving
D. Stolley

College of Business Advancement
K. Frederickson

College of Letters & Science Advancement
S. Eliason

College of Education & Human Services Advancement
J. Stark

College of Nursing Advancement
C. Husaboe
## Appendix II

### UW Oshkosh

### Majors and Degrees

<table>
<thead>
<tr>
<th>Major</th>
<th>Degree(s)</th>
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</thead>
<tbody>
<tr>
<td>Accounting</td>
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<td>Anthropology</td>
<td>BA, BS</td>
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<tr>
<td>Art</td>
<td>BA, BS</td>
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<td>Athletic Training</td>
<td>BSE</td>
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<td>Biology</td>
<td>BA, BS, BSE</td>
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<tr>
<td>Chemistry</td>
<td>BA, BS, BSE</td>
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<td>Computer Science</td>
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<tr>
<td>Criminal Justice</td>
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<td>Earth Science</td>
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<td>Economics</td>
<td>BA, BS, BBA</td>
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<td>Elementary Education</td>
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## Certificates

| Certificate in K-12 Business Foundations | Grad School–Business |
| Certificate in MBA Consort Business Foundations | Grad School–Business |
| Certificate in Business Foundations | Grad School–Business |
| Certificate in Leadership & Social Justice | Grad School–Education |
| Certificate in Global Educator | Grad School–Education |
| Certificate in Tech Leadership in Classroom | Grad School–Education |
| Certificate in Health Care Management Administration | Grad School–Public |
| Certificate in Creative Writing | Grad School–English |
| Certificate in Foreign Lang Ed Tech | Grad School–Humanities |
| Certificate in New Literatures | Grad School–English |
| Certificate in Natural Alternative Complimentary Health Care | Grad School–Nursing |
| Certificate in Civic & Community Leadership | Undergraduate–Liberal Studies |
| Certificate in Workplace Communication | Undergraduate–Liberal Studies |
Appendix III

UW Oshkosh
Governing Ideas

Abridged Select Mission Statement

The Abridged Select Mission of the University of Wisconsin Oshkosh is to serve people by:

- Providing students with access to a high-quality, affordable, comprehensive education that enables them to develop their general intellectual capacities, specific interests, and abilities through academic programs and personalized student development services.

- Fostering the scholarly activities of faculty, students, and staff related to teaching, research, intellectual activities, creative expression, and service.

- Sharing its intellectual and specialized capabilities with individuals, organizations, and communities in our Wisconsin region and beyond in a way that is responsive to the needs of the people we serve.

Select Mission of the University of Wisconsin Oshkosh

As adopted by the Board of Regents of the University of Wisconsin System.

In addition to the system and core missions, UW Oshkosh has the following select mission:

Ours is a comprehensive public university with unique ties to both urban and rural environments. We have a tradition of strong programs in the arts and sciences and in select professional career fields. Our faculty and staff are united in believing that the fundamental purpose of a university education is to develop thinking men and women capable of independent growth and adaptation in all roles of life. Accordingly, our select mission as a university is:

a. To acquire, preserve, and disseminate knowledge.

b. To provide undergraduate course-work designed to develop learning proficiencies and to cultivate the values and perspectives of educated citizens—in particular, respect for human dignity and cultural diversity, commitment to personal excellence, and the habit of taking thought.

c. To challenge students to develop their talents, intellectual interests, and creative abilities; to promote an appreciation for both continuity and change; to provide the impetus for a lifelong commitment to, and enthusiasm for, learning; and to prepare persons for critical evaluation and decision making.

d. To expect scholarly activity, including research, scholarship, and creative endeavor that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its special mission.

e. To provide a broad range of undergraduate degree programs in the arts and sciences, business administration, education, and nursing.
f. To offer an array of master’s and specialist level graduate programs which grow clearly from areas of undergraduate strength and meet the emerging needs of the regions which we serve.

g. To develop and offer programs and services responding to the needs of the people, institutions, and communities which we serve.

**Vision: Engaging People and Ideas**

The University of Wisconsin Oshkosh will be a national model as a responsive, progressive, and scholarly public service community known for its accomplished record of engaging people and ideas for common good. It will be admired for:

- Enrichment and Leadership that emphasizes intellectual, civic, ethical, and personal development for students, faculty, and staff.
- The Centrality of the Student-Faculty Relationship that is distinguished by active learning, mutual respect, and collaborative scholarship.
- Teaching Excellence that is characterized by diversity, discovery, engagement, innovation, dialogue, and dissemination.
- Scholarly Achievement that furthers new knowledge through diverse methods of inquiry and is applicable to multiple audiences.
- Partnerships that mutually serve, stimulate, and shape the University and the broader public.

**Six Sets of Core Values**

The University of Wisconsin Oshkosh community values:

- **Knowledge and Continuous Learning.** We believe that the pursuit of knowledge, understanding, meaning, and personal development should be encouraged across all stages of life.

- **Diversity and Inclusivity.** We believe that a university community connects the perspectives and backgrounds of diverse social and academic groups of people. To meet this aim, a university community must be inclusive in its composition and support a civil atmosphere and a tolerant environment for learning.

- **Quality and Achievement.** We believe that the university should provide a wide range of high-quality educational and scholarly opportunities that stimulate activity and recognize achievement by students, faculty, and staff.

- **Freedom and Responsibility.** We believe that members of a university community must be free to pursue academic, artistic, and research agendas that are essential to the University Mission, while contributing to an open and collegial environment that promotes reasoned inquiry, intellectual honesty, scholarly competence, and the pursuit of new knowledge.

- **Engagement and Support.** We believe the vitality of ideas is supported by mutually reinforcing relationships that involve students, faculty, staff, administrators, and the broader community. The student-faculty relationship is the most central relationship in the university. This spirit of engagement must also extend beyond the borders of our campus as we seek to stimulate, serve, and shape our society.

- **Social Awareness and Responsiveness.** We believe that educators and students should explore and engage the challenges that confront regional,
national, and global communities, using their intellectual and creative capabilities to understand, investigate, and solve problems. Social awareness will allow us to respond to domestic and international needs for equitable and sustainable societies.

### Five Strategic Directions

The programs and services of the University of Wisconsin Oshkosh will be guided by the following five strategic directions:

1. **Develop a Diverse, Engaged Community of Lifelong Learners and Collaborative Scholars.**

   The University of Wisconsin Oshkosh will be regionally based and globally connected. We are a community of critical, creative, and constructive thinkers who approach academic and social issues in an informed and principled way. Our learning community is distinguished by a pervasive commitment to diversity and inclusivity, international perspectives, support for those with disabilities or special needs, and engaged community service.

2. **Enhance Teaching Excellence, Active Learning and Dynamic Curricular Programs.**

   The University of Wisconsin Oshkosh will enhance the scholarly and physical environment we provide for teaching excellence, active learning, and dynamic curricular programs. The university will encourage, support, and intensify efforts to engage students inside and outside of the classroom.

3. **Foster Research, Intellectual Activity, and Creative Expression.**

   The University of Wisconsin Oshkosh will sustain, support, and enhance a vigorous scholarly environment for research, intellectual activity, and creative expression. We will encourage faculty, students, and staff to generate and maintain connections to professional communities and the people, institutions, and communities we serve. Faculty, staff, and students will seek opportunities to work together to discover, share, and apply knowledge.

4. **Expand Regional Outreach and Domestic and International Partnerships.**

   The University of Wisconsin Oshkosh will expand and support collaborative relationships that contribute to the development of knowledge and its application in new situations while maintaining its core values. We encourage principled and responsive relationships that draw on the ideas, ambitions, and talents of the university and its external partners.

5. **Promote Representative Leadership, Responsive Shared Governance, and Flexible Resource Stewardship.**

   The University of Wisconsin Oshkosh will promote accessible, representative, and altruistic leadership, responsive shared governance, and flexible resource stewardship. We will be broad, open, and inclusive in governance processes and will align our human, physical, and financial resources to meet our established priorities.
Appendix IV

Key Operational Plans

Academic Program and Student Outcomes Assessment Plan

Introduction

As a key part of the University’s operational planning, the Academic Program and Student Outcomes Assessment Plan is a thorough review of our University’s existing academic structures, program array, academic planning needs and assumptions, and student outcome assessment processes. The review process will include students, faculty, academic staff and administrator input during fall 2005 and the entire 2006 calendar year. Two important goals of this review are to: 1) evaluate progress toward the four cross-college strategic initiatives; and 2) set new academic programming priorities for the next five years that will help us to continue making progress on these initiatives. This review of our existing academic programs and student outcome assessment, and the planning priorities that are developed over the course of the next year, will serve as a launching point for an annual review process that will facilitate assessment of progress toward priorities and future planning.

This document provides background information necessary for initiating this planning process.

Review of Cross-College Strategic Initiatives

The four Colleges of the University, as a result of the strategic planning process, identified four strategic initiatives that their individual plans and mission have in common. The four initiatives allow cross-college activities while maintaining the distinctive character of each College’s faculty, staff, students and curriculum.

Engaged Learning

Each of the Colleges is committed to providing an environment of engaged learning, one in which faculty include students as partners in the learning and discovery process.

Globalization and Diversity

All four Colleges recognize the importance of having a global perspective: an understanding of countries and cultures beyond the borders of the United States as well as an appreciation of the diverse cultures resident in our country.

Community Engagement

The Colleges recognize the University’s obligation to assist state, local, public and private entities in achieving goals that benefit the common good through student and faculty involvement.

Student Excellence

Finally, our Colleges recognize that student excellence is not simply defined by grades but also includes a wide variety of knowledge, skills, abilities and experiences and are committed to helping student achieve this broader definition of excellence.

1. Executive Summaries from Fall 2006 [http://www.uwosh.edu/strategicplan/keyoperation/memoandtimeline.php]
Review of College Actions toward Implementing Strategic Initiatives

Each of the Colleges and units across campus has made progress toward these four strategic initiatives. All Colleges have increased student engagement learning opportunities, such as internships, field study, research projects, and the integration of applied projects into courses. Globalization and diversity efforts of the Colleges include international programs within the colleges, study abroad programs, student exchange programs, and courses offered in both diverse national locations and international locations. All Colleges have worked to increase the level of engagement within the community by faculty and students. In each College there are examples of projects, research, seminars, and courses addressing the needs of the local and regional communities. Community members have been invited to various symposia on campus and are involved as guest speakers in these events. Finally, the Colleges have taken steps to define, encourage, and recognize student excellence by raising expectations for student performance and professionalism, advancing assessment and accreditation of programs, and increasing expectations for passing professional exams and licensure requirements.

Campus Challenges

Six campus challenges that may impede our progress toward the cross-college strategic initiatives have been identified.

Changing Student Profile: Implications for Recruitment, Retention, and Mix

The first challenge concerns the changing student profile resulting from: 1) competitive pressures from other UW campuses; and 2) demographic demands (a slightly smaller pool of high school students from the counties that currently supply most of our students, a declining number of majority students, and an increasing number of students of color). Data suggest that we are the first choice of only 39% of students who apply to UW Oshkosh. It will continue to be difficult to attain a healthy mix of students as long as we are not the campus of first choice for many who enroll here. In addition, it continues to be a challenge to maintain and increase the scholarship support necessary to attract and retain high quality, low-income, and international students.

Changing Faculty Profile: Implications for Recruitment, Retention, and Mix

Several trends have profound implications for the Faculty and Academic Staff profile over the next five years. The professional Colleges anticipate challenges due to an aging workforce and declining numbers of terminally qualified faculty. All Colleges are affected by the increase in faculty in dual-career relationships, the need to diversify faculty, and the shift in commitment away from the University toward the professional disciplines. The University is challenged to make thoughtful decisions about the appropriate mix of faculty and instructional academic staff, how to compete in hiring terminally qualified candidates, and how to meet their changing needs once employed (retention). Maintaining competitive salaries, professional development funds, and student quality are key issues in ensuring healthy morale among faculty and academic staff of all the Colleges.

Curriculum Structure, Program Planning, and Program Review

While we have a solid program review process in place, the University is challenged to institutionalize mechanisms for integrating program review and student outcomes assessment in a way that encourages and supports periodic holistic review of programs and activities offered on campus. Assessment and review
processes are needed for the General Education Program, certificate programs, and degree completion programs. We are also challenged to advance our understanding of student experiences outside the classroom (e.g., internships, clinical experiences, residence hall and student life), and the implications of these experiences for student learning. It is important to review the role of on-line courses and on-line programs within our program mix and to modify existing processes to accommodate this delivery mechanism. Finally, more consistent processes for oversight of collaborative agreements with outside agencies and institutions are needed.

Financial Support

Reduced state support for the University System has created significant challenges for our campus in several ways. First, salaries for faculty and staff continue to lag behind our peer group, and this has made recruitment and retention of faculty more difficult. Second, it has resulted in termination of some programs and delays in equipment repair/replacement. Third, it has required us to cut significantly the number of courses offered in some majors. Fourth, it has hindered the development of new programs. Finally, our history, until just four years ago, of not raising many funds from private sources affects our ability to offer competitive scholarships. We must find alternative revenue sources to support existing programs and to develop new ones.

Graduate Studies

Graduate Studies includes fourteen active and vibrant degree programs as well as graduate certificates and post-master’s offerings. While Graduate Studies continues to enroll more students than any other comprehensive campus in the Wisconsin System, enrollment numbers have begun to taper off. More attention must be paid to long-term planning based upon student and University needs. The changing face of the regulatory environment for public school teachers is likely to have a significant impact on graduate enrollments.

Outreach, Adult Access, Community Engagement, and Summer Session

An impediment to the growth of these programs is campus readiness to serve nontraditional students; faculty involvement, student services, course scheduling, and the compensation structure for teaching pose problems for growth. The delivery of credit and non-credit education to adults will require more coordination and integration into the fabric of the University.

Enrollment Management and Student Support Plan

The Enrollment Management Team (EMT) recommends that UW Oshkosh maintain a “steady-state” enrollment for the next five years, with total annual (undergraduate and graduate) enrollment targets of 10,300 FTE (all funds) and 12,500 headcount (all funds).* It is important that UW OSHKOSH not return to the enrollment pattern of the 1990s, when annual enrollments consistently missed System targets. The University has been well served, in terms of public image and reputation, with its enrollment growth over the period 2000-2004, and its place as the state’s third largest university.

Within the overall enrollment figures, the enrollment model includes annual targets for new freshmen, transfer students, and graduate students. The EMT recommends consistent annual targets for each of these components. However, there are important planning assumptions and policy issues to be considered that may dictate significant modification to these components.
Appendix IV: Key Operational Plans

An important key planning assumption is that direct instructional resources are constant over the period 2005-2010. In addition, annual tuition increases can negatively impact annual enrollment even if all other factors are positive; more students may elect to begin their education at a technical college rather than a 2-year or 4-year UW institution.

While this plan identifies many factors that affect the University's ability to recruit and retain students, the most fundamental is that 39% of our new student applicants list UW Oshkosh as their first choice. The University's most significant enrollment goal must be to increase this percentage. Until it is improved, we are particularly vulnerable during periods of increased competition for new freshmen.

Two of the other key operational plans directly speak to ways to increase this percentage. First, the Academic Program and Student Outcomes Assessment Plan will describe the University's current academic program array and what that program array will look like in five years. Second, the Advancement and Relationship Development Plan calls for “reaching consensus on a central defining core message” for the University “that will be used when describing or promoting the university for all audiences.” This defining core message is central to marketing the University and its programs to students, parents, alumni, and the broader citizenry. Failure to achieve changes in the academic program array and failure to identify and use a “central defining core message” in all marketing efforts will significantly limit the University’s ability to achieve the enrollment goals described in this plan.

New Freshmen

The enrollment model sets an annual new freshmen target of 1,750 for the years 2006-2010. There are important reasons to strive to achieve this annual target. Achievement means that as the new freshmen cohorts move through their educational cycle at the university, continuing student enrollment is steady and the University avoids the “peaks and valleys” that result from significantly different annual new freshmen cohorts. Also, annual drops in the number of new freshmen result in significant revenue losses for student auxiliaries.

A key planning assumption is an increasing population of high school graduates initially (from the top six feeder counties for UW Oshkosh) with a decline projected in the years from 2009 to 2010.

There are several important planning and policy issues that threaten the University’s ability to enroll 1,750 new freshmen each fall. Most significantly, several UW institutions have decided to grow their new freshmen classes, resulting in increased competition. This competition can dramatically lower our yield from new freshmen applications. The Fall 2005 recruitment cycle clearly showed this. We had the same number of applications as for Fall 2004, and have admitted 250 more applicants than a year ago, yet the Fall 2005 first time freshmen enrollment was 1653. For Fall 2006, it appears we will meet and slightly exceed the target of 1750. It is believed this is due in part to limiting the number of deferred admissions and award letters coming out 2-3 weeks earlier than in the past and earlier than our competitors.

The competition with our sister UW campuses for new freshmen will continue, and, to meet our annual target of 1,750 new freshmen, we may need to consider the following options:

Adding new academic programs to attract additional applicants and recruits. The EMT has compiled a list of such programs and shared it with the Provost
and Deans. Some of the potential new programs represent packaging of courses already offered, others would require new curricula.

Admit if in the top 50% of their high school class (the current admissions criteria is top 40%), be very generous in admitting from the third quartile, deny only about two-thirds of the students we currently deny, and don’t hold students for review of 7th-semester grades.

For Fall 2005, the freshmen scholarship program recognized 189 new freshmen, more than 10% of the class. The current scholarship program provides UW Oshkosh with an advantage over many of our sister UW institutions. Sustaining as much of the current freshmen scholarship program as possible is vital to recruiting and enrolling high-ability students.

Transfer Students (Undergraduate), The EMT recommends an annual undergraduate transfer student target of 850. Over the years, transfer students have often been used as one-year “backfill” to make up for projected shortfalls in new freshmen.

Several key planning issues affect the annual enrollment of undergraduate transfer students:

Reduced availability of upper-level courses. While transfer students represent all student categories (freshmen to senior), the majority come to UW Oshkosh having completed their general education coursework, and frequently entry level requirements for their declared major. To complete their degree they need to take the required courses in their major, in sequence. As a result of budget reductions over the past several years, upper-level seats have declined. Continuation of this trend will jeopardize the University’s ability to achieve an annual target of 850 transfer students, leave alone a higher target if required to meet overall enrollment targets.

Several popular majors for transfer students, such as Nursing, have caps on admission into the major that also make it more difficult to enroll transfer students.

Raising the transfer admission GPA criteria from 2.0 to 2.5 has impacted the enrollment of transfer students.

Increased competition from other UW institutions. Just as the case with new freshmen, several campuses have raised their transfer student targets for the past and current recruitment cycle.

Graduate Students

The enrollment model projects an annual graduate student target of 1,300 (generating 500 FTE). While graduate enrollment has declined over the past six years, annual headcount and FTE totals have exceeded this target each year. However, the absence of a comprehensive enrollment plan for graduate programs specifically, and graduate studies in general, will contribute to continued enrollment decline despite reaching annual targets.

A key planning assumption is that UW Oshkosh, along with other UW institutions, will continue to lose market share to private 4-year colleges and universities. Planning and policy issues for graduate enrollment stem immediately from budget reductions but systematically from lack of comprehensive recruitment, enrollment, and retention plans specific to graduate students. Projected staffing reductions in the Graduate Admissions office, a reduction in the number of graduate assistantships, and little to no resources for marketing or promoting
Appendix IV: Key Operational Plans

graduate programs will affect achieving the annual graduate enrollment targets. Increasing graduate assistantships, at a minimum to the total before reductions taken in the 2003-2005 biennium, will have some positive impact graduate enrollment but much more attention paid to this student body is needed.

Adult Nontraditional Students (Undergraduate and Graduate). The enrollment model does not establish targets per se for adult nontraditional students (defined as either undergraduate or graduate students 25 years or older). Enrollments in UW Oshkosh nontraditional degree and certificate programs have grown rapidly.

A key planning assumption is that demand for higher education among the workforce will continue to grow. In addition, development and delivery of high-demand programs will increasingly need to be self-supportive. Policy and planning issues include campus support for and acceptance of collaborative and degree-completion programs and campus support for conversion of programs to online and nontraditional delivery formats.

UW Oshkosh can choose either a “steady-state” or “growth” approach to adult nontraditional students. There are opportunities for growth, but the University must make a conscious decision that these are a priority if they are to result in the enrollment of additional students. The statewide climate is reflected by, and will be perpetuated by, the COBE initiatives including degree completion options, seamless transitions from 2 to 4-year institutions, applied studies, and degree options in high-interest areas. All of these focus attention on transfer and working adult students.

Students of Color.

From Fall 2000 to Fall 2005 enrolled students of color increased by 57% (from 414 to 650). The EMT recommends a 30% increase in the enrollment of students of color by Fall 2010 (from 650 to 845). UW Oshkosh’s Plan 2008 calls for increased enrollment, and retention, of students of color. The recommended increase is consistent with University and Board of Regents policies.

Key planning assumptions are that the Undergraduate Admissions Office retains its four full time Minority Student Recruiters, and that base funding is maintained for Plan 2008 recruiting activities and events. The investment the University has made in this area has contributed to the growth in total students of color, and must be maintained if the additional growth is to be met. In addition, sustaining as much of the current freshmen scholarship program as possible is vital to recruiting and enrolling students of color.

International Students.

Currently there are 75 international students (undergraduate and graduate) at UW Oshkosh. The University will pursue either a “steady state” or slight “growth” approach to recruiting and enrolling international students. Taking no new actions will result in “steady state” (approximately 75 international students in any given year). If “growth” is selected, a target of 100 international students within three years is recommended. UW Oshkosh will need to recruit international students who are both academically talented and can afford to pay out-of-state tuition. The Office of International Education has identified specific steps that could be taken if growing the international student population is a University priority.
Non-Resident (Out-of-State) Students.

The enrollment model does not establish targets for non-resident students. Typically, 200-300 students each year are non-resident (this includes Minnesota Reciprocity students), about 3% of the total student population. Like international students, UW Oshkosh may pursue either a “steady state” or “growth” approach to recruiting and enrolling non-resident students. Taking no action will result in continuance of the current small numbers of non-resident students. Since non-resident students pay much higher tuition than Wisconsin residents, UW Oshkosh may want to consider growth in this area for revenue enhancement. The Midwest Higher Education Commission program will also provide opportunities to attract out of state students to campus and thus; increase geographical diversity.

Retention Rate.

From 2000 to 2004, the first-year to second-year retention rate grew from 70.8% to 76.2%. While the entire campus contributes to retention, two important developments were primary contributors to this increase: the improved academic profile of the new freshmen cohorts, and expanded academic advising, tutoring, and career counseling services through the Oshkosh Student Compact (funded by differential tuition).

The EMT recommends that UW Oshkosh strive to achieve an 80% retention rate by Fall 2010. Several key planning assumptions relate to this goal:

Differential tuition sunsets in Spring 2007. The higher retention goal assumes that differential tuition is renewed in 2007 at the current rate.

Student support services funding has been reduced over the past two biennia. This will impact retention efforts.

Graduation Rate.

From 2000 to 2004, the 6-year graduation rate for new UW Oshkosh freshmen (anywhere in the System) was unchanged (53.2%). This is considerably lower than the System average (62.2%) The EMT recommends that UW Oshkosh strive to achieve a 56% 6-year graduation rate by 2010.

A key planning assumption is that the Graduation Project continues as a permanent University project beyond the initial pilot (2004-05) and Phase II (2005-06). Securing COBE funding beginning in 2006-07 would greatly assist. If this funding does not materialize, the University will need to decide whether the Graduation Project should continue and, if so, what its scope should be.

Improving the 6-year graduation rate is also dependent on the availability of upper-level courses. Furthermore, General Education and degree requirements that slow or prevent degree progress and completion should be reviewed and addressed.

New Developments for Future Consideration and Planning.

Three significant enrollment-related developments have occurred since the last document of August 2005: 1.) Feedback and recommendations to the original draft operational plan, 2.) the UWS Growth Agenda plan, and 3.) The report and recommendations of the Enrollment Management Team to the Chancellor. These are included in the formal report and need to be reviewed. Resource im-
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Applications and prioritization of these recommendations need to be considered before incorporating the new information and recommendations into this operational plan. With potential funding, targets and enrollment strategies will be modified with emphasis in overall enrollment growth.

**Human Resource Support and Development Plan**

The Human Resource Support and Development Plan is a document that provides an overview of current human resources support and development services at UW Oshkosh, linking the Affirmative Action Plan and the Diversity Plan 2008. The plan outlines human resource support and development planning assumptions over the next five years, anticipates challenges that the university will face in managing its workforce, and states goals to address those challenges.

The Human Resource Office, working closely with the Office of the Provost, is the unit responsible for providing the leadership to develop and refine this key operational plan to promote the increased professionalism, refinement and support of our four employee groups—faculty, academic staff, classified staff and students.

The Human Resources Office supports the Offices of the Deans, Chairs, Vice Chancellors, Associate/Assistant Vice Chancellors, and Directors across the campus by providing the following major groupings of services: (1) coordination of fringe benefits, immigration and international taxes; payroll and leave accounting, workers compensation, unemployment compensation, family and medical leave, and student employment for all employee groups; (2) manage recruitment, reclassification for classified staff, performance evaluation and merit processes, labor relations, complaints and grievances of classified staff; (3) provide assistance with recruitment, salary equity and re-titling for academic staff, complaints and grievances of faculty and academic staff.

In supporting these same campus offices, the Office of the Provost has typically provided the following major groupings of services: (1) relationship management between administration, faculty and instructional academic staff; (2) manage recruitment, selection, renewal, promotion, tenure and merit for faculty and instructional academic staff; (3) provide orientation of new faculty and instructional academic staff; (4) manage development programs for faculty and academic staff.

The Equity & Affirmative Action Office supports these same campus offices, along with the entire campus community by providing the following major groupings of services: (1) leadership on equity and affirmative action; (2) education and training on issues related to equity and affirmative action including involvement in the recruitment and hiring processes; (3) develop, implement, monitor and evaluate equity and affirmative action policies and procedures; (4) serve as the contact for faculty, staff and students on complaints/grievances related to equity and affirmative action, and as the employee ombudsman. At this time the HR Director is also the Director of Equity & Affirmative Action, with an Assistant Director of Equity & Affirmative Action reporting to the director.

The Offices have historically taken a reactive approach to human resources management, focusing primarily on the administration of services. For the Human Resources and Provost’s Offices to be valued by UW Oshkosh and its employees, they must provide efficient administration of the personnel function but, equally important, they must become a partner in enhancing strategy
execution, generating commitment and productivity from employees, creating solutions to human resource problems preventing the campus from achieving its full potential, and nurturing the organization’s capacity for change.

To achieve this vision, the units must become collaborative partners in delivering human resource services and meeting the needs of a diverse campus community. They must adopt an internal consultant role and provide leadership support for practices and standards which motivate employees and result in effective use of human, financial, technical and physical resources. The units must place a high value on professionalism, collegiality, and cooperation while recognizing the importance of individual contributions. Finally, they must be proactive in furthering a campus culture that embraces diversity as a means to ensuring excellence in the delivery of education.

In considering this key operational plan, the following strategic planning assumptions were made:

- High-school graduate pool (statewide and in 6 primary feeder counties) indicates an increasing population of graduates initially with a decline projected in the years from 2009 to 2010;
- Retirements may occur in the staffing of the human resources function but the number of staff will remain constant;
- Retirements will increase across all jobs resulting in a loss of institutional knowledge and expertise (e.g., One half of classified staff will retire in the next 5-10 years);
- Greater emphasis will need to be placed on recruiting and retaining qualified employees of color;
- Continued competition with other UW institutions that plan to grow their enrollment will also mean greater competition for labor recruited from this area;
- UW-System graduate schools will continue to lose market share to Wisconsin private 4-year universities and colleges;
- Direct instructional resources are constant (protected) over the 2005-2007 biennium while support to non-instructional services will decline;
- The average age of the workforce will increase, bringing new issues of concern to employees and employers;
- A demand for higher education among the workforce will continue to grow;
- Development and delivery of high demand programs will increasingly need to be self-supportive;
- The composition of faculty compared with instructional staff will continue to change with the percentage of tenured and tenure-track faculty increasing;
- Performance management will become a key driver of performance among classified and academic staff supervisors, impacting employee performance and development issues;
- Due to budget issues, staffing or resource reductions will occur in many key areas (both academic departments and administrative offices);
- Shrinkage of employee Fringe Benefits may occur due to budget issues;
- UW Oshkosh will be required to implement processes for conducting criminal background checks for all new recruitments and for specific continuing employees.
The plan identifies 10 goals for Human Resource Support and Development. These goals must be pursued with a strong emphasis on collaboration between the Human Resources Office, the Office of the Provost, and the Equity & Affirmative Action Office to avoid duplication of services, improve efficiency of service delivery, and ensure information-sharing about policies, procedures, and individual cases.

The first goal to be pursued is the completion of a program review of current human resource and support development services provided by the Office of the Provost and the Human Resources Office. This review needs to identify areas of strengths and weaknesses in the core functional areas of human resources: planning, recruitment, selection, orientation and socialization, training and development, performance, compensation, benefits, employee relations, discipline, safety and health. Data gathered from this review will then be used to revise and prioritize plan goals and action steps.

The second goal is to develop a strong, proactive performance support program for all employees of the university. This will involve improving skills of supervisors, department chairs, and administrators in both accurately measuring and documenting performance and in problem-solving to enhance performance and ensure employees are able to reach their full potential in a given job. A key focus here must be on ensuring individuals are familiar with and understand performance expectations and that standards for promotion and renewal are clearly articulated and consistently applied. Similarly, expectations for merit, rewards, incentives, and compensation need to be clear and consistent. A performance support program must include a performance appraisal process and training for both employees and supervisors, career development for employees of the university and careful selection of metrics used to evaluate unit and organizational level outcomes.

The third goal identified in this plan is the development of a university-wide recruitment and staffing program. This program needs to continue the work we have already accomplished in training search and screen committees, supervisors, and other individuals involved in recruitment of a diverse applicant pool and the application of equal employment opportunity in the selection process. The plan also needs to consider policy with respect to the importance placed upon internal versus external recruitment. As with other areas, metrics need to be developed to evaluate unit and organizational outcomes.

The fourth goal is to develop and implement a strong career development and leadership succession program. Initially, identification of career paths, to the extent that they exist, must occur. Evaluation of those career paths will need to consider whether they are meeting the needs of employees and are available in an equitable manner. Assessment of leadership potential and opportunities for leadership development must be provided throughout the campus with a clear link back to leadership succession. Employees who take the opportunity to develop their leadership skills need to be reassured that they will find a place to utilize those skills within the University.

The fifth goal is to develop an organization satisfaction survey that can be used to track over time the opinions of university employees on the various components of their work life: pay, job opportunities, supervision, co-workers, benefits, type of work, safety and security, and work/life balance.

A sixth goal is to improve new employee orientation and socialization into the University community. In particular, we identify a need for socialization that reinforces the mission, vision, and values of the larger university community.
Individual departments and units must take on a larger role by training people to mentor new faculty and staff, create proactive versus reactive processes and create proactive rather than reactive approaches to training and socialization of new employees.

The seventh goal is to work with the academic colleges to improve renewal and promotion processes. This includes ensuring individuals are familiar with and understand performance expectations, that we continue to ensure equity in promotion and renewal for faculty and instructional staff, that we develop a policy/practice statement for promotion from within and leadership transition that allows the university to capitalize on the development of internal leadership talent. We also will include goals in the current Affirmative Action Plan.

An eighth goal is to offer leadership development training for individuals currently in leadership positions or seeking to enter leadership positions.

The ninth goal focuses on the development of an employee wellness program that can be linked to the cost of benefits and workers compensation claims. Included in this evaluation is a review of campus policies relating to health and wellness, work-life balance and employee assistance. New policies need to be considered to address issues that are of key importance to a more diverse, aging workforce and attention. Finally, across campus employees need to be made more aware of these challenges and the services/policies provided by the university to address them.

Finally, the tenth goal is to increase the diversity of faculty, academic and classified staff. This goal is integrated with the Diversity Plan 2008 and Affirmative Action Plan goals. Initially this goal will focus on increasing the diversity of faculty and classified staff. A plan will be developed to increase the diversity of faculty over the long term to include developing relationships with appropriate Ph.D. granting institutions and by a “grow our own” program. In order to increase the diversity of classified staff we will need to obtain staffing delegation from OSER and UW-System, and develop programs to increase the diversity of applicants on the registers through relationship-building with community organizations.

Facilities Master Plan

The Facilities Master Plan is a document that combines and summarizes various facilities planning documents into one concise reference for use by senior campus administration. The relevant supporting documents include the Campus Master Plan, the Campus Development Plan, the Long Range Maintenance Plan, the Campus Parking Plan, the Residence Life Existing Facilities Condition Overview, and the Space Use Plan. The purpose of the Facilities Master plan is to:

I. Provide an overview and analysis of the quantity and quality of all university facilities in terms of how well the facilities support the mission and vision for the university community.

II. Outline facilities planning assumptions for the University for the next five years.

III. Identify facilities planning and policy issues with recommended steps to address the issues and challenges.
I. Condition and Quality of Existing Facilities and Infrastructure

The analysis of existing university facilities is broken down by the following subcategories: Facilities, Exterior Spaces, and Utilities.

Campus Facilities

- The majority of the campus facilities and infrastructure are between thirty and fifty years old.
- A significant amount of building systems and components are at or are nearing the end of their cyclic life and are or will soon be due for replacement.
- Actual maintenance funding at UW Oshkosh has not kept up with cyclic maintenance demands. As a result, the campus carries a significant backlog of overdue maintenance. (GPR:$ 41.4 mil, PR: $26.2 mil)
- The campus is underserved by a total of 212,952 a.s.f.
- Of that total shortage, the classroom shortage amounts to 55,000 a.s.f.
- Renovations to Residence Life Facilities range in price from $21 mil for basic renovations to 156 mil for new construction

Exterior Spaces

- UW-Oshkosh can be characterized as a densely developed, compact urban campus, with limited options for expansion on current landholdings.
- Because the campus is so compact, all available land is utilized to maximum effectiveness.
- The current campus landholdings are a constraining factor that impacts anticipated major new construction.
- In 1999, the campus updated the exterior campus master plan. Some major objectives identified by the planning process included:
  - Development of a Sense of Place
  - Development of Improved Wayfinding Signage
  - Improvements to Open Space
  - Improvements to Circulation, both Automobile and Pedestrian
  - Improvements to Parking
- Substantial efforts have been recently made to create a sense of place, improve wayfinding, and improve open spaces.
- As currently configured, the campus is bisected by two major north/south thoroughfares; Algoma Boulevard and High Avenue. These roads present a significant impediment to pedestrian circulation and safety.
- UW Oshkosh has a long-standing parking deficit of over 750 spaces. It has 3,183 parking spaces to meet the needs of approximately 11,000 students and 1,700 faculty and staff.

Utilities

- The campus heating plant has four boilers (45,000 lb/hr, 45,000 lb/hr, 15,000 lb/hr, 100,000 lb/hr) that are capable of burning coal or natural gas. The heating plant and steam distribution piping require continual maintenance but are in fairly good condition.
• The City Storm Sewer system that serves the campus is a concern. During heavy rain downpours, the storm sewer quickly becomes overwhelmed and a large section of High Avenue becomes flooded with standing water.

• The campus electrical switching and distribution substation is very old and in poor condition. Several of the main switches leak oil and could eventually fail.

II. Facilities Planning Assumptions

The following planning assumptions underlie all facilities planning efforts:

• All planning documents are based on and support the campus mission statement, vision statement, core values, and strategic direction initiatives.

• All planning documents are consistent with the University’s program needs and the Regent approved Enrollment Management III planning level of 9,422 FTE (approx. 11,000 headcount) for Fall 2004.

• UW Oshkosh anticipates future growth to the 12,000 headcount level. The potential growth would come from new majors being approved and the creation of a number of collaborative partnerships with other campuses to serve the variety of educational needs required by citizens and industries of the Fox Valley and beyond.

III. Facilities Planning Issues

The following have emerged as the major issues that will affect the campus plan in the next ten years:

• Acquire land as necessary to support the objectives of the Master Plan

• Improve quality of classrooms (size, configuration, technology, furnishings)

• Rectify insufficient and obsolete program space

• Consolidate and/or relocate academic departments and support services

• Reallocate space through remodeling and reprogramming

• Improve access to campus outreach programs

• Address the special, support and study space requirements

• Address the campus parking shortage

• Renovate and improve the quality of Residence Life Facilities

• Modify vehicular travel patterns through and around the campus to create a pedestrian friendly environment, and enhance the sense of place

• Continue to make improvements to exterior environment, including supporting utility systems, that support the goals of the exterior master plan

IV. Six Year Major Projects List

Listed below are specific major project requests that are designed to address planning issues addressed in this document. There are two lists; one for the academic facilities funded through General Purpose Revenue (GPR); the other for student support and residence life facilities funded with Program Revenue (PR).
General Purpose Revenue

2005-2007 General Purpose Revenue

1. New Academic Building (Planning) $2,300,000
2. Student Support, Development and Referral Center $6,411,000
3. Pearl Avenue Road Relocation (GPR portion only) $768,400
4. Axel Tech Property–Facilities Management Renovation $5,135,000
5. Property Acquisitions – Newman Center, Deltox, and Old credit Union $3,200,000

2007-2009 General Purpose Revenue

1. New Academic Building (Construction) $42,400,000
2. Polk Library Additions and Remodeling (Planning) $2,700,000
3. Swart Hall Remodeling (Planning) $160,000
4. Clow Social Science Center Remodeling (Planning) $375,750
5. Campus Outreach Center (Harrington Hall Renovation) (Planning) $350,000
6. Algoma Blvd and High Avenue Mall Development (Planning & Construction) $6,000,000

2009-2011 General Purpose Revenue

1. Polk Library Additions and Remodeling (Construction) $48,150,000
2. Swart Hall Remodeling (Construction) $5,503,000
3. Clow Social Science Center Remodeling (Construction) $12,945,000
4. Campus Outreach Center (Harrington Hall Renovation) (Construction) $6,000,000
5. Dempsey Hall Expansion and Remodeling (Planning) $800,000
6. Radford Hall Remodeling (Planning) $150,000

Program Revenue

The following is a summary of UW Oshkosh’s 6-year major project list for program revenue buildings. These projects will allow the campus to address a number of the major planning issues in whole or in part.

2005-2007 Program Revenue – Parking

1. Parking Ramp (Planning and Construction) $6,300,000

2005-2007 Program Revenue – Athletics/Gifts

1. Oshkosh Athletic Complex Phase II (Planning and Construction) $2,000,000
2. Oshkosh Athletic Complex Phase III (Planning and Construction) $750,000
2005-2007 Program Revenue – Reeve Union/Gifts  
1. Reeve Union Exterior Development and Plaza (Planning and Construction) $1,000,000

2007-2009 Program Revenue – Residence Life  
1. Fletcher Hall Renovation (Planning) $400,000.
2. S. Gruenhagen Conference Center Remodeling (Planning) $100,000

2007-2009 Program Revenue – Segregated Fees  
1. Oshkosh Athletic Complex Softball Stadium (Planning) $50,000

2007-2009 Program Revenue – Gifts  
1. Welcome and Alumni Center (Planning and Construction) $1,800,000

2009-2011 Program Revenue – Residence Life  
1. Fletcher Hall Renovation (Construction) $14,500,000
2. S. Gruenhagen Conference Center Remodeling (Construction) $750,000
3. Breese, Clemans and Nelson Halls Complex Remodeling (Planning) $700,000

2009-2011 Program Revenue – Parking  
1. Parking Ramp (Planning and Construction) $6,700,000
2. Parking Lot Development (Planning and Construction) $700,000

2009-2011 Program Revenue – Segregated Fees  
1. Oshkosh Athletic Complex Softball Stadium $750,000

Information Technology Plan

Information Technology Planning Principles

Given the limited financial and human resources available to the University, the following principles are used when acquiring and implementing hardware, software applications, databases, academic and administrative systems:

- Adherence to standards.
- Use of integrated groupware.
- Assessment of financial and human resources.

IT Objectives, 2005-2010

Technology is a critical part of the day-to-day operations of UW-Oshkosh and is used to enhance student learning; support the preservation, creation, and transmission of knowledge; and support campus management functions. The technology objectives must be designed to service student learning and student development. The technology objectives must also support the faculty who were hired to teach and the staff hired to provide academic and business services to students.
The specific objectives outlined in this IT Operational Plan will guide technology development over the next five years. Some of the objectives are more critical than others. For example, some of the objectives are necessary to maintain services to students, while others are more discretionary. In order for UW-Oshkosh to be successful in achieving these objectives, an “action plan” has been developed for implementing the most critical objectives during 2005-2007. This “action plan” is reviewed periodically with the Academic Computing Users Group (ACUG) and the Project Prioritization Group. Major changes are reviewed and approved by the Enterprise Executive Committee.

**Faculty/Staff Investment: helping people make better use of current technology.**

- Provide faculty development opportunities on implementing technology in the classroom/curriculum that is adaptive to student learning styles (video, online discussion, group collaboration, text messaging, simulations and games, etc.).
- Improve availability of hi-tech classrooms and deliverable classroom technology.
- Improve reliability and usability of classroom technology.
- Assist faculty with incorporating copyrighted materials into course content.
- Provide assistance to faculty who wish to utilize electronic portfolios in the curriculum.

**Technology Investment: maintaining and enhancing usability of current systems.**

**Learning Environment:**

- Reduce data entry time for faculty by supporting transfer of final grades from D2L to PeopleSoft.

**Infrastructure:**

- Reinstate a multi-year computer replacement cycle for staff.
- Maintain the multi-year computer replacement cycle for general access computer labs.
- Maintain classroom equipment, including repair or replacement of outdated equipment, as well as evaluating new classroom technologies.
- Upgrade the campus and ResNet backbone.
- Maintain campus network server hardware and software.
- Implement security protocols and policies.
- Expand number of open data-jacks.
- Prevent illegal file sharing and downloading of copyrighted materials.
- Expand wireless network service.
- Provide adequate network bandwidth to support new teaching and learning technologies.

**Technology Investment: possible new initiatives**

**Learning Environment:**

- Explore repositories for faculty-developed materials and sharable content.
- Explore digitizing content (text, music, video, images) to increase access to curricular materials for students and faculty.
• Explore web surveys that can be used by students in different disciplines.
• Explore Video over IP and streaming media for instructional delivery.
• Explore a campus-wide service, such as Turnitin, to determine the originality of texts based on comparisons with their internal database and netwide searches. Such a service would assist faculty, instructional academic staff, and students in dealing with issues of plagiarism and intellectual dishonesty. COBA has licensed Turnitin for its faculty.

Work and Service Environment:
• Deploy additional e-business applications, such as e-billing and electronic signatures.
• Explore an enterprise-level portal for the campus.
• Explore developing an electronic archive for preserving the scholarly record of UW-Oshkosh faculty.

System Development Process:
• Develop a transparent, formal systems development process for the campus.
• Research needs and user environment to ensure that new system implementations fit the campus needs.
• Develop project teams composed of power users, target audience members, IT managers, and IT staff from across campus for major system development initiatives.
• Implement postmortem process for major system implementations to identify ways to improve the system development process.

Finance and Budgeting Plan

Introduction and Preliminary Understandings

This Finance and Budgeting Plan for the University of Wisconsin-Oshkosh is one part of a larger set of planning documents and other materials relating to the University’s broader strategic and operational planning process.

This plan addresses various financial issues associated with the provision of financial resources to support the University’s mission. This broader fiscal environment is a cyclical process that is concurrent with the frequency of the state’s fiscal year and the associated state biennial budget planning process. Recognizing the recurring nature of those fiscal planning environments, this document shall be reviewed and updated every two years, with major revisions and adjustments being made to reflect the fiscal conditions and opportunity inherent in that always-changing operational environment.

The initial plan was written to provide direction and guidance for the 2005-06 academic year, as that year was a part of the first-year of the 2005-07 biennial budget process. Experience gained during the 2005-06 academic year influenced the conditions and assumptions used for the 2006-07 academic year. In a broader sense, the experience gained over the course of the 2005-07 biennium has and will influence the conditions and understandings that are part of the budget development, review and planning process that will take place for the 2007-09 state budget.
The University’s overall finance and budgeting plan shall look from within the framework of the current fiscal year (and biennium) and provide focus and direction for actions taking place over the course of the next two biennia. Viewed in this manner, and assuming that the plan is revised and updated every two years, this document will provide a six-year planning horizon to guide the present efforts and future course of direction for the University of Wisconsin Oshkosh.

Visual Depiction of the Fiscal Environment for the UW Oshkosh Finance and Budgeting Plan

Introduction

The people of the state of Wisconsin have established the University of Wisconsin System to help advance the mission and to serve the cause of higher education. As one of thirteen UW System universities, the University of Wisconsin Oshkosh provides a broad array of educational programs and services primarily to the people and the communities of the greater Fox River Valley Region of northeastern Wisconsin as well as to other parts of the state.

As a state-created institution of higher education, UW Oshkosh operates within a fiscal environment that receives some targeted funding 28% of the operating budget, from the State’s stream of general tax dollars, or General Purpose Revenue (GPR). An additional significant stream of revenue, 30% of the operating budget, that the University receives is in the form of student fees and tuition. UW Oshkosh also benefits from various federal grants and aids and other private funds that are raised through gifts and grants. The University’s auxiliary operations (i.e., residence halls, bookstore, parking, etc.) also provide significant revenues in support of the University’s total operational budget.

The Chancellor directly oversees all aspects of the University’s fiscal affairs, and has shared that responsibility through the appointment of the Vice Chancellor for Administrative Services, who provides specific leadership and coordination while overseeing budgeting and acting as the University’s Chief Business Officer.

This finance and budgeting plan provides an overview of the major considerations associated with the University’s fiscal environment. This plan is consistent with the fifth-stated strategic direction in the University’s Governing Ideas, which provides: “We will be broad, open and inclusive in governance process
and will align our human, physical and financial resources to meet our established priorities.”

Summary of Major Provisions

This plan sets forth considerable detail descriptive of the present fiscal context of current operations. This plan also outlines the significant organizational challenges that have been caused by reductions in the level of state GPR support for University operations. (For example, reductions in state GPR contributions have resulted in relatively high increases in the level of student tuition and fees paid to support enrollment.)

This plan highlights the importance of efforts to increase the level of private support provided to the University, primarily through the University’s independent foundation. Private gifts and contributions not only help support student enrollment, through scholarships and other support, but these funds also help make possible improvements and enhancements in support of faculty and in the University’s physical plant and educational facilities.

Having noted these fiscal conditions and limitations, this plan sets forth a series of guidelines that should help govern the University’s finance and budgeting plan in the future. An essential precondition for the success of these efforts is the University’s ability to effectively articulate its mission, vision, values, strategic direction and associated goals to both internal and external constituencies. Success in that endeavor involves motivating others to work aggressively and cooperatively to provide public and private investment at levels necessary and essential to advance the University’s stated purposes.

Resource allocation decisions will determine the direction of an institution. Because needs are unlimited but funds are not, institutions must plan and prioritize, and blend strategic planning and budgeting functions.

With the proceeding noted as key requirements, some of the additional major provisions include:

1. Having an open and understandable budgetary and fiscal control process that provides regular and meaningful opportunities for broad levels of public understanding and input on key fiscal policy decisions and issues.

2. Working aggressively and in partnership with others to develop and pursue proposals for external funding in the form of government grants, private gifts and grants, and other targeted fundraising appeals or efforts to support targeted objectives.

3. Creating collaborative academic programs that will either enhance existing partnerships or create new partnerships targeting the development of high demand, innovative and self-supporting academic programs.

4. Supporting the processes of shared governance by establishing appropriate planning and oversight structures and procedures to ensure representation, participation and involvement by all key internal constituencies in the process of setting the University’s operational budget.

5. Setting clear objectives or priorities to provide direction to both budgetary enhancements and to guide any required budgetary reductions.

6. Providing strong and effective public advocacy to raise the level of state GPR support and to reduce the proportionate burden that is shouldered by students and parents in the form of tuition and fees.

7. Working effectively and in partnership with others to improve the level of
federal financial aid provided to students and in support of other public and private efforts intended to reduce the cost of attendance for lower-income students and students from disadvantaged backgrounds.

8. The control of the annual operating budget is a decentralized model.

A “decentralized” management style allows for:

- positive attitudes – senior administrators have greater flexibility and authority to manage resources
- day-to-day management decisions are in the hands of those who are most
- fiscal responsibility resides at a lower level
- a more creative use of resources
- reduced demand on centrally held reserves
- increased interest in budget control

On the opposite side it—

- provides less flexibility centrally reducing the ability to reallocate funds between divisions
- provides less flexibility to meet University-wide strategic initiatives.
- inhibits a University-wide staffing plan, since available FTE and salary dollars may or may not be in a unit that needs additional staff.

The importance of having a transparent operational environment cannot be overstated. When individuals can see and understand the operative fiscal environment, this helps to engender a sense of confidence and commitment to the advancement of key purposes. It helps external parties see the need – and the value – of providing additional resources to supplement those provided by state tax dollars, student tuition and fees, or other external grants and gifts. An open environment like this shows how private investment can be a good personal or business decision as the donated resources are then used for important and high visibility efforts that provide a measure of excellence for the University of Wisconsin Oshkosh.

**Advancement and Relationship Development Plan**

The unique purpose and leadership authority for the Advancement and Relationship Development Plan, which guides the organization’s private funding raising, extramural funding, marketing, governmental relations, community relationships and alumni relations structure and programs, is clearly defined in the charge document:

The purpose of this key operational plan is to:

1. Provide an overview of existing private funding raising, extramural funding, marketing, governmental relations, community relationships and alumni relations structure and programs;
2. Outline the advancement and relationships development planning assumptions over the next five years; and
3. Identify the advancement and relationship development planning and policy issues with recommended action steps to address issues and challenges.

Protecting, strengthening and diversifying our resource and relationships base are crucial for fulfilling our mission and accomplishing our vision. The devel-
opment, implementation and refinement of an advancement plan characterized by strong relationships development programs for local, state and federal decision makers, alumni donors, business, educational and community leaders and the broader public is key to maintaining, expanding and diversifying our resources and relationships with key external leaders and constituencies.

The Office of the Chancellor and the Advancement Division, working closely with units within Academic Affairs (i.e. Office of Grants) and Administrative Affairs (i.e. Office of Vice Chancellor), are responsible for providing the leadership to develop, implement and refine this key operational plan using inclusive, iterative and transparent campus-wide processes.

The Executive Summary of the plan covers overarching themes, what staffing changes will be made, why does the institution have a sense of urgency, and what specific priorities are being pursued including the articulation of the University’s first comprehensive capital campaign as follows:

This plan will advance the University’s interests by developing new and stronger relationships with external parties and stakeholders. These efforts will significantly – and demonstrably – improve the fiscal health and condition of the University of Wisconsin Oshkosh. Using new strategies and approaches, this plan will identify and focus attention on key attributes that are of high value and importance to the public that is served.

Overarching Themes

This plan will demonstrate that the University is listening to external voices and takes action that is responsive to that direction and advice. The University will also demonstrate improved agility and adaptability as a result of these efforts. These efforts will result in the following:

• Core Identity. We will reach agreement or consensus on the core message or identity for the University of Wisconsin Oshkosh.

• Communication. We will develop new and improved ways (and build upon the success of proven efforts) to provide information to the public about the programs and services offered by the University of Wisconsin Oshkosh.

• Capacity. We will develop an enhanced capacity for growth and stability by raising the level of public and private funds that are available to support and advance the mission of the University of Wisconsin Oshkosh.

How will the institution advance these three themes?

• By completing an honest assessment of our University’s character

• By articulating an inspirational and compelling vision that outlines where we are striving to go.

• By understanding, respecting, and ultimately building upon the University’s developmental history.

• By relying upon – and building upon – the success of past efforts and current relationships while also simultaneously reaching out to build new and mutually beneficial relationships of shared support, purpose and commitment.

What staffing changes will be made?

This plan will utilize an FTE held open since Summer 2005 (formerly the position of Director of Communications) to support the University’s first Executive
Appendix IV: Key Operational Plans

Director of Integrated Marketing and Communications to provide leadership, direction and coordination to the University’s integrated marketing program.

This plan will also use developmental funds to support hiring a Director of Planned Giving. The person hired will work with donors to significantly improve the level of estate planning to support future efforts.

Why does the University have a sense of urgency?

- We have immediate, established, and presently unmet needs.
- We cannot afford the luxury of waiting for ideal conditions to appear or arrive.
- We need to work in an organized and sophisticated manner.
- We need to analyze what we are doing, and what it is costing us in terms of our limited human resource capacity.
- We must make intelligent decisions when setting priorities and allocating scarce resources of energy, creativity and focus that will yield immediate results.

What specific priorities are being pursued?

This plan articulates the University’s first comprehensive capital campaign. The plan includes a number of components to address and advance important and inter-related issues.

- **Excellence in Education.** We must establish an ambitious, yet realistic and attainable goal for a capital campaign. The purpose of that campaign is to provide a new academic building that will address shortages in available instructional space. The new building will enhance the University’s climate for academic excellence by creating an ideal environment for teaching and learning excellence. Beyond bricks and mortar, the campaign will provide new resources to support and advance scholarship and student support while also providing new opportunities.

- **Advancing Shared Community Interests.** We will aggressively pursue completion of a new community facility, the Oshkosh Sports Complex. We will work with our partners to further develop those facilities into a regional community asset and destination.

- **New Capacities.** We will strengthen and improve all of our University’s internal and external communications by building upon the excellent work and leadership of the recently appointed campus-wide Integrated Marketing and Communications Team. We will integrate communication with an enhanced sense of marketing. We will develop and pursue strategies that will significantly increase participation levels of alumni, students and parents in the support provided to ongoing programs. We will ensure that elected local, state and federal officials have a personal appreciation for the role, mission and aspirations of the University of Wisconsin Oshkosh. We will establish a planned giving office to provide a solid foundation for the long-term growth, advancement and development of the University.

- **Annual Fund.** The University will achieve efficiency by outsourcing non-donor constituencies while effectively transforming the annual fund to raise more funds by increasing alumni participation rates, moving donors to higher gifting levels, reorganizing the improving records and databases.
Appendix V

Integrated Marketing
Team Charge

To: Integrated Marketing Team Members
Susan Neitzel – Co-Captain
Birgit Leisen-Pollack – Co-Captain
Tom Sonnleitner, Vice Chancellor, Administrative Services
Linda Bartelt, Director, Center for Community Partnerships
Natalie Johnson, Interim Director, University Relations
James Tsao, Chairperson, Journalism
Tim Danielson, Assistant Director-Media/Public Relations, Admissions
Chris Haywood, Coordinator, Student Activities
Mary Simon, Program Assistant
William Raaths, UW Oshkosh Foundation Board
Student intern(s)

From: Richard H. Wells
Chancellor

Re: Team Charge, Goals, Roles and Responsibilities

Date: February 17, 2006

It is my pleasure to provide confirmation of your assignment to the Integrated Marketing Team. It is important to note that this is not a committee or task force. Rather, it is a group of people selected because of their expertise and commitment to work together toward common goals as they hold themselves mutually accountable. All team members will be expected to serve for a minimum of two years. Given that several members of the team have job descriptions directly related to the team’s goals, they would remain on the team as long as they work at UWO. Student intern(s) will be assigned to the team.

Rationale for an Integrated Marketing Team / Plan

There are at least six good reasons why UW Oshkosh needs an Integrated Marketing Team and Plan:

1. Feedback from faculty, staff, students, alumni, donors and other external constituents who have reviewed our strategic/operational plans strongly suggests we need to continue to improve a) how we are perceived, appreciated and valued by our external constituents; b) our relationships with key resource providers e.g. elected officials, voters, donors, alumni, etc.; and c) our ability to continue to attract and retain the desired size and mix of future student bodies.

2. While our current marketing activities have improved, they remain, in large part, inconsistent, uneven and highly decentralized without much coordination.

3. Competition for key resources, such as faculty, students, staff, state/federal funding and donors, will continue to increase dramatically.
4. One of our most important responsibilities as a “public good” is to ensure that the public recognizes the nature of its university’s many services—be they degree programs, research expertise or community and business development programs/resources—and to make these services accessible to the public. Integrated marketing plans and programs may help ensure public awareness, understanding, accessibility and appreciation.

5. A marketing plan that is well designed, executed and strategically integrated with all of our operational planning and action initiatives will help to make the University more competitive, accessible and visible to the public.

6. A well-designed integrated marketing plan will improve the marketing component of the current draft of the Advancement and Relationship Development Plan.

The Charge for the Team

The team is charged with designing an Integrated Marketing Plan that will:

1. Help ensure the achievement of the desired size and mix of the student body as outlined in the Enrollment Management and Student Support Plan and guided by the Academic Program and Student Outcome Assessments Plan.

2. Support and help position the University for its first successful, comprehensive capital campaign as described in the evolving Capital Campaign Case Statement/Plan.

3. Help focus and improve the University’s image/brand in an honest and ethical way.

4. Enhance public awareness, appreciation and accessibility.

Team Goals

In accomplishing the team charge, it is very important to pursue the following goals:

- Maximize campus ownership of the planning process and the resulting plan;
- Involve internal and external University constituents in the on-going key operational planning and refinement process;
- Use internal and external research findings and insights to analyze existing data and documents, especially those related to the University’s strategic and operational plans;
- Design and merge a plan with Advancement and Relationship Development Plan
- Execute, assess and refine the plan.

Integrated Marketing: Definition and Conceptual Framework

We will use the concept of integrated marketing developed by Robert A. Sevier, who has published several books on the topic. All team members will receive a copy of his book An Integrated Marketing Workbook for Colleges and Universities: A Step-by-Step Planning Guide (2003). In the following extract, Sevier de-
fines and describes integrated marketing and then contrasts it with integrated marketing communications. He first defines integrated marketing as:

A listening-first, database-dependent approach to marketing that includes a willingness to segment and coordinate such strategic assets as product (customer), price (cost), and place (convenience), and to develop effective promotion (communication) strategies for key target audiences.

We need to deconstruct this definition a bit. First, it is listening-first. This means conducting the necessary market research beforehand. Second, it uses database-driven segmentation tools to create customized offers involving your product, price and place for smaller segments of your larger target audiences. And finally, it is all about promoting those offers so people are aware of them.

As you can see, integrated marketing, because it deals with product, price and place issues, is largely strategic. Done well, it closely parallels strategic planning.

Integrated marketing communications, on the other hand, is wholly tactical. Its focus is on getting the message out. It is all about creating awareness and generating response. As such, it can be defined as:

A comprehensive, coordinated, institution-wide effort to communicate mission-critical values and messages in ways that target audiences notice, understand and respond to. Integrated marketing communications stresses data-driven segmentation, message integration and evaluation. (Sevier 13)

Sevier then makes a very important distinction between promotion and communication.

As you might suspect, promotion is generally downward and seldom segmented. It primarily involves telling your audience what you want them to know. Communication, on the other hand, begins with listening (research) and focuses on developing messages that audiences will notice and respond to. These messages are often highly customized for your important audience segments.

Remember:
- Integrated marketing is about the 4 Ps and 4 Cs.
- Promotion, the 4th P, is typically top down, and has more to do with what an institution wants to say than what an audience wants to hear.
- Integrated marketing communications is about two-way communication. It is the 4th C. (Sevier 14)

Please excuse the use of such long extracts, but I want to be very clear. I am asking you to develop a strategic and integrated marketing plan distinguished by two-way communication wherein the communication and promotion plans/actions are tactics designed to address the strategic issues/challenges of the integrated marketing plan.

**The Big Question: How will we support and evaluate overall success?**

To evaluate the overall success of the campus-wide effort to design and execute the strategic integrated marketing plan, I believe we need to analyze improvements in 1) the public’s awareness, accessibility and appreciation of the University, 2) the University’s financial condition, as spelled out by Sevier, and 3) the micro-level indicators of quality criteria for marketing goals.
1. **Public awareness, accessibility and appreciation of the University**

I believe the first macro indicator of overall success resides in the answer to this question: Have the public’s awareness, accessibility and appreciation of the University improved since we began integrated marketing?

It is possible to improve the financial condition of the University without improving the awareness, accessibility and appreciation among all sectors of the public. Put simply, to aim only at improving our financial condition ignores our public mission. Therefore, we can only claim overall success if the financial condition and the public’s awareness, accessibility and appreciation of the University improve after implementation of integrated marketing.

2. **Financial condition of the University:**

Sevier asks this question: Has the financial condition of the college or university improved since we began integrated marketing?

Some people will find this question overly simplistic. But think about it. Most marketing goals have as their logical end the improvement of the college or university’s financial condition. You recruit more students because of the revenue they bring. You attract excellent faculty because they will attract better students and more grant money. Stronger images attract more students and donors. Satisfied students stay longer. Happy alumni contribute more. Tightening bonds with a local community will help preserve the flow of resources.

Is this oversimplified? Sure, but the point is an important one. One way to measure the overall effectiveness of your marketing plan is to see whether the institution is better off after the plan than before. (Sevier 175)

3. **The micro-level indicator of quality criteria for marketing goals:**

Indicators of quality are addressed by this question: Has the quality of specific marketing goals significantly improved since we began integrated marketing?

It is important to note here that the micro-level marketing goals be stated so that they are

1. easy to measure so as to hold us accountable for progress,
2. not confused with action plans,
3. strongly aligned with the strategic plan,
4. the responsibility of the whole University,
5. exciting and strategic,
6. grounded in baseline data and,
7. applicable both internally and externally.

Sevier gives a good example of a set of marketing goals from a private university that are stated in accordance with the above characteristics:

- We will raise undergraduate enrollment by 20 percent, from 3,800 to 4,560, over the next six years.
- We will increase freshman-to-sophomore retention from 63 percent to 75 percent over five years.
- We will establish a campus culture that stresses the following qualities:
  - Outstanding academic quality
• Programs and instruction that lead to jobs and graduate school
• A friendly, safe, fun, and nurturing campus that stresses participation and individual responsibility and accountability
• The economic, cultural and social impact our institution has made and will continue to make in the region.
• We will establish a strong institutional image within a 150-mile radius of the college. This image will stress the qualities outlined in the third goal.
• We will develop a comprehensive customer-service program that embraces prospective and current students, faculty, staff, administrators, and visitors to the campus.
• We will increase annual fund participation from 39 percent to 50 percent over three years, and we will increase the average contribution from $22 to $45. (Sevier 152)

In sum, a necessary but not sufficient condition for the overall or “macro” success of an integrated marketing plan is the achievement of clear, strategic, challenging and exciting “micro” marketing goals.

The Promise to Support the Team

I am asking team members to take on very challenging tasks and to provide leadership in the development and execution of a strategic and integrated marketing plan. However, assistance exists in the following forms:

1. Existing well-developed and ever-improving university strategic and operational plans, processes, actions and successes;
2. The involvement and support of the university community and its internal and external leaders;
3. The use of an excellent conceptual and practical step-by-step planning guide developed by Robert Sevier. (We will invite him to campus in the near future.)
4. Support for team members and others for professional development programs in the area of strategic integrated marketing for universities;
5. Valuable information obtained through a campus-wide audit of current marketing expenditures of all university units such as the Office of the Chancellor, academic departments, intercollegiate athletics and Reeve Memorial Union. Expenditures for marketing costs to be audited include: interactive media (web, e-mail, CD ROM), advertising (magazines, newspapers, TV/cable), publications (flyers, catalogs, alumni magazine), constituent relations (donors, alumni, high school, community), direct response (telephone, postal mail, e-mail), sponsorships, promotions, publicity and collaborations, facilities and environmental (buildings and grounds, signage and perimeter marketing) and internal relations/communication.
6. A five-year budget developed after the completion of a campus-wide audit of current marketing expenditures. Future campus-wide marketing budgets and expenditures will be aligned with the strategies and tactics that characterize the integrated marketing plan. We will do our best to increase the current annual campus-wide marketing expenditure by about $75,000 as well as reallocate some of the decentralized funding in order to create a five-year funding grant to support the plan’s implementation. The budget reallocations will be guided by reallocation principles and an integrated marketing plan embraced by the university community. We anticipate the plan will require the ability to “front load” a larger amount of funding during the first couple of years.
Timetable for the Development of a Strategic Integrated Marketing Plan

The following timeline will be used for the integrated marketing plan:

<table>
<thead>
<tr>
<th>TASK</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select and charge the team</td>
<td>February 17, 2006</td>
</tr>
<tr>
<td>Lay the foundation: draft preliminary plan outline</td>
<td>April 3, 2006</td>
</tr>
<tr>
<td>Revise preliminary plan</td>
<td>May 15, 2006</td>
</tr>
<tr>
<td>Merge the preliminary plan with Advancement and</td>
<td>June 12, 2006</td>
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<tr>
<td>Relationship Development Plan</td>
<td></td>
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<tr>
<td>Complete the campus-wide audit of marketing expenditures</td>
<td>June 26, 2006</td>
</tr>
<tr>
<td>Develop preliminary five-year budget for integrated</td>
<td>July 17, 2006</td>
</tr>
<tr>
<td>marketing plan</td>
<td></td>
</tr>
<tr>
<td>Refine and build the integrated marketing plan and</td>
<td>August 11, 2006</td>
</tr>
<tr>
<td>related budget</td>
<td></td>
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<tr>
<td>Present plan to campus and revise accordingly</td>
<td>September, 2006</td>
</tr>
<tr>
<td>Begin implementation of plan</td>
<td>October, 2006</td>
</tr>
<tr>
<td>Evaluate marketing action initiatives Ongoing and</td>
<td></td>
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<tr>
<td>through University Annual Reports</td>
<td></td>
</tr>
<tr>
<td>Revise and enhance action plans for Year 2</td>
<td>July, 2007</td>
</tr>
</tbody>
</table>

Thanks

This task is of immense importance to the future well being of our University. I know that the responsibilities of each member of the team will be carried out effectively, conscientiously and in accordance with the highest standards of professionalism and integrity. Therefore, on behalf of the entire campus community, I want to express my sincere thanks and appreciation.

Enclosure:


Cc: Chancellor’s Administrative Staff
    Jim Simmons, President Faculty Senate
    Jane Wypiszynski, President Senate of Academic Staff
    Jeff Herzig, President Oshkosh Student Association
    Jill Reichenberger, Chair Classified Staff Advisory Council
    Walter Scott, Chair UW Oshkosh Foundation Board of Directors
Appendix VI

Campus Sustainability Team Charge

To: Campus Sustainability Team Members:
   Steven Arndt (Co-Captain, Facilities Management)
   David Barnhill (Environmental Studies)
   Michael Burayidi (Geography & Urban Planning)
   James DeDecker (student)
   Cathy Deringer (Grounds Crew, Facilities Management)
   Jessi Dresen (student)
   Steve Dunn (Business Administration)
   Jim Feldman (Environmental Studies)
   Tom Fojtik (Residence Life)
   Marcy Hauer (Chemistry Stockroom)
   Chuck Hermes (Facilities Management)
   Jim Johnson (Purchasing)
   Tamara Jones (student)
   Jacob Jungers (student)
   Mike Lizotte (Co-Captain, Biology and Microbiology)
   Colleen McDermott (Biology & Microbiology)
   Greg Olson (student)
   Dan Potratz (student)
   Andy Robson (L & S Dean’s Office)
   Dani Stolley (Foundation)
   Marty Strand (University Dining)
   Mark Streufert (Facilities Management)
   Michelle Wentz (Residence Life)

From: Richard H. Wells, Chancellor, and Lane Earns, Provost

Re: Campus Sustainability Team Charge, Goals, Roles
   and Responsibilities

Date: October 2, 2006

Over the last year, different groups of faculty, staff, students and individuals have
asked that we have a more coordinated effort across campus on sustainability.
A small group composed of David Barnhill, Steven Dunn, Dani Stolley, Steve
Arndt, Jim Feldman, Nancy Hintz, Mike Lizotte, Andy Robson and Tom Sonn-lein
ner worked with Provost Lane Earns and me to develop the Campus Sustain-
ability Team Charge, Goals, Roles and Responsibilities for the team. We greatly
appreciate the work they have done in preparing the following document.

It is our pleasure to provide confirmation of your assignment to the Campus
Sustainability Team. It is important to note that this is not a committee or task
force. Rather, it is a group of people selected because of their expertise and
commitment to work together toward sustainability goals as they hold them-
selves mutually accountable. All team members will be expected to serve for a minimum of two years. Given that several members of the team have job descriptions directly related to the team’s goals, they would remain on the team as long as they work at UWO. Student intern(s) will be assigned to the team. The Campus Sustainability Team will have an external advisory group with which it will consult. It will devise a plan to ensure a sense of ownership and participation in the planning processes among relevant staff, student and faculty members.

Rationale for a Campus Sustainability Team

- The current situation. Experts in various disciplines and arenas have shown that human impacts on the environment are creating situations that lower the capacity of Earth to support humanity and other life forms, and that in certain key arenas the situation is likely to deteriorate.

- Current trends in human consumption and the use of resources are not sustainable. Unsustainable societies are creating situations that promote wars, make it difficult to achieve social and economic justice, and increase challenges and risks for future generations seeking a high quality of life.

- The environment and society. Ecological integrity is interrelated with various aspects of human welfare. This welfare depends on a healthy, sustainable environment, and deterioration in social conditions leads to environmental degradation.

- The responsibility of universities. The university is a member of the social and ecological community, and shares a responsibility to be a positive force in preserving and enhancing environmental and social well-being. More importantly, it has a unique role as an institution that develops expertise in the science, technology, and policies of sustainability as well as in the philosophical basis for sustainability. In addition, it is the principal site for teaching future leaders who will play pivotal roles in creating a sustainable society. All academic disciplines are relevant to sustainability, having distinctive resources for cultivating sustainability. As Georgia Tech University has said: “sustainability is everyone’s responsibility, and . . . each discipline, inter-discipline, and profession has a particular contribution to make” (Clough et al, “Sustainability and the University”). Various international bodies have signed declarations affirming this responsibility of universities, including the United Nations, which has declared that 2005-2014 is the Decade of Education for Sustainable Development.

- The responsibilities of the University of Wisconsin Oshkosh.
  - As one of the largest institutions in the city and state, the unsustainable practices of UW Oshkosh have major implications for creating environmental impacts and resource depletion. Because of its small land area, the campus imports nearly all its energy and materials, and exports practically all its wastes. With many faculty, staff, and students commuting to campus, the university’s environmental impact is indirectly multiplied by the need for transportation and off-campus housing. To lessen its impact on surrounding communities and ecosystems, the university has a responsibility to reduce direct and indirect consumption of resources and production of wastes. Sustainability can also be approached by using resources from renewable sources, and limiting wastes to re-usable or recyclable forms. The financial responsibilities of the institution to the state and to paying students also support the reduction of wasteful practices.
• The university has professed institutional values that support the attainment of a sustainable campus. The UWO Vision includes the goal of being “a national model as a responsive, progressive and scholarly public service community known for its accomplished record of engaging people and ideas for common good.” One of our sets of Core Values is “Social Awareness and Responsiveness. We believe that educators and students should explore and engage the challenges that confront regional, national and global communities, using their intellectual and creative capabilities to understand, investigate and solve problems. Social awareness will allow us to respond to domestic and international needs for equitable and sustainable societies.” By endorsing the Earth Charter, UW Oshkosh has committed itself to the principles of ecological integrity, social and economic justice, and democracy, nonviolence, and peace. The Charter states that “we must decide to live with a sense of universal responsibility, identifying ourselves with the whole Earth community as well as our local communities.”

• Other colleges and universities. Few other colleges and universities have established comprehensive sustainability programs. Such an approach to campus planning, particularly if progress is measured and substantial, would place UW Oshkosh in the vanguard of institutions demonstrating that sustainable operations are achievable, that sustainability education impacts college graduates, and that universities can lead surrounding communities to a sustainable future.

Sustainability in Higher Education: Definition and Conceptual Framework

Although there are various definitions of sustainability, the basic meaning is living in a way that ensures that future generations enjoy the benefits of a healthy environment and social well-being. Sustainability is not limited to environmental concerns but rather integrates three dimensions: ecological integrity, social justice, and economic well-being. It is also not limited to merely preserving resources. It also includes positive steps toward ecological, social, and economic health.

In higher education, the notion of sustainability has special meanings. The University Leaders for a Sustainable Future (ULSF) has stated that: “Sustainability’ implies that the critical activities of a higher education institution are (at a minimum) ecologically sound, socially just, and economically viable, and that they will continue to be so for future generations. A truly sustainable college or university would emphasize these concepts in its curriculum and research, preparing students to contribute as working citizens to an environmentally sound and socially just society. The institution would function as a sustainable community, embodying responsible consumption of food and energy, treating its diverse members with respect, and supporting these values in the surrounding community.”

As this definition suggests, there are various aspects in sustainability in higher education. Four dimensions are often highlighted: teaching, research, operations, and outreach, with the notion of sustainability having different nuances in each. The teaching dimension is frequently referred to as “education for sustainability.” According to UNESCO, education for sustainability is a “dynamic concept that encompasses a new vision of education that seeks to empower people of all ages to assume responsibility for creating a sustainable future.”
The Presidents Council on Sustainable Development has added that “Education for sustainability is a lifelong learning process that leads to an informed and involved citizenry having the creative problem-solving skills, scientific and social literacy, and commitment to engage in responsible individual and cooperative actions. These actions will help ensure an environmentally sound and economically prosperous future.” Education for sustainability, then, seeks to empower students with a deep sense of environmental and social citizenship and with the knowledge and skills needed to work effectively for sustainability.

Sustainability in research involves gaining expertise and communicating new ideas that enable society to create a sustainable future. Sustainability in operations involves minimizing our ecological footprint and ensuring an economically and socially just community on campus. Sustainability in outreach includes sharing that knowledge with the broader community, as well as obtaining financial resources necessary to do all of these goals.

UW Oshkosh already is considered a national model in terms of several aspects of sustainability. In order to build towards a truly sustainable institution, we need a comprehensive plan that gives direction for specific actions in education, research, operations, and outreach.

The Charge for the Team

The team is charged with devising an integrated Campus Sustainability Plan (CSP), which would serve as a component of several key operational plans.

The CSP will:
- Indicate how the CSP is an outgrowth of UW Oshkosh’s Governing Ideas, an endorsement of Earth Charter, and a recognition of the university’s responsibility to work toward a sustainable future.
- Help ensure that our campus sustainability is comprehensive, including operations, teaching, research, and outreach.
- Make substantive recommendations for achieving sustainable operations and sustainability education based on environmental audits and needs assessments.
- Increase the sense of environmental and social citizenship of UW Oshkosh as a whole and as one goal of our students’ education.
- Cultivate awareness and appreciation on campus of sustainability, its relevance throughout the university, our responsibility to promote it.
- The Team will report to the Provost and Vice Chancellor submitting annual reports in May of the Team’s progress in planning and moving forward recommended programs to improve campus sustainability as well as the university’s progress in campus sustainability. The Provost will distribute the report for consideration by governance groups, vice chancellors and deans.

Team Goals

In accomplishing the team charge, the Team will pursue the following goals:
- Maximize campus ownership of the planning process and the resulting plan;
- Involve internal and external University constituents in the on-going operational planning and refinement process;
- Analyze the current level and significance of sustainability in operations, teaching, research, and outreach;
• Analyze the resources being used for campus sustainability and estimate additional resources needed;
• Clarify the notion of campus sustainability, learning from how other campuses and organizations conceptualize sustainability and put sustainability into practice; and
• Establish criteria for UW Oshkosh to be a model institution dedicated to sustainability.

The Campus Sustainability Plan (CSP)

The CSP will provide information and analysis concerning the current status of the four dimensions of sustainability on campus and will describe and prioritize options for making progress towards sustainability goals. These options will be formulated as strategies and action steps that can be measured and assessed. Those aspects of the plan that require approval by specific areas of the university (e.g., curriculum) will be submitted to those areas via the Provost (e.g., faculty governance) for consideration and approval.

To evaluate the overall success of the campus-wide effort, we need to analyze at the beginning and at later stages:

• Resources and energy used, and wastes produced, disposed, recycled and re-used on campus and for university-dependent activities (such as transportation and off-campus housing). We can measure these parameters by continuing and expanding the Campus Environmental Audit.
• The awareness among students, faculty, staff, and the wider community of sustainability in general and of UWO sustainability efforts and achievements. We can measure this by polling these groups to learn: “Has the awareness of sustainability increased due to UW Oshkosh efforts?”
• The breadth and integration of sustainability efforts on campus. We can measure this by asking: “Have we involved all relevant sectors of university and improved the integration of their efforts?”
• The degree of involvement of external stakeholders. We can measure this by asking: “Is the breadth and involvement of external stakeholders adequate for the planning and implementation of the CSP?”
• The resources we have for implementing the plan. We can measure this by asking: “Are the amount and types of resources adequate for the planning and implementation of the CSP?”

Goals of Sustainability Plan

1. be easy to measure, so as to hold UW Oshkosh accountable for progress,
2. avoid confusion with broad strategies and action plans,
3. align with, or minimize conflicts with, other university strategic and operational plans,
4. share responsibility and benefits with the whole University,
5. be engaging and strategic,
6. demonstrate a grounding in baseline data and needs assessments, and
7. apply both internally and externally to university-related activities.
The Promise to Support the Team

We are asking team members to take on very challenging tasks and to provide leadership in the development and execution of a Campus Sustainability Plan. However, assistance exists in the following forms:

1. Existing well-developed and ever-improving university strategic and operational plans, processes, actions and successes;
2. The involvement and support of the university community and its internal and external leaders;
3. Valuable information obtained through the campus-wide environmental audit, updated annually.
4. Membership in institutions supporting campus sustainability (such as Campus Ecology and the Association for the Advancement of Sustainability in Higher Education);
5. On-campus consultant visitations, as needed;
6. Support for team members and others for professional development programs in the area of campus sustainability, including attendance at conferences;
7. Course release or equivalent time release from current duties for the Chair of the CST.

TIMELINE to be used
Campus Sustainability Team:

<table>
<thead>
<tr>
<th>TASK</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select and Charge Team</td>
<td>September 27, 2006</td>
</tr>
<tr>
<td>Lay the foundation: draft preliminary plan outline</td>
<td>October 5, 2006</td>
</tr>
<tr>
<td>Launch Sustainability Team; name CSP writing committee</td>
<td>October 12, 2006</td>
</tr>
<tr>
<td>Review CSPs from other institutions</td>
<td>November 2, 2006</td>
</tr>
<tr>
<td>Meet with/get feedback from UWO and external stakeholders</td>
<td>December 7, 2006</td>
</tr>
<tr>
<td>Complete research on possible UWO CSP strategies</td>
<td>February 9, 2007</td>
</tr>
<tr>
<td>Complete initial draft CSP and distribute to external advising committees</td>
<td>March 9, 2007</td>
</tr>
<tr>
<td>Present draft plan (revised) to campus community</td>
<td>April, 2007</td>
</tr>
<tr>
<td>Complete CSP and submit to Provost</td>
<td>July, 2007</td>
</tr>
<tr>
<td>Provost distributes CSP to governance groups, vice chancellors, and deans for review and feedback</td>
<td>August, 2007</td>
</tr>
<tr>
<td>Provost submits plans, feedback summary and recommended</td>
<td></td>
</tr>
<tr>
<td>1 and 5 year implementation priorities to Chancellor</td>
<td>October 2007</td>
</tr>
<tr>
<td>CSP annual report summaries included in University’s Strategic Plan and Annual Report</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
## Appendix VII

### Operating Budgets

**University of Wisconsin Oshkosh**

**2006-07 Operating Budget**

$152,543,554

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Federal</strong></td>
<td>$21,264,267</td>
<td>13.94%</td>
</tr>
<tr>
<td><strong>Gifts Grants &amp; Contracts</strong></td>
<td>$5,064,131</td>
<td>3.32%</td>
</tr>
<tr>
<td><strong>Auxiliaries &amp; Other Receipts</strong></td>
<td>$37,029,852</td>
<td>24.27%</td>
</tr>
<tr>
<td><strong>Tuition</strong></td>
<td>$46,906,835</td>
<td>30.75%</td>
</tr>
<tr>
<td><strong>State</strong></td>
<td>$42,278,469</td>
<td>27.72%</td>
</tr>
<tr>
<td><strong>Research &amp; Public Service</strong></td>
<td>$5,566,860</td>
<td>32.25%</td>
</tr>
<tr>
<td><strong>Financial Aid</strong></td>
<td>$7,889,986</td>
<td>37.10%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>$32,565</td>
<td>0.15%</td>
</tr>
</tbody>
</table>

### Notes:

1. **Other Student Related** = Student Services and Academic Support
2. **Infrastructure** = Physical Plant, Institutional Support
3. **Other** = Farm Operations, Hospital, and Auxiliaries
### University of Wisconsin System
#### 2006-07 Operating Budget

**Total:** $4,315,388,220

<table>
<thead>
<tr>
<th>Source Type</th>
<th>Receipts</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>$982,887,147</td>
<td>23.80%</td>
</tr>
<tr>
<td>Gifts Grants &amp; Contracts</td>
<td>$448,415,392</td>
<td>10.39%</td>
</tr>
<tr>
<td>Auxiliaries &amp; Other Receipts</td>
<td>$543,212,148</td>
<td>12.59%</td>
</tr>
<tr>
<td>Tuition</td>
<td>$909,202,094</td>
<td>21.07%</td>
</tr>
<tr>
<td>State</td>
<td>$1,427,993,079</td>
<td>33.09%</td>
</tr>
<tr>
<td>Research &amp; Public Service</td>
<td>$609,654,061</td>
<td>14.08%</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>$301,486,852</td>
<td>7.10%</td>
</tr>
<tr>
<td>Other Student Related</td>
<td>$31,310,391</td>
<td>0.72%</td>
</tr>
<tr>
<td>Instruction</td>
<td>$30,664,860</td>
<td>0.71%</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>$12,063,484</td>
<td>0.28%</td>
</tr>
<tr>
<td>Other</td>
<td>$1,385,859</td>
<td>0.03%</td>
</tr>
</tbody>
</table>

(1) Other Student Related = Student Services and Academic Support
(2) Infrastructure = Physical Plant, Institutional Support
(3) Other = Farm Operations, Hospital, and Auxiliaries
Appendix VIII

Achieving Excellence at UW-Oshkosh

This edition of Achieving Excellence at UW-Oshkosh is part of an overall effort by the UW System to express our commitment to self-assessment. The goals and measures presented below are intended to provide a description of the many ways in which UW-Oshkosh is achieving excellence. Each goal has measures common to all UW institutions. These common measures reflect the mission of the UW System as a whole. In addition to the common measures, UW-Oshkosh has selected several supplementary measures that are reflective of its specific institutional mission and values. These institution-specific measures are useful as a means of providing context to the performance on the systemwide measures.

Goal I

Provide access to higher education for the citizens of Wisconsin

Systemwide Measures:

Progress Toward Enrollment Plans

Each UW institution has established plans for enrollment. These plans were designed to maintain widespread access, without compromising the high level of educational service described in the UW System Mission Statement. They represent the optimal enrollment capacity necessary to ensure the maximum quality.

Total Full-Time Equivalent (FTE) Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual FTE</th>
<th>Planned</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>8,818</td>
<td>9,051</td>
<td>-2.6%</td>
</tr>
<tr>
<td>1997</td>
<td>8,790</td>
<td>9,208</td>
<td>-4.5%</td>
</tr>
<tr>
<td>1998</td>
<td>9,023</td>
<td>9,168</td>
<td>-1.6%</td>
</tr>
<tr>
<td>1999</td>
<td>9,038</td>
<td>9,168</td>
<td>-1.4%</td>
</tr>
<tr>
<td>2000</td>
<td>8,934</td>
<td>9,168</td>
<td>-2.6%</td>
</tr>
<tr>
<td>2001</td>
<td>9,251</td>
<td>9,168</td>
<td>0.9%</td>
</tr>
<tr>
<td>2002</td>
<td>9,570</td>
<td>9,185</td>
<td>4.2%</td>
</tr>
<tr>
<td>2003</td>
<td>9,501</td>
<td>9,422</td>
<td>0.8%</td>
</tr>
<tr>
<td>2004</td>
<td>9,610</td>
<td>9,422</td>
<td>2.0%</td>
</tr>
<tr>
<td>2005</td>
<td>9,580</td>
<td>9,669</td>
<td>-1.0%</td>
</tr>
</tbody>
</table>

Progress Toward Increasing Diversity

Originating in 1998, Plan 2008 is the UW System’s initiative to increase racial and ethnic diversity. Each UW institution has the goal of increasing enrollments of students of color.
Total Headcount Enrollment

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Students Enrolled</th>
<th>1998</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>Change 98 to 05</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>107</td>
<td>117</td>
<td>101</td>
<td>111</td>
<td></td>
<td>4%</td>
</tr>
<tr>
<td>American Indian</td>
<td>62</td>
<td>86</td>
<td>101</td>
<td>117</td>
<td></td>
<td>89%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>106</td>
<td>140</td>
<td>126</td>
<td>135</td>
<td></td>
<td>27%</td>
</tr>
<tr>
<td>Southeast Asian</td>
<td>66</td>
<td>113</td>
<td>141</td>
<td>174</td>
<td></td>
<td>164%</td>
</tr>
<tr>
<td>Asian American</td>
<td>85</td>
<td>120</td>
<td>114</td>
<td>120</td>
<td></td>
<td>41%</td>
</tr>
<tr>
<td>Total Students of Color</td>
<td>426</td>
<td>576</td>
<td>583</td>
<td>657</td>
<td></td>
<td>54%</td>
</tr>
<tr>
<td>International</td>
<td>107</td>
<td>99</td>
<td>114</td>
<td>96</td>
<td></td>
<td>-10%</td>
</tr>
<tr>
<td>White</td>
<td>10,236</td>
<td>10,338</td>
<td>10,362</td>
<td>10,317</td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>Total Headcount</td>
<td>10,769</td>
<td>11,013</td>
<td>11,059</td>
<td>11,070</td>
<td></td>
<td>3%</td>
</tr>
</tbody>
</table>

Additional Measures:

Distance Education

Distance Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>65</td>
<td>922</td>
</tr>
<tr>
<td>2001-02</td>
<td>68</td>
<td>1,080</td>
</tr>
<tr>
<td>2002-03</td>
<td>66</td>
<td>1,111</td>
</tr>
<tr>
<td>2003-04</td>
<td>65</td>
<td>1,283</td>
</tr>
<tr>
<td>2004-05</td>
<td>127</td>
<td>2,463</td>
</tr>
</tbody>
</table>

Institutional Goal: To increase the number of precollege students of color in precollege programs.

Unduplicated Annual M/D Precollege Headcount

<table>
<thead>
<tr>
<th>Year</th>
<th>M/D Precollege Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>144</td>
</tr>
<tr>
<td>2003-04</td>
<td>185</td>
</tr>
<tr>
<td>2004-05</td>
<td>154</td>
</tr>
</tbody>
</table>

The above numbers represent unduplicated annual headcount; in 2004-05 there were 162 total program registrations. The difference between the unduplicated annual headcount and total program registrations is due to students being counted once per program rather than once per year.

Institutional Goal: To maintain a pattern of increasing access via financial aid dollars.

Financial Aid: Alternative Student Loans

<table>
<thead>
<tr>
<th>Year</th>
<th>Alternative Student Loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>$700,000</td>
</tr>
<tr>
<td>2001-02</td>
<td>$855,665</td>
</tr>
<tr>
<td>2002-03</td>
<td>$1,031,104</td>
</tr>
<tr>
<td>2003-04</td>
<td>$1,400,000</td>
</tr>
<tr>
<td>2004-05</td>
<td>$2,184,405</td>
</tr>
</tbody>
</table>
Institutional Goal: To increase enrollment of students 25 years of age and older through tailored services.

Enrollments continue to grow in the University’s degree program designed especially for non-traditional students.

Total Non-Traditional Adult Learners Enrolled

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>Sections</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>44</td>
<td>498</td>
</tr>
<tr>
<td>2002</td>
<td>51</td>
<td>520</td>
</tr>
<tr>
<td>2003</td>
<td>61</td>
<td>824</td>
</tr>
<tr>
<td>2004</td>
<td>45</td>
<td>902</td>
</tr>
<tr>
<td>2005</td>
<td>75</td>
<td>1,129</td>
</tr>
</tbody>
</table>

Source: Center for New Learning.

Non-Traditional Student Engagement

<table>
<thead>
<tr>
<th>Adult Student Access Services</th>
<th>Events</th>
<th>Students Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops, Open Houses</td>
<td>19</td>
<td>230</td>
</tr>
<tr>
<td>Student Assistance</td>
<td></td>
<td>190</td>
</tr>
<tr>
<td>Email Newsletters</td>
<td>9</td>
<td>2,800 (each mailing)</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>3,220</td>
</tr>
</tbody>
</table>

Goal II

Provide academic support services that facilitate academic success

Systemwide Measures:

Progress Toward Retention Targets

Retention and graduation rate targets were established as part of a systemwide initiative to focus increasing attention on student systemwide success. Progress toward these targets is considered to be one of several important measures of how well we serve our students and encourage them to succeed. Although retention rates for full-time new freshmen are influenced by a variety of factors and do not provide a complete picture of student success, they are the most commonly used indicator of institutional performance.

<table>
<thead>
<tr>
<th>2nd Year Retention at Institution Where Started</th>
<th>6 Year Graduation Rate Anywhere in the UW System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Cohort</td>
<td>Actual</td>
</tr>
<tr>
<td>-------------</td>
<td>--------</td>
</tr>
<tr>
<td>1995</td>
<td>71.2%</td>
</tr>
<tr>
<td>1996</td>
<td>70.9%</td>
</tr>
<tr>
<td>1997</td>
<td>72.9%</td>
</tr>
<tr>
<td>1998</td>
<td>73.5%</td>
</tr>
<tr>
<td>1999</td>
<td>70.8%</td>
</tr>
<tr>
<td>2000</td>
<td>72.1%</td>
</tr>
<tr>
<td>2001</td>
<td>72.0%</td>
</tr>
<tr>
<td>2002</td>
<td>75.7%</td>
</tr>
<tr>
<td>2003</td>
<td>76.2%</td>
</tr>
<tr>
<td>2004</td>
<td>76.5%</td>
</tr>
</tbody>
</table>
Closing the Achievement Gap

Each UW institution has the goal of raising retention and graduation rates for students of color toward the rates for the student body as a whole, as stated in Plan 2008.

<table>
<thead>
<tr>
<th>2nd Year Retention at Institution Where Started</th>
<th>Students of Color</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Cohort</td>
<td>N</td>
<td>Rate</td>
</tr>
<tr>
<td>2000</td>
<td>68</td>
<td>69.1%</td>
</tr>
<tr>
<td>2002</td>
<td>101</td>
<td>64.4%</td>
</tr>
<tr>
<td>2004</td>
<td>109</td>
<td>73.4%</td>
</tr>
</tbody>
</table>

6 Year Graduation Rate Anywhere in the UW System

<table>
<thead>
<tr>
<th>Year</th>
<th>Allocation</th>
<th>Total Awards Made</th>
<th>Total Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>50</td>
<td>34.0%</td>
<td>1,428</td>
</tr>
<tr>
<td>1997</td>
<td>55</td>
<td>32.7%</td>
<td>1,656</td>
</tr>
<tr>
<td>1999</td>
<td>70</td>
<td>50.0%</td>
<td>1,750</td>
</tr>
</tbody>
</table>

Additional Measures:

Institutional Goal: To increase financial aid programs for students of color.

Advanced Opportunity Fellowship Program (AOFP) is a grant program available to eligible students of color. As financial needs are met, retention rates are positively affected.

Advanced Opportunity Fellowship Program (AOFP)

<table>
<thead>
<tr>
<th>Year</th>
<th>Allocation</th>
<th>Total Awards Made</th>
<th>Total Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>$74,594</td>
<td>$74,953</td>
<td>14</td>
</tr>
<tr>
<td>2001-02</td>
<td>$76,388</td>
<td>$76,388</td>
<td>13</td>
</tr>
<tr>
<td>2002-03</td>
<td>$89,241</td>
<td>$89,241</td>
<td>22</td>
</tr>
<tr>
<td>2003-04</td>
<td>$101,031</td>
<td>$101,031</td>
<td>18</td>
</tr>
<tr>
<td>2004-05</td>
<td>$126,970</td>
<td>$126,970</td>
<td>17</td>
</tr>
</tbody>
</table>

Institutional Goal: To increase access to personalized services.

Personalized Career Services

- Career Services has been reorganized to provide the four colleges with increased support, with one counselor per 1,900 students.
- Students have been able to access 1,000 new job postings due to Wisconsin Jobs for Wisconsin Grads.

Personalized Attention in Academic Advising

- The campus implemented a new comprehensive total intake advising model; the advising center moved its focus to 1st and 2nd year students; upper-division students are assigned to faculty advisors.
- The Peer Advising Liaison (PAL) program has been expanded to include helping students in their majors and career exploration.

Counseling Services

The University Counseling Center provides services linked to retention. It shows increasing contact and services that include personal, developmental, career, and academic counseling.
**Counseling Sessions Provided for Students**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Total Sessions</th>
<th>% Change over Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-1-01 to 6-30-02</td>
<td>2,897</td>
<td></td>
</tr>
<tr>
<td>7-1-02 to 6-30-03</td>
<td>3,234</td>
<td>12% Increase</td>
</tr>
<tr>
<td>7-1-03 to 6-30-04</td>
<td>3,114</td>
<td>4% Decrease</td>
</tr>
<tr>
<td>7-1-04 to 6-30-05</td>
<td>3,710</td>
<td>19% Increase</td>
</tr>
</tbody>
</table>

**Retention of Multicultural Students**

The UW-Oshkosh Admissions Office was awarded the State of Wisconsin Council on Affirmative Action, Department of Employee Relations, Diversity Award (2005), for its best educational diversity practice.

Four multicultural recruiters (Hmong, Hispanic, Native American, African American) developed bonds that affect retention through the following activities:

- 300 students contacted in 80 high schools
- Direct student contact at college fairs with 500 students
- Development of diversity student prospect file of 1,500
- Minimum of 600 students visited campus

**Result:** Total diversity enrollments increased from 583 in fall 2004 to 657 in fall 2005.

**Library and Academic Success**

In the 2004-2005 academic year, eight librarians at Polk Library taught 307 library instruction sessions, reaching over 7,000 students, partnering with faculty in 26 departments.

**Goal III**

**Provide a campus environment that fosters learning and personal growth**

**Systemwide Measure:**

**Student Involvement in Planned Out-of-Classroom Activities that Promote Learning and Good Citizenship**

Assessment of success in this area is evaluated by comparisons to national benchmarks.

**2005 ACT Alumni Outcomes Survey**

<table>
<thead>
<tr>
<th></th>
<th>UW-OSH</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many opportunities for student involvement in campus activities (strongly agree or agree)</td>
<td>61%</td>
<td>60%</td>
</tr>
<tr>
<td>Most faculty were readily available to students outside of class time (strongly agree or agree)</td>
<td>73%</td>
<td>80%</td>
</tr>
<tr>
<td>Impact of school experiences on appreciating and exercising my rights, responsibilities, and privileges as a citizen (major or moderate impact)</td>
<td>56%</td>
<td>58%</td>
</tr>
</tbody>
</table>

*Significant difference from national percentage at the 0.05 level.*
Study Abroad

<table>
<thead>
<tr>
<th>Year</th>
<th>Unduplicated Annual Headcount</th>
<th>% Graduates who Studied Abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>62</td>
<td>4.1%</td>
</tr>
<tr>
<td>1998-99</td>
<td>47</td>
<td>4.4%</td>
</tr>
<tr>
<td>1999-00</td>
<td>163</td>
<td>5.7%</td>
</tr>
<tr>
<td>2000-01</td>
<td>189</td>
<td>9.3%</td>
</tr>
<tr>
<td>2001-02</td>
<td>227</td>
<td>8.6%</td>
</tr>
<tr>
<td>2002-03</td>
<td>586</td>
<td>11.8%</td>
</tr>
<tr>
<td>2003-04</td>
<td>136</td>
<td>11.7%</td>
</tr>
<tr>
<td>2004-05</td>
<td>238</td>
<td>12.2%</td>
</tr>
</tbody>
</table>

Additional Measures:

**Institutional Goal:** To increase academic excellence within the student body.

The 2005 first year student profile reflects specific efforts employed over the past three years to build an academically well-prepared class. Nearly 90% of the students ranked in the top half of their graduating class as compared to 81% in 2002. The total number of enrolled academic excellence scholars and national merit scholars has increased to 92, up from 44 five years ago.

**Admissions:**

**High School Rank of New Freshmen Students**

<table>
<thead>
<tr>
<th>Year</th>
<th>Top 10%</th>
<th>Top 25%</th>
<th>Top 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>9.2%</td>
<td>31.8%</td>
<td>78.6%</td>
</tr>
<tr>
<td>2002</td>
<td>7.4%</td>
<td>31.4%</td>
<td>81.4%</td>
</tr>
<tr>
<td>2003</td>
<td>10.3%</td>
<td>36.6%</td>
<td>90.0%</td>
</tr>
<tr>
<td>2004</td>
<td>10.7%</td>
<td>39.5%</td>
<td>91.8%</td>
</tr>
<tr>
<td>2005</td>
<td>10.5%</td>
<td>38.1%</td>
<td>88.9%</td>
</tr>
</tbody>
</table>

**Additional Information on New Freshmen Students**

<table>
<thead>
<tr>
<th>Year</th>
<th>Average ACT</th>
<th>Nat’l Merit Recipients</th>
<th>Academic Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>21.8</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>2002</td>
<td>21.6</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>2003</td>
<td>22.2</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>2004</td>
<td>22.4</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>2005</td>
<td>22.4</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

**Institutional Goal:** To increase technology offerings.

**Utilization of Technology**

Introduced in 2005

- A service for desktop delivery of journal articles to faculty and students from journals that the library does not own. Delivers articles in one to three days to faculty and students electronically. During the peak months of October,
November, March, and April, 1,900 articles are delivered per month.

- “Find It” service that allows library users to easily identify if an article they want is available in either the library’s print or electronic holdings.
- A web blog for distance education students that informs them about new electronic tools, information or services that may be helpful to them.
- Financial Aid Office: Promissory notes are completed online and electronically transmitted to the student information system.
- Office of the Registrar: Students access their STudent Academic Reports (STAR) online.

**Institutional Goal:** To develop a diverse, engaged community of lifelong learners and collaborators.

*American Democracy Project (ADP) 2003-2005*

The University of Wisconsin-Oshkosh is a 2003 charter member of the ADP. A campus audit (2005) revealed in excess of 25 formal opportunities for civic engagement on campus, including the New Voters Project, Habitat for Humanity, the annual Red Cross Blood Drive, Read Across America, and youth baseball camps. The Chancellor’s Teaching and Learning Summit (fall 2005) drew faculty and staff from all colleges and included the promotion of civic engagement.

*Wisconsin Campus Compact 2003-2005*

Wisconsin Campus Compact (WiCC) funded a grant written to provide the campus with two VISTA volunteers dedicated to service learning and who are now working with 11 faculty to support civic engagement in their classrooms.

**Goal IV**

Utilize resources in an efficient and effective manner

*Systemwide Measure:*

*Progress Toward Reducing Credits to Degree*

By encouraging efficient progress toward degree completion, we help to ensure that continuing students reach their goals in a timely manner and that there will be space available for new students. Although there are many factors that influence the accumulation of credits taken prior to graduation, credits to degree is regarded as a useful measure of efficient resource utilization.

**Average Attempted Credits to Degree**

<table>
<thead>
<tr>
<th>Year of Graduation</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-96</td>
<td>153</td>
</tr>
<tr>
<td>1996-97</td>
<td>151</td>
</tr>
<tr>
<td>1997-98</td>
<td>152</td>
</tr>
<tr>
<td>1998-99</td>
<td>148</td>
</tr>
<tr>
<td>1999-00</td>
<td>147</td>
</tr>
<tr>
<td>2000-01</td>
<td>146</td>
</tr>
<tr>
<td>2001-02</td>
<td>144</td>
</tr>
<tr>
<td>2002-03</td>
<td>145</td>
</tr>
<tr>
<td>2003-04</td>
<td>144</td>
</tr>
<tr>
<td>2004-05</td>
<td>145</td>
</tr>
</tbody>
</table>
Additional Measures:

**Institutional Goal:** To retain close to 100% of faculty hired.

Faculty 1-year retention rates exceeded 95% in 2001, 2002, and 2003, with 2-year rates increasing for these years above 88%. Retention is linked to increased scholarly development and output as evidenced by the Research Output and Faculty Development Awards charts below. Increasing faculty retention strengthens the potential for collegiality while conserving precious resources of time and money to conduct research.

### Retention of Faculty and Staff

<table>
<thead>
<tr>
<th>Start Date (Fall)</th>
<th>New Hires</th>
<th>End Date 2000</th>
<th>End Date 2001</th>
<th>End Date 2002</th>
<th>End Date 2003</th>
<th>End Date 2004</th>
<th>End Date 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>27</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2000</td>
<td>34</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>25</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>25</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>22</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall</th>
<th>1 Yr. Retention Rate</th>
<th>2 Yr. Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>96.4%</td>
<td>85.7%</td>
</tr>
<tr>
<td>2000</td>
<td>91.2%</td>
<td>82.3%</td>
</tr>
<tr>
<td>2001</td>
<td>96.0%</td>
<td>88.0%</td>
</tr>
<tr>
<td>2002</td>
<td>100.0%</td>
<td>96.0%</td>
</tr>
<tr>
<td>2003</td>
<td>95.9%</td>
<td>90.1%</td>
</tr>
<tr>
<td>2004</td>
<td>91.7%</td>
<td></td>
</tr>
</tbody>
</table>

**Institutional Goal:** To increase awards by the Faculty Development Board.

An engaged and scholarly faculty enhances faculty ability to deliver the mission of the University and enhances the retention rate. Faculty Development Board Awards support agenda building and are sought after by more than 200 faculty annually. Approximately 68% of proposals submitted are selected for funding.

### Research Output: Grant Awards History

<table>
<thead>
<tr>
<th></th>
<th>Federal</th>
<th>Non-Federal</th>
<th>Total Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amount</td>
<td>#</td>
<td>Amount</td>
</tr>
<tr>
<td>1999-00</td>
<td>$12M</td>
<td>23</td>
<td>$1M</td>
</tr>
<tr>
<td>2000-01</td>
<td>$13M</td>
<td>25</td>
<td>$2M</td>
</tr>
<tr>
<td>2001-02</td>
<td>$15M</td>
<td>42</td>
<td>$2M</td>
</tr>
<tr>
<td>2002-03</td>
<td>$15M</td>
<td>29</td>
<td>$3M</td>
</tr>
<tr>
<td>2003-04</td>
<td>$15M</td>
<td>71</td>
<td>$4M</td>
</tr>
<tr>
<td>2004-05</td>
<td>$14M</td>
<td>62</td>
<td>$2M</td>
</tr>
</tbody>
</table>

\( M = \text{millions} \)
Faculty Development Board Awards

<table>
<thead>
<tr>
<th></th>
<th>Total Proposals*</th>
<th>Total Proposals</th>
<th>% Proposals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Submitted</td>
<td>Funded</td>
<td></td>
</tr>
<tr>
<td>2000-01</td>
<td>199</td>
<td>142</td>
<td>71%</td>
</tr>
<tr>
<td>2001-02</td>
<td>203</td>
<td>134</td>
<td>66%</td>
</tr>
<tr>
<td>2002-03</td>
<td>237</td>
<td>152</td>
<td>64%</td>
</tr>
<tr>
<td>2003-04</td>
<td>215</td>
<td>150</td>
<td>70%</td>
</tr>
<tr>
<td>2004-05</td>
<td>230</td>
<td>158</td>
<td>69%</td>
</tr>
<tr>
<td>Total</td>
<td>1,084</td>
<td>736</td>
<td>68%</td>
</tr>
</tbody>
</table>

*Proposals included research, teaching, and other components (internal funding of grants to faculty and academic staff).

Institutional Goal: To work towards the increased greening of the campus.

Resource Conservation

In 2003, UW-Oshkosh announced a Green Master Plan comprised of six principles affecting resource conservation. In support of the principles, UW-Oshkosh agreed to purchase 3% of its annual energy expenditure from wind and biomass resources in Wisconsin, making this university the largest purchaser of Green Power in Wisconsin. Beginning with 2005, the commitment is to purchase 4% of energy needs from alternative sources, a 33% increase. Resource conservation projects implemented since 2001 have resulted in annual utility bill reductions of approximately $167,729.

Greening the Master Plan: Resources Savings Generated (2003-05)

<table>
<thead>
<tr>
<th></th>
<th>New Construction</th>
<th>Renovation</th>
<th>Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halsey Science Center</td>
<td>$40M</td>
<td>$17M</td>
<td>$24M</td>
</tr>
<tr>
<td>Field Studies Building Conversion</td>
<td>$926K</td>
<td>$686K</td>
<td>$240K</td>
</tr>
<tr>
<td>Campus Exterior Lighting</td>
<td>$334K</td>
<td>$22K</td>
<td>$312K</td>
</tr>
<tr>
<td>Taylor Residence Hall</td>
<td>$26M</td>
<td>$13K</td>
<td>$13M</td>
</tr>
</tbody>
</table>

M=millions, K=thousands

In March of 2005, UW-Oshkosh entered into an agreement with Johnson Controls Inc. to perform $762,545 worth of energy conservation projects that will net an additional $92,042 in annual utility reductions, resulting in a simple payback of 8.3 years. Three significant upcoming construction projects will be designed and constructed utilizing Leadership in Energy Efficiency and Design (LEED) “green” principles of design and construction; the Student Recreation and Wellness Center, the South Campus Parking Ramp, and the unnamed new academic building.
Appendix IX

General Education Committee Charge

Faculty Constitution

Faculty Governance

2 GOV 1. THE FACULTY CONSTITUTION.

3 Effective: October 27, 1980
4 Amendments to Article IV,
5 Section 1, 2, 4; Article VI
6 Amended: 1989
7 Amended: May, 1999
8 Amended: September 11, 2001
9 Amended October 12, 2004
10 Amended: February 15, 2005

D. Subcommittees - General Education Committee

Charge - The General Education Committee is responsible for the management, review, assessment, and reform of the General Education Program. In carrying out this general charge, the committee will review periodically general education requirements and curriculum. The committee will develop criteria for general education courses and will recommend approval or disapproval of courses proposed to satisfy General Education requirements including those of Ethnic Studies and Non-Western Culture.

The General Education Committee will formulate and recommend policy for the General Education Program. Drawing on its ongoing management, review, and assessment of the General Education Program, the committee will formulate and recommend any policy changes it deems appropriate. Any proposals concerning the General Education Program originating outside of the General Education Committee will be received and considered by the committee. The committee may hold hearings on the General Education Program or on any proposals concerning it and may submit proposals to a faculty referendum. All actions of the committee will be determined by a majority vote of the committee. All actions affecting the General Education Program will be determined by recorded vote of the committee. The committee will forward its recommendations to the Faculty Senate via the Academic Policies Committee. As it deems appropriate, the committee may send its recommendations to other governance groups.

Appendix X

Faculty Senate Committee on the Assessment of Student Learning Charge

GOV 3.3. Assessment Committee.

A. Responsibilities - Coordinate assessment efforts including (but not limited to) assessment in verbal and quantitative areas; assessment of general education program; assessment of undergraduate major programs, assessment of graduate programs. Monitor assessment activity including publication of program goals in appropriate documents; integration of assessment into program review; connecting assessment to program improvement. Plan including the development of university assessment plan; the development of professional development opportunities related to assessment; and determining budget requirements and advocating budgetary support for assessment activities.

B. Membership - Twelve members. One faculty member (nominated by Committee on Committees and appointed by the Faculty Senate) from each of these constituencies: Fine and Performing Arts, Social Science, Math/Science, Humanities, Business Administration, Nursing, Education (total seven (7) members); one Faculty Senator appointed by the Senate to serves liaison to the Senate; two students appointed by OSA; one member of instructional academic staff appointed by the Senate of Academic Staff; one member appointed by the Provost and Vice Chancellor. The seven (7) faculty will serve three-year staggered terms. The Senate liaison term will be the same as the term as senator. Student terms will be decided by OSA. The academic staff term will be decided by the Senate of Academic Staff.

C. Chair - The Faculty Senate Executive Committee will select the chair from the membership. The term of chair shall be for one year. The chair may be reappointed up to three years.

Appendix XI: Federal Compliance

The North Central Association of Colleges and Universities has established a “Federal Compliance Program” with policy statements and guidelines for universities seeking Federal recognition. The following topics are addressed in this self-study report:

1. Credits, Program Length and Tuition
2. Institutional Compliance with the Higher Educational Reauthorization Act
3. Federal Compliance Visits to Off-Campus Locations
4. Institution’s Advertising and Recruitment Materials
5. Professional Accreditation
6. Requirements of Institutions Holding Dual Institutional Accreditation
7. Institutional Records of Student Complaint

I. Credits, Program Length and Tuition

All academic credits earned at University of Wisconsin Oshkosh are offered on a standardized schedule, based on requirements set forth in the University’s bulletin and through the on-line registration information provided to students. The University’s academic calendar is comprised of two 17-week semesters (each comprised of 14-week sessions and an adjacent 3-week interim course period).

Academic program requirements for listed majors and areas of study are found in the Bulletin and through the on-line and accessible program listings. University of Wisconsin Oshkosh has four undergraduate colleges in addition to graduate studies and other specialized programs of various types. University of Wisconsin Oshkosh offers a Bachelor’s degree upon the completion of a minimum of 120 units/credits. Master’s degrees are offered in seven listed forms, in 15 program areas; most programs require the completion of 30-48 units/credits beyond the Bachelor’s degree.

The University’s tuition and fees are set by the Board of Regents of the University of Wisconsin System. Information pertaining to these costs are shared with students (and prospective students) through listings on the University’s website and through publication in the Bulletin. Consistent with policies of the Regents, University of Wisconsin Oshkosh has differential tuition of $55 per semester. This addition above the base tuition rate provides supplemental revenue to student support areas that are not fully covered in the UW System’s budget. These areas are often referred to as the Four Core Areas and include the Undergraduate Advising Resource Center (UARC), Career Services, Career Counseling, and the Center for Academic Resources (CAR). Other areas to be funded include the Writing Center, Reading Study Center, and Math Tutor Lab, all of which are aligned with the CAR. In addition, several smaller projects receive one-time funding from this initiative.

UW Oshkosh publicizes tuition and fees in mailings to enrolled students and through presentation in various locations on the University’s website and in other pre-printed materials and listings.
2. Institutional Compliance with the Higher Educational Reauthorization Act

The policies of the Commission focus on institutional compliance with requirements found within Title IV of the Higher Education Reauthorization Act (as amended 1998). All records and supporting materials pertaining to student loan default rates are maintained by the University's Office of Financial Aid. The most recent results for the Federal Student Loan Cohort Default Rate is for the 2004 year.

**Fiscal 2003:**
Number of borrowers in repayment: 1,838
Number of borrowers in default: 29
Cohort Default Rate: 1.5%

**Fiscal 2004:**
Number of borrowers in repayment: 1,978
Number of borrowers in default: 24
Cohort Default Rate: 1.2%

The Perkins Loan Collection is coordinated by the Student Loans Office, which is part of Administrative Services. The Perkins Loan default information is calculated on the FISAP report. The most recent FISAP reports state the following:

**Fiscal Year 2003:**
Borrowers that entered repayment in the 2003-2004 Award Year: 427
Of the above borrowers, those that defaulted as of 6/30/2005: 6
Cohort Default Rate: 1.41

**Fiscal Year 2004:**
Borrowers that entered repayment in the 2004-2005 Award Year: 443
Of the above borrowers, those that defaulted as of 6/30/2006: 11
Cohort Default Rate: 2.48

University of Wisconsin Oshkosh also complies with federal requirements for the disclosure of campus crime, university graduation rates, and other such reports. 1.5

3. Federal Compliance Visits to Off-Campus Locations

Federal regulations require analysis of activities relating to off-campus sites, defined as a location at which a student can complete “fifty percent or more” of a degree program.

University of Wisconsin Oshkosh does not have any comprehensive program external sites at this time. In October 2006, the Board of Regents authorized the Global Master in Business Administration. The implementation date for the Global Master in Business Administration is the summer semester of 2007, and we will notify the North Central Association of Colleges and Universities as required.
4. Institution’s Advertising and Recruitment Materials

To bolster consumer knowledge, the Commission expects that all advertising and recruiting materials that reference an affiliation with the Commission should also include a listing of the Commission’s address and telephone number. While various materials from UW Oshkosh make reference to its status as an accredited institution (recognized by the Higher Learning Commission), there is uneven application of the expectation that the Commission’s address and telephone number also be listed in that same reference. As a result of this accreditation review, University of Wisconsin Oshkosh expresses the commitment to carefully and systematically review all publications and website listings to make certain that complete and accurate information (full name of the Commission, mailing address, telephone number and website address) is prominently included in all future publications.

5. Professional Accreditation

In addition to institutional accreditation, three undergraduate colleges at UW Oshkosh also possess other forms of accreditation:

- The UW Oshkosh College of Business Administration holds accreditation with the Association to Advance Collegiate Schools of Business (AACSB).
- The College of Education and Human Services at the University of Wisconsin Oshkosh is accredited by the Nation Council for Accreditation of Teacher Education.
- The College of Nursing is accredited by the American Association of College of Nursing (AACN) through their accreditation arm, CCNE.

A number of academic departments and programs in all four Colleges include additional or specialized accreditation from a wide variety of reviewing authorities.

6. Requirements of Institutions Holding Dual Institutional Accreditation

University of Wisconsin Oshkosh does not hold dual accreditation, so these requirements are not relevant.

7. Institutional Records of Student Complaint

To comply with requirements from the U.S. Department of Education, the Commission has adopted expectations that a comprehensive summary of all student complaints during the two years prior to the site visit should be provided to the visiting team.

Student complaints are filed with the Dean of Students and are available for review and inspection from that office.