In application for reaccreditation by the North Central Association of Colleges and Schools Commission on Institutions of Higher Education

Submitted by the University of Wisconsin Oshkosh Oshkosh, Wisconsin 1997

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CHAPTER 1: INTRODUCTION

Where We Have Been

Currently celebrating its 125th anniversary, the University of Wisconsin Oshkosh is one of the oldest institutions of higher learning in the state. It began as Oshkosh Normal School, but its name changed as its mission grew: Oshkosh State Teachers College, 1925; Wisconsin State College-Oshkosh, 1949; Wisconsin State University-Oshkosh, 1964. With the merger of the Wisconsin State Universities and University of Wisconsin System in 1972, it became the University of Wisconsin Oshkosh.

In 1871 Oshkosh became Wisconsin’s third normal school and part of a burgeoning movement to educate teachers to meet the needs of a growing population. Located in a major manufacturing center and railroad terminus that was Wisconsin’s second largest city, the Normal School experienced such swift growth that near the end of the 19th century it was the largest higher education institution in the state with an enrollment of approximately 500 students. That was more than even Wisconsin’s land-grant university in Madison.

By the 1920s Wisconsin’s elementary and secondary public education system was firmly in place. There was a call for increasing the professional preparation of teachers. In 1925 Oshkosh became one of nearly a dozen state teachers colleges in Wisconsin. It had received its first regional accreditation in 1915; in 1929, it was transferred to the North Central Association’s list of colleges and universities. For the next 20 years, it enjoyed a solid reputation for the quality of teachers it provided to the people of Wisconsin.

In 1949 the state legislature granted permission for Oshkosh and its sister schools to offer a liberal arts curriculum. By 1964, there was a clear demand for graduate courses to be offered on a regional basis, and Oshkosh became a state university. At first it offered a master’s program to its largest clientele, teachers, but by the late 1960s it was also offering advanced degrees in such diverse areas as business administration, biology and library science.

Like so many regional colleges and universities at the time, Oshkosh experienced unprecedented growth in the mid- to late-1960s when its enrollments soared from fewer than 2,000 students to nearly 12,000. The University added two new colleges: business administration and nursing. These units soon won national accreditation from the American Assembly of Collegiate Schools of Business and the National League of Nursing.
In 1972 Wisconsin State University-Oshkosh became the third largest campus in the merged UW System. The UW System’s 13 four-year universities and 14 (later 13) two-year centers — and an array of strong private liberal arts colleges and universities — have given Wisconsin one of the nation’s finest higher education systems.

In the 1980s the UW System was forced to review the costs associated with broad access, low tuition and decreasing state support. UW System enrollments, growing modestly each year up to that point, were gradually reduced. At the time of its last North Central Association reaccreditation in 1987, the University had begun to recruit and admit increasingly well-prepared students. “Enrollment Management” allowed it to substantially raise its academic standards.

The University of Wisconsin Oshkosh serves the Fox River Valley, a major population and business corridor and the state’s fastest-growing region. It has long been a school of choice for Wisconsin students, offering a broad array of high-quality academic programs. Including Green Bay, the population of the Valley is nearly 650,000; these communities provide a student base for the region’s three private universities, two UW two-year centers, and two UW four-year campuses. The University of Wisconsin Oshkosh is the largest higher education resource in the Valley.

With a fall 1996 headcount enrollment of 10,382 students, the University is one of the largest schools in a System that serves 149,805 students.

Reflecting on the University’s accomplishments at the time of the 1987 review, the visiting NCA team recommended:

...continued accreditation with confidence because the University has clearly continued to meet the North Central Criteria. It has clearly responded to the concerns of previous visits. And it has the mechanisms in place for monitoring and maintaining the new programs and new directions which have been set. The team’s findings are consistent with the self-study of the University. The conclusions and new goals which the institution has adopted are appropriate to its mission and its resources (Exhibit 1).

University Responses to the 1987 NCA Evaluation

Although the 1987 NCA visiting team found no significant problems, it did make eight “observations” to guide the University as it moved forward. Some of these are addressed in greater detail in appropriate sections of this report, but institutional responses are summarized here (Exhibit 1):
1. The equipment in some areas and the instrumentation in the science laboratories is dated and marginal.

The conditions the team observed in 1987 were representative of campuses throughout the UW System at the time. Recognizing this, the System and the legislature began appropriating laboratory modernization funding for the upgrading of facilities and instructional equipment. The University’s faculty has also taken advantage of the National Science Foundation’s undergraduate Instrument and Laboratory Improvement Program, the University’s self-supported Quality Reinvestment Program initiative and individual college efforts to upgrade capital equipment. In the last three years, the University of Wisconsin Oshkosh Foundation has received nearly $600,000 in private donations to equip laboratories. The results are apparent. In some areas, faculty at Madison and Milwaukee are now using Oshkosh’s state-of-the-art equipment to conduct their research.

2. Faculty teaching loads tend to be high, particularly when Oshkosh’s goals are for quality instruction and when scholarly activity and service are expected for tenure, promotion and salary increases.

The normal expectation of a 12-credit teaching load is set by the UW System Board of Regents. Twelve-credit loads are common at all of the comprehensive campuses in the UW System and at other comprehensive universities like Oshkosh across the nation. However, since 1987 individual colleges have developed load-shifting plans that allow faculty to teach nine credits a term and to count three credits of research as part of their professional activity. This has become a way to encourage and support continued scholarship, and more than 20 percent of the University’s faculty have such curriculum (teaching) modification plans in place.

3. If the University is going to have competitive, viable graduate programs, it must identify more funding for assistantships to attract graduate students and to relieve faculty workloads in graduate programs.

The University’s graduate commitment continues to be a significant part of its mission. In 1996-97, 25.75 full-time equivalent (FTE) graduate assistantships (approximately 80 appointments), totaling $356,845, were allocated. This contrasts to only 17.5 FTE graduate assistantships in 1986-87, valued at $191,271. In a 10-year period the number of graduate assistantships increased by nearly 50 percent. In addition, several graduate programs reallocate their Work-Study money to support graduate students. The overwhelming majority of the University’s graduate students are part-time. Programs that enroll full-time students — such as in the College of Education —
and Human Services — often have a high proportion of dual-level students, or individuals who are taking graduate courses along with upper-level undergraduate courses. Assistantships, unlike the case at research universities, are not a major consideration for students who decide to take advanced work. But there is a significant level of additional support available through Design for Diversity awards, the Advanced Opportunity Program, multicultural1 awards, and project assistantships. The Graduate School and Research has supported the principle that faculty teaching assignments should recognize graduate teaching obligations, and several colleges/departments have adopted plans to take these efforts into account when teaching loads are assigned.

4. Library resources for books and periodicals have dropped significantly because of budget cuts from the legislature.

In 1988 a special allocation was made to Polk Library and Learning Resources Center to restore earlier reductions and to deal with an increase in book and periodical costs that far exceeded the Consumer Price Index since then. The University’s budget process has funded new book purchases at acceptable levels. Periodicals have been reduced in number and replaced by electronic databases and document-delivery technologies. University library resources are bolstered by sharing between UW System campuses.

5. The institution has responsibly addressed both short- and long-term planning, but it is encouraged to continue the regularization of the procedure.

Since 1987 the University has clearly articulated its institutional mission, vision, values and goal initiatives (See Chapter 2 and Appendix 5) which drive both short- and long-term planning. In summer 1991, as part of an attempt to simplify planning and create a common planning base, the Chancellor adopted Total Quality Management (TQM) processes. Oshkosh became a leader in TQM. The Board of Regents established an Office of Quality Management and mandated team approaches on all campuses later. The University’s quality management coordinator and faculty and staff volunteers have provided training to 56 teams through 20-hour workshops. TQM (succeeded by CQI — Continuous Quality Improvement) has become the University’s planning base. In fall 1996 the Chancellor convened a planning group to address and regularize the long-range planning process.

6. The efforts which have tried to clarify the decision-making between faculty and administration have not been totally

1 The interpretation of multicultural throughout this document is in accord with the UW System definition, which includes African-Americans, Hispanics, American Indians/Alaskan Natives and Southeast Asians.
successful even though significant progress is acknowledged. The institution is encouraged to bring this issue to closure so that faculty and administration can move forward in harmony.

While disagreements attending differences in advocacy positions remain, the long-standing problems the University faced in governance and administration-faculty-staff-student relations have largely been resolved. Communications have been strengthened and there is a strong sense of common purpose. For example, the Faculty Senate Executive Committee meets monthly with the Chancellor and Provost and Vice Chancellor, and the President of the Faculty Senate is a member of the Deans’ Group.

7. Mechanisms are in place and motivation is evident to improve recruitment of multicultural faculty and to reinforce the recruitment of multicultural and international students.

The mechanisms and motivation are even stronger today. The University has achieved some success in recruiting more multicultural faculty and students. The number of women faculty remains essentially the same, though individual colleges have made major progress in recruiting highly qualified women faculty in recent years. This objective cannot be given priority for only a few years; the University has an ongoing commitment to increase its student diversity, just as it has an ongoing commitment to teach diversity. In the College of Letters and Science a major initiative is underway to increase contacts between faculty and students and their counterparts abroad.

8. The University needs to remain sensitive to the financial needs of students.

Not only has tuition increased in the last 10 years; the percentage of the total educational cost Wisconsin’s public university students pay out of their own pockets has jumped from the traditional quarter to more than a third. Federal and state grants have precipitously declined, though the amount of loan money has soared. As a result, more of the University’s students work, it takes them longer to complete their degrees, and they graduate with larger debts. This pattern is not likely to change. Wisconsin has a reasonable tuition: only Iowa has a lower tuition cost in the Big Ten. A recent issue of U.S. News & World Report ranked the University of Wisconsin Oshkosh the fourth “Best Value in the Midwest” for 1996 (Exhibit 2). In addition, the University has made a major commitment to providing merit scholarships (it has added more than $100,000 to its scholarship pool in the last five years), Work-Study opportunities, and funding for student assistants. But like its counterparts across the nation, Oshkosh is caught in a dilemma: without cost increases, it cannot maintain educational quality and adequate access for students; with the
cost increases, its students are saddled with long-term debt. The University will use its energies to encourage national and state legislation that helps students obtain a college education, and it will continue to call on the good will of its graduates and community friends to contribute money to assist students.

Suggestions and concerns noted in the 1987 NCA Report (Exhibit 1) were advisory and characteristic for institutions of the University’s age, tradition and mission. The visiting team expressed confidence that over the next decade the University would resolve them, and it has. The 1987 general issues listed below are addressed in greater detail in other sections of this self-study, but they are identified here as evidence of progress over the last 10 years.

1. Plan for the increased number of retirements over the next decade.

Retirements have taken place gradually and in reasonably predictable patterns; as a result of new hiring, departments now generally reflect a diversity of faculty ages and future retirements will be more evenly spaced. Retiring faculty have been replaced by equally vigorous, highly qualified new faculty, and special consideration has been given to women and multicultural candidates.

2. Give attention to staff replacements in the Counseling Center.

Since the 1987 report suggested attention to the hiring of females and minorities, the University has made a special effort to recruit and employ female and multicultural counselors when vacancies have occurred in the Counseling Center.

3. Promote women into top levels of academic and institutional administration and monitor the tenure and promotion of female faculty.

Considerable headway has been made in this area. Women have been promoted to department chairs, associate deans, deans, assistant vice chancellors, and provost and vice chancellor. Patterns of renewal, tenure and promotion are regularly reviewed by the Affirmative Action Director and Affirmative Action Council, which report to the Chancellor.

4. Continue institutional commitment to strong liberal arts/general education requirements.

The College of Letters and Science has revised degree requirements for B.A. and B.S. degrees to assure rigor and the appropriateness of student preparation. The College of Education and Human Services
has implemented a Professional Education Program that strengthens liberal arts requirements for teachers. In addition, the UW System has mandated and the University has instituted an ethnic studies graduation requirement for all students. The General Education program is undergoing a thorough review.

No specific recommendations for change were made in the 1987 NCA Report (Exhibit 1). Continued accreditation for a period of 10 years was granted to the University’s programs; a comprehensive reevaluation was scheduled for 1996-97.

Where We Are Now

While there are many notable successes over the past 10 years, six deserve special mention:

1. Faculty recruitment. A decade ago, there was considerable concern at the University regarding pending faculty retirements. Oshkosh had the second oldest faculty in the UW System. It was feared that the school would lose highly qualified, experienced senior faculty and be unable to successfully compete for their replacements in an extremely competitive market. However, the University has been extremely successful in attracting and retaining first-rate tenure-track faculty. In 1987, 72 percent of the University’s 380 faculty members held terminal degrees; in 1996, 87.5 percent of its 384 faculty (including those holding limited appointments) held the appropriate terminal degree in their fields. Though 43 percent have 16 or more years of service at the University, the number who have been at the University of Wisconsin Oshkosh fewer than four years has risen from 13 to 22 percent since 1987, and the number with four to six years of service has increased from 5 to 12 percent. An Occasional Research Brief: 1994-95 Faculty Age Distributions in the UW System (September 1996, Exhibit 3), shows the University as one of only two in the UW System where the average age of the faculty is decreasing, and the only one where it has decreased appreciably in the last 10 years.

2. Student quality. In 1987 the University had just initiated several programs aimed at recruiting highly qualified students. A scholarship program had been established, and the University had been named a National Merit Scholarship-granting institution. The changes led to significant and gratifying progress. The median ACT score was 19.3 in 1987; for the past three years, it has been more than 22 (up 15 percent). In 1987, 36.5 percent of entering freshmen were in the upper quartile of their high school class, a number that has remained relatively stable over the last 10 years (38.3 percent in 1995 and 34.5 percent in 1996). Students in the top half of their graduat-
In five of the last six years only the UW campuses at Madison and Oshkosh had more than 90 percent of their first-year students drawn from the top half of their graduating class.

The median ACT score was 19.3 in 1987; for the past three years, it has been more than 22 (up 15 percent).

3. Faculty scholarship. The University continues to give particular attention to teaching, but its recruiting successes have allowed a new emphasis on faculty scholarship. The Faculty Development Program began in 1975; in 1995-1996 it spent more than $674,000 to support faculty, instructional academic staff, and support professionals in research and curriculum-development efforts. Individual colleges encourage faculty to apply for teaching load modifications that allow them to be more involved in scholarly activity. Published guidelines for renewal, promotion, tenure, salary and merit allocation include significant scholarship as an expectation. The result of these efforts has been an increase in original research, publications and performances, and greater recognition of faculty and the University in the scholarly community. As a major regional university, the University of Wisconsin Oshkosh recognizes the important role of both pure and applied scholarship in its mission. Teaching continues to be given appropriate emphasis, but scholarship has a fresh and invigorating role in the institution.

4. Instructional technologies. The computer revolution has challenged many universities. The response at Oshkosh has been swift and effective. Shortly after the last NCA report, Oshkosh received significant funding from the state to begin installing a fiber-optic communications infrastructure to provide general access computing. It used a portion of its own budget to make sure every classroom and every faculty office was connected to the core network. In recent years residence hall fees supported the installation of network wiring into individual student rooms. Several large, general access computer laboratories were installed in academic buildings and residence halls. The Quality Reinvestment Program used reallocation of budget savings to fund the orderly purchase of computers and
software for faculty, and to regularly upgrade hardware. Laboratory and classroom modernization has allowed the replacement or addition of instructional and research equipment. A number of successful grants awarded by agencies such as the National Science Foundation have helped the University purchase sophisticated devices that strengthen its instructional capabilities. The University recently established a state-of-the-art distance education classroom, and it is developing yet another. A $90,000 Instructional DEvelopment Authoring (IDEA) Lab opened in fall 1996 to enable faculty to develop instructional technology applications for classroom use and research.

5. Extramural support. University efforts to attract greater numbers of highly qualified first-year students included the establishment of several non-need scholarship programs supported by annual gifts from faculty, staff, alumni, friends of the University and major businesses. Initial efforts focused on National Merit finalists; within four years, more than 20 finalists had joined the student body, a number that has fluctuated and yet shown a positive change from 1987. In 1992 the University of Wisconsin Oshkosh Foundation established 60 new freshman scholarships, 30 each for academic achievement and for leadership. The number has increased to 100. Applications for grants from external agencies — federal and private — have grown from $730,000 10 years ago to $6.7 million today. Intensified personal contacts throughout the Fox River Valley by University administrators have resulted in a dramatic increase in gifts in support of the arts, sciences, endowed professorships and scholarships. Fifteen endowed professorships, each funded at $50,000, reflect the pride that the community takes in its University. External support has become the edge for excellence that has allowed the University to take advantage of emerging instructional and laboratory technologies and to recruit outstanding faculty and students. This has resulted in vital, high quality programs. Active personal leadership by the Chancellor has been a central element of successful efforts to garner additional extramural support.

6. Governance. The University’s governance bodies were considered ineffective 10 years ago. The lack of broad, constructive participation in decision-making was considered something to be watched in an otherwise glowing final NCA report. The past 10 years have seen many changes. New leadership in the Faculty Senate and administration has fostered a sense of common purpose and cooperation in refining personnel policies and in working on planning. Improved communication links between the governance groups and University administration were instrumental in establishing more posi-
tive relationships. The Senate of Academic Staff was in its infancy in 1987; it has since matured and works closely with its faculty counterpart in participatory governance. The Oshkosh Student Association continues to speak out on issues affecting its constituents and is a positive force in the governance process.

Where We Are Going

The University of Wisconsin Oshkosh is responding to a changing environment for higher education in the nation, state and region and throughout the world. This has required a certain level of flexibility. However, the University has made clear commitments and there are environmental patterns developing that suggest a course for the future. The Report to the University Community: Status of Goal Initiatives (January, 1996) reaffirmed the central role of five goals that continue as mandates and priorities for the future: 1) general education, 2) instructional technology, 3) diversity, 4) accountability/assessment, and 5) sufficient seats for entering students (Exhibit 4).

The University is committed to hire exceptionally qualified faculty to replace retiring senior members of the teaching staff. The data show that the University’s teaching commitment has remained constant. Budget pressures have been handled by reductions in other areas, most recently by significant administrative cuts. At the same time, the Board of Regents has permitted universities to restrict enrollments to assure sufficient budgets to maintain educational quality. The University will provide the students it accepts with excellence in teaching, a highly qualified faculty, and sufficient courses to allow them to make reasonable and timely progress toward graduation.

Diversity (Exhibit 5) remains a priority at the University. The curriculum will continue to incorporate cross-cultural experiences and studies, the University will continue aggressive recruitment strategies to increase the number of multicultural students, and units will continue to seek qualified candidates who represent a variety of cultural and ethnic origins.

The technological revolution will continue to leave its mark at the University. The University’s distance education classroom, with its state-of-the-art equipment, is attracting increasing use. The Board of Regents has asked for an increase in access to higher education for individuals who are geographically bound by their employment or who need to learn during evenings and weekends. The University is likely to see its instructional processes change as technology evolves. It is prepared to respond to this challenge.
Accountability demands that the University have a sound, factual base of information to allow it to evaluate curricular outcomes and the after-graduation satisfaction of its students. Assessment is being integrated into the University’s processes and will become more formalized and more pervasive over the coming years.

Finally, the University is committed to encouraging and supporting professional development. The benefits of this are reflected in the growing success of proposal writers, an increase in scholarship, increases in outside support for faculty scholarship, and the development of new minors such as environmental studies and women’s studies. Faculty renewal and successful recruiting have fostered major program changes, course modification, and interdisciplinary approaches to learning. The University has found new strength in the process of candid self-review and judicious modification of its approaches. The core values of the University of Wisconsin Oshkosh rest on its belief that it must provide students with the highest quality education possible. Its future commitments are directed toward ensuring that end.

**Organization of the Self-Study Report**

The following chapters of the self-study report for the University of Wisconsin Oshkosh are organized around the criteria set by the North Central Association.

- **Criterion I:** Chapter 2 (University Goals & Purposes)
- **Criterion II:** Chapter 3 (University Resources)
- **Criterion III:** Chapters 4 (Academic Affairs), 5 (Academic Colleges), 6 (Student Academic Services), 7 (Student Support Services) and 8 (Community Services)
- **Criterion IV:** Chapter 9 (Trends and Planning)
- **Criterion V:** Chapter 10 (Integrity)

Supporting information appears in the appendices:

- **Appendix I:** The University’s Self-Study Process and Faculty and Staff Involvement
- **Appendix II:** The University’s Response to the General Institutional Requirements
- **Appendix III:** Basic Institutional Data
- **Appendix IV:** Assessment Status Report, Summer 1996
- **Appendix V:** Goal Initiatives
CHAPTER 2: CRITERION ONE
UNIVERSITY GOALS AND PURPOSES

Criterion One: The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Summary: The Board of Regents has established broad definitions of mission for the University of Wisconsin System and its four-year “cluster campuses.” Within that set of guidelines, the University of Wisconsin Oshkosh has established and disseminated its own campus mission, vision, values, shared principles and goals. Therefore, the University of Wisconsin Oshkosh meets or exceeds Criterion One.

Missions

The University is guided by three mission statements. Its revised general mission was set forth by the University of Wisconsin System Board of Regents in 1989. It charges state universities with providing instruction, conducting research, providing extension courses and public service, educating the state’s citizenry, improving the human condition, and conducting a search for truth.

A more narrow mission differentiates the doctoral campuses, Madison and Milwaukee, from the comprehensive universities. The Regent’s mission places greater emphasis on teaching and regional service for the comprehensive campuses.

Copies of these two missions are available in the resource room (Exhibit 6).

The campus also has its own select mission, which was reviewed by the Board of Regents. It defines the academic areas in which the University will offer degrees. Following the University’s educational traditions, it urges educating persons who are thoughtful, independent and adaptable to change. Specifically, the University’s select mission is: (a) to discover, maintain and disseminate knowledge; (b) to offer undergraduate course-work designed to develop learning skills, values, and the perspectives of educated citizens; (c) to challenge students; (d) to encourage scholarly activity; (e) to provide undergraduate offerings in arts and sciences, and in business, education, and nursing; (f) to offer needed master and specialist graduate programs; and (g) to be responsive to the needs of those it serves by developing and offering appropriate programs and services (Exhibit 6).
Vision

Following the principles of Total Quality Management, the University involved faculty, staff, students and members of the Oshkosh and Fox River Valley communities in constructing a statement to guide its planning and decision-making. This vision statement (Exhibit 6) reads:

“The University of Wisconsin Oshkosh will be an exemplary comprehensive University which serves and advances the educational interests of the region and beyond.”

Values

A set of six values (Exhibit 6) were developed from this Vision:

We value education of the highest quality for our students;

We are committed to excellence and its continuous development in teaching, scholarship and professional service;

We strive to create an environment that promotes excellence and that values diversity;

We value and actively support open and collegial processes;

We value partnership with others to advance the educational, cultural, social, and economic interests of the region and beyond;

We are committed to prudent use of human and fiscal resources.

Shared Principles

In an effort to identify the common beliefs on which to build the University’s teaching and learning, University faculty, staff and students identified the following core commitments (Exhibit 7):

1. a shared commitment to education as a dynamic learning process;

2. a deep respect for the individuality of each member of the University community and the preservation of each member’s dignity and privacy;

3. the highest standards of personal integrity in all interactions within and beyond the University;

4. the widest possible range of free inquiry and expression;

5. an environment that is free of harassment and free of insulting and demeaning comments and epithets based on
race, ethnicity, gender, religion, sexual orientation, age, disability, military status, socioeconomic status, family status, or political views. The University enforces federal, state, and its own protections against discriminatory treatment, yet is free from any official speech codes.

**Goals**

As part of the planning process a 1993 University wide conference established 11 goals to provide direction for the next five years. The goals serve as a basis for decision-making, curricular assessment and budget planning:

**Goal A: Quality Education.** To provide undergraduate students with a top quality education which ensures a strong foundation in the liberal arts, and to provide graduate students with programs of excellence in their selected academic and professional areas.

**Goal B: Instructional Services and Technology.** To provide high-quality laboratories, studios, library services and holdings, electronic and information systems, computing facilities and a system which supports their effective use on campus and beyond.

**Goal C: Human Resource Development.** To assist all University personnel to reach their full potential through the enhancement of professional development, employee empowerment, and individual wellness.

**Goal D: Diversity.** To diversify the campus population and to heighten sensitivity concerning racial, cultural, gender, ethnic and other related issues.

**Goal E: Campus Community.** To develop a strong sense of community that provides a just, purposeful, open, disciplined, caring and celebrative environment. (Reference: “Campus Life: In Search of Community,” forward by Ernest L. Boyer, © 1990 The Carnegie Foundation for the Advancement of Teaching.)

**Goal F: Student Support.** To strengthen educational, cultural, and social support for all students.

**Goal G: Ethics.** To strengthen ethical conduct with respect to the person, the community, and the environment.

**Goal H: Use of Resources.** To promote the best use of the human, financial, and physical resources of the University.

**Goal I: Accountability.** To ensure program and institutional accountability through continuing assessment.
**Goal J: Continuous Improvement.** To utilize continuous improvement processes to enhance communication systems, decision-making, and performance.

**Goal K: External Partnerships.** To develop partnerships with external institutions and groups for the purpose of advancing areas of common interest.

Each of the goals has generated initiatives (See Appendix V), many of which have taken the form of action plans. The University’s long-range planning process is discussed in Chapter 9.

The goals are fundamental and central commitments of the University, and they are published widely. They are found on pages 7-11 of the University’s *Undergraduate Bulletin* (Exhibit 6). The ideals listed in the University’s mission, shared principles, vision, values and goals are appropriate to a University of the highest caliber.
CHAPTER 3: CRITERION TWO
RESOURCES

Criterion Two: The institution has effectively organized the human, financial and physical resources necessary to accomplish its purposes.

Summary: This Chapter shows that the University meets or exceeds Criterion Two. It includes a review of UW System and University administration, and University of Wisconsin Oshkosh governance, human resources, financial resources and physical resources. The Chapter concludes with a self-analysis.

University of Wisconsin System—Board of Regents

The UW System is governed by a 17-member Board of Regents, nominated by the governor and approved by the legislature. Wisconsin Statutes Chapter 36.09 states:

*Regents’ powers include formulating mission statements for each of the universities, determining or discontinuing educational programs, creating policies to guide program activities, appointing chief administrators for the System and each university, and allocating funds to universities.*

The Board is an advocate for the UW System. During the past decade it strengthened the System’s credibility with the legislative and executive branches after state priorities had changed and a number of audits appeared to suggest that the System was making excessive demands on resources. In 1995-96 the Board undertook a yearlong strategic planning effort that resulted in *The Study of the UW System in the 21st Century* (Exhibit 8). In the study, groups that included Regents, chancellors, System administrators, faculty, academic staff, students, and community representatives studied Access and Affordability, Future Funding and Revenue, Mission and Roles, Program Array, and Instructional Technology and Distance Learning. UW System budgetary initiatives for 1997-99 are based on the 21st Century study.

The study will be an integral part of planning in the future for both the System and individual campuses. The University of Wisconsin Oshkosh will merge the study’s planning goals into its strategic planning.

During the past decade the Board of Regents has supported quality over access by establishing an enrollment management plan, supporting a program to provide major computing access to faculty, strengthening the program-review processes, and re-
ducing the duplication of some expensive, specialized academic programs.

**University of Wisconsin System—Administration**

Dr. Katharine C. Lyall is President of the University of Wisconsin System. Wisconsin Statutes Chapter 36.09(2) states the President is charged with:

…[being] president of all the faculties and shall be vested with the responsibility of administering the system under board policies and shall direct a central administration which shall assist the board and the president in establishing system-wide policies in monitoring, reviewing and evaluating these policies, in coordinating program development and operation among institutions, in planning the programmatic, financial and physical development of the system, in maintaining fiscal control and compiling and recommending educational programs, operating budgets, and building programs for the board.

UW System administration includes: (1) president’s office; (2) administration; (3) academic affairs; (4) business and finance; (5) planning and development; and (6) university relations. The President’s administrative staff includes all UW System chancellors.

Since the creation of the UW System in 1972, System administration has coordinated the implementation of Board of Regents’ policies on individual campuses. Local decision-making and planning were the norm in the first decade, but in the mid-1980s the state legislature encouraged the Board of Regents to have System administration assert more control over campuses. This became most apparent in the area of academic affairs and budget planning. More recently, a greater balance between System control and local autonomy has been restored within areas such as finance, physical planning and student affairs. System administration also allows a great deal of local campus input into its efforts to develop or change policy.

**University of Wisconsin Oshkosh—Administration**

Administrative and executive leadership at the University of Wisconsin Oshkosh is provided by the Chancellor. Academic Affairs programs are under the direction of the Provost and Vice Chancellor, who also serves as chief University administrative officer in the Chancellor’s absence.
Wisconsin Statute 36.09(3) states:

The chancellors shall be the executive heads of their respective faculties and institutions and shall be vested with the responsibility of administering board policies under the coordinating direction of the president and be accountable and report to the president and the board on the operation and administration of their institutions. Subject to board policy the chancellors of the institutions in consultation with their faculties shall be responsible for designing curricula and setting degree requirements; determining academic standards and establishing grading systems; defining and administering institutional standards for faculty peer evaluation and screening candidates for appointment, promotion and tenure; recommending individual merit increases; administering associated auxiliary services; and administering all funds, from whatever source, allocated, generated or intended for use of their institutions.

Academic deans for the colleges of Letters and Science, Business Administration, Education and Human Services, and Nursing report to the Provost and Vice Chancellor. This college structure has been in place for more than 25 years. Other administrators who report to the Chancellor and Provost and Vice Chancellor are shown in the following organizational chart:
The organizational chart changed as a result of the Chancellor’s review of the University’s administrative structure in 1993-94. It proved a timely move, because the state’s 1995-97 biennial budget mandated a 10 percent across-the-board reduction in funding for administrative positions.

Three assistant chancellor positions have been eliminated since 1987. Responsibilities held by the Assistant Chancellor for Administrative Programs and Services were reassigned to the Assistant Chancellor for Student Affairs and the Executive Director of Administrative Services. The University’s Division of Information Systems and Technologies was reassigned to an Assistant Vice Chancellor for Information Technology, who also oversees Libraries and Learning Resources. The Division of University Relations and Services has been reassigned to the Special Assistant to the Chancellor. The position of University Legal Counsel has been eliminated, and those services are now provided by the UW System’s legal staff.

Further, each college has reduced administration in response to budget constraints. The College of Letters and Science has 2.92 FTE positions committed to associate dean positions, a decrease from 3.50 FTEs. The College of Education and Human Services had two associate deans at 0.75 FTE each; this has been reduced to 1.00 FTE total. The College of Nursing has eliminated two assistant dean positions, but it has retained the associate dean and program director positions for undergraduate and graduate programs and research centers. The College of Business Administration has modified its administrative structure so that faculty members act as directors for the key administrative processes. The responsibilities and stipends of the department chairs have been reduced. The University position of dean of Graduate School and Research was eliminated and the duties assumed by an assistant vice chancellor. The state legislature’s downsizing of UW System Administration and other state agencies may increase the workload at the University and necessitate further administrative restructuring.

System and University policies and procedures have been carefully codified. They are described in the University Information Handbook (Exhibit 9), the Faculty Handbook (Exhibit 10), and the Academic Staff Handbook (Exhibit 11).
University of Wisconsin Oshkosh Governance

Faculty

Wisconsin Statute 36.09(4) provides for faculty governance rights and responsibilities:

The faculty of each institution, subject to the responsibilities and powers of the board, the president and the chancellor of such institution, shall be vested with responsibility for the immediate governance of such institution and shall actively participate in institutional policy development. As such, the faculty shall have the primary responsibility for academic and educational activities and faculty personnel matters. The faculty of each institution shall have the right to determine their own faculty organizational structure and to select representatives to participate in institutional governance.

The 26-member Faculty Senate is made up of one senator for each 15 FTE faculty within recognized voting constituencies in each college. The Senate typically meets biweekly during the academic year. It has 13 standing committees and frequently establishes ad hoc committees to study specific issues. It is led by an executive committee consisting of the president, president-elect, past-president and two members at large. The executive committee meets biweekly during the academic year to set Senate business and formulate agendas for meetings, and on alternate weeks it meets with the Chancellor and Provost and Vice Chancellor. Summer meetings are scheduled when necessary.

The 1987 NCA Report (Exhibit 1) cited the Senate’s “failure to provide an effective voice for the faculty in matters of academic policy.” It noted that “Senate governance has been increasingly perceived as questionable,” though “it remains doubtful...that Senate inefficiency has seriously impeded the effective functioning of the University, for the Senate does not involve itself in most important University-level decisions about academic policy and allocation of resources.” That has changed dramatically. The Faculty Senate is now actively involved in major policy decisions.

For example, it established an Academic Policies Committee to provide an effective voice in matters of academic policy. In 1990 it undertook a project that focused on student evaluation of teaching that resulted in the basis for current policy. Its ad hoc handbook committee has worked for several years to coordinate Wisconsin statutes, UW System rules, campus policies and the faculty constitution. In 1995-96 it published a State of the University Report (Exhibit 12) based on 11 focus group discussions. The Report will be used by the Senate to formulate its future agenda.
The efforts of the Faculty Senate and the administration are now typified by a spirit of mutual respect and cooperation. There is better communication between the Faculty Senate Executive Committee, the Chancellor and the Provost and Vice Chancellor. The Provost and Vice Chancellor is the administrative representative to the Faculty Senate and attends all Faculty Senate meetings. The administration and executive committee regularly confer on unique or challenging governance issues.

**Academic Staff**

Members of the academic staff trace their role in university governance to Wisconsin Statute (36.09(4m)):

> The academic staff members of each institution, subject to the responsibilities and powers of the board, the president and the chancellor and faculty of the institution, shall be active participants in the immediate governance of and policy development for the institution. The academic staff members have the primary responsibility for the formulation and review, and shall be represented in the development, of all policies and procedures concerning academic staff members, including academic staff personnel matters. The academic staff members of each institution shall have the right to organize themselves in a manner they determine and to select their representatives to participate in institutional governance.

The Senate of Academic Staff was a relatively new organization in 1987, but it has evolved and matured as a governance body. Its 13 members represent academic instructors and lecturers, program directors and support staff.

The Senate’s executive committee includes the president, president-elect, vice president and secretary. Standing committees include Elections, Committee on Committees, Outstanding Service Award and Professional Development. The Senate also annually appoints a campus representative to UW System-wide meetings of academic staff representatives.

Recent Senate accomplishments include gaining approval for the use of the Senior Lecturer title for instructional academic staff and playing a role in implementing a pay grid that takes into account time-in-service. It also helped get approval for rolling horizon contracts and worked with the Faculty Development Board to implement an Academic Staff Professional Development component as part of the University’s Faculty Development Program. As part of a continuing effort to increase academic staff involvement in University affairs, it began annual focus group sessions in 1996.
Students

Student governance at the University of Wisconsin Oshkosh is based on Wisconsin Statutes (36.09(5)):

The students of each institution or campus, subject to the responsibilities and powers of the board, the president, the chancellor and the faculty, shall be active participants in the immediate governance of and policy development for such institutions. As such, students shall have primary responsibility for the formulation and review of policies concerning student life, services and interests. Students in consultation with the chancellor and subject to the final confirmation of the board shall have the responsibility for the disposition of those student fees which constitute substantial support for campus student activities. The students of each institution or campus shall have the right to organize themselves in a manner they determine and to select their representatives to participate in institutional governance.

The Oshkosh Student Association (OSA) is the constitutionally recognized voice of students in all governance activities except those specifically delegated to the Reeve Union Board (RUB) and United Students in Residence Halls (USRH).

OSA has legislative and executive branches. Legislative affairs are handled by a legislature that includes a Senate and an Assembly. The Senate’s 25 seats are allocated based on enrollment in each college; elections are held in the spring. The Assembly has one representative from each recognized student organization on campus. All legislation must pass both chambers of the OSA and be signed by the president of OSA.

Executive officers include a president and vice president elected each spring. The executive board includes the president, vice president, speaker of the Assembly, vice president pro tempore of the Senate, chair of the RUB, and president of USRH.

Human Resources

Faculty

The University of Wisconsin Oshkosh has 384 faculty (including those holding limited appointments), most of whom hold the appropriate terminal degree in their discipline. There are now more faculty at the instructor, assistant and associate ranks (208 in 1987 vs. 262 in 1996) than in 1987, but fewer at the full professor (145 in 1987 vs. 122 in 1996) rank. The change in faculty demographics is traceable to the retirement of a large number of senior full professors and the hiring of younger, junior faculty to replace them. As a result today’s faculty has fewer years of experience than their predecessors. Little has changed in the diversity of the
Faculty accomplishments in teaching, scholarship and service are at an all-time high.

Initiated in 1983, the Academic Staff Outstanding Service Award recognizes academic staff for excellence in providing student and professional support services.

Initiated in 1983, the Academic Staff Outstanding Service Award recognizes academic staff for excellence in providing student and professional support services. To date 20 academic staff members have been honored; one or two awards are presented each year.

Classified Staff

A total of 426 classified employees, the service core of the University, are employed in eight categories at the University of Wisconsin Oshkosh.

Faculty accomplishments in teaching, scholarship and service are at an all-time high. The multicultural population among faculty went from 9 percent in 1987 to 10.7 percent in 1996. Faculty accomplishments in teaching, scholarship and service are at an all-time high. (See Chapter 4, Academic Affairs, for details on faculty demographics, scholarly activities, teaching and service.)

<table>
<thead>
<tr>
<th>University of Wisconsin Oshkosh</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 1996 Employee Totals</strong></td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
</tr>
<tr>
<td><strong>Academic Staff</strong></td>
</tr>
<tr>
<td><strong>Classified Staff</strong></td>
</tr>
</tbody>
</table>

Academic Staff

The University of Wisconsin Oshkosh has 430 (336.5 FTE) academic staff professionals working in instructional, noninstructional and student service areas. Women comprise 58 percent of the academic staff, but only 32 percent of the faculty. This is a concern since academic staff positions often have lower salaries. The academic staff includes 7.2 percent non-Caucasian individuals. Age demographics show that 24 percent of the academic staff are younger than 35, 48 percent are between 35 and 49, 26 percent are between 50 and 64, and only 2 percent are 65 or older. In contrast to the faculty, where 52 percent are age 50 or over, only 28 percent of the academic staff are 50 or older.

Initiated in 1983, the Academic Staff Outstanding Service Award recognizes academic staff for excellence in providing student and professional support services. To date 20 academic staff members have been honored; one or two awards are presented each year.
A total of 261 are women (62 percent) and 165 (38 percent) are men. Sixteen classified employees are members of multicultural groups (3.75 percent).

**Students**

Between 1987 and 1995 Wisconsin experienced declining numbers of graduating high school students. The data show that from 1987 to 1994 the number of high school graduates declined. From 1987 to 1991 alone, Wisconsin experienced an 8.6 percent drop in the number of high school graduates. However, since 1995 the number of Wisconsin high school graduates has been increasing, and it is expected to increase another 8 percent by the year 2008. The UW System Board of Regents took the decline in high school graduates in the 1990s as an opportunity to realign System resources by initiating an Enrollment Management Plan. The goal has been to maintain quality at the cost of more limited access.

Current enrollment management targets at the University of Wisconsin Oshkosh are approximately 9,050 FTE — 8,415 undergraduates and 635 graduate students. The fall 1996 enrollment was 8,844 FTE (10,382 headcount) with 58.1 percent being female and 41.9 percent male. Most (94.9 percent) are Caucasian. More than 48 percent are full-time students, with 57.1 percent of the undergraduates taking 15 or more credits and 4.7 percent of graduate students taking 12 or more credits.
Another aspect of Enrollment Management is the improved quality of entering students. The admission standards have changed significantly over the past 10 years. In 1987 students were required to graduate in the top 75 percent of their high school class with a minimum of 16 high school credits. Although they were required to submit an American College Testing (ACT) score, the score was not utilized in the admission process. By 1989, they were required to graduate in the top 50 percent of their class or score at least 19 on the ACT test and finish in the third quarter or above of their class. In 1994 the minimum number of high school credits necessary for admission was increased to 17; the high school math requirement was raised from two to three years. The ACT score requirement was raised to 23 if the student had not finished in the top half of his/her class. For fall 1997, the standard admission requirements include having 17 core high school credits and finishing in the top 50 percent of the class ....or a minimum 22 ACT if they graduated in the third quarter of their class.
As noted in Chapter 1, there have been significant changes in the makeup of the student body since fall 1987, when the University had a headcount enrollment of 11,624:

- Students in the top half of their graduating class went from 69.8 percent to 85 percent in fall 1996. The percentage of students in the upper quartile of their high school class has remained stable over the past 10 years.

- The median ACT scores for entering freshmen in fall 1996 was 22.0, up from 21.5 in 1991 and 19.3 in fall 1987.

- Enrollment controls, including the use of grade point averages for admission, were initiated in the colleges of Business Administration, Education and Human Services, Nursing and selected programs in the College of Letters and Science.

- The University is consistently a leader among UW System four-year campuses in the number of transfer students, with approximately half of these students coming from the two-year UW Centers (Table 2).

<table>
<thead>
<tr>
<th>Year</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987</td>
<td>644</td>
</tr>
<tr>
<td>1988</td>
<td>665</td>
</tr>
<tr>
<td>1989</td>
<td>602</td>
</tr>
<tr>
<td>1990</td>
<td>772</td>
</tr>
<tr>
<td>1991</td>
<td>712</td>
</tr>
<tr>
<td>1992</td>
<td>840</td>
</tr>
<tr>
<td>1993</td>
<td>784</td>
</tr>
<tr>
<td>1994</td>
<td>849</td>
</tr>
<tr>
<td>1995</td>
<td>785</td>
</tr>
<tr>
<td>1996</td>
<td>764</td>
</tr>
</tbody>
</table>

Gender demographics have shown modest changes in some colleges since 1987. Fewer women have enrolled in the colleges of Education and Human Services (1996, 68 percent; 1987, 73.8 percent) and Nursing (1996, 86.8 percent; 1987, 93.9 percent), while the number of women enrolling in the College of Business Administration (1996, 48 percent; 1987, 40.8 percent) and the Gradu-
ate School (1996, 63.7 percent; 1987, 59 percent) has increased. The
gender distribution in the College of Letters and Science remains
virtually unchanged from 10 years ago, with only slightly more
women than men enrolled.

The following table shows the number of multicultural stu-
dents in undergraduate and graduate programs between 1987-88
and 1996-97.

Table 3
Undergraduate/Graduate Multicultural Enrollment
(Fall Semester Data)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>African-Americans</th>
<th>American Indian</th>
<th>Asian</th>
<th>Hispanic/Latino</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1986-87</td>
<td>130/5</td>
<td>65/6</td>
<td>74/11</td>
<td>40/6</td>
<td>309/28</td>
</tr>
<tr>
<td>1987-88</td>
<td>105/8</td>
<td>60/5</td>
<td>87/14</td>
<td>48/3</td>
<td>300/30</td>
</tr>
<tr>
<td>1988-89</td>
<td>126/12</td>
<td>54/7</td>
<td>103/17</td>
<td>58/4</td>
<td>341/40</td>
</tr>
<tr>
<td>1989-90</td>
<td>109/11</td>
<td>53/7</td>
<td>110/8</td>
<td>67/4</td>
<td>339/30</td>
</tr>
<tr>
<td>1990-91</td>
<td>122/16</td>
<td>65/7</td>
<td>119/10</td>
<td>62/5</td>
<td>368/38</td>
</tr>
<tr>
<td>1991-92</td>
<td>136/20</td>
<td>67/11</td>
<td>138/12</td>
<td>67/6</td>
<td>408/49</td>
</tr>
<tr>
<td>1992-93</td>
<td>161/18</td>
<td>62/6</td>
<td>173/13</td>
<td>85/6</td>
<td>481/43</td>
</tr>
<tr>
<td>1993-94</td>
<td>123/17</td>
<td>63/10</td>
<td>163/10</td>
<td>105/4</td>
<td>454/41</td>
</tr>
<tr>
<td>1994-95</td>
<td>104/9</td>
<td>54/7</td>
<td>161/18</td>
<td>89/7</td>
<td>408/41</td>
</tr>
<tr>
<td>1995-96</td>
<td>93/12</td>
<td>52/6</td>
<td>141/18</td>
<td>86/8</td>
<td>372/44</td>
</tr>
<tr>
<td>Fall 1996</td>
<td>93/11</td>
<td>65/12</td>
<td>138/20</td>
<td>92/8</td>
<td>388/51</td>
</tr>
</tbody>
</table>

Starting in 1986-87, the multicultural enrollment at the Uni-
versity of Wisconsin Oshkosh showed a steady increase through
the 1992-93 academic year, and since then it has declined
slightly. Over a 10-year period, the combined undergraduate and gradu-
ate multicultural enrollments increased by 30 percent. Both the
Asian and Hispanic/Latino student populations have increased
sharply since 1986-87, with the number of Asians increasing by
86 percent and Hispanic/Latinos by 117 percent. During this same
time period, the number of American Indians increased modestly
(8 percent) and the number of African-Americans showed a 23
percent decrease.
Many of the initiatives reported in the 1987 self-study have continued: merit-based scholarship program, the University Scholars program, the University Learning Community and National Merit Scholarships. In 1992, the University of Wisconsin Oshkosh Foundation initiated “academic excellence” and “leadership” scholarships of $1,000 for incoming freshmen; 100 are available annually, up from an original 60. Fifty-eight state high school valedictorians and salutatorians who received Wisconsin Academic Excellence scholarships attended the University of Wisconsin Oshkosh in 1995-96.

Over the last 10 years, the number of National Merit Scholars at the University of Wisconsin Oshkosh has ranged from seven in 1987-88 to 21 in both 1992-93 and 1993-94. The average has been 16 scholars per year, a total that reflects the strength and vitality of the curriculum and educational opportunities outside the traditional classroom setting at the University. A total of 11 National Merit Scholars are enrolled in 1996-97. Each National Merit Scholar now receives $3,000 annually.

Money available for University of Wisconsin Oshkosh Foundation-administered scholarships has increased 8 percent since 1992-93 (Table 4). The money comes from individual and corporate gifts each year, and from permanent scholarships. Some of the scholarships have financial need as one of the criteria. Several other scholarships for University of Wisconsin Oshkosh students are administered through offices such as Financial Aid.

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual Gifts</th>
<th>Permanent Gifts</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1992-93</td>
<td>$183,100</td>
<td>$80,900</td>
<td>$264,000</td>
</tr>
<tr>
<td>1993-94</td>
<td>$197,400</td>
<td>$104,300</td>
<td>$301,700</td>
</tr>
<tr>
<td>1994-95</td>
<td>$185,600</td>
<td>$123,600</td>
<td>$309,200</td>
</tr>
<tr>
<td>1995-96</td>
<td>$159,700</td>
<td>$126,100</td>
<td>$285,800</td>
</tr>
</tbody>
</table>

1 Numbers rounded to closest $100.
Affirmative Action

The University seeks to ensure employment opportunities for women, multicultural representatives and persons with disabilities, and it makes special efforts to recruit, employ and promote qualified members of those groups through its Affirmative Action Program. Included in the program are University obligations for disabled veterans, veterans of the Vietnam era under the Vietnam Era Veterans Readjustment Assistance Act of 1974, and persons with disabilities under the Rehabilitation Act of 1973 and Americans with Disabilities Act (ADA).

Since 1987 the Affirmative Action statement and goals have been widely disseminated. The University continues to take a proactive approach to affirmative action. An active Affirmative Action Council has been established and regularly offers programs and services.

An ongoing commitment has been made to increase the number of women and multicultural faculty and staff at the University. When positions become vacant, aggressive recruitment efforts are made to attract women and multicultural applicants. Aggressive affirmative action by search committees remains a top priority (Table 5).

Table 5

<table>
<thead>
<tr>
<th>FACULTY AND ACADEMIC STAFF NEW HIRES</th>
<th>Fall 1996</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faculty (%)</td>
</tr>
<tr>
<td>Total New Hires</td>
<td>26 (100%)</td>
</tr>
<tr>
<td>Multicultural</td>
<td>1 (4%)</td>
</tr>
<tr>
<td>Women</td>
<td>13 (50%)</td>
</tr>
</tbody>
</table>

Employee Health and Assistance Programs

Faculty, staff and student health and safety concerns are the responsibility of an environmental health and safety coordinator hired in fall 1995. He is responsible for hazardous waste disposal; chemical, laboratory and occupational safety; Occupational Safety and Health Administration laboratory standards; air quality; blood-borne pathogens; asbestos abatement; ergonomics; and workplace safety.
The Employee Assistance Program (EAP), headed by a half-time director who is also a counselor in the University Counseling Center, provides counseling and referral assistance to all University employees and members of their immediate families on personal and job-related concerns. The program, which began in 1979, includes an EAP advisory board and three committees made up of faculty and staff.

The free, confidential service provides problem assessment, wellness and health-promotion programs, personal and family consultation and a self-help library.

Financial Resources

The UW System operates on a biennial budget developed at System level and reviewed and approved by the Board of Regents, legislature and governor. Individual campuses operate on an annual budget. Typically the University of Wisconsin Oshkosh has received incremental increases to its base budget for new programs and pay plans. However, all state agencies experienced a reduction when the state approved an increase in support for K-12 education in 1995-97. For the first time since 1971, the UW System received a decrease in General Program Revenue (GPR) dollars. That decrease, which totaled $42 million, was partially offset by an $8.8 million increase in tuition. The reduction for the University of Wisconsin Oshkosh was $1.2 million. Since 1988-89, state support of the UW System increased by only 28 percent, while the Consumer Price Index grew by 32 percent. For resident undergraduate students, the base-budget reduction resulted in a 1 percent increase in tuition over two years. In 1995 resident undergraduate students paid 31.4 percent of instructional cost; now they pay 34.5 percent. As noted in Chapter 1, one result has been an increase in student debt.

In 1987-88 the University operated on a GPR budget slightly more than $39 million, 63 percent of which was for instructional support. In 1995-96 the GPR budget increased to approximately $54 million, with 61 percent allocated for instruction. The slight decrease in the percentage of dollars allocated to instruction is due to an increase in the number of new faculty, typically hired at a lower salary than the faculty they replace, along with base budget reductions and an increase in the amount spent on instructional technology. Although funding allocated to the academic colleges has increased over the last 10 years, the distribution of dollars to each college on a percentage basis has changed little, (See Figure 5). The amount being spent on administration is approximately two-thirds the national average for similar campuses. The University of Wisconsin Oshkosh has one of the lowest administrative costs in the UW System.
The University budget is developed by appropriate administrators who propose and forward their budget requests for review by relevant faculty and administrative groups. Subsequently, an all-University Budget Committee has the opportunity to review allocation decisions with the Chancellor. University goals are used to develop each year’s budget.

Chancellors at the University of Wisconsin Oshkosh have remained committed to long-range fiscal planning with input from all university constituents. The present Chancellor has delegated fiscal responsibility to each division administrator.
Physical Resources
Buildings and Grounds

The 118-acre main campus has 28 major and nine minor buildings with 8,118 rooms. There are 679 classrooms and laboratories, and 1,270 offices, conference rooms and work rooms for faculty and staff. The main campus has 12 academic buildings, 11 residence halls, two food service buildings, a planetarium, student union and four auxiliary buildings for field studies, the Multicultural Education Center, Hazardous Waste Storage, the Koehn Institute for Information Systems and Automation, and Gruenhagen Conference Center. In addition, there is the Oviatt House (the University of Wisconsin Oshkosh Foundation office), Pollock Alumni House, the heating plant, a maintenance building, and Police and Security building. An additional 14 acres located at two sites on the east side of the Fox River are used for intramural sports. Titan Stadium and the adjacent athletic complex occupy nearly 36 acres on the west side of the Fox River.

Several improvements have been made to physical facilities since 1987:

- Swart Hall, built in 1914 as a Campus Lab School and used as a faculty office and classroom facility since the mid-1970s, was completely remodeled in 1988. The renovation included the upgrading of faculty offices and classrooms and the addition of a 66-station open computer laboratory.

- The Counselor Education Department in 1996 received modernization funds to improve its laboratory. This laboratory provides a facility for graduate students to counsel clients under direct supervision of the faculty. The laboratory modernization added video taping, playback and monitoring capability to the Counseling Laboratory to facilitate nonintrusive supervision.

- Radford Hall, built in 1951 as a residence hall and later converted to other uses, was substantially remodeled in 1994-95. The project included the creation of additional faculty offices for the English and Foreign Languages and Literatures departments, the establishment of a 129-station open computer laboratory and the modernization of the Student Health Center.

- Several improvements were made to Halsey Science Center, including 1) the remodeling of the Chemistry Department stockroom; 2) the creation of a biomolecular-separations laboratory, shared by Biology/Microbiology and Chemistry departments; 3) the remodeling of the Biology/Microbiology
stockroom; 4) the replacement of the Biology-Microbiology Department’s glassware washing system and autoclave equipment; and 5) the remodeling of a large lecture hall to incorporate multi-media capabilities.

- A $14 million capital renewal project for Halsey Science Center is scheduled for 1997-99. The project will include the complete renovation of the 1963 wing and will address specific infrastructure problems in the 1968 wing of the building.

- A $200,000 graduate nursing laboratory was installed in 1995 to provide a working clinical environment for students in the Family Nurse Practitioner program.

- An area of the Albee Hall basement was remodeled into a cardiovascular-strength conditioning/exercise physiology laboratory for the Physical Education and Health Promotion Department.

Several new buildings have been added since 1987:

- A ceramics studio.

- An observation building for the track and baseball fields in the Titan Stadium complex.

- A hazardous waste storage facility.

- A $3.4 million addition to Albee Hall that included a new swimming pool.

Other improvements since 1987 include:

- Replacement in 1992 of the Kolf Sports Center fieldhouse floor with a top-quality, instructional/competition floor. The lower gym floors were also replaced.

- The remodeling of River Commons, built in 1967 as a food service facility. Three separate projects have provided space for the Koehn Institute for Information Systems and Automation, the addition of office and training rooms for the Wisconsin Corrections Training Academy, and provision of additional conference space for Gruenhagen Conference Center.

- A project begun in 1996 to correct a ventilation problem in the art laboratories and a humidity problem in the music area of the Arts and Communication Center.

- The upgrading of the fire alarm systems in all academic and program revenue buildings. The new system allows for 24-hour monitoring of each building by University Police.
• The expenditure of $820,000 to improve accessibility for handicapped students. All academic buildings now have elevator access with the addition of elevators in two buildings since 1987. Where required, doorways have been widened, restrooms modified, and power door-openers installed.

The 1987 NCA Self-Study (Exhibit 1) noted concerns about the status of the University’s classrooms and laboratories. It said that adequate space was generally available but additional classrooms in the 60-150 capacity range and additional laboratory research space were needed. Remodeling since 1987 has added three rooms in the 60-student capacity range. Two lecture halls in the 77-90 capacity range will be remodeled in 1997 with a $900,000 appropriation.

Faculty research space for individual laboratories is limited, and the sharing of laboratories is necessary. The 1997-99 Halsey Science Center capital renewal project will provide five research laboratories for the Chemistry and Biology/Microbiology departments.

The 1987 report identified several other physical plant deficiencies. The deficiencies, and actions taken to deal with them, are:

• A lack of adequate space for student organization offices in Reeve Memorial Union.

The basement was remodeled for additional student organization offices.

• A lack of adequate meeting and conference room space in Dempsey Hall.

Three conference rooms were developed in Dempsey Hall for use by all departments.

• Lack of an adequate and safe swimming pool.

An eight-lane competition pool was added to Albee Hall in 1992 at a cost of $3.4 million.

• Computer space to meet future expansion and student access.

Since 1987 the University has added 343 computer work stations in open and teaching laboratories. The goal of providing a total of 450 computer work stations is expected to be reached in summer 1999 with the development of laboratories in Polk Library and Halsey Science Center.

University residence halls have provided approximately 100 work stations for 3,200 residence hall students. Each of the 11 residence halls has a laboratory with Macintosh and DOS/Windows environ-
ments. An additional 100 work stations provide administrative support for staff. The Management Information Office (MIO) for the Department of Residence Life provides technical and training support for students and staff.

Each residence hall room was wired with voice/data jacks in the 1995-96 academic year. For a fee a student can have the jack activated and receive a personal account in the room. The account provides access to the University network, the library, e-mail and the Internet.

- The need to address an underground cabling conduit system that was reaching maximum capacity.

A new fiber optic voice/data network was installed in 1989 that requires less conduit capacity and alleviates the concern about reaching capacity on the underground conduit system. The new system provides every office, laboratory and classroom with voice/data access.

- The need for additional parking spaces.

The number of campus parking spaces has increased by 325 since 1987 to a total of 2,795 spaces. Plans for summer 1997 include development of 240 more parking spaces on the east side of campus at a cost of $900,000.

A major new technological innovation was the installation of a new coaxial video loop and new coaxial video lines in residence halls in summer 1995. The system is the only one of its kind in the UW System. The University plans to upgrade video signal capability to all classrooms and laboratories by 1997. The video system has been integrated with a local cable company serving many communities in northeastern Wisconsin, which will allow the eventual broadcast of University-produced programs and classes.

Future Plans

The University’s 10-year master plan includes capital renewal of Harrington Hall, which houses the Geology Department and classrooms, and Dempsey Hall, the main administration building that also includes classrooms.

Continued preservation of adequate green space for open areas, recreation and organized physical education classes is a high priority. The University has established joint use and maintenance agreements with the City of Oshkosh. The University will add a regulation women’s softball field at the Titan Stadium complex as part of its commitment to gender equity.
**Scholarly Resources**

During the past decade, the University has made dramatic improvements in the academic resources available to support its mission.

The Faculty Development Program supports a broad range of professional development activities, both in the areas of teaching and research, for the faculty and academic staff. Details on this program are available in Chapter 4.

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**Grants & Gifts**

The Grants Office, which has a half-time director, dispenses information and advice about internal and external funding sources that can assist faculty and academic staff in their research, scholarship and creative endeavors. The Grants Office is now part of the Graduate School and Research. The level of gifts, grants and contracts, as reported to the Board of Regents, has increased from $735,677 in 1987-88 to $5,000,353 in 1995-96.
Information Technology

Information Technology (IT) includes the Information Systems & Technologies Division and Libraries & Learning Resources, headed by a single administrator since 1995. A consultant study of Information Technology operations was completed in February 1996 (Exhibit 13).

IT operates and supports administrative computing systems, general access computer laboratories, local area networks, a campus computer network, and connections to WiscNet and the Internet. It also operates the campus telephone system and provides information technology expertise to the region through the outreach programs of the Koehn Institute.

IT seeks to facilitate access by students, faculty and staff to the information they need. In 1987 a total of $1.7 million was spent on information technology. By 1996 the total had increased 47 percent to nearly $2.5 million. A 24-hour computer laboratory for students was initiated in spring 1996, demonstrating the University’s commitment of access to information technology. In fall 1996 a yearlong strategic planning process was initiated.

Libraries & Learning Resources

Libraries & Learning Resources (L&LR) provides information and instructional services to students, faculty and staff and serves as a regional and state information resource (See Chapter 4).

Distance Education Technology

The University has one distance education classroom. It has identified funds for a second distance education classroom to be operational by fall 1997 (See Chapter 4).

Self-Evaluation

Strengths

The human, physical and financial resources are a substantial element in the quality of the University of Wisconsin Oshkosh. Among the University’s resource strengths are the following:

• In an era of constrained budgets, the number of administrative positions has decreased while the number of faculty positions at the University of Wisconsin Oshkosh has increased by four since 1987. In the same period student enrollment has decreased by 10.7 percent as a result of UW System Enrollment Management strategies.
• Highly qualified faculty have been hired to fill vacancies (See Chapter 4).

• The University has implemented an Enrollment Management Plan that has trimmed enrollment by approximately 10 percent, but it has dramatically increased the academic quality of the student body in terms of both high school rank and ACT scores.

• State funding for the University of Wisconsin System has increased to $971,644,000, a more than 49 percent increase since 1987. This compares favorably to an average 45 percent increase nationally as reported by the State Higher Education Executive Office.

• Funding for computers and instructional technology has increased, and the University has been in the forefront of technological advances in the UW System. Several campus buildings have been extensively remodeled since 1987, and several new buildings were added.

• An increasing number of scholarships are attracting more academically talented students.

Concerns
The University faces several concerns in the area of human, physical and financial resources. The concerns are being addressed. They are:

• The need to respond and adapt to an expanding and changing educational environment in the years ahead. In the area of technology, the upgrading of equipment to keep pace with the rapid changes in that field is required, and such a plan is presently under review.

• The need to increase the funding for the University of Wisconsin System relative to other state agencies. While the actual funding allocation for the University of Wisconsin System has increased in real dollars, the percentage of funding from the State of Wisconsin relative to other state agencies has consistently decreased since the 1970s.

• The need to continue to recruit and retain new, highly qualified faculty to fill positions created by resignations and retirements. In the area of human resources, the University faces an increasingly competitive market for the services of outstanding faculty and staff at a time when state funding for higher education is not expected to increase at levels required to support ongoing efforts.
• The need to provide the necessary support structure and resources that will allow faculty to go forward with plans to deliver off-campus instruction via distance education and other technologies, and to explore learning technologies for the on-campus classroom.

There is also a concern relating to the University’s external environment and its internal plans. Rapid changes in the University’s external environment — fiscal uncertainties, technological advances, demographic changes — will place a premium on having effective strategic plans that are broadly understood, clearly communicated and responsive to these evolving conditions.
CHAPTER 4: CRITERION THREE
ACADEMIC AFFAIRS

Criterion Three: The institution is accomplishing its educational and other purposes.

Summary: The University of Wisconsin Oshkosh meets or exceeds Criterion Three. This Chapter examines the administrative structure of the area directed by the Provost and Vice Chancellor; it looks at all-University issues related to academic affairs, including faculty demographics, scholarship and curricular affairs. This Chapter and the four chapters that follow effectively demonstrate that the University of Wisconsin Oshkosh is accomplishing its educational purposes.

Academic Affairs

Academic Affairs is under the direction of the Provost and Vice Chancellor. It encompasses the University’s four colleges — Letters and Science, Education and Human Services, Business Administration and Nursing — and the Graduate School and Research; academic services such as special student programs (e.g. Admissions, Registrar and multicultural programs); and support services (e.g. Library and Learning Resources and Division of Continuing Education and Extension).

Figure 7

Provost and Vice Chancellor’s Office

Vicki Lord Larson
Provost and Vice Chancellor

Assistant Vice Chancellor
Graduate School & Research

Assistant Vice Chancellor
Information Technology

Assistant Vice Chancellor
Academic Support

Admissions

Registration

Faculty Development

Associate Vice Chancellor

Personnel

Academic Program Reviews

Libraries & Learning Resources

Academic Computing

Administrative Computing

Data Management

Koehn Institute

Office Systems

Telecomm & Technical Services
This and the next Chapter focus exclusively on the University’s academic programs, the source of its instructional strength. Academic support services, student support services and community service, which also relate to Criterion 3, will be dealt with separately in chapters 6, 7 and 8, respectively.

The University

Faculty demographics

A total of 87.5 percent of the University’s 384 faculty members (including those holding limited appointments) hold the appropriate terminal degree in their fields. No classroom teacher holding faculty rank has less than the master’s degree. In 1987, the University’s NCA self-study reported 72 percent of the University’s 380 faculty held the doctorate.

In 1996 there were 122 professors, 112 associate professors, 142 assistant professors and eight instructors on the University’s faculty. In 1987 there were 145 professors, 107 associate professors,
101 assistant professors and 27 instructors. The numbers of assistant and associate professors increased as a result of retirements and promotions and the hiring of new faculty at lower ranks. The substantial decrease in the number of instructors is a result of the University’s recent practice of requiring terminal degrees for tenure-track appointments.

There have also been changes in the average length of service as a result of retirements and new hiring. In 1987, 15 percent of ranked faculty had 11 to 15 years of service; in 1996 only seven percent were in that category. In 1987, five percent of the faculty had seven to 10 years of service, five percent had four-six years, and 13 percent had fewer than four years. In 1996 those percentages rose to 15 percent with seven-10 years, 12 percent with four-six years, and 22 percent with fewer than four years.

All professors are tenured; 92 percent of associate professors are tenured; because of the large number of recent new hires, only 25 percent of assistant professors are tenured. Five instructors — 62.5 percent — are tenured. Tenure and promotion are separate personnel decisions at the University (See Faculty Handbook, Exhibit 10).

The University’s 367 FTE-ranked faculty include 54 (14.7 percent) who are age 60 or older, 123 (33.5 percent) who are between the ages 50 and 59, 106 (28.9 percent) who are between 40-49, 79 (21.5 percent) who are 30-39, and 5 (1.4 percent) under age 30. In 1988, 13.2 percent were 60 or older, 39.3 percent were 50-59, 29.6
Contrary to the pattern at other UW System campuses, the percentage and number of younger faculty is increasing at the University of Wisconsin Oshkosh.

The University has aggressively pursued faculty diversity. In fall 1988, 41 (9 percent) of the faculty were members of a multicultural group, and 120 (31 percent) were female. In fall 1996, 41 (10.7 percent) of the faculty were members of a multicultural group and 123 (32 percent) were female. While the University seeks continued progress in recruiting outstanding multicultural and female tenure-track faculty, it — like the University of Wisconsin System as a whole — finds it difficult to bring multicultural faculty into communities where there is no significant diversity in the population. In some sciences there are relatively few highly qualified women candidates; however, in the past several years, half of the new tenure-track assistant professors hired by the University’s largest college, Letters and Science, have been women. Overall, the University compares favorably with other institutions in the recruitment of a diversified faculty.

Despite strong competition for top faculty aspirants, the University of Wisconsin Oshkosh has been able to recruit excellent individuals for classroom instruction. However, successful retention of these faculty has not always been what the University would like. Between 1988-89 and 1995-96, when the University hired more than 275 tenure-track faculty members, there were 82 resignations, mostly by nontenured faculty. Exit interviews revealed three main reasons: (1) opportunities to continue their research but to teach fewer classes; (2) less pressure for research productivity; and (3) higher salary and benefits (a problem exacerbated by a series of below-average salary increases in the University of Wisconsin System).

The effects of continuing high levels of recruitment are mixed. Some departments — the English Department is the most striking example — have seen most of their faculty replaced over the past decade. This can provide opportunities to renew the curriculum, to achieve a better balance of faculty background, and to change programmatic directions. It has also shifted expectations and responsibilities in some departments. Junior faculty members have to assume increased governance responsibilities and make decisions regarding the direction of the department. They gain increased control over their professional destinies and greater...
ownership of their department, but they lose the experience, knowledge and sense of history their senior colleagues once brought to bear on decision-making.

**Faculty Roles and Rewards**

The expectations of faculty and the concomitant reward structures are comparable to other comprehensive campuses in the UW System. The primary expectation of faculty is that of teaching, enriched by involvement in scholarly activities and service. The relationship between these three roles is a symbiotic one in that each informs and strengthens the other two. These expectations form the basis of personnel decisions such as reappointment, tenure, promotion and merit salary increases.

Although in the past some perceived that the expectations weighed more heavily on nontenured faculty, in recent years the implementation of post-tenure review has resulted in increased accountability, even for tenured faculty. Tenured faculty undergo regular performance reviews in conjunction with established processes for determining annual merit-based salary adjustments. In addition, a formal post-tenure review takes place every four years after tenure or promotion. Performance in the areas of teaching, scholarly activity and service is reviewed by the academic department, and feedback is provided in writing and in a face-to-face interview. In cases where performance does not meet professional expectations, a faculty development plan must be submitted outlining goals to be met to eliminate deficiencies. The results of post-tenure reviews influence merit-based salary adjustments.

Guidelines regarding roles and rewards are developed at the department/unit level (Exhibit 14). They are used to assist faculty in interpreting expectations and establishing goals for professional performance.

**Teaching**

The University of Wisconsin Oshkosh began as a teaching institution, and teaching is still a major commitment. Several initiatives have been employed to encourage a focus on instructional excellence.

A formalized, campuswide mentoring and induction program for new faculty and full-time teaching academic staff was launched in summer 1993 to support teaching and faculty performance in scholarly activity and service work. Each new tenure-track faculty member is assigned two mentors, one from within the department. Mentors receive various types of training, including activities ranging from informal problem-solving sessions to a formal faculty college. Mentors are not only familiar with the
University’s structure and bureaucracy but carefully chosen as models of scholarship and teaching excellence. They work closely with the new faculty to guide and encourage their development. New faculty can attend six induction sessions a year, which introduce them to the campus modus operandi, climate, structure and expectations.

The Office of the Provost and Vice Chancellor coordinates mentoring within the four colleges and sponsors induction programs. Emphasis is placed on not only familiarizing the new faculty member with the college and University but also on establishing a strong bond with individuals whose scholarship and teaching are exemplary.

Student opinion surveys (SOS) provide information for evaluating faculty teaching performance. The Board of Regents requires each faculty member to seek student evaluation at least once every three years in order to be eligible for merit, a mandate which assures nearly universal participation in the process. However, most department bylaws commit faculty to more frequent assessments, and many faculty voluntarily seek student evaluations in every section of every class they teach. Recognizing that student opinions do not necessarily reflect the broad expertise faculty need for self-improvement, departments use peer evaluations, mentoring, coaching and other techniques to encourage faculty to develop high-level instructional skills. Those other techniques include faculty colleges that examine new teaching approaches and a College of Letters and Science series called “Focus on Pedagogy”.

In addition to the SOS evaluation instrument, the Oshkosh Student Association and the Faculty Senate have collaborated on the development of a new teaching style assessment instrument. The resulting data will be made available to the students. A copy of this instrument is available in the Resource Room (Exhibit 15).

In the final analysis the importance of teaching comes from the application of collegial priorities. Student and peer evaluations play a major role in tenure, appointment, renewal, promotion and salary (TARPS) decisions. The growing interest in scholarly activity has in no way diminished the stress placed on good teaching. Community recognition of instructional excellence is provided through an award that is as sought-after as those for scholarly activities.

*The Distinguished Teaching Award*, established in 1966, recognizes faculty members for their classroom skills. Candidates are nominated by colleagues and students, required to present a portfolio of
student and peer evaluations, and recommended to the Provost and Vice Chancellor by a committee of faculty, staff and students. Most years, two to three faculty members receive the award; over the past 30 years, 73 faculty members have received it.

A major division of the Faculty Development Program (FDP) is a teaching component that supports curriculum development, faculty and staff attendance at off-campus workshops that deal with new instructional techniques, and classroom experiments. A parallel UW System Program, Undergraduate Teaching Improvement Grants (UTIG), supports intercampus exchange of teaching innovations and interdisciplinary curricula. Finally, individual colleges have set aside funding to encourage team-teaching efforts.

**Scholarly Activity**

One of the University’s most powerful tools for encouraging faculty retention, development and continuing scholarship is its nationally recognized Faculty Development Program.

The FDP supports a broad range of professional development activities in the areas of teaching and research for faculty and academic staff. It has attracted new faculty members and helped retain existing ones.

The program’s 1995-96 budget was $462,351, compared to $270,097 in 1987. More than $375,000 of the budget was spent on salary payments to faculty and staff, and an additional $86,989 was used for auxiliary support. Program funding is considerably amplified by the more than $319,325 received from extramural sources in 1995-96. In 1994-95, an Academic Staff Professional Development Component was added to the program.

As noted in Table 6, FDP proposals increased by approximately 33 percent over the past 10 years, reflecting the popularity of the program. Although many proposals were funded, the decreased percentage of funded proposals (75 percent in 1986-87 compared to 65 percent in 1995-96) is testimony to the highly competitive nature of the program and its increased emphasis on quality. While there has been a 39 percent increase in total program disbursements since 1990, administrative costs decreased 49 percent. Between 1990 and 1995, FDP administrative costs fell from 4.9 to 2.1 percent of total expenditures.

The high level of participation in the Faculty Development Program is indicated by the following (definitions of these components are available in the “Red Book,” which is included among the resource materials, Exhibit 16):
Two new initiatives are planned for implementation in 1997. The first provides auxiliary support for special software purchases for faculty under the existing Research and/or Teaching Components. Qualifying software must provide the proposers with unique capabilities/approaches to specific problems. Learning the software does not qualify. In return, the proposer must agree to serve as a consultant to colleagues.

In a second initiative, the FDP will provide seed money to support both the initial development and implementation of multi-authored and/or interdisciplinary proposals. Projects which feature innovations in teaching delivery systems/methods under the Teaching Component are encouraged. Support of both salary and release time is anticipated. A unique element is that the deans/units must formally agree at the outset to sustain the pilot projects for additional matching time periods if they are successful in the initial FDP-supported trial.
The Faculty Development Board also administers sabbaticals in conjunction with the Provost and Vice Chancellor’s Office (Table 7).

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Salaries</th>
<th>Travel</th>
<th>Number of Sabbaticals (Academic Year/Semester)</th>
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<tr>
<td>1987-88</td>
<td>$115,799</td>
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<td>3/1</td>
</tr>
<tr>
<td>1990-91</td>
<td>$133,726</td>
<td>$2,090</td>
<td>3/2</td>
</tr>
<tr>
<td>1991-92</td>
<td>$116,130</td>
<td>$1,013</td>
<td>1/2</td>
</tr>
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</tr>
<tr>
<td>1996-97</td>
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<td>2/12</td>
</tr>
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</table>

Salary support for sabbaticals has increased more than 200 percent over 10 years. Travel support, which began in 1990-91, has increased more than 200 percent in seven years. Sabbaticals have never been constrained for budgetary reasons. In 1992-93 the Provost and Vice Chancellor began a policy of providing replacement dollars to the colleges for faculty on sabbatical.

Several programs have been established to recognize, reward and encourage continuing scholarly activity.

The John McNaughton Rosebush Professorship recognizes excellence in teaching, scholarship and service. First granted in 1979-80, the award carries a stipend of $1,850. Recipients (ranging up to three per year) are nominated by a faculty committee and selected by the Chancellor. An exceptional level of scholarship is required. Funding has been provided by friends of the University. Thirty-two faculty have received this honor.
More recently, the University has begun to award endowed professorships to its most active scholars. The endowed professorship includes a $2,500 award to the professor and $500 to the department for each of four years. The award supports continuing scholarship. Over the past four years, 15 businesses and individuals have supported these $50,000 endowments. Faculty recipients represent all four colleges and a broad cross-section of its academic disciplines. Deans, the Provost and Vice Chancellor, and an all-University committee recommend candidates to the Chancellor. Seventeen faculty members have been recognized with endowed professorships. At the expiration of the original terms of appointment of the endowed positions in June 1997, an additional nine faculty will be appointed to endowed professorships.

Both of these awards have symbolic as well as financial value. They have become the University’s statement on the worth of leading a scholarly life, whether that involves laboratory research, creative endeavors in the arts, or textual analysis and writing.

In addition, the University’s colleges have made scholarly activity an explicit requirement for renewal, tenure and promotion. There has always been a core of faculty and staff who were active scholars on a level competitive with some of the finest schools in the nation; however, with the gradual renewal of the University’s existing faculty and the hiring of large numbers of young tenure-track faculty who fully recognize the school’s expectations of scholarship, there has been a new intensity and level of scholarly performance at Oshkosh over the last 10 to 15 years. Standards of performance have risen. Competition for recognition — through promotion, tenure or merit increases — has become more intense.

**Service**

The third component of the traditional expectation of faculty — service to the University, community, state and professional organizations — is an integral part of the academic endeavor.

Since shared governance (Chapter 3) is mandated by law in Wisconsin, faculty participation on key committees at the department, college, University and System levels is a major part of their professional responsibilities. Not only are University, college and department service ranked and evaluated in the Tenure, Appointment, Renewal, and Salary (TARPS) process, they are vital to the operation of the University and its programs. Most faculty involvement takes place in the areas of curriculum and personnel, where they bear primary responsibility. However, faculty input is also critical in long-range planning, budget creation and policy development. Even a cursory review of the faculty vitae on file in the deans’ offices clearly shows how involved faculty are in the decision-making process.
“Service” extends beyond the boundaries of the University and into the community and region. Community service takes many forms, including the sharing of expertise and interests through the University Speakers’ Bureau, membership in community organizations, and service on boards. (For more on community service see Chapter 8.) University faculty are considered major community resources, advising governmental units, agencies and businesses. Individual classes at the University are often asked to take on major projects, provide business development plans, design fund-raising or issue-oriented campaigns, conduct polls and surveys, carry out environmental testing, or produce major reports. Most of this activity is carried out at no or nominal cost and adds a significant dimension to the capabilities, professionalism and competitiveness of the region. The University also is a center of drama, music and art resources that complement the unusually rich cultural life of the Fox River Valley. Few regions of this size can boast of two civic and two university symphonies, five major art galleries, and a half-dozen theatre groups within a 20-mile radius. These major cultural organizations lean heavily on one another and depend upon the availability of interested and talented faculty. The “quality of life” that earned the Fox River Valley a ranking in the top 10 nationally is in large measure attributable to the community involvement of University of Wisconsin Oshkosh faculty along with their colleagues from Ripon College, Lawrence University, and the UW Centers in Menasha and Fond du Lac.

Perhaps the most important element of University outreach is the so-called Wisconsin Idea, or the effort to extend the boundaries of the University to the boundaries of the state. For years, the Masters of Business Administration Program has provided courses in Green Bay, De Pere and Stevens Point. The College of Nursing bachelor’s degree completion program has sent faculty to community health settings as far away as Wausau. The Masters of Public Administration Program has reached throughout the state. The College of Education and Human Services provides graduate seminars and in-service programs across 110 school districts. In addition, the M.S.E. Program in Reading Education has offered courses in Green Bay for 10 years. The Division of Continuing Education and Extension offers credit and noncredit short courses throughout northeast Wisconsin. The University’s involvement in distance education, which is detailed later in this Chapter, offers prospects of class sharing with sister campuses throughout Wisconsin, bringing classes to smaller groups in remote locations that lack access to a university campus, and ultimately providing national and even international courses from the home campus. (University faculty and staff have already provided educational opportunities in Eastern Europe, the Middle East and Asia.)
For a more detailed picture of the faculty’s service commitment consult the vitae available in the deans’ offices (See Chapter 8).

**Academic Program Review**

The curriculum is the primary responsibility of faculty members. Not only do they compose and modify programs, but their oversight and commitment to the pursuit of truth is the main guarantor of the quality of academic offerings.

The Board of Regents mandates that each University have a policy requiring each instructional program to be reviewed once every seven years. These reviews extend to nondepartment minors, such as the African-American minor and the Women’s Studies minor. At times, internal program reviews are combined with accreditation self-studies for national organizations (for example, in 1996 the Speech-Hearing Program underwent its internal review by writing a self-study for the American Speech-Language-Hearing Association). The majority of these program reviews involve external examiners, brought in from programs across the nation.

The program review process covers about a dozen academic programs each year. Departments write their own self-study, following a University outline of mandatory responses, but they are free to modify and add individual concerns. External reviewers, who receive copies of the self-study beforehand, usually visit the campus for two days and meet with faculty, students, administrators and other interested parties. They submit an independent report. A college committee reviews both the self-study and the external reviewers’ comments and makes its own independent recommendations to the dean. Recommendations by the dean and the Graduate School, where applicable, are forwarded to the Academic Policies Committee (APC) and then sent to the Provost and Vice Chancellor who, after consultation, issues a final set of recommendations. Recently, an ad hoc universitywide committee streamlined the review process to expedite decision-making.

The review process is generally considered to be effective and is one of the most solid instruments available to programs for long-range and personnel planning. Colleges and departments often use the self-studies and external reviews as a basis for staffing decisions and curricular modifications. A program review encourages responsiveness to changing societal needs and student demand, reorganizations that increase effectiveness and simplify reportage, and the investigation of new programs. Since 1986, 56 academic program reviews have been conducted in the University’s seven-year cycle.
In addition to the internal program review process, the colleges of Nursing and Business Administration are nationally accredited by professional organizations, the American Assembly of Collegiate Schools of Business (AACSB) and the National League for Nursing (NLN). The College of Education and Human Services is in the process of renewing its regional accreditation with the National Council for the Accreditation of Teacher Education (NCATE). Individual programs (e.g. Social Work, Music) also have earned accreditation. The University encourages accreditation through professional organizations when it appears to offer either an advantage to graduates or to provide strength and assistance to the program.

**Major Changes Since 1987**

The University has witnessed a number of programmatic changes since 1987. (These are presented in greater detail in Chapter 5.)

The College of Business Administration has changed Management Information System from a program that could only be taken with another major to a stand-alone major, reflecting the increasing role computing plays in the business world. The College also reorganized by creating three faculty leadership roles and returning to a department structure, increasing faculty oversight of the various elements of its curriculum. The M.B.A. Program was significantly changed based on input and feedback from employers, alumni and students.

The College of Education and Human Services developed a five-year Professional Education Program (PEP), the first in Wisconsin. The program allows students to complete the courses necessary for licensure and to begin graduate work. It provides them with competitive credentials in a competitive market, as shown by the fact that student placements in teaching positions are well above state averages.

Since 1987 the College of Letters and Science has reported numerous significant accomplishments which affect both the students and the curriculum: the B.A./B.S. requirements were redefined; diversity issues have been integrated into the curriculum; existing minors such as Women’s Studies have been strengthened; and the Environmental Studies minor was established. A new college division — Fine and Performing Arts — is drawing new attention and funding to the fine arts at the University. Another Division — Physical Education and Health Promotion — has become a department, and three related programs — Criminal Justice, Urban and Regional Studies and the graduate program in Public Administration — have been merged into the Department
of Public Affairs. Significant progress has been made in acquiring state-of-the-art technology to support the curriculum, particularly laboratory instruction and student and faculty research.

The College of Nursing bachelor’s degree completion program has been fully implemented and is now a significant part of its curricular offerings. The program has helped increase the professional qualifications of nurses throughout Wisconsin, especially in rural areas.

Fundamental curricular change has been an ongoing part of the academic process. This element is addressed in sections on each of the colleges and in the material on strategic planning to generate new course directions for graduate education as described later in Chapter 5.

**General Education**

The University has several objectives for its General Education Program, including: (1) to develop learning proficiencies; (2) 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 critical thinking; (3) to challenge students to develop their talents, intellectual interests and creative abilities; (4) to promote an appreciation for both continuity and change; (5) to provide the impetus for a life-long commitment to and enthusiasm for learning, and (6) to develop written and oral communication and quantitative skills.

The specific course and distribution requirements of the University’s General Education Program are found in the *Undergraduate Bulletin*, pages 21-25 (Exhibit 6).

The General Education Program has been extensively evaluated since 1987. From 1990 to 1992, the General Education Board conducted a thorough study of the program as part of a five-year joint review of general education requirements mandated by the UW System. A report of the Board’s recommendations and program responses can be found in Exhibit 17.

The General Education Board was responsible for reviewing the General Education Program and making recommendations for changes to the Commission on Academic Affairs until 1994, when the Faculty Senate Academic Policies Committee was created. In 1995, as a reaction to unresolved issues from the previous report on the General Education Program, an *ad hoc* Faculty Senate General Education Review Committee began another review of the General Education Program. It has used focus groups and a
faculty survey to identify the weaknesses of the existing program and to establish a University wide consensus on the goals and priorities for the General Education Program (Exhibit 18).

The committee formulated a preliminary list of 22 goals for General Education. This list was submitted to the faculty and academic staff in the form of a survey that asked for their evaluation of these goals using a 10-point scale.

The responses were tabulated and ranked. The committee used them to develop a draft statement for General Education goals. This draft of four goals was distributed to the faculty for further input. The committee is in the process of developing a second draft of the goal statements based on these responses.

The next round of faculty discussions will focus on curriculum models for General Education. In preparation for these discussions, the committee has formulated definitions of four kinds of models: distribution, core curriculum, infusion and integrated infusion. These models and specific curricular plans will be presented for faculty discussion and input in spring 1997.

In its final report the committee will also develop recommendations for (1) administrative support structures for General Education and (2) methods for encouraging development of new instructional strategies. The final recommendation to the Faculty Senate will be completed before September 1, 1997.

Assessment

History

Systematic assessment of student learning outcomes began with implementation of the UW System’s Academic Quality Program (AQP) in 1989. AQP gave campuses the option of assessing student performance, the curriculum, or both. While verbal assessment strategies were completed, quantitative assessment was only partially realized.

With the exception of a few programs, the assessment of student achievement as defined by the North Central Association was not occurring. A bottom-up process was chosen for developing the University’s plan in 1993. Between fall 1993 and spring 1995, departments developed the elements of a campuswide assessment plan. Workshops and consultation were used to inform, encourage and assist the departments. The University’s Assessment Plan (Exhibit 19) was approved by the NCA in 1996. Approximately 60 percent of department plans have been approved; implementation of those plans began in 1995-1996.
Progress

Departments have formulated plans that address:

1) **Student-learning outcome goals for their program, matrixed to required courses.** Goals have been written, reviewed and approved for the General Education Program and for every undergraduate major and master’s degree program, and departments have designated the courses in which each goal is addressed.

2) **Assessment instruments/measures for each goal.** Departments have chosen the instruments/measures that are the primary sources of their assessment data. These include standardized and locally prepared exams, portfolios, essays, oral presentations, capstone experiences, interviews and surveys.

3) **Evaluation criteria and standards of success for each measure.** Evaluation criteria and standards of success have been established to allow feedback to students and to determine the need for program improvement.

4) **Feedback mechanisms for program improvement.** Departments have developed mechanisms that will be implemented if their standards are not met.

5) **An implementation timetable.** Each plan presents a timetable for criteria development, data collection, analysis and program improvement.

Those seeking more detail regarding the University’s assessment program can find it in Appendix IV.

Oversight

Assessment oversight is the responsibility of Academic Affairs and the Faculty Senate Assessment Committee. All colleges, and faculty, staff and student governance groups, are represented on the committee. In addition to oversight of the 63 assessment plans (Exhibit 20), the committee is responsible for setting up workshops and training sessions and increasing the visibility of assessment.

The University has allocated $30,000 annually to provide a 0.25 FTE release for the faculty coordinator, for support workshops to train faculty in developing assessment tools, and to purchase tests and materials.

Activity: 1995 and 1996

NCA’s acceptance of the University plan in January 1996 focused new attention on assessment. At the beginning of the year 27 of 63 plans had been approved; by December, 42 plans had been approved and good progress toward approval had been made on 21 others.
The Assessment Committee has taken the following actions:

- In fall 1995 it requested a brief report from all programs on their intended assessment activities for 1995-96.

- At the end of 1995-96 it asked departments to prepare a report detailing what had been accomplished, whether progress was satisfactory, what features had been implemented, and what changes had been made in their program and in refining their plan. These reports will set priorities for 1996-1997.

- Each program’s student achievement goals will be published in the next edition of the Undergraduate Bulletin (1997-1999).

Implementation of assessment for the General Education plan is proceeding along three fronts. Assessment of written and oral skills, as a component of the System’s AQP mandate, was implemented in 1993. Random writing samples of students with 60 or more credits were graded by specially trained faculty as low to average in 1993-1995. The English Department’s major revision of its writing sequence placed new emphasis on teaching writing within individual departments and majors; scores in the 1995-96 assessment showed a marked increase. Oral proficiency is examined as a component of General Education in the Communication Department.

In response to another AQP mandate the University formulated eight quantitative skills to be developed in General Education mathematics and laboratory science courses. An external consultant rated each course on its effectiveness in addressing the eight skills. As a result, the Mathematics Department developed a new course intended to emphasize quantitative skills. Complete implementation of quantitative assessment is in process.

Finally, the Faculty Senate Assessment Committee, in studying various General Education testing packages, has recommended the College Basic Academic Subjects Examination (BASE) as a method for measuring student achievement of the remaining goals and providing an additional means of measuring writing and quantitative skills.

Self-Evaluation

Assessment of student outcomes has had a major impact on program changes, some of them occurring as departments were planning for assessment, others as departments implemented their plans. Many program areas, such as physics, now reflect goals for assessment and assessment strategies in course syllabi; some ar-
eas, such as nursing, engaged in major curriculum modifications. Business Administration programs, among others, have included exit interviews in their student experience. Some departments, such as Sociology, created a capstone course or experience. The Mathematics Department is one of several that have made pedagogical changes as a result of assessment. Several programs, such as Chemistry, have initiated student portfolios. The practice of pre- and post-testing has begun in programs such as Human Services. These illustrations are but a sampling of the positive impact of assessment on the curricular and instructional experiences for students at the University of Wisconsin Oshkosh (Exhibit 20).

Having departments take responsibility for their own assessment plans has resulted in a strong sense of ownership and involvement. However, some traditional modes of instruction — particularly the lecture method and objective examinations — are not well-suited to skill and competency development. Therefore, development of an effective assessment program will demand pedagogical change, not just new processes or testing instruments.

**Academic Support**

A broad range of support services are necessary to allow the University to fulfill its mission. Those discussed below are the core services that most directly support research and instruction. The others are discussed in chapters 6 and 7.

**Libraries & Learning Resources**

Almost every year since 1987 Libraries & Learning Resources (L&LR) has received increases in its acquisition budgets. The increases have allowed it to maintain a strong print collection, as the following table shows:

<table>
<thead>
<tr>
<th>L&amp;LR HOLDINGS</th>
<th>1985</th>
<th>1996</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books &amp; Bound Periodicals</td>
<td>364,980</td>
<td>477,466</td>
</tr>
<tr>
<td>Government Documents</td>
<td>397,272</td>
<td>641,414</td>
</tr>
<tr>
<td>Microforms</td>
<td>757,620</td>
<td>1,228,902</td>
</tr>
<tr>
<td>Periodical Subscriptions</td>
<td>1,583</td>
<td>2,310</td>
</tr>
</tbody>
</table>
Following an extensive use and cost study, L&LR in 1995-96 canceled 251 print journals and a significant number of costly print indices and abstracts. The decision was made with faculty assistance and agreement. Savings have been used to provide access to previously unavailable electronic databases, document delivery (articles on demand), and subsidized on-line searching.

L&LR provides the campus access to more than 80 electronic databases, and it maintains a World Wide Web home page providing links to its electronic databases and document delivery vendors as well as to information resources around the world. The library is open more than 100 hours a week, and it provides more than 200 library instruction sessions each year.

As part of the University’s most recent strategic planning process, a specialized computer laboratory for faculty multimedia production and training — the Instructional DEvelopment and Authoring (IDEA) Lab — began operation in 1996.

As a result of judicious management of resources, the library is well-suited to undergraduate and graduate student research, and it offers the sort of broad access to special services such as databases and interlibrary loans that enhance faculty and student research efforts.

L&LR provides collections that support college missions. For example, the Educational Media Collection (EMC) is designed primarily to provide preschool through grade 12 instructional materials to meet the needs of College of Education and Human Services (COEHS) students, faculty, and area teachers. The EMC includes audiovisual resources, bibliographies, children’s, adolescent and young adult fiction and nonfiction books, children’s magazines, curriculum guides, multimedia work stations, reference and K-12 textbooks. Another example, the Special Education Instructional Materials Center (SEIMC) collection assists COEHS students. It represents a collaborative relationship between the COEHS and the local Cooperative Educational Services Agency, which represents local public schools. It also houses the Wisconsin Assistive Technology Initiative project that provides a lending library of assistive technology devices and software to schools throughout Wisconsin.

Distance Education

A Distance Education Program Plan (Exhibit 21) charting the University’s offerings for the next few years was completed in 1996, based on information provided by the colleges. The College of Business Administration already uses distance education in its regional M.B.A. Program with UW Green Bay and UW Stevens Point. The College of Nursing uses distance education in its un-
dergraduate programs (See Chapter 5). Seven departments in the College of Letters & Science — Communication, Economics, Physical Education and Health Promotion (PEHP), Mathematics, Physics & Astronomy, Psychology and Women’s Studies — have plans for the delivery or use of distance education courses.

The University must significantly expand its distance education support structure if the College program plans are to become reality. The UW System has included $25 million in its proposed 1997-99 budget for technology needs. This expansion must come in four basic areas: facilities, technology, training and site support.

Faculty/Student Research

Consistent with the University’s philosophy of offering a wide range of scholarly development opportunities, a collaborative undergraduate research program that pairs students and faculty in scholarly projects was initiated in 1993-94 with a base budget of $30,000. The budget has been increased to $45,000. In 1996 the campus added a collaborative graduate research program funded at $12,000. Faculty/student research not only benefits students, but also may lead to enhanced faculty retention.

Both programs are designed to involve students in a mentor relationship with outstanding faculty. One result is that exceptional students have opportunities to work closely with their professors, enhancing their preparation for graduate work or careers. Another consequence has been an impressive array of student scholarly publications and presentations in fields such as biology, chemistry and psychology. The program has contributed to a growing sense that the phrase “community of scholars” is not restricted only to faculty and their work.

Special Resources

Finally, a number of programs and initiatives have contributed to the success of the University’s academic efforts. The most important of these are:

- The 1985-87 state budget provided 10-year funding for laboratory modernization. The University has also received additional funding for general computer access and classroom modernization. Since 1987 the University has spent approximately $5 million to modernize laboratories, add instructional technology and create computer laboratories. The current annual level of General Program Revenue (GPR) funding is $294,500 for laboratory modernization, $126,600 for classroom modernization, and $143,855 for general access computer laboratories. This funding is expected to continue indefinitely.
• In recognition of the need for classroom modernization the state approved $8.5 million in bonding authority for 1995-97. The University’s share of that amount was another $295,000 for classroom infrastructure. As a result all classrooms should have data voice and video capability by summer 1997. The University’s share of a proposed $10 million bond in the 1997-99 biennium would be approximately $900,000.

• Since 1993 the University of Wisconsin Oshkosh Foundation has received nearly $1 million in private donations for new laboratories, instructional instrumentation and state-of-the-art research equipment. These include a biomolecular separations laboratory, a graphics communication computer laboratory, a scanning electron microscope, and a luminescence lifetime spectrometer.

• The University has received federal National Science Foundation program funding for equipment. Grants have included computing equipment for the Economics program, replacement of an electron scanning microscope and for a Fourier Transform-Nuclear Magnetic Resonance (FT-NMR) spectrometer.

• Through the Quality Reinvestment Program, $1.5 million in institutional funds have been allocated on an annual basis to provide computing resources for faculty. Funds have also been directed toward technology projects such as the campus network and a distance education classroom.

• The Faculty Development Program — a model in the UW System — continues to support the professional development of faculty and academic staff members.

• The academic outreach activities provided by the four colleges are supported and supplemented by the Division of Continuing Education and Extension. A collaborative relationship between the Division and other academic units results in an array of credit and noncredit opportunities for children and adults. It continues to develop formal and informal alliances and partnerships to share the costs of technology infrastructures with other institutions in order to serve campus missions through distance education. (Further information about the Division of Continuing Education and Extension activities can be found in chapters 5 and 8.)

Self-Evaluation

Six issues continue to draw attention in the academic affairs arena. They have not materially lessened the effectiveness of the University’s teaching mission, but each deserves continued discussion.
Time and Credits-to-Degree

In response to a Board of Regents’ concern about time-to-degree, the University adopted a progress-to-degree standard that identified students who were not completing enough course work to graduate in a reasonable time and a policy that reduced the minimum number of credits for graduation. Students on average take 10 semesters to complete a degree program. This is not a problem unique to the University of Wisconsin Oshkosh. Student part-time employment, the increasing number of nontraditional students, the growing attraction of double majors and other factors may be contributing to this phenomenon. The Board of Regents discussed charging additional fees for courses significantly above the University’s previous 128-credit graduation requirement. In response to the concern, the University adopted a 120-credit graduation requirement in fall 1996. What is needed is a reasonable balance between providing students the opportunities to take courses they believe they need to prepare them for a career and the efficient use of scarce resources.

General Education Assessment

This is related to the broader assessment issues discussed earlier. However, it is important to note that the 1990-92 review of General Education sought student reactions to the course work they took to fulfill the requirement. Also, students are assessed either in toto (Speech Communication) or through a random sample (English, Mathematics) in skill areas. There continues to be a need for evaluation methods to allow the University to test regularly — and, where needed, modify — the core courses students are required to take. The Faculty Senate Assessment Committee recently recommended a pilot administration of the College-BASE examination of 1997, which has a comparatively good match with the outcome goals identified in the existing General Education Program.

The Use of Ad Hoc Teaching Staff

To avoid excessively high tenure density, which was a significant concern at the time of the last North Central Association report, the Board of Regents encouraged universities to use instructional academic staff — temporary instructors — to maintain staffing flexibility. While the number of tenure-track faculty at the University has remained stable over the last decade — the total increase has been 4 FTE, even though there are fewer students than in 1987 — much instruction is provided by one-semester-only, one-year-only and part-time academic staff. These are often persons who are fully qualified but who teach higher-than-average loads and are not expected to be involved in research or
department service. In the past decade, a number of these academic staff positions have been advertised and re-filled by the same individuals year after year. Recognizing this, a number of these slots have been converted to faculty positions or have become continuing academic staff appointments.

As enrollments have stabilized, several departments have urged the University to make more positions tenure-track. The University has reacted cautiously. Budgets and student demand have been sufficiently variable to make it clear that too readily committing positions for the long term would be unwise. Strong efforts have been made to assure that the quality of instruction is in no way compromised by the use of academic staff instructors and, as a matter of fact, the University has been successful in recruiting unusually well-qualified and committed teachers into these slots.

The correct proportion of tenure-track faculty and academic staff is and should be a matter of continued, collegial discussion. The UW System has initiated a series of “accountability measures” which are reported on annually (Exhibit 22). One measure compares the use of academic staff and tenure-track faculty for undergraduate instruction at System campuses. While there is no specified optimal percentage of faculty used for undergraduate teaching — the use of academic staff depends on curricular mix, past practice, departmental tenure-density and other factors — the measurement reports allow each university to compare its practices and patterns of staffing changes with sister schools.

Recruitment and Retention

The experiences of the past 10 years have shown that the University can successfully recruit top tenure-track faculty members. Though it has experienced a level of attrition higher than it would prefer, the number of resignations is not excessive. Still, Oshkosh must be prepared to continue aggressive recruiting, since it still faces a significant number of retirements. In recent years, several colleges have had success in attracting and hiring larger numbers of female tenure-track professors; the continuation of this effort is important. The University must also continue to recruit multicultural representatives so that it can reach a critical mass which assists future recruiting and allows the student body to be exposed to a variety of perspectives and experiences.

Scholarship and Workload

The gradual transformation of the University of Wisconsin Oshkosh over the past three decades is most noticeable in the area of changing standards for hiring, renewal, tenure and promotion.
— most particularly in the area of expectations of scholarship. A number of residual concerns have become the basis for an ongoing dialogue: (1) faculty perceptions regarding what the exact scholarly expectations for renewal and tenure are — even though guidelines are available in each department/unit — and, (2) the contention that the University’s 12-hour teaching load makes scholarly expectations burdensome.

The first problem has been addressed by departments, many of which have defined how much and what sorts of scholarly activity will be considered when recommendations for renewal and tenure are sent forward. A 12-hour teaching load does make significant demands on the time of faculty. However, the University has used its Faculty Development Program, sabbaticals and curriculum modification plans to allow faculty to rearrange their teaching loads in order to conduct significant research.

**Responding to Technology**

The University has responded aggressively to opportunities made available through technological advancement, building general access laboratories for the use of students, purchasing office computers for faculty, and refining the campus network. Several challenges lie ahead: 1) to provide upgrades and support, 2) to modify physical facilities, and 3) to integrate new technologies into the instructional process.

The short usable life of many computers is of particular concern, especially as new software programs demand greater hardware capacity. Unlike many sorts of permanent property, microcomputer-controlled equipment becomes obsolete well before it is worn out. Increasingly, instructional and research equipment will have to be replaced on a cyclical basis. The University recognizes this as a budgetary challenge that will require careful and thoughtful long-range planning.

Distance learning has already necessitated major remodeling. In the next decade, the University anticipates that other changes will have to be made in its physical plant to keep up with instructional changes. Classrooms designed to duplicate professional facilities such as newsrooms or brokerage offices are already being requested, and purpose-specific classrooms with special physical arrangements are already in place. There will have to be limits placed on the extent to which single-purpose classrooms can be provided, but once again there will be considerable demands to upgrade existing physical facilities. Added to the demands created by the changes in technology are those that result from the passage of time. Most instructional facilities at the University are
25 to 30 years old. As discussed in Chapter 3, many campus facilities have been remodeled since 1987 and several other projects are planned. Continued attention to infrastructure renovations will be necessary for the foreseeable future.

Finally, technological change will make its own demands in terms of curricular modification. Several experiments with technology-intense lecture pits and classrooms have shown that faculty need opportunities to explore the capabilities and to develop a curriculum that makes good use of new technology. This will become part of the faculty development process.
CHAPTER 5: CRITERION THREE
ACADEMIC COLLEGES AND GRADUATE
SCHOOL AND RESEARCH

Criterion Three: The institution is accomplishing its educational and other purposes.

Summary: This Chapter highlights how the University meets or exceeds Criterion Three through the accomplishments of the four colleges (Business Administration, Education and Human Services, Letters and Science, and Nursing, treated in alphabetical order) and the Graduate School and Research, which collectively provide the foundation of the University’s teaching, research and service missions.

College of Business Administration (COBA)

Established in 1965, the College of Business Administration (COBA) has full accreditation from the American Assembly of Collegiate Schools of Business (AACSB) at both the graduate and undergraduate levels and is the only business program in northeastern Wisconsin with AACSB accreditation. It offers a Bachelor of Business Administration (B.B.A.) degree program and a Master of Business Administration (M.B.A.) degree program, begun in 1970.

Organization

Until 1985, the College was administered as a single unit. Department organization was proposed after enrollment reached more than 2,700. The College’s four departments are Information Systems and Operations Management; Finance and Business Law; Accounting; and Marketing, Management, and Human Resources. In 1995-96, based on a faculty vote, the College replaced its associate dean with three process directors, who have college-wide administrative responsibility for undergraduate programs, graduate programs and faculty development and resources.

The administrative team made up of the Dean, process directors and the department chairs, together with the Graduate Student Programs Committee, the Undergraduate Student Programs Committee and the Faculty Research and Development Committee, are responsible for directing College planning. The administrative team has responsibility for all matters affecting general operations, policies and programs. The Graduate Student Programs Committee has responsibility for planning associated with
College graduate programs, while the Undergraduate Student Programs Committee focuses on planning related to the undergraduate business programs. Planning responsibility for faculty resources and professional development lies with the Faculty Research and Development Committee.

Merit, promotion, renewal and tenure decision-making responsibilities are shared by a College Faculty Evaluation Committee, departmental personnel committees, a College Full-Professor Promotions Committee, a College Tenure Committee and the Dean.

Outreach activities are coordinated through the Business Development Center, which is headed by a director who reports to the Dean (See Chapter 8).

Day-to-day operations are largely the responsibility of process directors and department chairs who work with faculty in the key area of fundamental curricular decision making.

A College of Business Advisory Board made up of 30 business representatives from the Fox River Valley provides advice on program direction and reviews College planning.

Degrees

In 1995-96, the COBA granted 287 undergraduate degrees in its six majors: accounting, management information systems, finance, operations management, human resources management and marketing (finance and marketing were the most popular majors). It awarded 99 M.B.A. degrees in the same period. A decade earlier, 351 undergraduate degrees and 72 graduate degrees were bestowed on COBA students.

In the intervening years, the almost overwhelming pressure for business degrees and severe shortages of qualified faculty have moderated. This change has been fortunate, since the fiscal resources needed to support a constantly growing program have been scarce. The College of Business Administration has entered a period of maturity, built a strong and stable faculty and refined its programs. It continues to be one of the nation’s leading colleges of business administration.

In 1995-96, the College had 1,586 declared undergraduate business majors in its program and 468 graduate students. Its faculty numbered 45 teaching FTE, of whom 33 are tenured, nine are on tenure-track, and three are ad hoc academic staff. Ten years ago, the number of declared undergraduate majors was nearly 30 percent higher and the College had concerns about its dependence on ad hoc instructors (academic staff). The change in student de-
mand (which mimics national trends) and the effects of enrollment management have allowed the business administration program to become stronger and more responsive.

A key response to the reduction in traditional daytime business undergraduate students has been to create (in 1995) an undergraduate business program in cooperation with the University’s weekend college that serves nontraditional students. This action was foreshadowed by several comments made by the College in the 1987 NCA report (Exhibit 1, p. 113), most particularly its understanding that by 1995 the number of workers age 35 to 44 (and therefore needing mid-career advancement opportunities) would increase by 79 percent and its realization that only one-sixth of all students were full-time, in residence at a college or university, and of traditional age (18-22).

Evaluation of Programs

The mission of AACSB is excellence in management education in colleges and universities. The objectives of AACSB include continuous improvement of management education and improvement of the effectiveness of management educators. Schools receiving accreditation must have a clearly stated mission that is appropriate to higher education for business and management and consistent with the mission of the institution of which it is a part. The College was reaccredited for 10 years by the AACSB in April 1990.

The College’s major programs have been modified through the academic program review process described in Chapter 4. The following sections highlight the changes which have taken place (Exhibit 23).

**Accounting**, May 1993. The review found employers and graduates generally satisfied with the program, but changes were recommended to (1) strengthen communication and interpersonal skills, (2) increase awareness of international issues, and (3) add Accounting Information Systems course. The College has added an international business course and offered a computerized accounting course.

**Finance**, May 1994. Graduates felt the program provided a solid preparation for careers and graduate studies. They viewed the strengths of the major to be the currency of courses and willingness of faculty to update and teach courses responding to the needs of students and the changing business environment. Recommended improvements included providing an electronic classroom for teaching financial concepts, integrating new computing and information technology into courses, and de-
veloping a course that concentrates on the application of financial theory.

**Human Resources Management,** February 1994. The review found the program stronger and broader than any in Wisconsin except those of UW Whitewater and Madison. The review urged that the curriculum be kept current with changes in employment law and court rulings. It also recommended integrating advanced topics into the curriculum; this need was addressed by adding the course Topics in Human Resources.

**Marketing,** Spring 1988. An alumni survey found that nearly 80 percent of marketing graduates rated their preparation “good” or “excellent” and only 4 percent felt that it was “inadequate.” The major recommendations included the need to review the nature and content of some courses and to decide if the major should offer greater structure for students. In response to those recommendations, the content was changed in a number of courses and a new course, Marketing Strategy, was added as a required senior-level course. The marketing major is currently undergoing another review.

**Management Information Systems,** Spring 1988. Reviewers found that the program adequately prepared students and that there was a need for continuous upgrading of courses due to rapid technological advancements. In 1995, the College approved a stand-alone M.I.S. major and an emphasis in End-User Computing; previously, M.I.S. majors were required to also major in another subject area. The new major includes added courses and hands on application development with current technology.

**Operations Management,** February 1994. Eighty-three percent of the majors found employment within six months of graduation. Major recommendations included integrating computer skills in all courses, ensuring commonality among course offerings, and increasing the use of problem-solving and analytical skills. Reviewers also found a need to work on developing communication and team skills, to cover concepts of operations associated with service organizations, and to encourage students to work for professional certification. Program faculty are currently standardizing the major’s fundamentals course.

**Master of Business Administration,** 1989-1990. Reviewers found that the curriculum met AACSB standards for M.B.A. programs. They recommended changing the information systems and corporate strategy courses from 1.5 to three credits,
enhancing international business coverage, and strengthening the study of legal and political environments. More generally, they recommended a reassessment of the curriculum to address the changing business environment. In spring 1995, the College approved a new M.B.A. program that focuses less on knowledge development and more on professional skill development and environmental analysis and strategic planning. Significant emphasis was also placed on the utilization of new technology in delivering the program to off-campus locations. The M.B.A. is extended to the UW Green Bay and UW Stevens Point areas through cooperative program arrangements.

Curriculum

The College of Business Administration’s undergraduate program consists of a set of core courses required of all business students and specific courses for each major (See the University Undergraduate Bulletin for details, Exhibit 6). The core business program was updated recently. Courses have been added in quality management, ethical issues, business skills and international business. Emphases have also been added in Entrepreneurship, International Business, End-User Computing, Production and Operations Management, Investments, Corporative Finance and Financial Services.

The College uses alumni surveys, curriculum reviews by its Business Advisory Board, exit interviews with graduating seniors, and internal program reviews to ensure that its curriculum is responsive and current. The College is concerned that the program review process, as helpful as it has been, has lacked follow-up. Occasionally, reviews include specific suggestions for program improvement, but there is no formal assessment to ensure that recommendations are implemented. As a consequence, there is still a need to update some portions of the COBA curriculum, primarily in the area of information technology.

Planning

The College’s long-term planning process involves all of its faculty and academic staff. A College-wide retreat in 1992 developed a long-range plan (Exhibit 24). It was reviewed and modified in 1994, at a similar retreat and will be reconsidered in 1996-1997. In the past three years the College has (1) approved changes to the set of classes that make up the business core curriculum, (2) approved a complete revision of the M.B.A. program, (3) approved and adopted a new organizational structure (4) approved a new M.I.S. major, and (5) revised the undergraduate Business minor. It has also used the planning process to establish academic, personnel and budget priorities.
Major Accomplishments

Over the past decade, the College of Business Administration has

- Developed Wisconsin’s first emphasis in entrepreneurship;
- Begun requiring that all B.B.A. graduates must have 100 hours of professional work experience;
- Established a client server focus in its Management Information Systems major to address new developments in business computing;
- Revised the M.B.A. to focus on professional skill development;
- Established an emphasis in international business, and required all business majors to complete at least six credits of business or nonbusiness course work with international content, e.g., foreign languages;
- Initiated international study tours to Europe and Asia;
- Established a B.B.A. program for nontraditional students.

Since the last North Central Association visit, the COBA has also built upon its faculty strength in teaching, scholarship and service. Each of these is touched on briefly below.

Teaching

Approximately 55 percent of the 1,143 students who received a B.B.A. degree in the 1990-91, 1991-92 and 1992-93 school years responded to a COBA Alumni Survey (Exhibit 25). Responses concerning alumni satisfaction with faculty and instruction were very positive all three years (average of about four- on a five-point scale). Data are also available from students who received an M.B.A. degree in 1989, 1990 and 1991. Response rates were 72, 52 and 65 percent, respectively. The quality of instruction was consistently viewed as positive by respondents. A significant majority of respondents indicated that they would take the program again.

Because the College believes writing, presentation, case analysis and working in teams are important elements of a college education, syllabi are assessed by COBA administration to ensure that students have the opportunity to participate in such activities.
The College has been a leader in the use of innovative techniques for the delivery of curriculum to students. In its M.B.A. program, the College uses distance education technology to deliver courses simultaneously to students in Green Bay and Stevens Point. Five courses have been taught using this technology and eight are planned for 1996-97.

Scholarship

In the past seven years, the College has given considerable attention to encouraging faculty scholarship through several innovative support and incentive programs. The results are partly reflected in the following:


The College’s Research and Development Committee seeks to ensure that at least 80 percent of the faculty have a meaningful professional experience in five years. The committee allocates funds for travel to conferences, research and training support, graduate assistant time, and faculty-industry internship programs. Nearly 25 percent of the College’s faculty receive such support each year. For example, in 1995, 11 faculty members received support from the Research and Development Committee in the form of direct compensation, money for supplies and travel, and/or summer graduate student hours. During the academic year all faculty requesting a graduate assistant are provided some hours of this type of support. The COBA also supports travel for the presentation of papers at conferences.

Faculty development and scholarship are also encouraged and supported through the University’s Faculty Development Program. In the past nine years, 63 percent of the 246 proposals submitted by COBA faculty for funding from the Faculty Development Program were approved.

The success of the College’s efforts to encourage quality teaching and a high level of scholarly activity is in part reflected by the fact that COBA faculty members have received eight major awards for teaching and research from the University community over the past 10 years. Five received the Distinguished Teaching Award; two received University Professorship endowments, and one received the Rosebush Professorship.
Service

The COBA offers two programs to the business community: Business Outreach, which provides training programs, and the Small Business Development Center (SBDC), which provides counseling for small businesses. Business Outreach provided 33 days of training in 1995-96 in single- and multi-day programs. Special courses have been provided to organizations such as the Oneida Tribe of Indians of Wisconsin, Dean Foods, Wisconsin Waste Management Association, the Credit Union League, Service Managers Association and Wisconsin Landscape Federation. Programs include “Improving Critical Thinking Skills,” “Building a Successful Family Business,” “Total Customer Service,” “Keys to Marketing Success,” “Cash Flow Management,” “Enhancing Employee Performance” and “Analyzing Business Needs for a Computer Information System.” The College also provides a Small Business Information Line that provides information, guidance and referrals.

Outreach activities continue to expand. In 1995-1996 the College began the Wisconsin Family Business Forum to develop a self-sustaining information center for family businesses. It began with nearly 14 family-business members who paid an annual membership fee of $2,500 and four sponsors who agreed to pay $10,000 a year for three years. The forum will provide educational opportunities for family businesses and research opportunities for the COBA faculty. As part of a University wide initiative, the College is also working with Kimberly-Clark Corporation on an external partnership program that will provide COBA’s educational offerings to KC employees and facilitate student and faculty internships.

COBA faculty are active in community service, as well. They present speeches and conduct seminars for businesses and other organizations, serve on boards of directors, provide planning and other professional support to area organizations, and facilitate meetings, teams and activities throughout the Valley. Their volunteer efforts aid organizations from the United Way and Evergreen Retirement Community to the Oshkosh Chamber of Commerce, New London School District and Oshkosh Truck.

Finally, the College has played a leadership role in Continuous Quality Improvement (CQI) efforts at the University of Wisconsin Oshkosh. Three faculty members led 16 CQI overview seminars for more than 450 university staff. COBA faculty also trained 13 teams at the University and others in the community.
Self-Evaluation

The COBA’s educational programs provide for the development of students who are well-prepared for work in the business world. Its research supports an effective curriculum and the business community. Its outreach programs support the development of local business. Its greatest strengths are:

- Full accreditation at both graduate and undergraduate levels from the American Assembly of Collegiate Schools of Business (AACSB). Only about 280 business programs are accredited nationally, and Oshkosh is ranked in the first tier. This strengthens both recruitment and job-placement.

- An up-to-date curriculum and highly qualified, involved faculty.

- A strong and effective community outreach program which has forged close ties between the College and area employers and agencies.

There are still areas of concern, some unique to the COBA, others applying more generally to the University. None of them negates the College’s strengths.

- Only 20 percent of COBA graduates complete their degree in eight semesters or less. The College has recommended that B.B.A. degree requirements be reduced from 128 to 120 credit hours to partially address this problem. (Subsequently, a similar reduction was approved for the entire University.) However, because many students take extra time due to their involvement in internships and transfer to the College from other majors and universities, the COBA may be limited in what it can do about this.

- There needs to be a stronger link between student assessments, program review and curricular change. Data from consumer surveys were used to develop the “Professional Experience Requirement” and to purchase Resume Expert System to assist in students’ job seeking. Although these data have resulted in curricular and administrative changes, such links are not clearly identified. The College has made reasonable progress toward developing an assessment strategy but must now work more vigorously to assure that it is implemented and the results are used.
The College of Education and Human Services (COEHS)

Organization

The College of Education and Human Services (COEHS), which has its roots in the 1871 Oshkosh Normal School, is the oldest of the four colleges at the University of Wisconsin Oshkosh.

Since the 1987 NCA site visit, the organizational structure of COEHS has undergone changes. When a new dean was appointed in fall 1994, the administration was reorganized. The administrative structure of the COEHS now consists of the dean, an associate dean, a director of the Professional Education Program (PEP), a director of field experiences and internships, and a half-time director of outreach. The College has nine standing committees that deal with: Curriculum; Personnel; Planning and Budget; Professional Education Program; Human Relations; Elections; Academic Standing Review; Student Appeals; and Library. The College’s long-term planning and policy-making activities are facilitated by an Administrative Council comprised of the dean, associate dean, department chairpersons, and others appointed by the dean. The College is also assisted by an Advisory Council, which consists of the dean, an elected faculty member, and various representatives from area elementary and secondary schools, community agencies and businesses.

The College has six departments, each headed by an elected department chair: 1) Counselor Education, 2) Curriculum and Instruction, 3) Educational Foundations, 4) Human Services and Professional Leadership, 5) Reading Education, and 6) Special Education. The College also has a number of ancillary programs: Project Success, Center for Career Development and Employability Training (CCDET), Head Start, Education Services Center, Reading Study Center, the Special Education Instructional Materials Center (SEIMC), the Fox Valley Writing Project and the Fox Valley Intertribal Community Association.

The primary mission of the college is to provide programs which prepare its graduates as professionals for employment and professional growth in education and human services occupations.

Degrees

The College offers Bachelor of Science in Education or Bachelor of Science in Human Services, Bachelor of Music Education and Bachelor of Fine Arts degree programs.
COEHS currently offers five major undergraduate programs: 1) elementary education, 2) human services, 3) natural science, 4) social science, and 5) special education. It does not offer a Secondary Education major, but it does offer programs leading to licensure to teach at the secondary level in areas such as natural science and social science. A complete listing of licensure areas may be found in Section V of the 1995-1997 University of Wisconsin Oshkosh Undergraduate Bulletin (Exhibit 6, pp. 60-63). The College offers a number of minors within the elementary education and the human services majors. These minors are described in Sections III and VII of the 1995-1997 University of Wisconsin Oshkosh Undergraduate Bulletin (Exhibit 6, pp. 56, 65-67).

In addition to its undergraduate programs, the College offers programs leading to the Master of Science in Education in Counseling, Elementary Education (PK-8), Reading, and Special Education. It also offers a program leading to the Master of Science in Educational Leadership degree. These programs and their requirements are described in the 1996-1998 University of Wisconsin Oshkosh Graduate School Bulletin (Exhibit 26, pp. 38-71).

Four cooperative graduate degree programs involving the College and other UW System campuses are also available. The M.S. Education Administration is a cooperative program with UW Madison (UW Madison grants the degree). The M.S.E. Counseling and the M.S.E. Special Education — Early Childhood: Exceptional Educational Needs — are cooperative programs with UW Stevens Point (University of Wisconsin Oshkosh grants the degree). The M.S.E. Reading is a cooperative program with UW Green Bay (University of Wisconsin Oshkosh grants the degree). In each case, courses are taught by faculty from the campuses involved.

In 1995-96, the College granted 291 undergraduate and 121 graduate degrees. Though individual programs have grown or diminished in size over the past 10 years, the general picture has been one of stability. In 1987, the total COEHS undergraduate enrollment was 1,969 students, compared with 1,854 students in 1996 (program enrollments exceed College enrollments because students may be listed in more than one curricular area).

Since 1991-92, the total number of undergraduate degrees awarded by the College has steadily increased. Elementary education accounts for more than half the degrees awarded by COEHS, followed by special education, then human services.

In recent years, elementary and secondary education and the bachelor of music education programs have lost enrollments; special education and human services have experienced increases.
The changes in elementary and special education enrollments comply with the recommendations of UW System’s 1994 “Report on Teacher Education Lateral Review” (Exhibit 27).

Enrollments in College graduate programs are also relatively stable, with the exception of special education and the counselor education cooperative program with UW-Stevens Point. In the former, enrollments have grown. In the latter, they have declined. Overall graduate enrollment in 1987 was 395 students; in 1996 it was 535.

The number of graduate degrees awarded annually by COEHS ranged from a low of 92 in 1990 to a high of 121 in 1996. The Counselor Education Program awarded the greatest number of graduate degrees and elementary education the fewest.

Evaluation of Programs

The College won national accreditation in 1954 from the American Association of Colleges for Teacher Education, whose accreditation function was assumed by the newly founded National Council for the Accreditation of Teacher Education (NCATE) that same year. In August 1985, budgetary restrictions forced a cancellation of a scheduled NCATE accreditation visit, and the college was withdrawn from NCATE affiliation, which it had held continuously from 1954 through 1984. The College is now in the process of applying for accreditation from the National Council for the Accreditation of Teacher Education. A Preconditions Report was submitted in October 1995, and the college was accepted as a formal candidate for accreditation at the NCATE Unit Accreditation Board’s March 1996 meeting. The preparation of the Institutional Report to NCATE was submitted in January 1997. The NCATE accreditation visit is scheduled for April 1997. Additionally, the COEHS is applying for reaccreditation of its Human Services Program.

Several program reviews have been scheduled to coincide with the NCATE visit. The B.S.E. and M.S.E. in Special Education, the M.S.E. in Counselor Education, the M.S.E. in Reading, and the Professional Education Program (PEP) and the five-year Department of Public Instruction review of the undergraduate teacher preparation program are all scheduled for spring 1997.

Graduate programs in the Counseling Education Department are among the few in the Midwest that are accredited by their accreditation agency. Furthermore the Human Services undergraduate programs are also accredited by their respective accreditation agency.
Individual COEHS programs are also reviewed by an internal University process every seven years, and new programs are jointly reviewed by the UW System and the University of Wisconsin-Oshkosh every five years. Since 1987, the following COEHS programs have been reviewed: M.S.E. in Elementary Education (PK-8), M.S. in Curriculum and Supervision (its name has been changed to Educational Leadership), and M.S.E. in Counselor Education. Each of the program reviews made recommendations for program improvement (Exhibit 28) that have been or are being addressed by the respective departments.

To assess the level of satisfaction of its graduates and students, the Professional Education Program (PEP) was reviewed internally by a special task force in 1993-1994. Surveys were administered to 315 PEP students and mailed to 216 PEP graduates, of whom 101 responded (response rate: 47 percent). The areas that show the highest level of satisfaction are admission standards, field experiences and liberal arts requirements. The areas that show the highest level of dissatisfaction are information about DPI standards, advising and the 15-credit graduate course requirement (Exhibit 29).

In 1993 the UW System conducted a lateral review of the state’s public teacher education programs. The review was conducted by a seven-member team of external consultants consisting of two university presidents, four deans of education and one education professor. Its report (Exhibit 27) cited the strong liberal arts component in the undergraduate program and an increase in student clinical experiences as strengths of the Professional Education Program at Oshkosh. The report also noted that employers and cooperating teachers praised the University of Wisconsin Oshkosh for the high quality of its graduates.

Curriculum

A new undergraduate teacher preparation program, the Professional Education Program (PEP), was launched by the COEHS in 1987. The PEP expands teacher education to five years, enhances liberal arts requirements and adds a graduate component.

Another major curricular change is the new dual licensure program in elementary and special education. This program was developed for students seeking licensure in both areas. It allows students to pursue a Bachelor of Science in Elementary (PK-3 or 1-6) and Special Education (K-9); it was approved for implementation in 1996-1997.
Long-Term Planning

The Dean has charged the College’s Planning and Budget Committee with studying the long-range needs of the College during 1996-97, using an external consultant if needed. Long-term planning will reflect recommendations in the 1993 UW System Lateral Review report on Wisconsin’s public teacher education programs. The recommendations of other committees also affect College planning: the Curriculum Committee considers all forms of program change such as the addition of new courses, deletion of obsolete courses, and changes in course content and/or credit hours; the Personnel Committee makes recommendations on renewal, tenure and promotion; the Technology Planning Committee, created in 1994, developed a policy that provides computer hardware and software to faculty and staff.

Major Accomplishments

Over the past 10 years, the College of Education and Human Services has:

- Expanded teacher education to a five-year program with a graduate component in order to better prepare its graduates. The success of this strategy is reflected in unusually high numbers of placements;
- Received accreditation from the Council for Accreditation of Counseling and Related Education Programs for its Counselor Education Program;
- Created a program (fall 1996) in cooperation with the College of Letters and Science to establish minors for teacher licensure in English as a Second Language, Bilingual Education (Hmong), and Bilingual Education (Spanish);
- Created a learning community for elementary education involving students, faculty and practicing teachers;
- Raised College admission requirements at the graduate and undergraduate levels;
- Established a dual licensure program for elementary and special education;
- Eliminated small programs and reduced and capped enrollments in all undergraduate programs.
As is the case in many sectors of the University, the COEHS has seen a significant turnover (nearly 50 percent) in its faculty over the past decade. During that time, the College’s faculty allocation has been stable, ranging from 69 to 72 FTE. Fifteen full-time faculty members have retired, 10 have resigned, and three have not been renewed or have been denied tenure. Thirty-five new faculty have been hired, of whom 25 are female; in addition, the faculty hires include two African-Americans, two American Indians and one Asian.

Teaching

The faculty-student ratio in COEHS for the fall semester 1995 was 17.60 to 1, somewhat lower than the University’s average of 19 to 1.

The standard teaching load in COEHS is 12 credit hours per semester, with the hours typically distributed between undergraduate and graduate courses. The Graduate School & Research has urged release time for such activities, and faculty members who supervise master’s theses or independent studies may receive load credit, depending on departmental staffing flexibility.

Renewal, tenure and merit decisions in the College consider the three all-University criteria: teaching, scholarship and service. Consistent with its mission, COEHS places heavy emphasis on the quality of teaching (50 percent) and requires Student Opinion Surveys, peer evaluations and supplementary materials to be submitted for evaluation.

Since the last NCA site visit, six individuals have won the University’s Distinguished Teaching Award, two have won the John McNaughton Rosebush Professorship, and one has won an Endowed Professorship.

In response to increased emphasis on assessing student learning, all programs have developed student assessment plans. Almost all of these COEHS plans have been approved and are being implemented. As examples of the individual approaches being taken by education programs, the Counseling Education Department is reviewing test results of graduates who have taken the National Counselor Examination; Reading Education is reviewing comprehensive exams, has completed a survey of graduates, and is refining a questionnaire used to survey graduates.
Scholarship

COEHS expects its faculty to undertake scholarly activities, including research and/or creative endeavors. From 1987 to 1995, College faculty produced 20 textbooks, 66 chapters in books, 300 journal articles and 668 conference presentations.

The faculty also participate in a variety of professional development programs sponsored by the University of Wisconsin Oshkosh Faculty Development Board. In 1995, 12 of the 15 faculty development proposals submitted by College faculty were approved for funding.

The College has also experienced a significant increase (364 percent) in the amount of external grant funding since 1987:

<table>
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<th>Year</th>
<th>Proposals Submitted</th>
<th>Amount Requested</th>
<th>Proposals Funded</th>
<th>Amount Received</th>
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<td>12</td>
<td>$1,117,251</td>
<td>10</td>
<td>$917,240</td>
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<tr>
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<td>14</td>
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<td>21</td>
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</tr>
<tr>
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<tr>
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<td>$6,096,592</td>
<td>15</td>
<td>$4,261,523</td>
</tr>
</tbody>
</table>

In addition to the funding shown in Table 9, two COEHS faculty members were awarded a $260,000 federal grant in 1996 to conduct a study of the criteria used to determine who qualifies as a learning disabled student in Wisconsin schools. A $20,283 grant from the Barbara Bush Foundation for Family Literacy in 1996 supported the implementation of a program to promote the sharing of books and creation of lasting memories between inmate fathers and their children.
Service

College faculty are strongly involved in education-related and community service.

Between 1987-1995, COEHS faculty conducted 256 in-service workshops for school personnel and were involved in 87 consultancies. To strengthen the existing working relationship between COEHS and the local school district, the Oshkosh Area School District/University of Wisconsin Oshkosh Liaison Committee was established in 1994.

COEHS programs respond to the needs of its communities. The Elementary Education Institute lets 200 school principals and practicing teachers work with nationally recognized speakers and consultants on school improvement projects. Special-interest institutes, such as the Institute of the Wisconsin Association of Supervision and Curriculum Development, are also periodically sponsored and/or co-sponsored by COEHS. The College offers local conferences that attract educational personnel from all over the state: the annual Early Childhood Conference, Middle School Conference, the Reading Education Conference, and the Special Education Conference. This year, for the first time, the College sponsored a Continuous Quality Improvement Workshop that attracted well over 200 teachers and administrators.

In addition to courses offered through the University’s Division of Continuing Education and Extension, COEHS also regularly sponsors off-campus credit courses.

The Fox Valley Writing Project, an affiliate of the National Writing Project, offers courses and noncredit workshops, staff development programs, and conferences throughout the school year.

In 1994, the College was named one of four regional sites for the federally funded Wisconsin Connecting the Curriculum Project. It has since become the largest of the four sites, involving more than 100 area teachers, 40 of whom are also enrolled in the three-credit graduate course entitled “Connecting the Curriculum” offered by COEHS.

A half-time Credit Outreach Coordinator was appointed in 1994 to strengthen further the outreach efforts of COEHS. Several significant outreach projects have been implemented as a result.
Self-Evaluation

The College of Education and Human Services believes that the following statements describe major program strengths:

- The Professional Education Program (PEP), which was initiated in 1987, transformed the teacher education program, increasing student entrance requirements, requiring more field placement experiences, building a strong liberal arts education requirement and providing fifth-year graduate course work.

- Its new dual program in elementary and special education directly responds to public school needs and future job-market demands.

- The COEHS has increased collaboration and partnership activities with public schools, including the Fox Valley Writing Project, support services provided by the Center for Career Development and Employability Training, the Wisconsin Correctional Institute and various other institutes.

Some of the College’s concerns are part of larger issues within the University. All are under active discussion and solutions are being sought.

- The diversity of the faculty and student body, although improving, needs to be increased.

- The academic advisement of undergraduate students must be improved.

- College long-range strategic planning needs to be more fully integrated into the College’s processes.

The College of Letters and Science (COLS)

The College of Letters and Science provides undergraduate degrees in the humanities, natural and social sciences, and fine and performing arts as well as liberal arts courses for all students at the University. It also offers a select number of graduate programs. Regardless of their major or career goal, students fulfill the University’s General Education requirements by taking courses in the College.

Organization

The College is organized into four divisions. The Social Science Division consists of the departments of Economics, History, Military Science, Political Science, Psychology, Public Affairs (with
undergraduate majors in criminal justice and urban and regional studies), Social Work and Sociology, and the International Studies Program.

The College’s Math/Science Division is composed of the departments of Biology and Microbiology, Chemistry, Computer Science, Geology, Mathematics, Physics and Astronomy, Physical Education and Health Promotion, and the Medical Technology and Environmental Studies Programs.

The Humanities Division houses the departments of Communication, English, Foreign Languages and Literatures, Journalism, Philosophy and Religious Studies/Anthropology, and the Women’s Studies Program.

Letters and Science’s fourth division, Fine and Performing Arts, was formed in 1989 and is composed of the departments of Art and Music and the theatre emphasis from the Communication Department.

The College is led by a dean, three part-time associate deans and a half-time assistant dean who is responsible for advising and scheduling. It has six standing faculty committees: Faculty, Tenure and Renewal, Promotion, Curriculum, Student Academic and Academic Program Review. Faculty are elected to these committees on a divisional basis for two-year terms.

Two all-University programs are also housed in the College. The University Scholars Program provides honors courses and specially designed extra-curricular activities. The University Learning Community is designed to build a sense of community and mutual assistance by offering participating first-year students special seminars, reserved residence accommodations, access to a series of core courses and activities, and opportunities to meet and discuss issues informally with Community faculty (See Chapter 6).

Degrees

The College offers 34 majors and 43 minors (1995-1997 University of Wisconsin Oshkosh Undergraduate Bulletin, Exhibit 6, pp 18-20). L&S undergraduate students may earn the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Bachelor of Social Work and Associate of Arts.

For fall 1996 slightly more than 4,500 undergraduate students, approximately 50 percent of the University’s undergraduate student body, had either declared a major in the College, were enrolled in one of its pre-professional programs or were enrolled in the College but had not declared a major. During the 1995-96 academic year (including summer 1995), more than 700 students
received degrees through the College of Letters and Science, almost half of the baccalaureate degrees awarded by the University.

The College provides instruction leading to graduate degrees in biology, mathematics education, physics, public administration, psychology, and speech and hearing science. For the 1995-96 academic year, 57 COLS students earned master’s degrees, 17.5 percent of the graduate degrees awarded by the University.

Various Letters and Science programs are recognized by their respective professional organizations: the Accrediting Council on Journalism and Mass Communication, the Council on Social Work Education, the National Association for Music Therapy, the National Association of Schools of Music and the American Speech Language Hearing Association. Chemistry’s professional emphasis within its undergraduate major is approved by the American Chemical Society.

Planning

Though the Dean coordinates and oversees planning decisions, the powers and responsibilities of the faculty are exercised through elected College-wide faculty committees. The Faculty Committee is the major policy-making and planning body of the College. Its seven members review recommendations of other College committees and may initiate policy recommendations.

One of the most important functions of the Faculty Committee is position reallocation, which is at the heart of long-range curriculum planning. The Committee makes recommendations to the Dean to reallocate faculty positions between departments, carving out new curricular areas. Latin American Anthropology and Environmental Geology are examples of areas created in this way. A tenure-track position in Women’s Studies also originated in this manner. There is ample opportunity for departments and the College to redefine vacant positions. This has been done to great effect in political science, English, history, communication and chemistry, to name a few. Positions created in this manner permit the College to offer a relevant, contemporary curriculum. The success of this personnel planning process rests on its allocating tenure track positions to maintain the strength of individual programs and responding to evolving student interests.

Much planning work is accomplished at the chair, division and departmental levels. The L&S Council, which is comprised of the chairs of all College departments, program directors, the associate deans and the Dean, identifies and reviews matters of collegiate concern for consideration by the College’s governance process. On a division level, chairs and unit heads in each division and an associate dean meet biweekly on issues of concern to that
division and formulate plans for the future. Departments are particularly active in dealing with curriculum and assessment issues.

Curriculum

The College offers a dynamic, up-to-date curriculum which is regularly reviewed by the faculty and modified as required. New courses are developed when needed and out-of-date ones deleted. As described in the Planning section above, a process is in place to redefine and reallocate positions so that qualified faculty are available to respond to new curricular initiatives. In addition to new and modified courses too numerous to list in this document, a number of significant changes have taken place in recent years.

- In 1990 a change was made in the bachelor of arts and bachelor of science requirements. Before the change, the B.A. degree required 14 credits of foreign language, but the B.S. degree did not require a comparable focus and depth of study in mathematics and the sciences. The overwhelming majority of the College’s students earned B.S. degrees regardless of their majors. The B.S. degree now requires 11 credits of mathematics and 12 credits of natural science, including a two-semester course sequence. B.S. candidates must also take three additional credits from approved math/statistics/computer/symbolic logic courses or a fourth natural science course. In addition to the foreign language requirement, the B.A. requires three credits of mathematics and eight credits of natural science. Now, 35 to 40 percent of students complete the B.A. degree requirements.

- The College has developed a new Writing Across the Curriculum Program coordinated by a 0.25 FTE faculty member in the English Department. The English Department proposed a four-step writing program that was approved through the College’s governance process: a first-level composition course, a second-level literature course with a strong writing component, a third-level writing course using materials from the broad discipline (e.g. Writing for the Humanities), and a writing-intensive course taught by the majors’ departments. Additional information on this program is available in the resource room (Exhibit 30).

- Over the past decade, a number of departments have imposed grade-point requirements for admission to the major. The Journalism, Exercise Fitness, Social Work and Radio-Television-Film programs now have minimum GPA requirements in their majors. These actions are a reflection of enrollment management to better match resources with enrollment capability and enhance quality education.
• An Environmental Studies Program has been added to the curriculum. Like Women’s Studies, which preceded it, this new minor emphasizes interdisciplinary learning.

• Several reorganizations have improved College efficiency; the Division of Physical Education and Health Promotion has been eliminated and the unit has been integrated with Mathematics/Science, and three programs (masters of public administration, criminal justice, and urban and regional studies) have been brought together in the new Department of Public Affairs.

With the hiring of new faculty, fresh areas of expertise have opened up. For example, a course on artificial intelligence has been added by the Computer Science Department because of a new philosophy professor with expertise in that field. Courses dealing with geographic information systems, post-colonial literature, environmental geography, medieval and Latin American history and other topics of current interest have been added to the College’s curriculum as a consequence of new faculty hiring.

Directly related to curriculum are faculty teaching loads. Progress has been made in recent years in restructuring faculty workloads. Based on a policy approved by the Faculty Committee in 1989, College faculty can now have a portion of their standard 12-hour teaching load assigned to scholarly and professional activities. Faculty who elect to take advantage of this opportunity file a Curriculum Modification Plan identifying the proposed activities and the anticipated outcomes. Both the originating department and the Dean review and approve the Plan. Up to three hours of teaching each semester may be reassigned to scholarly activities, typically for a three-year period. Accountability to ensure that reassigned time was used productively is a component of the process. The expectation of scholarship is higher for those faculty who have nine credit loads, and this fact is reflected in merit salary assignments. Faculty who have approved plans are required to file a report at the end of the reassignment, identifying tangible outcomes such as publications, books, exhibits and shows. To continue having a restructured work load, they must propose a new plan for scholarship and professional activities and have it approved.

Major Accomplishments

As might be expected in a large college, much has been accomplished over the last decade. Some major attainments — the revision of the B.A./B.S., for example — have appeared in other, appropriate sections of this report. The listing which appears be-
low is very selective, but it will give a sense of the College’s progress:

- The governance structure of the College has been recast through the development and adoption of new bylaws. As a consequence, the faculty’s role in personnel, curricular and budgetary affairs has been greatly strengthened.

- A new Division — Fine and Performing Arts — has been created to give greater visibility and emphasis to the arts within the College. This organizational change has allowed more effective budgeting, encouraged interdisciplinary efforts, and fostered new initiatives such as the annual arts festival.

- The College’s personnel planning process has supported the development of new programs, minors and emphases (e.g. Environmental Studies) and instructional experiments through the interdisciplinary team-teaching initiative begun in spring 1996.

- New emphasis has been given to involving faculty in advising. Central advising, which has been the model on the University campus for more than two decades, continues to assist students beginning their academic careers, but faculty have become more involved in working closely with majors and minors.

- The College began a faculty-student research program which has now become an all-University initiative. Letters and Science continues to place very strong emphasis on actively involving students in research.

**Teaching**

Over the past decade, 11 COLS faculty members have received the Distinguished Teaching Award and 11 have been named Rosebush Professors. Eleven of the University’s 16 endowed professorships have been awarded to College of Letters and Science faculty members.

Faculty have been recognized by national and international organizations as well, receiving National Science Foundation honors and scholarships. Three College faculty members have received J. William Fulbright awards in the last five years in recognition of their research and teaching. Several COLS faculty members have been awarded UW System Board of Regents honors for teaching excellence. Three faculty members have been awarded the Wisconsin Mathematics Council Distinguished Math Educator Award. Another received the Outstanding Postsecondary Educator of Wis-
consin Award, and yet another the Wisconsin Sociological Association Award for Excellent Teaching. The Central States Communication Association, with membership from 16 states, named a communication professor “Outstanding Young Teacher of 1995.”

While such individual honors are valued, the College has made a much broader commitment to strengthening classroom pedagogy. COLS monthly seminars encourage faculty to share their research and to discuss the intersections of knowledge across disciplines. Regular “Focus on Pedagogy” sessions allow faculty to explain and discuss new classroom techniques such as portfolio grading and argument-based instruction. The College’s peer-mentoring and peer-review approaches encourage the exchange of teaching techniques and collegial critiques.

In the midst of a growing record of high-quality faculty scholarship, the College and its committees that deal with tenure, appointment, renewal, promotions and salary continue to emphasize good teaching as an expectation.

Scholarship

Much has been accomplished by College faculty members in recent years. For instance, research grants have been awarded to Letters and Science faculty by the National Science Foundation, the University of Wisconsin Applied Research Program, the Urban Corridor Consortium, the Smithsonian Institution Scholarly Studies Program, the World Health Organization, the U.S. Department of Agriculture, the U.S. Geological Survey, the Environmental Protection Agency, the Petroleum Research Fund, the National Institutes of Health, the National Endowment for the Humanities, the Research Corporation, the Institute for Research in the Humanities at the University of Wisconsin Madison and the Wisconsin Council on Economic Education, among others.

As examples of recognitions for scholarly activity, several faculty members in the Communication Department are fellows of the American Speech and Hearing Association; several professors in the Department of Art have received awards in international competitions; a faculty member in the Department of English has received two national awards for fiction; and the compositions of a Music Department faculty member have been performed by orchestras across the country. Many other, equally impressive achievements of COLS professors could be cited; suffice it to say the College can legitimately claim to have a faculty of real distinction.

COLS has experienced a very substantial, gratifying increase in faculty scholarship during the past decade, a fact amply reflected in faculty documents available through the Dean’s Office.
Major University and trade presses have published a dozen or more faculty scholarly books annually, and peer-reviewed scholarly articles and paper presentations at national and international symposia number in the hundreds. Faculty members have published novels, poetry and scholarly studies that have merited national and international awards. They have been recognized by one-person art showings and have played with major orchestras and ensembles throughout the world. Their expertise is as broad as the College, ranging from water quality to the dating of geologic eras by the study of pollens, from recording technologies to international relations. Letters and Science faculty have a history of scholarly activity; in recent years these efforts have grown greatly, bringing with them increased recognition.

The undergraduate student-faculty collaborative research projects which were initiated in COLS and adopted by the University have proved a particular success. Projects have not only been funded by the University but by such organizations as the National Science Foundation and the Petroleum Research Fund. A chemistry student co-authored an article published in *Science*, one of the most prestigious scientific journals in the world. Numerous students have presented papers based on their undergraduate research at national meetings of professional organizations such as the American Chemical Society, the American Psychological Association, the Modern Language Association and the College Conference on Composition and Communication.

Cooperative models of scholarship are based on the notion that a commitment to the life of the mind is learned by example and involvement, and most certainly Letters and Science student successes validate the notion. Students have served as interns at the White House, with the Organization of American States, United Nations and Argonne National Laboratory. College of Letters and Science students have fared particularly well in securing positions in National Science Foundation-sponsored Research Experience for Undergraduates around the nation and throughout the world — the Antarctic, Panama, Australia. For more than a decade, they have been nationally ranked in Model United Nations competitions. Recording technology students have won a student Grammy. The models of scholarship provided by College faculty have led students to become scholars as well.

Service

The College has made significant contributions in its service to the community. Outreach efforts by College faculty and students are extensive and diverse. Faculty provide consulting, community education, and expert service as officers of community and organizational boards.
The University of Wisconsin’s System-wide Women and Science Program has been housed in the College since fall of 1996. The Program’s goal is to develop ways to present the sciences that will attract additional students, especially women and multicultural representatives. The Program is directed by a recently hired coordinator who also has responsibilities in Science Outreach. Women and Science is a consortial effort serving all 26 University of Wisconsin institutions. The fact that the College of Letters and Science elected to take responsibility for this effort after NSF funding had ended reflects its commitment to the ideal of generating greater participation in the sciences by highly able women and multicultural representatives.

The COLS Science Outreach Program provides workshops and courses to area public school teachers to strengthen their science background. It also offers hands-on activities for students and sends its professional staff and college students into elementary school classrooms for a week of science activities through its Scientist in Residence Program. Science Outreach also brings middle school students on campus for Science Olympiad competitions. The first year of the Science Olympiad competition brought 400 students from 28 schools to campus, and in 1996, 86 schools were represented. In recent summers teachers from throughout the country have come to campus to receive training in new methods of teaching science. These summer activities are supported through several state and federal grants.

In 1990, the National Science Foundation awarded the American Chemical Society’s (ACS) Education Division and the Science Outreach Program at the University $323,000 for Operation Chemistry, Phase I to develop and test workshop books. In 1993, the ACS Education Division, University of Wisconsin Oshkosh and Purdue University received an NSF grant of $2.75 million for Operation Chemistry, Phase II. This second grant supported three years of teacher training starting in the summer of 1994. The University’s Wisconsin Operation Chemistry initiative has received more than $192,000 of state Eisenhower funds for the training of more than 400 kindergarten through third-grade teachers. The external support which Science Outreach has received is a demonstration of the strength of the Program.

The Mathematics Department received Eisenhower grants for “Creating a Problem-Solving Focus in the Middle Grades” ($95,000 over three years). The Department also received Eisenhower grants in 1995-96 and 1996-97 for “Implementing Problem-Solving and Mathematical Modeling in the Middle Grades.” The grants were used to improve the problem-solving skills of middle-grade math teachers and to provide them with ideas, materials and support.
for implementing problem-solving and modeling in their class-
rooms. Each year about 30 teachers were served. The grants aver-
aged about $30,000 a year for five years.

Another program that involves area schools is the Coopera-
tive Academic Partnership Program (CAPP), which coordinates
and oversees college-level courses taught in the high school set-
ting. Courses are offered by 13 campus departments. High school
students successfully completing these courses may receive col-
lege credit. Since 1986-87, the Program has involved 10,721
students. All CAPP courses are sections of on-campus courses,
ensuring that these offerings meet the same standards as those
taught on campus.

The National Youth Sports Program, which began in 1995,
offers instruction on sports as well as health and substance abuse
to eligible local youngsters aged 10 to 16. It is funded by the
National Collegiate Athletic Association.

Other interactions with schools include creative writing work-
shops for high school students conducted by English Department
faculty in conjunction with the Annual Celebration of the Arts,
multiple-day workshops in astronomy for teachers in Oshkosh
and Minoequa, and a course on technical physics for Appleton
Public Schools given by the Physics Department faculty. The
Journalism Department hosts the Northeastern Wisconsin Schol-
astic Press Association Conference for high school students. The
conference includes sessions on reporting, writing, marketing,
graphics and photography. More than 750 students from 47 schools
attended the conference in 1996.

Opportunities for high school students to interact with the
University arts faculty and students are also provided through
such events as the yearly hosting of the High School Art Day and
the Wisconsin State Music Association’s State Solo and Ensemble
Festival.

The Fine and Performing Arts Division is a cultural resource
to the region. The Theatre Program’s ambitious season each year
enhances and adds to offerings by community, high school and
other drama groups. The Music Department’s concerts reveal the
talents of an outstanding faculty and internationally recognized
performing artists. The Art Department exhibits touring gallery
shows and work produced within the department in the Priebe
Gallery. Among the exhibitions in the Priebe is the National Graduate
Drawing Exhibition. In addition, many of the faculty and
students are active in community arts endeavors such as the
Oshkosh Symphony.
All of these efforts help to promote better community relations, provide continuing education opportunities for area residents, encourage grade school and high school students to go on to college and comply with the mission to extend knowledge beyond the classroom.

Self-Evaluation

The College of Letters and Science has many strengths that have contributed both to the training and development of its students and to the general education of students throughout the University:

- The College provides a wide range of attractive, relevant traditional programs alongside innovative interdisciplinary programs like Environmental Studies, International Studies, Women’s Studies and Medical Technology.

- College faculty have won recognition and awards as effective teachers and productive scholars. New faculty members with excellent credentials have been recruited. In recent years, faculty diversity has been significantly enhanced.

- The College is the source of significant outreach service to the community and region, providing faculty and staff services to businesses, agencies and government.

- Interdisciplinary involvement appears to be growing, encouraged by means such as symposia and forums sponsored by the College and team-teaching inducements.

- In recent years many computers, scientific instruments and other equipment have been purchased, allowing advances in instruction and research in ways that were not previously available.

Despite the numerous strengths in the College, the following concerns have been identified in the self-study process which are already being addressed or will have to be addressed in the next few years:

- Graduates from the College of Letters and Science need to be more systematically tracked to obtain data to assess the quality of their educational experience and ways in which future generations of students can be better served.

- Very few Letters and Science students have had or take advantage of opportunities to learn about foreign cultures. The ethnic studies requirement provides an opportunity to study other cultures in the classroom, but the College
believes more must be done to encourage students to travel and study in other nations. First steps have been taken: a College-wide meeting on internationalizing the curriculum was held in fall of 1996 and has led to the formation of four faculty study committees that will make recommendations for programmatic initiatives.

The College of Nursing (CON)

The College of Nursing, established in 1968, offers degrees at the graduate and undergraduate levels. The College’s programs are accredited by the National League for Nursing (NLN).

Organization

At the time of the last NCA visit, the College was administered by the Dean, one associate dean and two assistant deans — for undergraduate, graduate, and continuing education. Five coordinators, one for each of the curricular tracks, guided the undergraduate curriculum. Over the past decade, the CON’s programs have evolved to accommodate two undergraduate emphases (the baccalaureate emphasis and the B.S.N. degree-completion program) and a graduate program which includes four emphases (family nurse practitioner, gerontological nurse practitioner, nurse educator and nurse administrator). Budgetary constraints and new priorities led to a simplification of the administrative structure comprised of the Dean; directors for the undergraduate program, the graduate program, research and grants, the Nursing Center and continuing education and outreach (a position for an associate dean remains unfilled).

Between 1988 and 1995, CON staffing has remained relatively constant, with its 29.4 FTE being predominantly tenured or tenure-track faculty (21.6 FTEs). The relatively high number (compared to the University as a whole) of one-semester-only and one-year-only academic staff (7.8 FTEs) reflects both the College’s heavy use of experienced clinicians in supervisory roles and (as noted later) the competitive market which exists for faculty candidates with doctorates.

Degrees Offered

The College offers the Bachelor of Science in Nursing and Master of Science in Nursing. Students in the RN degree-completion program earn a Bachelor of Science in Nursing degree. Nursing enrollment increased until 1993 and has subsequently dropped 25 percent as reflected in the fall 1995 enrollment (1993, 947; 1995, 707). There has been a significant change in the number of men seeking nursing degrees; in 1991, there were 59 men in the cohort and in 1996 there were 88, an increase of 49 percent.
The number of undergraduate degrees granted has not shown similar growth in the last five years (in 1985, the CON issued 148 baccalaureate degrees and granted 155 in 1995-96), mostly because of the limits placed on enrollment in order to assure quality. The baccalaureate nursing program admits students to the professional component in their sophomore year. Admission has been limited since 1976: it is capped at 70 basic nursing students each semester. (During the current period of curriculum revision, enrollment is limited to 63 per semester; however, the College will return to the 70 student per-semester limit after the transition period is over.) Graduate degrees have remained relatively constant. However, it should be noted that over the last 10 years, the CON has witnessed considerable, though carefully controlled, growth in graduate education: in 1986 it awarded only 15 master’s degrees; in 1996 it granted 49. The stability in undergraduate enrollment and growth in the graduate area should be viewed in relation to the College’s principal concern expressed in the 1987 NCA self-study: that based on a forecast of declining nursing enrollments nationwide, the College would experience a decline in enrollment.

Curriculum

The undergraduate program in the College of Nursing has developed and implemented a rigorous curriculum that is built on a base of humanities, natural and social sciences, and pre-nursing courses. It provides nursing graduates with the knowledge, skills and values to enable them to practice in a wide variety of settings. The CON’s Master of Science in Nursing degree program builds upon the rigorous curricular outcomes of baccalaureate nursing education and prepares practitioners, educators and administrators for advanced practice in primary health care nursing.

The College’s faculty members subscribe to a common philosophy of professional nursing for the undergraduate and graduate programs. This philosophy — focused on health care for the individual and community, a concern for the environment in which health care is provided, a commitment to professional standards and an understanding that the practice of nursing is essential to national priorities — guides the development of curricula and the evaluation of student accomplishment. The focus, depth and breadth for each of the concepts within this philosophy differs across programs, generally increasing in complexity and focus according to the student’s curricular emphasis or level of development. Differences between CON programs relate primarily to the emphasis given to concepts within the philosophy and the way in which their relationships are studied.
The College’s curricula are designed to provide continuing and increasingly complex situations for students to cultivate their critical thinking and ethical judgment. Critical thinking is taught at all curricular levels and in every component of the program, undergraduate and graduate. Since ethics and values are fundamental to health-care practices, students are regularly challenged to assess, develop and/or expand their thinking in these areas, not with the intent of developing some homogenous “nursing ethic” but with the hope that they will come to understand their own beliefs and test them against what they are learning and experiencing.

The strength of the College’s program is reflected in the fact that it has enjoyed continuous accreditation from the NLN since its founding and that past reviews have resulted in the League’s endorsement for the maximum eight-year period.

Evaluation of Programs

In addition to the procedures established by the University’s and System’s academic review process and the periodic assessments accompanying accreditation, the College of Nursing has established internal assessment processes which assist curricular modification.

Nursing uses criterion-referenced guidelines, which have been developed for specific courses and are incorporated into each syllabus to define the abilities of nursing students. Guidelines focus on nursing behaviors appropriate to the level of study. The unique objectives of each course, as well as the progressive skills that students are to develop as they advance in nursing, are reflected in the measurement tools. After assessment data are analyzed, faculty use the results to recommend changes to the appropriate college program committee. The program committees report curricular changes back to the full faculty. The process is highly responsive to changing health care practices.

The College of Nursing is particularly concerned that students develop strong communications skills. As a result, the teaching of communication skills is integrated throughout the curricula — practica, professional theory courses and the graduate core and role emphasis courses. Communication is taught as a dynamic, ongoing process, not just the means of transferring information.

The CON performs extensive program reviews using student and employer survey instruments, and data from these questionnaires provide a basis for program modification. The Annual Alumni Survey (Exhibit 31) completed one year after graduation indicates that 98-99 percent of CON graduates are employed and reflects a high level of satisfaction with the quality and relevance of the nursing programs.
The College of Nursing Evaluation Plan (Exhibit 32) has been in place for approximately 15 years. Students are surveyed at the end of the program (graduate and undergraduate), after one year, five, 10, 15 and 20 years. In addition, permission is requested of all students to survey their employers. Both quantitative and qualitative data are obtained.

The most recent end-of-program data from 1996 (Exhibit 33) indicate that the strengths of the undergraduate program in nursing are the required CON courses, clinical preceptors, clinical practice and faculty. The weaknesses are advisement/counseling and the College’s elective courses.

The data from the 1994 graduate end-of-program evaluations (Exhibit 34) indicate that the required nursing courses, the educational facilities and the library resources were the three major strengths of the graduate program and that the campus health service and student counseling and advisement were the weaknesses.

Because both the undergraduate and the graduate programs have undergone major curriculum revisions during the past three years and the current surveys no longer apply, the entire Evaluation Plan is currently being revised. The goal of the revised College of Nursing evaluation process is to streamline the mechanism so that it is less expensive and time-consuming, and more amenable to action based upon findings.

**Program Changes**

The major issues facing nursing education today are rapid changes in the health care system, the shift to managed care, a new emphasis on cost effectiveness and the employment of unlicensed assistive personnel instead of registered nurses. The College has implemented a new curriculum for both basic and registered nurse students to respond to these changes.

Two curricula (the Basic and the Collaborative Nursing Programs [CNP]) lead to a Bachelor of Science degree in Nursing. The Basic Program is aimed at students who have not had earlier nursing preparation. The CNP is intended for registered nurses who have either an associate’s degree or a nursing diploma. Between 1992 and 1995, both of these programs were extensively revised. Students were first admitted into the new curricula in 1995-96.

**Basic Program** The College extensively revised its Basic Program to respond to the massive reforms taking place in the United States health care system and to take into account recommendations from students, alumni and employers. The CON curriculum had last been fully recast in 1981, long before what now is thought of as the health-care “revolution.” The nursing faculty
took a leadership role in creating a new curriculum that responded to these forces in order to prepare nurses to successfully enter the health care arena and a career in nursing.

In addition to creating 29 new or revised nursing courses, the faculty has made two major policy changes. Under new admission criteria, students are admitted earlier into the nursing program and a clinical lab semester has been added to the program. The admission criteria reflect increased academic rigor. For example, the number of courses a student may repeat and still be in good standing is restricted. The additional clinical lab semester uses computer assisted instruction and interactive video in the CON Learning Laboratory to teach needed health-assessment and entry-level technical skills.

The basic nursing curriculum emphasizes critical thinking, the delegation of nursing responsibilities, communication with other health care team members, cultural diversity, case management, and the role of economics and ethics in nursing practice. Clinical practica focus on the health care needs of diverse groups across the lifespan. Community-based care is the foundation of the new curriculum.

Collaborative Nursing Program (CNP) In 1992, the University of Wisconsin Oshkosh College of Nursing joined four other System campuses (Madison, Milwaukee, Eau Claire, Green Bay) that offer degree programs for registered nurses in exploring ways to better meet the needs of nurses who do not have easy access to a campus offering a baccalaureate nursing degree. The schools found that each program offered very similar courses and clinical experiences in the major. Also, each program allowed credit for prior learning through testing, articulation agreements or the escrow approach which banks prior technical college credits until such time as the student demonstrates success in nursing foundations course work. Though some of the pre-nursing and university requirements differed from campus to campus, there seemed to be enough similarity to support a cooperative program. University of Wisconsin Extension has served a central role in coordinating and facilitating the CNP’s implementation.

The program is offered through the use of distance technology (audiographics, compressed video, Public Television and the ETN Network), using the combined resources of the five nursing programs. The goal of the CNP Program is to provide flexibility so that students may pursue their education without having to relocate or travel great distances to a campus. As of fall 1996, all of the core nursing courses are being offered through the use of distance education technology.
It is important to note that this is not a UW System degree, but rather a method for UW System schools of nursing to respond to the need for formal education of RNs across the state. Students select one of the universities as their “home” institution. The home institution provides student services such as advising, financial aid and registration, and a unique practicum and capstone course that give students an integrative educational experience. Though the baccalaureate degree is awarded by the “home” institution, students may attend classes at convenient sites throughout the state.

The UW System has allocated $150,000 over a three-year period, using Undergraduate Teaching Improvement Funds, to start the program. A common tuition of $150 per credit has been established, with some of these funds earmarked for providing new technology to support the program’s offerings.

**Graduate Programs**

On the graduate level, the University of Wisconsin Oshkosh College of Nursing assumed a regional leadership role when it obtained entitlement for a Master of Science in Nursing in Primary Health Care in 1974. With the transformation of the health care system in the 1990s, the national demand for family nurse practitioners led to an increased number of program applicants. In fall 1993, a moratorium on admissions was placed on the Nurse Administrator, Nurse Educator and Gerontological Nurse Practitioner emphases to focus program resources to help meet the local and national demand for family nurse practitioners. In 1992 there were 80 nurse practitioner programs in the United States and by 1995 the number had risen to 247. Since 1993, six Wisconsin campuses have offered nurse practitioner programs, and two more Wisconsin schools will be initiating programs within the next year.

In 1994, the Graduate Nursing Program went from an open to an annual admission policy to maintain educational quality in the face of soaring demand. Major curricular changes in the Family Nurse Practitioner emphasis were initiated in 1994, with 30 of the 36 credits being revised. Continuous quality improvement was the impetus for the curriculum revision, which included an increase in clinical hours from 336 to 378. A Graduate Program review, which includes a Family Nurse Practitioner curricular review and the anticipated addition of over 100 clinical hours, has been initiated in the 1996-1997 academic year. Reconsideration of admission moratoria and curricular emphases is anticipated.
Major Accomplishments

Over the past decade, the College has:

- Revised both its graduate and undergraduate programs while maintaining national accreditation.
- Significantly increased the number and percentage of its faculty holding the Ph.D.
- Significantly increased faculty outcomes related to scholarship and publications.
- Implemented an innovative collaborative baccalaureate degree-completion program for licensed nurses.

Teaching

As noted earlier, a comprehensive evaluation plan for the nursing programs, evolving from the work of an ad hoc task group on evaluation appointed in 1983, is in place. The College’s evaluation plan provides information for evaluation and decision-making. In 1996 a CON task force on assessment/evaluation was charged with reviewing and recommending revisions to the CON evaluation plan. This work is currently in progress.

The teaching strength of the faculty is consistently identified in program evaluation surveys and also reflected by the fact that four have received the University’s Distinguished Teaching Award over the past decade, one has received the Rosebush Professorship, and three CON faculty members have been recipients of the University’s 15 endowed professorships.

Scholarship

College of Nursing expectations of faculty in the area of scholarship include professional development, research, publications, presentation of papers and grant writing. CON faculty members have set an expectation that 25 percent of their evaluation will be based on professional development.

The number of faculty-conducted research projects has consistently increased since 1984. More than half (57.9 percent) of the faculty are involved in individual or collaborative research projects, a 27.9 percent increase since 1984. The number of faculty who have published in one or more journals or who have had manuscripts accepted for publication has grown markedly over the last few years. Since 1984, 84 articles or book chapters by 25 faculty have been published or accepted for publication. In the past three years, the faculty members of the College of Nursing list three
Since 1987, CON faculty have been awarded grants totaling $768,570.

The College’s commitment to preparing quality primary care providers led to the initiation of the nation’s first post-doctoral Family Nurse Practitioner Program in 1994. Nineteen nursing faculty from campuses across the nation were accepted and have completed the rigorous one-year post-doctoral FNP Program. Schools represented were Boston College, University of Miami, Northern Illinois University, University of Pittsburgh, Arizona State University in Flagstaff and Phoenix, University of Arizona in Tucson, Murray State in Kentucky, Idaho State University, St. Xavier College in Chicago, University of Akron, Bethel College in Kansas, Medical College of Ohio, LaRouch College in Pennsylvania, Grand Valley State University in Michigan, Southeastern Louisiana University, Marquette University, the University of Wisconsin Milwaukee, and the University of Wisconsin Oshkosh. All participants have successfully completed national certification examinations.

During the 1995 summer session, the Graduate Nursing Program collaborated with the University of Wisconsin Madison School of Pharmacy to co-present/teach a Pharmacotherapeutics course by distance education utilizing PictureTel. The course was in response to an immediate need to assist advanced practice nurses in Wisconsin meet the 1995 statute requirements for prescriptive authority.

One Nursing program objective is to educate nurse leaders to provide primary health care to underserved populations. The Family Nurse Practitioner Program developed a practice agreement with Family Health/LaClinica, the only migrant clinic in Wisconsin. In 1993, a FNP faculty and 11 nurse practitioner students began the first annual summer project of providing health care from a mobile unit to migrant workers and their families throughout the state. Since then, the project has involved as many as 44 post-doctoral, master’s and baccalaureate-level nurses and provided health care to over 2,000 migrant farm workers and their families during books and 57 articles as having been published or accepted for publication. The past decade has witnessed progress in faculty scholarship.

Perhaps most striking is the success College faculty have had in generating external grants support. Since 1987, CON faculty have been awarded grants totaling $768,570.

Service

The College’s commitment to preparing quality primary care providers led to the initiation of the nation’s first post-doctoral Family Nurse Practitioner (FNP) Program in 1994. The purpose of the post-doctoral program was to prepare nursing faculty with a doctoral degree as family nurse practitioner faculty in order to maintain the quality required in advanced-practice nursing programs. Nineteen nursing faculty from campuses across the nation were accepted and have completed the rigorous one-year post-doctoral FNP Program. Schools represented were Boston College, University of Miami, Northern Illinois University, University of Pittsburgh, Arizona State University in Flagstaff and Phoenix, University of Arizona in Tucson, Murray State in Kentucky, Idaho State University, St. Xavier College in Chicago, University of Akron, Bethel College in Kansas, Medical College of Ohio, LaRouch College in Pennsylvania, Grand Valley State University in Michigan, Southeastern Louisiana University, Marquette University, the University of Wisconsin Milwaukee, and the University of Wisconsin Oshkosh. All participants have successfully completed national certification examinations.

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a single summer session. Over the past three years, the Wisconsin Area Health Education Center has provided over $80,000 in grant funds to the Oshkosh Graduate Nursing Program to support its efforts to increase the cultural diversity experiences in the FNP Program. Cultural diversity practicum experiences now include federally qualified Community Health Centers, Federal Indian Health Service Sites, Wisconsin Corrections Health Clinics and Health Care for the Homeless Grantees sites throughout the state. The Diversity Practicum has become a required course and gives all FNP students the opportunity to have supervised clinical experiences with at least one multicultural, under-served population.

In June 1986, the College of Nursing opened a Nursing Center to provide health assessment and promotion services to University employees and the local community. The Center provides a learning site for nursing students and an opportunity for nursing faculty to maintain direct clinical practice. Its mission includes community service, clinical practice and instruction for graduate and undergraduate nursing students, faculty practice, and practice-based research. The faculty practice model has been expanded to include activities with the Nursing Center, the University of Wisconsin Oshkosh Student Health Center and community agencies. The Nursing Center has service contracts at multiple satellite locations and in 1993 expanded its services to include a Natural Alternative Health Care Clinic. With the Fall 1995 completion of the UW System-funded, state-of-the-art, Graduate Nursing Lab, the Nursing Center began operating out of the new Lab, which enabled the Nursing Center to expand services. In 1996, a Winnebago County grant was awarded to the Nursing Center to provide nonemergency primary health care to the uninsured residents of the County. This grant has been renewed for 1997.

Self-Evaluation

Over the past 10 years, the College of Nursing has developed new strengths:

• the academic preparation and scholarly activity of its faculty have been greatly increased;

• it has developed a responsive curriculum and demonstrated national leadership as a nursing program;

• it has maintained high-quality clinical sites.

The experience of the past and a knowledge of health-care changes currently in process and being planned raise several concerns:

• much of the CON’s response has involved re-casting its curriculum and investing in new technologies. Keeping cur-
rent and finding the resources to meet changing demands on the disciplines is likely to be a particular challenge;

- the supply of doctorally qualified nursing faculty continues to be very small, and the high salaries being offered by health-service providers make it difficult for colleges and universities to compete for their services.

The Graduate School and Research (GS&R)

The Graduate School (now the Graduate School and Research: GS&R) was established in 1964. Since 1996, it has been directed by an assistant vice chancellor who also has other academic assignments in the Provost and Vice Chancellor’s Office. Since its founding, the University’s Graduate School has evolved into one of the largest in the UW System, maintaining the highest graduate student enrollment among the four-year comprehensive universities.

Organization

For most of its history, GS&R has had a Dean as its administrative head, but reorganization in the mid-1990s encouraged a consolidation of functions in the Provost and Vice Chancellor’s office, assigning the School, evening and weekend programs, and continuing education to an assistant vice chancellor. (See Chapter 6 for information pertaining to the Bachelor of Liberal Studies Program, and Chapter 8 for information on the Division of Continuing Education and Extension.) The School’s staff includes two other full-time administrators, a director of grants, who also works with the Faculty Development Program, and a coordinator of graduate studies and related areas.

The primary role of the GS&R is to monitor and maintain the standards of graduate education and to serve as an advocate for graduate education in the University. The actual offering of graduate programs is provided by colleges and departments, with the GS&R serving as a facilitator and provider of support services. The GS&R establishes broad policies and practices through its faculty committees, but immediate program control follows the curricular and budgetary paths set for undergraduate offerings: graduate program proposals, for example, are reviewed at the department (when appropriate) and college levels before coming before the Graduate Council for consideration. Faculty retain primary responsibility for curriculum and pedagogy, electing two groups of faculty to provide oversight for graduate programs: the Graduate Council and the Graduate Program Coordinators Group. Admission requirements, culminating experiences, and graduate assistantship policies and practices, for example, must conform
to the GS&R’s minimum requirements, but individual programs may choose to go beyond those general guidelines either to meet accreditation requirements or faculty-set expectations.

While each of the University’s four colleges makes an individual determination on whether faculty will receive reductions in their instructional obligation to compensate for teaching graduate sections, the GS&R has taken a strong, formal position supporting the idea that graduate teaching makes unusual demands on faculty energies and that it should be recognized in instructional assignments.

**Curriculum**

The Graduate School offers 13 professional and liberal arts master’s degree programs and six Graduate Achievement Programs (See the 1996-98 Graduate Bulletin, Exhibit 26, pp. 8 and 9). Enrollments in these programs range from nearly 500 in the University’s accredited M.B.A. Program to fewer than 10 in the M.S. Physics Program.

Since the graduate curriculum lacks a separate faculty, Colleges often have to balance advanced offerings against undergraduate demands on resources. Several programs which appear on the University’s books — for example, the administrative and gerontological emphases in the College of Nursing — are not accepting new students at this time. Instead, resources are being concentrated in areas of higher demand. In addition, three emphases (the M.S. in clinical psychology, the gerontological emphasis in the Master of Public Administration Program and the M.S. degree in accounting) have suspended admissions pending program revisions and a long-range resource review.

Graduate courses undergo curricular review along with each department’s undergraduate offerings (the sole exception is the Master of Public Administration Program, which has no undergraduate component), using the seven-year cycle (See Chapter 4). When a graduate program is part of the review, the assessments of the Graduate Council as well as those of the College Committee, dean, and external reviewers and Assistant Vice Chancellor are sent to the Provost and Vice Chancellor for final action.

The number of graduate degrees granted by the University has ranged from 303 in 1994 to 326 in 1996. The number of graduate degree-program students increased from 1,105 in 1986-87 to 1,304 in the current academic year. This represents an 18 percent increase in 10 years. The table which follows summarizes graduate enrollment history over the past six years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduate Degree Program Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1986-87</td>
<td>1,105</td>
</tr>
<tr>
<td>1987-88</td>
<td>1,120</td>
</tr>
<tr>
<td>1988-89</td>
<td>1,160</td>
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<tr>
<td>1989-90</td>
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<td>1990-91</td>
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<td>1991-92</td>
<td>1,280</td>
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<tr>
<td>1992-93</td>
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<td>1993-94</td>
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<td>1,400</td>
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<td>1995-96</td>
<td>1,440</td>
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<tr>
<td>1996-97</td>
<td>1,480</td>
</tr>
<tr>
<td>Current</td>
<td>1,304</td>
</tr>
</tbody>
</table>
## Table 10

### ENROLLMENTS IN GRADUATE DEGREE PROGRAMS
**Fall 1991 Through Fall 1996**

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MASTER OF BUSINESS ADMINISTRATION</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>M.S.E.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
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<tr>
<td>School Counselor</td>
<td>60</td>
<td>68</td>
<td>76</td>
<td>83</td>
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<tr>
<td>Community Counselor</td>
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<td>64</td>
<td>59</td>
<td>60</td>
<td>70</td>
<td>67</td>
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<tr>
<td>Student Development</td>
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<td>11</td>
<td>8</td>
<td>12</td>
<td>14</td>
<td>17</td>
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<tr>
<td>Reading Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Special Education</td>
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<td></td>
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<tr>
<td>Early Childhood-Excep’t Educ Needs</td>
<td>28</td>
<td>32</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
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<tr>
<td>Emotionally Disturbed</td>
<td>48</td>
<td>70</td>
<td>61</td>
<td>49</td>
<td>82</td>
<td>83</td>
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<tr>
<td>Learning Disabilities</td>
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<td>53</td>
<td>55</td>
<td>67</td>
<td>68</td>
<td>75</td>
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<tr>
<td>Mental Retardation/Cognitive Disabilities</td>
<td>13</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>5</td>
<td>7</td>
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<tr>
<td>Accounting</td>
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<td>2</td>
<td>1</td>
<td>0</td>
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</tr>
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<td>Biology</td>
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<td></td>
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<tr>
<td>Botany/Zoology</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Microbiology</td>
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<td>14</td>
<td>11</td>
<td>9</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Educational Leadership</td>
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</tr>
<tr>
<td>General</td>
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<td>35</td>
<td>35</td>
<td>39</td>
<td>47</td>
<td>53</td>
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<td>Library Science</td>
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<td>10</td>
<td>6</td>
<td>7</td>
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<td>5</td>
</tr>
<tr>
<td>Mathematics Education</td>
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</tr>
<tr>
<td>General</td>
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<td>Speech &amp; Hearing Science</td>
<td></td>
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<tr>
<td>Audiology</td>
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<td>7</td>
<td>2</td>
<td>10</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>Pathology</td>
<td>24</td>
<td>23</td>
<td>30</td>
<td>27</td>
<td>35</td>
<td>34</td>
</tr>
<tr>
<td><strong>MASTER OF SCIENCE IN NURSING</strong></td>
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<td></td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
<td>57</td>
<td>56</td>
<td>84</td>
<td>90</td>
<td>99</td>
<td>79</td>
</tr>
<tr>
<td>Educator</td>
<td>23</td>
<td>29</td>
<td>19</td>
<td>9</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Administrator</td>
<td>11</td>
<td>21</td>
<td>13</td>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Gerontological Nurse Practitioner</td>
<td>0</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>MASTER OF PUBLIC ADMINISTRATION</strong></td>
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<td></td>
</tr>
<tr>
<td>General Administration</td>
<td>49</td>
<td>48</td>
<td>50</td>
<td>40</td>
<td>48</td>
<td>39</td>
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<tr>
<td>Health Agency</td>
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<td>27</td>
<td>22</td>
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<td>Local Agency</td>
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<td>15</td>
<td>16</td>
<td>13</td>
<td>10</td>
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<tr>
<td>Social Agency</td>
<td>11</td>
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<td>13</td>
<td>11</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
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<td>5</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
The table reflects a number of trends in graduate education at the University. Some of them — such as the growth in demand for special education programs — are noted in individual College reports. Others — such as the decline in the number of students enrolled in the M.S. Accounting Program — are caused by program, GS&R and University decisions to allocate resources to programs which are more heavily in demand. Still others — most particularly the substantial increases in the numbers of students in the M.S. Speech/Hearing Science: Audiology Program — are the direct result of a major program revision and the allocation of significant resources to strengthen a program which was unhealthy.

**Evaluation**

The rigor of graduate programs at the University is assured by four processes: 1) regularly assessing student achievement; 2) complying with the requirements of professional and education accrediting bodies; 3) using the University’s program review process; 4) using peer review to select graduate faculty and program coordinators.

In the future, the University’s assessment process will be the primary means for setting and maintaining high educational standards. Ten of the 13 graduate programs have approved assessment plans which they have begun to implement. The others’ plans are being refined. Program assessments will set student achievement goals and will become the basis for program evaluation and modification. When assessment is fully implemented, teaching effectiveness will be further evaluated by comparing student achievements against the outcomes articulated by each graduate program.

The following programs have been accredited by external bodies:

**M.S. Nursing** – National League for Nursing  
**M.B.A.** – American Assembly of Collegiate Schools of Business  
**M.S. Audiology** – American Speech-Language-Hearing Association  
**M.S. Speech-Language Pathology** – American Speech-Language-Hearing Association  
**M.S.E. Counseling** – Council for Accreditation of Counseling and Related Education Programs  
**M.S. and M.S.E. Education** – Wisconsin Department of Public Instruction

Since the University’s graduate programs are also members of more than a dozen professional organizations, they are able to assess their curricula by comparing them to external benchmarks.
Many associations provide guidelines and criteria that set the profession’s expectations for preparing practitioners. Still others offer accreditation based on a set of quality standards. Even when a program does not seek accreditation, the standards offer an external measure for program review and development.

Finally, a peer-review process is used to admit faculty to graduate status and to approve graduate coordinators. Decisions are based on academic preparation and scholarly activity. This process is yet another means of maintaining and increasing program quality.

Five new program initiatives (1986-87: Gerontology emphasis in M.P.A., Gerontology Nursing, and Reading; 1988-89: Post-Master’s certification and GAP in Instructional Media Supervision; and 1989-90: Gerontology Practitioner emphasis) have been mounted since 1987 in response to regional needs and based on a combination of existing undergraduate and graduate strengths. Two graduate programs (M.A.-Humanities; M.A.-Library Science) were discontinued during that same period as a result of program reviews.

Long-Range Planning

To initiate a campuswide, longer-range perspective on graduate education, a strategic planning process was implemented in 1996. Community representatives from business, human services and education were involved in the environmental-scanning and goal-setting activities. The GS&R worked collaboratively with the four colleges and departments throughout the process and in follow-up activities.

The GS&R has also begun collaborative planning with the Division of Continuing Education and Extension and the Center for Weekend/Evening Degrees Programs office (formerly BLS, see Chapter 6) to better meet the needs of nontraditional students. Collaborative marketing, cooperative needs assessing, grant proposals and joint program planning are among the targets of this collaboration.

Major Accomplishments

Graduate students have demonstrated their academic preparation in the annual Midwest Association of Graduate Schools (MAGS) Distinguished Thesis Competition, where entries are judged for the caliber of research, content and quality of writing. Since 1991, the graduate programs have submitted 15 nominees to be considered for the regional competition. The first time the University’s nominee won at the regional event was in 1992. An-
nually more than 50 graduate faculty from Oshkosh are involved in judging theses for the MAGS competition.

In 1992-93 the Graduate School and Research launched the Graduate School Travel Fund to assist faculty and students who will be engaged in professional development that requires travel. Between $5,000 and $6,000 has been awarded in each of the past four years to respond to these requests. A collaborative Graduate Student/Faculty Research Program was launched in 1996: four awards of $2,500 each and up to $500 in auxiliary expenses were made for summer 1996 projects.

Since 1994, GS&R has sponsored an annual Graduate Student Research Day which presents student research (often done in collaboration with graduate faculty) via a poster forum. Sixty-two research projects have been highlighted, and alumni of graduate programs have made presentations on their continuing research.

During the past decade, the Graduate School has successfully advocated for increased financial assistance to graduate students. The graduate assistant allocation, for example, went from $191,271 in 1986-87 (17.5 FTEs) to nearly $357,000 in 1996-97 (25.75 FTEs).

**Self-Evaluation**

The Graduate School and Research sees the following as its major strengths:

- Most of the University’s graduate programs use scheduling and class formats that accommodate part-time students.
For example, the Master of Public Administration (M.P.A.) Program focuses on mid-career public service professionals statewide and offers courses in nontraditional formats, using evening and weekend classes.

- Programs are oriented toward serving identified regional needs. Many of the physics graduate students, for instance, are career professionals in regional industries and school districts.

- Graduate programs are clearly tied to the mission of the University and build on undergraduate program strengths. A 1992-1995 survey of alumni (Exhibit 35) indicated a high level of student satisfaction.

- Enrollments in graduate education at the University of Wisconsin Oshkosh are higher than at any of the state’s other four-year comprehensive universities.

Areas have been targeted for improvement to make graduate education even stronger. They include the following:

- A growing interest in distance-learning technologies offers both challenges and opportunities for graduate education, providing one of the most promising avenues now available for increasing efficiency and enrollments. Careful planning and training must be done to assure the effective use of these opportunities.

- Because the UW System has in recent years placed an increased emphasis on undergraduate education (the “Undergraduate Imperative, 1992,” Exhibit 36), the Graduate School and Research must make a persuasive case for resource allocations needed to maintain its strength.
CHAPTER 6: CRITERION THREE
STUDENT ACADEMIC SERVICES

Criterion Three: The University of Wisconsin Oshkosh is accomplishing its educational and other purposes.

Summary: This Chapter continues the report’s review of ways in which the University meets or exceeds Criterion Three. It focuses on academic support services beyond the traditional credit-producing areas described in chapters 4 and 5. Included are a description of admission, advising and placement services that support students in their academic pursuits. Learning programs aimed at those with special needs are also described.

Introduction

Student academic support services are designed to ensure that all students have an opportunity to succeed and grow. Services include some aimed at individuals with special needs such as multicultural students, honor students, those with dyslexia, and nontraditional students with especially challenging work and/or family responsibilities. The University’s academic support services are described below.

Admissions

The primary function of the Admissions Office is to facilitate and coordinate the admission and recruitment of qualified students displaying the potential to succeed. Six admissions counselors, support staff and a director strive to meet established enrollment targets while being responsive to the enrollment management limits and policies established by the UW System.

Recruitment of quality students is a University responsibility. The Admissions Office coordinates this process with the help of University faculty, nonacademic staff from areas such as Career Services, University Relations and Intercollegiate Athletics, administrators, and students and alumni. Scholarships to attract highly qualified students are available through the University of Wisconsin Oshkosh Foundation. The comprehensive recruitment program includes a large direct-mailing component, visits to nearly every Wisconsin and some Illinois high schools, participation in all Wisconsin Educational Fairs and in three national recruitment fairs. The University typically draws most of its students from northeastern Wisconsin and Waukesha and Mil-
waukee counties. (Between 14 and 18 percent of new fall freshmen each year between 1986 and 1995 came from those regions.) Special efforts are also made to recruit a significant number of transfer students from the 13-campus UW Center System. In 1996-97, six campus preview days were sponsored for prospective students. There are seminars for high school guidance counselors on campus and in satellite locations in western Wisconsin. The Admissions Office is open six days a week; it provides two campus tours daily on weekdays and one on Saturdays. Prospective students meet one-on-one with admissions counselors.

### Advising/Registration

The Academic Advisement/Registration Center provides academic advising, continuous registration and academic progress checks to ensure that appropriate courses have been taken for graduation. Students receive a progress summary each semester, and credit checks in their junior and senior years that tell students their status regarding academic major and degree requirements.

Academic Advisement is in a centralized office where students meet individually with an adviser on questions related to academic requirements and policies. This is in addition to the advising provided by faculty members in their major. Special advisers are available for students who are veterans, disabled or participants in the Division of Academic Support.

Students can register continuously throughout the year in person or by mail or phone. Since 1987, phone and keyboard-terminal registration has been available. A Degree Audit Registration System, which will further assist students and advisers in course selection and degree requirements, was pilot-tested in fall 1996 and is expected to be in place by fall 1997.

The University of Wisconsin Oshkosh and UW System campuses at La Crosse and Whitewater are developing a Student Information System (SIS) that is expected to be implemented by fall 1998. It will upgrade programs for recruitment, admissions, registration, student advisement, financial aid and student records. One result of the joint effort could be an electronic admissions form that would allow students to register for classes over the Internet.

A transcript service in the Registration Center provides students with transcripts which accurately reflect student learning and follow commonly accepted practices.
Recommendations from a Continuous Quality Improvement (CQI) committee (Exhibit 37) that has studied ways to strengthen academic advisement are currently under review.

Students With Special Academic Needs

Division of Academic Support

The Division of Academic Support provides programs to assist in the enrollment, retention and graduation of multicultural and disadvantaged students. It offers assistance to Hispanic, African-Americans, Asian and American Indian students as well as disadvantaged students who are low-income, first-generation or disabled. New efforts have been made to promote cultural/ethnic diversity, and many have proved successful. However, efforts to recruit and retain more multicultural students have suffered from the same demographic factors that have affected such efforts throughout the UW System.

Among services provided by the Division of Academic Support are the PreCollege Program, the Math Tutorial Program and the Early Warning/Intervention Intrusive Advising Program.

The **PreCollege Program** helps multicultural and disadvantaged students prepare for college. It provides summer-session academic and personal development courses and activities for middle and high school students. Areas emphasized are English/writing, mathematics, computers, science, health/wellness, study skills and career exploration.

Changes since 1987 include the addition of a science component, the hiring of students as tutors and resident hall assistants, and the initiation of orientation sessions for students and parents.

The **Math Tutorial Program** seeks to increase the retention of multicultural students by helping them successfully complete general education mathematics requirements. It includes the use of study groups, one-on-one tutoring and math software programs.

The **Early Warning/Intervention Intrusive Advising Program** identifies and assists multicultural students who may be having academic problems. Contacts are made by Multicultural Program counselors. Changes since 1987 include a process for providing feedback to instructors regarding intervention strategies and centralized student records. The program includes the Division of Academic Support Writing Lab, the Assistance Program Supplement and the King/Garvey Loan Service, which provides emergency funds to African-American students (See Chapter 7).
The Division of Academic Support Writing Lab, established since the 1987 NCA review, helps multicultural students with essays, research papers, lab reports, speeches and other writing tasks. It also helps the students prepare resumes and cover letters. The lab is supervised by a writing skills coordinator.

The Assistance Program Supplement provides assistance in basic mathematics, reading and composition skills. It also offers academic, career, financial and personal counseling and tutoring in various subjects. The Division of Academic Support has begun monitoring participants in the program throughout the year.

The Division of Academic Support’s Student Support Services is a federally funded program that serves low-income, first-generation and disabled students. Services include academic advising, counseling, tutoring, financial aid and career counseling. Of the approximately 400 students helped annually, 30 to 50 percent are members of multicultural groups. About three-fourths of the students served by the program graduate, and about 10 percent of them seek post-graduate education. The quality of the service has been improved in recent years. The tutor pool has been expanded, program advisers continuously monitor the status of students being tutored, and computers are used to help tutor, advise and monitor students.

University Learning Community

The University Learning Community (ULC), established in 1986 with a $205,000 grant from the U.S. Department of Education, is a residentially based general education program open to any first-year student. It is designed to help freshmen achieve academic success and become involved early in the cultural and intellectual life of the University. Housed on the same residence hall floor, participants share tutors, advisers and mentors, and they participate together in academic and cultural programs.

Since 1986, approximately 600 students have participated in the program. A $250 per semester fee meets about one-third of the operating cost, with the University paying the remainder. The ULC has increased freshman retention and served as a model for other universities. Between 1987 and 1996 the average retention rate for ULC students was 84.8 percent, compared with an overall University retention rate of 72.3 percent.

University Scholars Program

The University Scholars Program, founded in 1981, offers students a 19-credit honors curriculum. It includes the first-year Honors Seminar (three credits), Cultural Connection (one credit) and the Scholars Senior Project (three credits). The remaining 12 cred-
its are earned in a variety of courses taught by a select honors faculty and open only to honors students.

The program is open to all high school valedictorians, National Merit Scholars and students who rank in the top 10 percent of their high school class and who also have an ACT composite score of at least 26. In addition, first-year students who earn a minimum grade-point average of 3.3 may join the program.

In the early 1980s the program enrolled up to 600 students a year. Now it enrolls about 350, due to more stringent eligibility standards, significantly higher academic expectations and more effective program evaluation. The program is recognized as one of the premier honors programs in the state and region. Its newsletter, *Illuminations* (Exhibit 38), was recognized in 1996 as one of the finest honors program newsletters in the country by the National Collegiate Honors Council.

**Project Success**

Project Success was established in 1979 to serve dyslexic students and others with language disabilities. The program helps students improve their reading, math and study skills. It typically enrolls nearly 200 students annually. The 1996-97 enrollment is 189.

The academic performance of students entering Project Success from 1992-95 was analyzed in the 1995-96 Project Success Summary Report (Exhibit 39). It showed that 118 students, or approximately 66 percent of Project Success students enrolled from 1992-95, are in good academic standing at the University of Wisconsin Oshkosh or at other universities where they had transferred. As of June 1996, 94 students, or 52 percent of the 181 who entered Project Success as freshmen in that four-year period, were still enrolled in good academic standing at the University. Another 25 students, or 14 percent, transferred to other universities in good academic standing. In the past three years, an average of 23 students from Project Success have graduated from the University. (Project Success students enter the University with substantially lower ACT scores and less science and mathematics background than the average entering freshman.) The Project has received national acclaim and attracts applicants from throughout the country. Since Project Success admits a limited number of students each year, it has a waiting list that extends to the end of the century.

**Reading Study Center**

The Reading Study Center helps students of all ability levels improve their academic performance by learning more sophisticated reading and study strategies. Some of the services include
assisting students prepare for standardized tests such as the Preprofessional Skills Test, Graduate Record Examination, and Graduate Management Admission Test and teaching specific study strategies such as time management, note taking, textbook study, and speed reading. Services include noncredit individual assistance, workshops, classroom visits and credit courses. The Reading Study Center is an all-university service supported by the College of Education and Human Services.

Nontraditional Students

Bachelor of Liberal Studies Program

Working nontraditional students can earn a bachelor’s degree by taking classes mainly on the weekend in the University’s Bachelor of Liberal Studies (BLS) Degree Program. Beginning in fall 1996, the BLS Program added evening classes during the week to its usual weekend schedule.

Comprehensive reviews of the program in the past three years have led to more efforts to accommodate working students. Beginning in fall 1996, three College of Business Administration majors that can lead to a Bachelor of Business Administration were added. Classes for these majors — Marketing and Management Information Systems — are normally offered in the evenings.

The Adult Center, which administered the Liberal Studies program, is now the Center for Weekend/Evening Degree Programs. Its mission is to serve all students, regardless of age, who are unable to attend classes during the traditional weekday schedule.

Weekend classes have been expanded from three to four weekends per course, each totaling 42 contact hours. Students can earn degrees in four to six years by attending weekend or evening classes. A number of traditional courses are also offered in the four-weekend format. The program’s courses are taught by faculty drawn from the University’s colleges.

College Programs

Other areas have also created programs responsive to the special needs of nontraditional students (See Chapter 5). For instance, the COBA Master of Business Administration program, a part-time general business program, is offered in the evening. The College of Education and Human Services regularly sponsors off-campus credit courses, and courses scheduled evenings and/or special times.
In 1996 the College of Nursing began participation in the University of Wisconsin System Collaborative Nursing Program. In spring 1996 collaborative courses were offered at sites in Wausau, Stevens Point, Menasha and Marshfield. Forty-six of the 93 students enrolled in those courses were University of Wisconsin Oshkosh students. In fall 1996 an additional four collaborative courses were offered. A fifth course, originating in Oshkosh, used public television and the Educational Telephone Network to provide instruction at sites across the state (See Chapter 5).

Self-Evaluation

Strengths:

• The University has an extensive program designed to retain multicultural students.

• The University is increasingly responding to the needs of its nontraditional students. Its Bachelor of Liberal Studies program provides students the opportunity to earn a degree attending weekend classes; it recently expanded to include evening business classes.

Concern:

• Students have raised concerns about the quality of advising services. The situation is under review (Exhibit 37).
CHAPTER 7: CRITERION THREE
STUDENT SUPPORT SERVICES

Criterion Three: The University of Wisconsin Oshkosh is accomplishing its educational and other purposes.

Summary: This Chapter continues with a description of how the University meets or exceeds Criterion Three. It addresses nonacademic programs and services that respond to a wide variety of student needs and interests in areas such as residential living, financial aid, counseling, health care and athletics.

Introduction

The University provides student services that go beyond academic support. From creating a quality residence hall environment to offering medical and legal services and coaching top-ranked athletic teams, University personnel seek to provide students with a total educational experience. The focus is on how to help the student grow and develop.

Beginning in January 1996 the Division of Student Affairs began a strategic planning effort to foster ongoing improvement. This process has produced a new values and mission statement, long-range goals, and department and division action plans (Exhibit 40).

Basic services used by large numbers of students and special services available to members of multicultural groups are examined first. Other services are described in alphabetical order. (Further information is available in the Student Handbook, Exhibit 41.)

Residence Life

The University houses more than 3,000 students in residence halls. The Department of Residence Life is committed to providing reasonably priced, attractive, comfortable and clean accommodations. It also strives to help students develop both academically and personally.

Forty percent of full-time undergraduates at the University live in the residence halls. Most are freshmen and sophomores. About one-fifth of the residents are juniors, seniors or graduate students.
A variety of leadership development opportunities and programs are offered. Through a strong hall government system, students are encouraged to be actively involved in hall activities and campus events and organizations. United Students in Residence Halls (USRH), the residents’ governing body, makes recommendations to the Residence Life director on housing policies, provides leadership training, and is responsible for much of the social and educational programming within the halls. Programs include a successful ongoing citizenship program. Hall programs have received local, state and national acclaim.

An academic programs and services coordinator was appointed in 1995 to provide academic support to residents and community advisers. It is part of a continuing effort to promote the academic mission of the University.

The halls are managed by master’s level professional residence hall directors selected in a national search. Directors participate in an intensive three-week training orientation in August prior to the start of school. They supervise between four and 12 undergraduate community advisers and graduate student staff. Student staff members serve floor residents as peer counselors, informal advisers, activity planners and resource people. Student staff members are selected through a rigorous screening process.

Each residence hall has a computer lab equipped with a combination of IBM-compatible and Macintosh computers. The labs are staffed with student consultants who maintain equipment and tutor students in the utilization of software packages and campuswide computer services. In addition, hall students can connect to the residence hall network and the Internet from their rooms. A coaxial video loop and lines will give students access to extended video broadcasting by 1997.

The 1995 UW System and Campus Specific Accountability Indicators Report (Exhibit 22) shows that the University has the 10th lowest room rates among UW System campuses that provide residence halls, and that it maintains a quality housing program for students.

The department also provides the Fletcher Hall Fitness Center and the Scott Hall Aerobics Center. Residence Life staff members are working with Student Health Center staff to assess the health and wellness needs of students in order to provide better programming.
Residence Life also provides the Oshkosh community with conference facilities and services. Gruenhagen Conference Center is a 550-bed, full-service, year-round facility that hosts conferences, workshops and conventions. The Center staff works with various campus departments, the Oshkosh Visitors and Convention Bureau, the Chamber of Commerce and local innkeepers to provide conference opportunities to various large groups and organizations.

**Dean of Students Office**

The Dean of Students Office provides programs and activities to promote critical thinking, independent growth and life-adjustment skills. Staff members are facilitators, mediators and advocates for students. Among those receiving assistance are students with disabilities, international students and new students.

Its services include programs that support community involvement and volunteer activity; leadership development; alcohol/drug abuse education; acquaintance rape education and prevention; the development and support of an inclusive University environment for lesbians, gays and bisexuals; education and assistance for fraternities and sororities; and assistance and advising for student government. Student interns and graduate assistants are crucial to the development and implementation of programs and services.

Under the auspices of the Provost and Vice Chancellor, the Dean of Students Office coordinates a freshman orientation experience that, prior to 1996, included a summer reading assignment. This is an integral part of the required freshman English course and reflects the University’s academic mission. An alternative, common intellectual experience for entering freshmen — a theatre performance and discussion — was provided in 1996 in this evolving orientation program.

The Dean of Students Office also handles student discipline cases, many of which are referred by residence halls. A total of 1,775 incidents was reported in 1995-96. The office enforces a student discipline code that combines UW System guidelines with local provisions (*University of Wisconsin Oshkosh Student Handbook*, Exhibit 41).

Each fall, the Dean of Students Office distributes to all students, staff and faculty copies of *Re: Campus Safety, Graduation Rate Data, Substance Abuse Prevention, Sexual Assault, and Sexual Harassment - Information, Education, and Policies* (Exhibit 42). The publication is mailed to all members of the University community and is
available to prospective students and to employees upon request. It includes the Annual Security Report and Policy Statement provided by University Police (including crimes statistics), information relating to alcohol and other drugs, and information on the policies and procedures for reporting complaints of sexual assault and sexual harassment. Included in the publication are campus and community resources available to students, staff and faculty relating to these concerns.

Career Services

Career Services helps students prepare for their pre- and post-graduation job search. Services include on-campus interviewing, mock interviewing with prospective employers, resume development, networking with employers, job workshops, job vacancy lists, company literature, credential files for education majors, government vacancy listings and a community part-time employment board. The office also provides counseling for students who are considering changing their majors and classroom and residence hall presentations on how students can prepare themselves for employment after college.

Approximately 2,500 students use some type of placement service each year. For example, 2,000 students are provided with information on career services through presentations to classes, residence halls, student clubs and organizations. More than 1,400 job interviews involving 500 students are conducted on campus. Career Services maintains a centralized database of 1,000 student resumes. In a typical year there are 350 job referrals processed by the office.

Several major changes were initiated in 1995. They included increased efforts to get students involved in career planning beginning in their freshman year and to encourage area employers to offer students opportunities for internships and jobs.

Survey results show that 91.6 percent of December 1994 and May 1995 graduates had a job within 12 months of graduation, and that 27 percent of those same graduates were continuing their education either part-time or full-time. Previous to this, a placement survey had not been done for several years. A summary of this survey is provided as Exhibit 43 in the NCA Resource Room.

Financial Aid

The Financial Aid Office helps students apply for loans, grants, student employment and other forms of financial assistance. A total of $26,872,596 in financial aid was awarded to University students in 1995-96. It included $6,384,614 in the form of gift aid,
grants and scholarships. Scholarship awards alone totaled $878,762. Loans amounted to $16,996,599. Student employment programs provided $3,491,383.

Most grants come from state and federal governments. Scholarships are funded by the University of Wisconsin Oshkosh Foundation and by corporate and individual contributors and other external sources. The federal government also funds two student loan efforts: the Perkins Loan Program and the Nursing Training Loan. Both are matched with institutional dollars. The federal government subsidizes and guarantees the Stafford Loan, the largest loan program. It guarantees two programs provided on a non-need basis: Unsubsidized Stafford Loan and the Parent Loan for Undergraduate Students. The University of Wisconsin Oshkosh also administers its own short-term loan program.

Students can also get part-time employment in University programs and community agencies. There are three on-campus sources for jobs: the federal College Work-Study program, which provided a payroll of $661,132 in 1995-96; the University of Wisconsin Oshkosh student-assistant program, which totaled $2,684,251; and the contracted food service program, which paid students $146,000 in 1995-96. Also available are off-campus employment opportunities, including many through campus-administered internship programs.

Need is the major factor for most awards through the Financial Aid Office. Ethnicity is not the sole consideration in financial aid awards. However, the average multicultural student has greater financial need and thus is eligible for more need-based aid.

The following Financial Aid grants and loans are disbursed to multicultural students, with need being the major factor unless ethnicity is specified: Lawton Undergraduate Multicultural Retention Grant; Pilot Multicultural Grant; Multicultural Teacher Forgivable Loan; Talent Incentive Program Grant; Bureau of Indian Affairs Grant; Wisconsin Indian Grant, and the Advanced Opportunity Program Grant. These programs totaled $384,590 in 1995-96.

A total of $8,195,133 in grants, loans and work study awards was made in 1995-96 to students who can be identified by their multicultural status (See Tables 11, 12 and 13). The headcount and dollars indicated are for aid that was awarded and accepted. In the case of the Work-Study program, not all dollars accepted were actually earned; thus the total in Table 13 exceeds the total of work study dollars reported previously.
### 1995-96 GRANT AWARDS BY MULTICULTURAL STATUS

<table>
<thead>
<tr>
<th>Grants</th>
<th>Number</th>
<th>Dollars</th>
<th>Average Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-Americans</td>
<td>60</td>
<td>196,627</td>
<td>3,277</td>
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<tr>
<td>Asians</td>
<td>28</td>
<td>97,157</td>
<td>3,469</td>
</tr>
<tr>
<td>Caucasians</td>
<td>1,785</td>
<td>3,844,152</td>
<td>1,785</td>
</tr>
<tr>
<td>Hispanics</td>
<td>37</td>
<td>98,041</td>
<td>2,649</td>
</tr>
<tr>
<td>Native Americans</td>
<td>53</td>
<td>219,789</td>
<td>4,146</td>
</tr>
<tr>
<td>Southeast Asians</td>
<td>46</td>
<td>228,755</td>
<td>4,972</td>
</tr>
<tr>
<td>Total Grants</td>
<td>2,010</td>
<td>4,688,501</td>
<td>2,332</td>
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</table>

### 1995-96 LOAN AWARDS BY MULTICULTURAL STATUS

(Does not include Stafford Loans or PLUS)

<table>
<thead>
<tr>
<th>Loans</th>
<th>Number</th>
<th>Dollars</th>
<th>Average Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-Americans</td>
<td>24</td>
<td>42,156</td>
<td>1,756</td>
</tr>
<tr>
<td>Asians</td>
<td>14</td>
<td>21,699</td>
<td>1,549</td>
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<tr>
<td>Caucasians</td>
<td>759</td>
<td>1,459,991</td>
<td>1,923</td>
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<tr>
<td>Hispanics</td>
<td>17</td>
<td>33,321</td>
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<tr>
<td>Native Americans</td>
<td>10</td>
<td>18,254</td>
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<tr>
<td>Southeast Asians</td>
<td>14</td>
<td>24,370</td>
<td>1,740</td>
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<tr>
<td>Total Loans</td>
<td>838</td>
<td>1,599,791</td>
<td>1,909</td>
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### Table 13

<table>
<thead>
<tr>
<th>1995-96 WORK STUDY AWARDS BY MULTICULTURAL STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Study</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>African-Americans</td>
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<tr>
<td>Asians</td>
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<tr>
<td>Caucasians</td>
</tr>
<tr>
<td>Hispanics</td>
</tr>
<tr>
<td>Native Americans</td>
</tr>
<tr>
<td>Southeast Asians</td>
</tr>
<tr>
<td>Total Work Study</td>
</tr>
</tbody>
</table>

The Graduate School and Research provides financial support to multicultural and disadvantaged students. During 1996-97 the following awards were made: Advanced Opportunity Program (AOP), 75 students, $77,897; Design for Diversity, two students, $20,800; and the Assistant Vice Chancellor’s Multicultural Award, four students, $23,100. In 1986-87 $30,856 in financial aid was available in the AOP.

Short-term emergency financial assistance is available to African-American students through the King/Garvey Loan Service, part of the Early Warning/Intervention Advising Program. Fifty-seven short-term emergency loans, totaling $2,975, were made to multicultural students in the 1995-96 academic year. The loans were approximately $50 each. All but $775 was repaid.

### Services for Multicultural Groups

In addition to financial aid, a variety of other services are available to members of multicultural groups. The Multicultural Education Center (MEC), located in a separate building in the heart of campus, provides continuing activities to enhance the success of multicultural students. It is a resource and information center for students, staff, faculty and community members seeking to improve cross-cultural human relations and the understanding of cultural differences. Seven student boards with headquarters at the MEC plan and participate in educational, social and cultural programs.
Several student organizations are available to students with a background and/or interest in various cultures. They include the American Indian Student Association, Asian Student Association, Black Student Union, Chinese Student Association, Hispanic Cultures United, Hmong Student Union and the Pakistan Student Association.

**Other Support Services**

As noted in Chapter 3, Academic Computing maintains six general-access computer labs with 343 computer work-stations for students. The University intends to provide 450 lab work-stations by 1999. All work-stations are connected to the campus fiber-optics network to provide maximum access to course-related software, library resources and the Internet. All students are given electronic-mail accounts.

The Children’s Learning and Care Center provides care for the children of University students, faculty and staff, with students getting first priority. The Center cares for children up to 8 years old, and it offers age-appropriate development activities. Fees depend on the age of the child and the number of hours the child is in the Center.

Staffed by seven professionals, the Counseling Center offers programs to help students deal with personal problems and develop to their full potential. The programs cover personal issues such as drug/alcohol abuse, depression, eating disorders and communication anxiety. Other programs provide assistance on matters such as academic performance, leadership training, career exploration and planning, interpersonal and family relationships, self-esteem and social skills. Services include counseling for individuals, groups, couples and families; crisis intervention; and presentations to classes and organizations. Information about majors, occupations, educational programs and personal issues is available in a Career Resource Library and a Self-Help Library.

Several new programs began after 1987. The DISCOVER Career Exploration Program was added to the Career Library. The staff increased service hours and reduced client waiting lists, and a Drinker’s Check-up Program, an educational/behavioral approach to responsible drinking, was implemented. The Center took responsibility for the Employee Assistance Program, directed by a staff psychologist, in 1995.

There are a variety of resources for disabled students. Services and accommodations are provided according to type of disability and needs. Services may include note takers, extended time
on exams, tutors, recorders, materials on tape, interpreter services, enlarged materials or adaptive equipment.

Special equipment to assist individuals who are sight-impaired has been placed in Polk Library. A study lounge for students with disabilities was expanded and improved in 1995.

Since 1987 the University has greatly expanded access to individuals with physical disabilities through the addition of elevators and the alteration of entrances, bathrooms and architecture to bring them into compliance with Americans with Disabilities Act requirements. Compliance with the Act is an institutional responsibility that involves various personnel. Among those involved is a campus advisory committee that includes faculty, staff, students and community members.

**Intercollegiate athletic** teams have excelled in many sports. In 1995-96, three teams were National Collegiate Athletic Association Division III national champions — women’s basketball, women’s indoor track and field and women’s outdoor track and field. Other University of Wisconsin Oshkosh teams that have won national titles since 1987 are: men’s baseball (1994), men’s cross country (1988, 1989, 1990), women’s cross country (1987, 1988, 1991), women’s indoor track and field (1994, 1995) and women’s outdoor track and field (1990, 1991, 1995). The University’s 31 teams had 16 first-place and 15 second-place finishes in NCAA Division III, placing the program among the top five in Division III history. Men’s teams have won 80 conference championships in 10 sports since 1914. Women’s teams have won 52 conference titles in seven sports since 1979.

University of Wisconsin Oshkosh teams have also won National Association of Intercollegiate Athletics (NAIA) national crowns in men’s gymnastics (eight) and women’s gymnastics; NCAA Division II national titles in men’s gymnastics (three), and a national women’s gymnastics title in the NAIA Division III.

National recognition of the quality of the University’s athletic program is evident by the third-place ranking in the first Sears Directors’ Cup National All-Sports Award in 1995-1996. Its teams won eight conference championships, and seven teams finished in the top 10 at the national level. Two athletes were named NCAA Division III Athletes-of-the-Year. Four women were individual national champions; two won two championships each. Thirty-one athletes won All-American status, and three coaches were named National Coach-of-the-Year. Five athletes were named Conference Athlete-of-the-Year, and four coaches were named Conference Coach-of-the-Year.
University of Wisconsin Oshkosh athletes also generally maintain strong academic performances. Forty-seven percent of all athletes had a 3.0 grade-point average or better during 1995-1996. The overall grade-point average of student athletes was 2.9. Men’s and women’s cross country teams were Academic All-American teams. Three athletes were named Wisconsin State University Conference (WSUC) Scholar-Athletes, and two were named Academic All-Americans. The Athletic Department has a 0.25 FTE adviser who works with academically at-risk student athletes.

The University’s philosophy states: “Student-athletes and others associated with the intercollegiate athletics program should commit themselves to high achievement in academics as well as athletics.” One example of the student-athlete tradition at the University of Wisconsin Oshkosh is the recent recognition of a football player as a Burger King Football Scholar Athlete. Burger King donated $10,000 to the University’s General Scholarship Fund in honor of the student-athlete, one of only 100 such awards nationally for all NCAA divisions.

The University has 11 intercollegiate women’s teams — basketball, cross country, gymnastics, golf, soccer, softball, swimming and diving, tennis, indoor track, outdoor track and volleyball. It has 10 men’s teams — baseball, basketball, cross country, football, soccer, swimming and diving, tennis, indoor track, outdoor track and wrestling. The rifle team is coed. During 1995-96, a total of 269 women and 337 men participated on intercollegiate athletic teams.

There has been an intramural sports program at the University of Wisconsin Oshkosh for more than 40 years. The increasing popularity of women’s sports has prompted dramatic growth in the program in the past six years. More than 3,900 students participated in competitive leagues or clubs at the University in 1995-96. The program employs about 300 student workers each year. Intramural Sports sponsors coed, women’s and men’s leagues in basketball, flag football, soccer, volleyball and softball. The department also sponsors clubs in volleyball, skiing, bowling, ice hockey, lacrosse and outdoor adventure. The men’s volleyball club team won the 1996 national championship. The program provides staffing for the University swimming pool and a weight room that was added in 1995.

The Legal Services Program helps students identify and resolve legal problems. The service, provided by the Oshkosh Student Association, includes a part-time attorney to assist students with legal advice. The attorney, who holds office hours on campus two days a week, charges a student a one-time fee of $2 for
the service. Approximately 450 students each year are served in matters ranging from landlord/tenant problems through misde-meanor and marital and paternity questions.

**Reeve Memorial Union** serves as a campus social, cultural and recreational center. It provides an art gallery, music and entertainment events, educational programs, movies, cultural events, and major annual events such as Homecoming and Winter Carnival. More than 80 student volunteers serve on the Reeve Union Board, which plans social, cultural, recreational and civic activities and is advisory to the Union director.

The Union includes four main dining areas and a variety of dining services, student organization offices and support services, a convenience store, information desk, meeting facilities, and the Cavern Recreation Center. A recent addition is a “cyber cafe” coffee house that provides free access to computers linked to the World Wide Web. The project was designed and implemented by students, and students manage an entertainment program that includes music, poetry and art exhibits.

In 1989 a major addition and remodeling at the Union increased space for student organization offices and display areas. It also provided a large multi-purpose area for programs and events that included a food court area with more variety in food and dining atmosphere. Since 1987, the Union has added a copy service, fax service, a TDD phone, an ATM banking machine and computers for student use. It has made computers available to student organizations, student employees and full-time staff. The Reeve Union Board has improved event promotion and is offering a wider mix of programs to meet student needs.

The **Student Health Center** provides routine medical care for students without charge. The Center offers a full range of accessible primary care services that include evaluation and treatment of minor acute illnesses and chronic illnesses. Services also include routine lab work, extremity x-rays, reproductive health care, sports medicine, as well as wellness and prevention services. Significant changes in the past 10 years include implementation of an AIDS anonymous testing site, provision of blood-borne pathogen training, laboratory certification and development of a long-range management plan.

In November 1994, a student/faculty committee evaluated the Health Center, reviewed the American College Health Association’s standards and considered a variety of student health center models. A new director was hired in January 1996 to implement committee recommendations.
The Health Center utilizes a collaborative-practice nurse practitioner model. Staff includes a full-time nurse practitioner director, a full-time physician, three part-time nurse practitioners, six nurses, a lab technologist and support staff.

One of the recommendations of the student/faculty evaluation committee — to form a campuswide health and wellness programming team with representatives from diverse groups — has been implemented with the charge to design a campuswide health and wellness network of students, faculty, staff and professionals.

**Testing and Research Services** supports student and faculty research. It advises graduate students on survey methodology and basic statistical analysis, and it provides basic analysis of survey data for graduate students completing a project or thesis. It administers a wide variety of national tests and maintains a flexible and complete test analysis and scoring service. Numerous refinements and improvements in services have been made through technological development.

Eleven officers with the **University Police Department** provide round-the-clock service and educational programs to the campus community. Since 1987 the department has initiated a Campus Community Liaison Program with the City of Oshkosh Police Department to improve communication among students, campus-area residents and police to aid crime prevention efforts. In cooperation with the Department of Residence Life, it has begun a Student Security Officer Program that trains students to serve as security officers in residence halls and other areas.

The **Women’s Resource Center** offers resources and information on feminist issues and concerns. Each year it sponsors a variety of programs, including a series of programs during Women’s History Month.

**Other Changes Since 1987**

The University of Wisconsin Oshkosh has added several additional programs and services for students since 1987. They include:

- **Campus for Acquaintance Rape Education**, a volunteer organization that facilitates efforts to eliminate acquaintance/date rape.
- **Escort Service**, provided by United Students in Residence Halls.
- The **Peer Resource Organization**, begun by the Residence Life Department, that helps students with a variety of concerns, especially those relating to substance abuse and addiction.
• **A Relationship Council**, developed by representatives of the Oshkosh Student Association, Counseling Center, Dean of Students Office, University Police and Residence Life, that provides preventive education on relationships that might sour and end in violence, intimidation and stalking.

• **S.A.F.E. (Staff, Administrators, and Faculty for Equality)**, an organization of volunteers trained to be a source of support and advocacy for gay, lesbian and bisexual people on campus.

**Student Leadership and Self-Governance**

In recent years there has been an increased effort to give students a greater stake in the University community. For example, since 1987 the Dean of Students Office has initiated several programs that depend on active student involvement, and more programs and services at Reeve Memorial Union are managed and operated by students. Students play a major role in the governance of the university.

The Oshkosh Student Association is the constitutionally recognized voice of the student body and is responsible for appointing student representatives to University and Faculty Senate committees (See Chapter 3). OSA is a member of the United Council of Student Governments of Wisconsin, which is made up of representatives from member UW schools. It lobbies on behalf of students with state legislators and works for UW System-wide changes that would improve students’ lives and student services.

By assuming such responsibilities, students are gaining leadership skills and self-confidence. Other leadership opportunities include:

• **The Allocations Committee**, a university committee that makes recommendations for allocation of student fees to student organizations and activities presenting formal requests.

• **Greek fraternities and sororities**, which provide organized social events for members. There are eight fraternities and five sororities. Fraternities are governed by the Interfraternity Administrative Council; sororities, by the Panhellenic Council. These groups provide leadership in many campus activities and participate in community service events with organizations such as Big Brothers/Big Sisters, Boys and Girls Club and the Christine Anne Domestic Abuse Center.
Self-Evaluation

Strengths

• Increased efforts in several offices to make greater use of technology to provide better services to students. For example, Career Services provides a computer area where students can use a program to write a resume that can be marketed nationally through Resume Experts Systems.

• A variety of programs to develop and help nurture student involvement in college life and the community. For example, the Dean of Students Office provides a Community Involvement Program. The Division of Academic Support/Multicultural programs encourages students to get involved in Multicultural Education Center Programs that sponsor cultural awareness events for the campus and community. Reeve Memorial Union gives students the opportunity to plan, implement and manage programs and services.

• The initiation and improvement of programs providing leadership training; career counseling; jobs skills workshops; opportunities to design, implement and manage programs and services for the public; and self-help programs that help give students the experience and confidence they need to succeed after graduation.

• The provision of unique programs and services by the Division of Academic Support/Multicultural Education Center that brings cultural diversity to the campus and surrounding community.

Concerns:

• The need for more gender and ethnic diversity of staffs in several areas of student support.

• The need to broaden services for commuting and nontraditional students, a segment of the University population that is expected to grow over the next 10 years. Some initial actions have been taken, such as opening many University offices during evening and Saturday morning hours.

• The need to improve opportunities for service through greater use of the World Wide Web and other technological improvements.

• Career planning needs could be better addressed if figures were available on the placement of recent graduates.
CHAPTER 8: CRITERION THREE
COMMUNITY OUTREACH

Criterion Three: The institution is accomplishing its educational and other purposes.

Summary: This Chapter demonstrates that the University meets or exceeds the community outreach aspect of Criterion Three. It includes a review of a variety of programs that bring outstanding educational programming, concerts and recitals, art exhibits, entertainment, health services and more to residents of communities in the University’s region and beyond.

Introduction

Through its outreach efforts, the University of Wisconsin Oshkosh strives to carry out the Wisconsin Idea by extending the resources of the University to residents throughout the state. Following is a list of activities that shows some of the ways the University accomplishes that goal. Other examples, or more details on examples of community outreach found in this Chapter, can be found in chapters 5 and 7.

Division of Continuing Education and Extension

Continuing education is important to the professional development of educators, nurses, social workers and others, and it provides a vital service to the community and region. Although it is a division within Academic Affairs, with reportage to an assistant vice chancellor, it is highlighted in this Chapter because of its primary outreach function. All of its activities reflect UW System and campus missions, and an Inter-Institutional Agreement with UW Extension provides a resource base for outreach personnel and activities that supplements the campus operating budget.

The Division of Continuing Education and Extension, working with faculty and staff from the University’s academic colleges, develops and implements programs for area residents (See Chapter 5). The noncredit programming is aimed at business and nonprofit organizations; educators; health and human services practitioners; public leaders and policy developers; and all who wish to acquire additional knowledge, understanding and skills for both personal and professional growth.
In 1995-96, a total of 7,830 people participated in 164 noncredit programs. Program evaluations indicate that clients are satisfied that course content and teaching methods have met their expectations. More than 70 percent gave the division positive ratings for professionalism and competence in program development. A division survey found that 55 percent of University of Wisconsin Oshkosh faculty members have worked with the division, either as an instructor or a member of a program planning committee.

Working with continuing education deans and directors from all UW System campuses, UW Extension undertook a long-range planning process that resulted in a plan for managing and responding to change (Exhibit 44). The University of Wisconsin Oshkosh Division of Continuing Education and Extension began collaborative planning with the Graduate School and Research and the Bachelor of Liberal Studies program in 1996 to better meet the needs of nontraditional students.

The Division recently began co-sponsoring workshops with area chambers of commerce and provided presentations for area service, professional and trade associations.

Other Outreach Activities

*Advance-Titan* Student Newspaper

The University’s award-winning student newspaper, *The Advance-Titan*, has been providing news about the campus to university students and employees, as well as some readers in the local community, for 101 years. Though it is independent of the academic program, *The Advance-Titan* is a training ground for journalism students. Many of its staff members have gone on to acquire highly sought-after jobs in journalism around the country.

Alumni Office

The Alumni Office and Alumni Association provide programming, publications and services that foster close ties between alumni and the University. The Alumni Office serves approximately 53,731 active alumni, including 41,301 in Wisconsin, and is responsible for maintaining records on more than 57,000 active and inactive alumni. In 1996 there were more than 1,835 Alumni Association Life Members, compared with 1,300 in 1991.

Changes since 1987 include the beginning of Alumni Weekend in 1992. Attendance climbed from 300 the first year to 450 in 1995. The number and quality of alumni recognition programs have increased since 1987. Alumni publications (Exhibit 45) fulfill important communication needs, and the computerization of records has improved operations.
Archeology Center

The State Historical Society of Wisconsin designated the University of Wisconsin Oshkosh a State Regional Archeology Center in 1990. After initial funding of $25,000 the center has received $15,000 annually from the historical society.

The center, housed in Harrington Hall, serves nine counties. It houses topographical maps, historical records, collections of artifacts and survey data. In addition to providing a valuable service to government planners and others, the center strengthens teaching by giving students access to information on regional discoveries. The center oversees a collection of approximately two million artifacts from 300 archeological sites in the region.

Business Videoconference Series

More than 1,000 business professionals from the Oshkosh area and beyond each year attend an annual videoconference series sponsored by the College of Business Administration (COBA). The program has increased the COBA’s visibility in the business community, a publication of the Public Broadcasting System’s Adult Learning Services reported in spring 1996. The series runs from September through April each year; about 20 free videoconferences are offered. The sessions, begun in 1990, have been co-sponsored by grants from local businesses.

Center for Career Development and Employability Training

The Center for Career Development and Employability Training (CCDET) provides outreach programs to more than 2,000 young people and adults each year. Youth between the ages of 14 and 21 may receive basic skills training, employability skills training and work experience. Adults on public assistance may take courses on self-esteem building and motivation training to help them move toward self-sufficiency. State, county and private non-profit agency welfare workers receive technical and interpersonal skills training.

Staff from the CCDET work closely with University departments and organizations to design programs and provide services that meet community needs. For example, center staff have worked with the Business Development Center, the Division of Student Services, the Multicultural Education Center and the Faculty Development Program. CCDET staff helped develop the Head Start Family Service Center, Winnebago Conflict Resolution Center, Oshkosh Collaboration Project and peer mediation training session in local schools. Field placement students from the College of Education and Human Services work with the youth program as mentors, tutors and supervisors. In 1987, the program’s focus was exclusively on youth; now families and adults are also served.
College of Education and Human Services (COEHS) Practica Programs

The COEHS Educational Services Center and the Counselor Education Laboratory provide tutoring and counseling to members of the community in practica required of students in college degree programs.

Community Involvement Program

The student-staffed Community Involvement Program (CIP) provides volunteers to community organizations and conducts several volunteer activities during the year. Operated by the Dean of Students Office, CIP activities include caroling at nursing homes during Christmas holidays, a twice-a-year Volunteer Fair that provides dozens of student volunteers for community agencies and several annual events for organizations such as Big Brothers/Big Sisters of Oshkosh and the Salvation Army.

Cooperative Academic Partnership Program

Qualified juniors and seniors in 29 high schools enroll in off-campus sections of select University of Wisconsin Oshkosh first-year courses in the Cooperative Academic Partnership Program (See Chapter 5).

Family Business Forum

In fall 1995 the Family Business Forum (FBF) in the College of Business Administration (COBA) became the first program of its kind in the state. Headed by a half-time director, it provides seminars, workshops, speakers and other programs to nurture family businesses in the Fox River Valley and Wisconsin. It is a partnership between the COBA, approximately 12 family firms and four sponsoring professional organizations. The annual membership fee is $2,500. Sponsors make a three-year commitment to provide $10,000 a year to the self-sustaining organization. First-year goals of the FBF include expanding membership to 20 firms and sponsorship of two major workshops for members on issues of special concern to family businesses (See Chapter 5).

Fine and Performing Arts

The Division of Fine and Performing Arts in the College of Letters and Science provides a wide variety of cultural events enjoyed by the local community. Major recent community outreach efforts by the division are its establishment of a Celebration of the Arts Festival, which was expanded from one to two weeks in 1996, and its collaboration with the Grand Opera House of Oshkosh to bring outstanding national performing artists to the campus to present classes, demonstrations and performances. Programs in the Division of Fine and Performing Arts include:
University of Wisconsin Oshkosh Theatre. University of Wisconsin Oshkosh Theatre, the production arm of the University’s theatre program, has a twofold mission: to provide a dramatic arts laboratory for students and to contribute to the cultural life of the community by producing quality productions. Each year the program produces several main stage plays and a program of student-directed studio productions in the University’s 500-seat proscenium theatre and 200-seat experimental theatre.

Music Department. The Music Department’s 500-seat music hall hosts over 80 concerts and recitals each year and is used by the Oshkosh Symphony Orchestra, Oshkosh Youth Symphony, Oshkosh Chamber Singers, Oshkosh Youth Choir, Suzuki Talent Education Program and the Oshkosh Area Keyboard Teachers Association. Faculty members perform with all of these ensembles, and they direct the Oshkosh Symphony and Oshkosh Chamber Singers. The department sponsors the annual Chamber Arts Series featuring nationally and internationally known classical music performers. Faculty and students perform in the Faculty Chamber Music Series, University Symphony, Wind Ensemble, Chamber Choir, Jazz Band and other ensembles that stage public performances.

Priebe Art Gallery. The Allen Priebe Art Gallery brings contemporary visual art of high national distinction to the University in exhibits that are open to the public. Visiting artists provide the Art Department, the University and the community with workshops, lectures and critiques of student work that are invaluable to the educational mission. Examples of recent visiting artists’ exhibits include James Doolin, “Paintings”; Ovid Uman, “The Subjectivity of the I”; Master Buddhist Sandpainters of Tibet; and “Witness and Legacy,” an exhibit dealing with the Holocaust.

Reeve Memorial Union. The student Reeve Union Board provides a variety of programs for the campus and region. They include movies, music, comedy and other entertainment and special events. The Union shows international, classic and first-run films six nights a week. A University Speakers Series provides intellectually stimulating programs featuring well-known speakers that have included presidential candidates, noted authors, social commentators and news media personalities. Other programs include art exhibits, special dinners and singers and bands. All attract significant off-campus attendance.

Fox Valley Intertribal Community Association

The Fox Valley Intertribal Community Association was established to help school-age American Indian students “develop the attitudes and skills they need to reach their educational and voca-
tional goals.” It was established in 1994 with the help of a $300,000 bequest from a former employee of the University’s Polk Library.

The program is staffed by a half-time coordinator in the College of Education and Human Services. More than 200 Fox River Valley American Indian families are members. Activities include summer academic and cultural enrichment programs for youth, jobs skills training and educational/cultural workshops for adults, all designed to nurture educational advancement by American Indian youth.

**Fox Valley Writing Project**

An affiliate of the National Writing Project, the Fox Valley Writing Project in the College of Education and Human Services was initiated in 1986 to strengthen writing instruction in K-12 schools. It offers writing courses for graduate credit, noncredit workshops, staff development programs, and conferences both on and off campus for teachers and interested professionals. It maintains a professional resource library that includes up-to-date collections of books, professional journals, staff development materials, and videos, and conducted an advanced summer institute in England in 1994. The Project works directly with 20 school districts on an annual basis and approximately 1,500 teachers have participated in project-sponsored activities since 1986.

**Head Start**

Approximately 550 children ages 3 to 5 receive health and nutrition services, instruction and the opportunity to play and explore in a safe environment each year through the University of Wisconsin Oshkosh Head Start program. The program, with 13 centers in four northeastern Wisconsin counties, was Wisconsin’s first university-sponsored Head Start program when it began in 1967. It is designed to break the cycle of poverty by providing pre-school children of low-income families and their families with programs ranging from job preparation to child abuse prevention. More than 250 parents each year receive assistance with employment, education, substance abuse information, parenting, housing information, crisis intervention and domestic violence information.

Since 1987 the program has more than doubled in staff, numbers of sites and numbers of children and families served. A family services component was added to meet the needs of families dealing with employment, literacy and substance abuse issues. Multicultural programming was expanded, and an anti-bias curriculum was instituted. Services to children with special needs and health services were expanded. Four Head Start/public school integration sites were established, and a new facility in Oshkosh.
was provided in an innovative project involving public and private funding in conjunction with the Oshkosh Boys and Girls Club.

The Health Place

Established in 1986, The Health Place is a nurse-managed health center operated by the College of Nursing. It provides acute care, illness management, nursing care, health/wellness promotion and education services. Beginning in 1996, staff of The Health Place provided health care services for uninsured and under-insured residents of Winnebago County under a $150,000 contract with the county. Services are provided at the Health Place and at three other sites in Winnebago County. It works with other community agencies and organizations to provide health care services to low-income youth, the elderly and others, and it provides health care services and education to University employees. The program is staffed by both nurses and nursing education students.

Faculty are certified providers for health check examinations for medical assistance-eligible children and for the Wisconsin Women’s Cancer Control Program. Early in 1996, The Health Place began operating out of a new $200,000 Graduate Nursing Lab in the College of Nursing.

Human Relations Council

The Community-University Human Relations Council was instituted by city ordinance in 1988 to foster and nurture diversity, and to respond to instances of discrimination, harassment and intolerance. The Committee members include both faculty and staff of the University of Wisconsin Oshkosh and Oshkosh community representatives.

In 1996 the Human Relations Council and the University of Wisconsin Oshkosh sponsored the first Oshkosh Martin Luther King Day Awards Banquet. Hundreds of business, civic and education leaders from throughout the Fox River Valley attended the event, which included the presentation of the first Celebrating Diversity Award to an Oshkosh elementary school teacher.

The Koehn Institute for Information Systems and Automation

The Institute provides outreach education, consultation and other services for Wisconsin’s computer technology professionals. It also provides experiential learning programs for University students and supports academic departments, faculty and staff through training, custom application development and related services. Institute partners include corporations, businesses, municipalities, other governmental units and educational organizations. Each year approximately 1,000 clients receive Koehn Institute services.
In 1987, the focus of Koehn Institute programs was providing hands-on skills classes in desktop software. Today it focuses on professional development seminars, custom consulting and training, software development and student placements. Institute membership remains at 30, but revenues are up 33 percent since 1987. The Institute has dramatically expanded its program to employ student honors interns and student assistants in projects on campus and for external clients.

Quality Conference

Since 1993 the Chancellor’s Office and the College of Business Administration, in cooperation with the Oshkosh Chamber of Commerce, have sponsored an annual Quality Conference for area business, professional and educational leaders and managers. The event includes major speakers, workshops and panel discussions on quality issues involving business, health care, education and other services.

Science Outreach Program

Since 1986, the Science Outreach Program has provided staff development for K-12 teachers and offered special events for K-12 students, teachers and the public-at-large. Virtually all of its outreach activities have been initiated since the 1987 NCA reaccreditation (See Chapter 5).

Small Business Development Center

The Small Business Development Center (SBDC) provides counseling and information to owners and managers of businesses with fewer than 100 employees, primarily through individualized counseling. The one-on-one service is augmented by workshops on how to start and finance a business, an information hotline and a variety of economic development initiatives. Counseling is provided by SBDC staff, College of Business Administration faculty and the private sector.

The program has shifted emphasis from pre-venture services to counseling and other services for established and start-up business clients. The SBDC has stretched its resources by offering group programs to business clients.

A new program, the Manufacturing Extension Partnership, provides funds for small manufacturers. An academic staff member has been assigned to the Manufacturing Extension Partnership, a unit that assists manufacturing organizations to train employees.
Speakers Bureau

The University Speakers Bureau provides faculty and staff speakers for meetings, seminars and conferences. About 170 presentations are arranged each year, with nearly 70 different speakers talking to more than 90 different groups in more than 20 communities.

Speech and Hearing Clinic

The University Speech and Hearing Clinic provides extensive clinical services to persons in Oshkosh and the Fox River Valley. In 1996, the Clinic provided diagnostic and treatment services for approximately 1,100 patient visits. The age range for clients served is from under one year to over 65 years.

Titan TV and Radio Station WRST-FM

Titan TV provides educational, informational and entertainment programming to the University and the area community. Its diversified programming includes community-oriented and student-oriented shows. Faculty Senate and Oshkosh Student Association meetings are televised, and Titan TV has affiliated with the Classic Arts Showcase to provide videos of classic performances in music, ballet and film. Titan football and basketball games are also televised live.

Since 1987, Titan TV has doubled local programming, with public affairs and informational programming accounting for the largest increase. A locally produced program, “Chancellor’s Report,” deals with institutional events and features interviews with faculty, staff and community leaders. Students produce a series dealing with diversity issues called “Different Ideologies.”

WRST-FM is affiliated with Wisconsin Public Radio and National Public Radio, although a significant portion of its programming originates from the University of Wisconsin Oshkosh.

Self-Evaluation

Strengths

- The University has displayed a consistent commitment to community outreach services. Alumni, high school students, public welfare recipients, teachers, the elderly, community groups, at-risk families and children, medical assistance recipients, corporations, small businesses, professionals, governmental units, scholars, volunteer agencies, children and adults with communication disorders and the general public all benefit from the outreach services offered by the University of Wisconsin Oshkosh.
• Outstanding cultural activities are offered to the region through a variety of University endeavors in TV and radio programming, journalism, theatre, music, films, art and noted public speakers.

• The Division of Continuing Education and Extension provides an impressive array of credit and noncredit programs that facilitate lifelong learning in the region.

Concerns

• It is critical to maintain a strong institutional commitment to University outreach during a time of financial austerity. Outreach will continue to be a crucial element in University efforts to foster the Wisconsin Idea — extend the resources of the university to residents throughout the state — and remain a valuable educational resource in the region.

• Assessment of community satisfaction with university outreach services must become more deeply ingrained in the day-to-day operations of university programs.
CHAPTER 9: CRITERION FOUR
TRENDS AND PLANNING

Criterion Four: The Institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Summary: This Chapter demonstrates that members of the University have worked together effectively to plan for the future role of the institution. Since 1987 the University of Wisconsin Oshkosh has utilized long-range planning in a variety of contexts and formats to ensure its continued improvement and effectiveness. Planning has been broadly participatory with goals set to address areas of concern. In more recent years, Continuous Quality Improvement (CQI) techniques have been employed.

Planning Activities Between 1987 and 1995

The University of Wisconsin Oshkosh has a long tradition of involving staff and students in campuswide planning. With the help of faculty, staff and student governance groups, a diverse group of people have been appointed to planning groups over the years. Since 1987 planning efforts at the University of Wisconsin Oshkosh have been guided by the UW System’s mission and goals, staff and student input, data, trends and a vision of the University’s future.

In January 1987 more than 150 faculty, staff, students and community residents participated in a two-session planning process that used brainstorming, researching and synthesizing to set goals. The result was a list of 17 University goals.

More than 300 participated in a process to rank the 17 goals. By February 1987 the list was reduced to 10. Those goals guided the university from 1987 to 1992. Goal groups, established using representatives from various constituencies, developed action plans for each goal.

In January 1990 there was a four-day planning conference to review progress in goal achievements. The conference focused on planning, revising, clarifying and prioritizing goal statements. More than 180 participants from the Oshkosh Student Association, classified staff, academic staff, faculty, the Alumni Association, emeriti faculty, and the Chancellor’s advisory committee participated. Two new goals were added to cover “faculty recruitment and retention” and “diversity.”

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The 12 goals were in place until 1992-93. The colleges and divisions of the University used them as a basis for planning.

In 1993 a planning process was initiated to update, reaffirm, delete or celebrate the completion of goals and to establish new ones. Throughout 1993, the vision, mission and values were developed by the administrative team and governance groups. In 1994 University goals were established at a conference attended by representatives from all constituent groups. During February 1994 ad hoc teams of faculty, staff and administrators were created to develop initiatives to achieve the 11 identified goals spanning all dimensions of university life (See Chapter 2).

The goal groups researched/brainstormed/studied the goals and submitted draft initiatives to the Chancellor in June 1994. Administrators and goal group facilitators reviewed the goals and draft initiatives at a planning conference in July 1994. In October 1994 final goal initiatives were submitted to the Chancellor.

In December 1994 a team of administrators and faculty reviewed and ranked goal initiatives and an administrator was assigned to monitor the progress of each initiative. In January 1995 planning conference representatives including faculty and staff members and administrators reviewed initiative rankings and began assigning tasks related to the initiatives. Goal progress reports were sent to the Chancellor during fall 1995.

In January 1996 a status report on the university goals and initiatives (Exhibit 4) was sent to all faculty, who were asked to submit feedback to the Chancellor. Budget decisions for 1996-97 reflected the 11 goals. For example, the academic colleges were held harmless in budget cuts in the 1993-95 biennium in response to the goal of quality education. Cuts were made in administration instead. In addition, a total of $145,000 of institutional reserve funds was targeted in 1993-95 for additional gateway courses to enable students to complete their program of study in a timely fashion. Institutional General Program Revenue (GPR) funds for gateway courses, totaling $285,000, were reallocated for this purpose in the biennium.

**Approaches to Planning/Academic Affairs**

The vision of the University of Wisconsin Oshkosh is to be “an exemplary comprehensive university which serves and advances the educational interests of the region and beyond.” To achieve that vision, the campuswide planning process links our core mission to the UW cluster and the mission and goals of our individual colleges, divisions, programs and departments. The University’s vision, values, mission and goals guide planning by campus deans
and directors. Programs are also affected and guided by the requirements of external agencies such as the Wisconsin Department of Public Instruction, accrediting bodies and state statutes.

As noted earlier, all academic programs are reviewed every seven years, a review that includes a self-study and typically external reviewers who make recommendations and suggest plans for improvements. The program reviews, supplemented by the results of assessment implementation, strengthen the educational effectiveness of programs (See Chapter 4).

The long-range planning process in Academic Affairs is both centralized and decentralized. Four of the five goals that continue as mandates and priorities for the future are ones that are University wide in their scope and that fall under the purview of the Provost and Vice Chancellor (Exhibit 4). Moreover, the Provost and Vice Chancellor has engaged the Dean’s Group in processes during 1996-97 that confront overarching issues that frame program development for the future. Decentralized planning in each unit is engaged within these broader parameters. Consequently there are a variety of planning processes used within the framework of University wide mandates, priorities and other goal initiatives. For example, the Graduate School and Research conducted a two-day strategic planning process in January 1996 and is working with the colleges on follow-up actions in graduate education. In contrast, Information Systems and Technologies utilized external consultants to set long-term directions for development. Several units, such as Advisement, use Continuous Quality Improvement teams for planning.

**Planning Processes Incorporate Continuous Quality Improvement (CQI)**

Continuous Quality Improvement (CQI) is an integral component of the short-term and long-term problem-solving that is conducted at the University of Wisconsin Oshkosh in academic and nonacademic areas.

Total Quality Management (TQM), a precursor to CQI, was introduced to the University’s senior administrators and presidents of governance groups in summer 1991. They visited four area companies using TQM teams and attended a special two-day seminar.

A TQM Council was formed in January 1992 to develop educational, outreach and training programs to: 1) provide basic information to the campus community on TQM and related issues, and 2) oversee the development and implementation of Univer-
The University of Wisconsin efforts to incorporate and infuse TQM principles into the day-to-day operation of the University.

The CQI principles used in the training of University of Wisconsin Oshkosh CQI teams include:

1. The needs of internal and external customers must be understood and fulfilled.

2. Leadership of CQI efforts is the responsibility of senior administrators.

3. Data-based reasoning is the basis for problem-solving, continual improvement and decision-making.

4. The focus should be on the continual improvement of processes to achieve overall organization goals.

5. Problem-solving and process improvement are realized principally through empowered multi-functional teams and work groups.

6. Continual learning, training and application of CQI principles and techniques are the responsibilities of everyone.

Fifty-eight teams have been trained in either a 20-hour workshop or a shorter format that provides teams with CQI basics. A total of 436 faculty, staff and students have served on teams. Forty-one percent of all University of Wisconsin Oshkosh faculty and staff have attended a CQI Overview Seminar. Every major University division has had at least one CQI team.

Assessment Related to Planning

The University of Wisconsin Oshkosh has developed a variety of assessment strategies to provide useful information for planning processes and decision-making. The University’s participation in the UW System accountability process is an annual campuswide retrieval of data in response to 18 UW System accountability indicators and five institution-specific accountability indicators (Exhibit 22). Almost all of the indicators are directly related to one or more of the campus goals that provide the framework for planning (See Appendix 5 on Goal Initiatives). The accountability process itself relates to Goal I. The data for the indicator on multicultural student enrollment and graduation rates relates to initiatives under goals A, D and H in the planning document. Information on affordability and quality of facilities for resident students is helpful with regard to Goal F on student support and Goal H on the use of resources.
Assessment results also have often driven decisions about curricular changes and plans for future curricular improvements. The College of Business Administration revised its M.B.A. program and added a professional experience requirement to its undergraduate curriculum based on feedback from five years of alumni surveys and from its Business Advisory Board. College exit interviews with students completing the undergraduate sequence led to the implementation of a Business Skills course for freshmen. Similar assessment processes in the colleges of Nursing and Education and Human Services led to the planning of significant curricular modifications (see Chapter 5). More detailed discussion of assessment of student outcomes is included in Chapter 4.

Activities in the offices of Admissions and Information Technology show other ways in which assessment and planning are connected. The Admissions Office staff uses data from the annual report on the previous year’s results to do its annual recruitment planning. For example, previous applicant and enrollment yields help determine the efforts spent on a given territory. Enrollment targets and admission standards influence specific planning to attract and enroll the targeted students. The targets shape plans for the types of mailing lists purchased and the best use of available scholarship dollars.

Information Technology gathers survey data, traffic information, use and cost data, and other assessment measures as a basis for making service improvements. For example, annual surveys of audiovisual service centers completed by 400 to 500 individuals provide information to help plan service modifications and equipment budgets, to review staffing assignments and performance, and to make decisions on the allocation and makeup of the equipment pool. Systematic surveys led to plans for the IDEA Lab (see chapters 1 and 4). User surveys and other assessment measures will continue to be used to plan for improvements.

The above examples represent ways in which assessment of programs and services is closely allied with planning for improvement. The University of Wisconsin Oshkosh acknowledges the need to continue to enhance this vital connection. An important element in this regard is an Office of Institutional Research (discussed later in this chapter and in Chapter 11).

Trends

The University self-study process suggests the following trends must be accounted for as it plans for the future:

- After many years of declining numbers of graduating high school students, the number of Wisconsin high school gradu-
ates has been increasing since 1995, and it is expected to increase another 8 percent by the year 2008 (See Chapter 3).

- UW System responded to the decline in high school graduates and a decrease in state funding in the 1990s with an Enrollment Management Plan (EMP) initiative. The goal of EMP was to maintain the quality of entering students by more limited access (See Chapter 3). In 1987 the University of Wisconsin Oshkosh enrollment was 11,624. In fall 1996 it was 10,382.

- There has been significant improvement in the academic profile of students at the University of Wisconsin Oshkosh in terms of both ACT scores and class rank; there also has been a large increase in the number of National Merit Scholars (See Chapter 3).

- The emphasis since 1987 has been on remodeling and renovation of existing facilities rather than constructing new facilities (See Chapter 3). That trend is likely to continue. University facilities will need major renovations over the next 20 years.

- The University has made major investments in distance education and instructional technology since 1987, a trend that also will continue. It is a major focus of the proposed 1997-99 UW System biennial budget (See Chapter 4).

- The University expects to reach its goal of 450 computer work stations for students by summer 1999. All residence hall rooms now provide voice/data jacks that can give students access to the University network, the library, e-mail and the Internet (See Chapter 3).

- A coaxial video loop and new coaxial video lines recently installed in residence halls will give the University the capability to broadcast video to all classrooms and laboratories by 1997, and the system will give the University the ability to broadcast University-produced programs and classes to communities in northeastern Wisconsin and beyond (See Chapter 3).

- Continuing changes in instructional and computer technology will require major new investments in the years ahead.

- Many senior faculty have retired since 1987, a trend that will continue (See Chapter 4).

- The growing need for continuous education in the workplace and an economy that often requires people to change careers will create increasing demands for higher education from older, nontraditional students.
Administrative downsizing as a result of budget reductions has resulted in a lean administrative structure that has placed the University of Wisconsin Oshkosh below the norm among UW System schools and universities throughout the nation in administrative costs.

**Campuswide Planning for 1996-98**

As noted in Chapter 3, the UW System Board of Regents conducted *A Study of the UW System in the 21st Century* (Exhibit 8), adopted in March 1996. The study suggested ways to:

1. Preserve and enhance access to quality.
2. Keep college affordable.
3. Create new knowledge and foster career and professional development for Wisconsin’s working people.
4. Continue to restructure and improve efficiency.
5. Work in partnership with the State of Wisconsin.

New processes, programs and actions resulting from the study are expected to influence long-range planning at the University of Wisconsin Oshkosh.

In 1996-97 the University’s Strategic Planning Committee reviewed the mission, vision, values and goal statements. It was agreed that the mission and vision statements drafted in 1993-95 remain appropriate for the next three years. The committee reviewed the established goals and the implementation strategies and noted the progress that has been made.

The committee discussed the possibility of reducing the number of goals through consolidation. Also under discussion is the appropriateness of incorporating some of the elements in the goal statements with existing value statements. The committee continues to work with administrative and shared governance structures to further improve the procedure for campuswide participation in the planning and goal-setting processes.

Paralleling the work of the Strategic Planning Committee is a separate long-range planning process being conducted by the office of Information Technology. To ensure close collaboration of both activities, the assistant vice chancellor for information technology is serving as an administrative representative on the Strategic Planning Committee.
Self-Evaluation

The University of Wisconsin Oshkosh has the ability to continue to effectively meet its educational mission. To ensure academic quality, systematic planning has undergirded both enrollment management and effective recruitment of new faculty. Plans developed for 1994-1999 have been the basis of administrative decisions, and a mechanism to develop a strategic plan for 1999-2004 is under discussion.

Continuous Quality Improvement (CQI) teams have improved student advising, services to nontraditional students and the office of Career Services. Many administrative units have used CQI teams to help develop decision-making skills among support staff, making them better able to take on more responsible positions as vacancies occur.

Of concern throughout the UW System are mandated cuts that have resulted in a lean administrative structure. UW System schools on average spend 8.25 percent of their budgets on administrative tasks; the University of Wisconsin Oshkosh spends 8.21 percent. Other university systems spend nearly double this percentage on administrative costs. The University must continue to monitor administrative restructuring to determine if more administrative support is needed for specific tasks as plans are made and implemented.

In keeping with CQI philosophy, the University employs a combined decentralized/centralized long-range planning process. The centralized aspects of long-range planning are reflected in University wide mission, vision, values and goal initiatives which serve as a framework under which colleges and departments/units engage in more decentralized planning activities. An Office of Institutional Research could be of assistance to both the centralized and decentralized planning processes.

A centralized Office of Institutional Research would enhance the development of database structures, manage and coordinate data gathered by various units, analyze data, provide data to the University, prepare reports and provide other related services. Such an office may also conduct applied research projects in the region on a contractual basis. The Deans’ Group supported a three-phase proposal in 1996. Each phase of implementation would have broader functions and require a greater resource base (See Chapter 11). The proposal is under discussion for possible implementation in 1996-1997 to improve planning for the future at both the unit and institution levels and in all dimensions of University life.
CHAPTER 10: CRITERION FIVE
INSTITUTIONAL INTEGRITY

Criterion Five: The institution demonstrates integrity in its practices and relationships.

Summary: This Chapter demonstrates that the University meets or exceeds NCA Criterion Five by demonstrating integrity in its practices and relationships. It adheres to the civil laws and to the code of ethics commonly accepted by the academic community. That is reflected by: 1) ethical values in policies and procedures in its public documents and contractual arrangements; 2) the assurance that its practices are consistent with its publicly stated policies; 3) the expectation that members of its administration, faculty and student body observe the tenets of academic honesty; 4) full disclosure in its dealings with the members of the institution and its publics; 5) operation without conflict of interest at the board, administrative, and faculty and staff levels; and 6) living up to the commitments it makes in all its public representations.

The following section documents how the University complies with federal and state law, Wisconsin state administrative code, UW System policies, University policies, labor contracts and other agreements, and its establishment of a variety of committees, programs and services, as required by Criterion Five.

The 1992 Satisfaction Study (Exhibit 46), conducted by the University’s Quality Improvement Council (QIC), reported the levels of satisfaction of University faculty, staff, students and administrators. The results were used to pinpoint areas needing improvement and to help increase employee performance and satisfaction levels. The Image and Satisfaction Study: Fall 1993 (also conducted by the QIC, Exhibit 47) identified the levels of satisfaction and the perceptions toward University services of external customers — alumni, area businesses and professions, local educational institutions, and the parents of students. The survey of more than 1,000 persons indicated a reasonably high level of satisfaction with services and a reasonably high evaluation of the University’s reputation among all four groups. The State of the University (Exhibit 12) presented the results of focus group discussions involving about 50 faculty members to assess the faculty’s perception of the University and its practices. The report looked at areas such as administration, governance, renewal and tenure, and planning.
Evidence of Commitment to Academic Freedom

The University’s commitment to academic freedom is essential to its nature as an educational institution. An expression of this commitment is found in the Faculty Constitution and the Faculty Personnel Policies and Procedures (University of Wisconsin Oshkosh Faculty Handbook, Exhibit 10). Principles harmonious with an expansive notion of academic freedom are also reflected in other documents that are incorporated into University rules, including the AAUP’s Statement on Professional Ethics (Exhibit 10, p.120), the AASCU’s Core of Academe (Exhibit 10, p.119), and the policy titled “Shared Principles to Guide Interactions Among Members of the University Community” (Exhibit 7).

The University recognizes that academic freedom applies equally to faculty members and students. The concept speaks to the faculty member’s right to teach as well as the student’s right to learn. At the University, students’ rights to academic freedom are imbedded in the fabric of state law, state administrative code, Regents’ policies, and institutional policies and practices that provide students a place in shared governance, due process for academic and nonacademic grievances, and the right to determine how student activity money is spent. These rules protect the integrity of instructional processes and guide the procedural requirements for student-related issues and concerns.

The University’s policies and procedures clearly provide for the protection of the faculty’s right to academic freedom. Although there is not a companion piece for the University’s instructional academic staff, the Academic Staff Handbook (Exhibit 11) does include the statement of “Shared Principles to Guide Interactions Among Members of the University Community.”

Evidence of Commitment to Shared Governance

The state’s commitment to shared governance is codified in Wisconsin Statutes 36.09. The sharing of responsibility and authority assigns separate but interconnected roles for the Board of Regents, the President of the UW System, each UW System chancellor, and the faculty, academic staff and students. Principles and concepts of shared decision making are referenced throughout the statutes, administrative code, and through the policies, rules, procedures, and practices at the University. The 1994 Faculty Handbook (Exhibit 10) states, “We value and actively support open and collegial processes.”

Shared governance is institutionalized through documents such as the Faculty Constitution; academic staff governance materials; and the organizational documents for the Oshkosh
Student Association. The University attempts to work in a participatory and consensus-making manner through the process of shared governance. *The State of the University* (Exhibit 12) report from the 1995-96 Faculty Senate Executive Committee includes an assertion that the process of shared governance had become considerably more effective.

**Evidence of Commitment to Faculty Personnel Rights**

Wisconsin Statutes Section 36.09 (4) states, “The faculty shall have the primary responsibility for academic and educational activities and faculty personnel matters.” This is reiterated in the Faculty Constitution, and this grant of authority is the basis for the Faculty Personnel Policies and Procedures, which addresses all aspects of the faculty personnel process, including recruitment, appointment, renewal, tenure, promotion, merit, appeals of decisions, complaints and grievances. This commitment fits within the statutory framework of shared governance that delineates the balance of responsibility and accountability among a number of participants.

The 1994 revision of the *Faculty Handbook* improved and strengthened the University’s personnel rules, with substantive changes made in the criteria for renewal and tenure and the procedures governing appeals of denials of renewal or tenure. Departments are now required to have written rules on renewal and tenure (See *Faculty Handbook 1994*, Exhibit 10). Demonstrating the continuing commitment to faculty personnel rights, the Faculty Senate is currently reviewing a report addressing revisions of tenure and renewal policy and procedures.

**Evidence of Commitment to Academic Staff Personnel Rights**

The rights of academic staff are stated in Wisconsin Statutes 36.09 (4m): “The academic staff members have the primary responsibility for the formulation and review, and shall be represented in the development of all policies and procedures concerning academic staff members, including academic staff personnel matters.” This is the basis for the Academic Staff Personnel Policies and Procedures. These rules address all aspects of the academic staff personnel process, including recruitment, appointment, renewal, compensation, recognition, appeals of decisions, complaints and grievances.

**Evidence of Commitment to Classified Staff Rights**

The University’s commitment to classified staff rights is found in the provisions of the applicable contracts and other agreements established under state law. (See the list of contracts under Evi-
Evidence of Commitment to Due Process in Faculty, Academic Staff and Classified Staff Grievance Proceedings.) Copies of collective bargaining contracts are contained in Exhibit 48.

**Evidence of Commitment to Student Rights**

Wisconsin Statutes 36.09 (5) provides the foundation for student governance rights as with others in the shared governance process. The full text of this statutory section is cited in Chapter 3 of this report.

The commitment to student rights is a part of the institutional ethos. It is stated in University documents such as the *Shared Principles to Guide Interactions Among Members of the University Community* (Exhibit 7), policies, procedures, rules, laws and state code. Some of these rights are in the policy on accommodation of students’ religious beliefs, student records and confidentiality provisions, policies and procedures of the Student Conduct Panel for disciplinary proceedings, student evaluation of teaching policies and procedures, student research protection, student governance responsibilities, and student grievance procedures.

**Evidence of Commitment to the Principles and Spirit of Affirmative Action, Diversity and Equal Opportunity**

The University’s commitment in these areas is reflected in materials (*University of Wisconsin Oshkosh Affirmative Action Plan*, Exhibit 49) such as: (1) Affirmative Action Policy, (2) Disability Accommodation Policy, (3) statement of shared principles; (4) policies regarding racist and discriminatory conduct; (5) Sexual Harassment Policy; (6) Consensual Relationship Policy, (7) Communicable Diseases Policy, and (8) the *Design for Diversity* (Exhibit 50) plan and its required annual reports. This commitment is also reflected in the University’s vision, values, mission and goals.

Oshkosh faculty and staff recognize that the environment they create and sustain for learning is one of the defining characteristics of the University. Through its published values and goals, the University states that it cherishes and is actively committed to pursuing diversity. The University seeks to advance these objectives through the Affirmative Action Council; the Affirmative Action Office; the Division of Academic Support, including the Multicultural Education Center; an ethnic studies requirement for graduation; and groups such as the Human Relations Council, Lesbian, Gay, Bisexual Issues Committee, Staff and Faculty for
Equality Program, Faculty Women’s Caucus and the Women’s Center.

The University believes strongly that it can benefit from continued efforts to increase diversity, but those efforts have yielded less than satisfactory results at the University of Wisconsin Oshkosh and throughout the UW System. Fewer than 5 percent of University of Wisconsin Oshkosh students are multicultural. A similar lack of diversity is found among faculty, staff and administration. A positive note is found in the fact that 10.3 percent of new faculty hires for fall 1995 were members of multicultural groups.

Evidence of Commitment to Due Process in Faculty, Academic Staff and Classified Staff Grievance Proceedings

Due process applies to faculty, academic staff and classified staff appeals/complaint procedures, as shown in the 1994 Faculty Handbook (Exhibit 10) and the 1994 Academic Staff Handbook (Exhibit 11) and in contracts with employee unions.

A total of 450 of the approximately 500 classified staff at the University of Wisconsin Oshkosh are covered by collective bargaining agreements between the state and seven unions: AFSCME Council 24, Wisconsin State Employees Union, AFL-CIO; Wisconsin Science Professionals; Wisconsin State Building Trades Negotiating Committee and its appropriate affiliated Trades Council; Wisconsin Professional Employees Council Local 4848, WFT and AFT; United Professionals for Quality Health Care; Wisconsin Education Association Council; and State Engineering Association. A well-established grievance procedure is outlined in the agreements with these groups.

Wisconsin Administrative Code, Rule of Department of Employment Relations, includes a grievance procedure that covers the approximately 50 non-represented classified employees.

Staff members have pursued their due process rights, as shown in the following figures:

- Approximately seven grievances are heard each year from classified staff;
- Fewer than five formal complaints or grievances have been filed the last five years by academic staff;
- Fewer than five formal complaints or grievances have been filed in the last five years by faculty;
• An average of three formal complaints have been filed each year under Sexual Harassment Complaint Procedures;

• Five employment discrimination complaints have been filed with the Equal Employment Opportunity Commission in the past five years.

**Evidence of Commitment to Honesty in the Recruitment, Admission and Retention of Students**

The University’s commitment is reflected in institutional publications, statements and advertising disseminated to prospective and enrolled students. The admission standards and procedures are clearly defined, and the policies on such areas as repeating courses, admission to professional programs and transferring to the University of Wisconsin Oshkosh are described in several different publications (See 1995-1997 Undergraduate Bulletin, Exhibit 6; 1996-1998 Graduate Bulletin, Exhibit 26). To ensure accuracy, the University’s publications are updated regularly.

In addition, the University has undertaken a careful review of enrollment-related issues through “Enrollment Management.” This program has enabled the University to maintain educational quality by controlling enrollment levels during a period of declining state fiscal resources.

Wisconsin Statutes 36.12 requires that “(1) No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or centers because of the student’s race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.” At the University of Wisconsin Oshkosh, policies and procedures pertaining to student nondiscrimination are administered through the Office of the Dean of Students.

Internal and external reviews in 1992 and 1993 (See 1992 Satisfaction Study and the Image and Satisfaction Study: Fall 1993; Exhibits 46 and 47) indicated that students, faculty, administrators and parents were concerned whether there were enough course sections offered at the University to provide access and reasonable progress toward graduation. As a result, in 1994 the University allocated $145,000, and the College of Letters and Science reallocated $135,000, to add 1,500 seats in needed courses. The University will continue to make such investments.

Concerns about student advising (See State of the University, Exhibit 12) have led to action as well. In 1995 the Provost and Vice Chancellor formed a Continuous Quality Improvement team to
review the quality of academic advisement. The team was asked to consider creative, innovative methods to involve individuals in the advising process, to develop alternatives to the current advising process, and to conduct a survey of student concerns and opinions. It submitted recommendations in 1996 (Exhibit 37).

Evidence of Commitment to Integrity in Relationships With Other Institutions

The University’s relationships with other institutions are governed by state laws and protocols that mandate honesty and fair dealing. For example, Wisconsin Statutes 36.23 provides: “No regent or officer or other person appointed or employed in any position in the system may at any time act as agent for any person or organization where such act would create a conflict of interest with the terms of the person’s service in the system. The board shall define conflicts of interest and promulgate rules related thereto.” The Regents’ rules on the matter are set forth in Chapter UWS 8 of the Wisconsin Administrative Code, and appear in the 1994 Faculty Handbook (Exhibit 10).

As an educational institution, the University of Wisconsin Oshkosh has long-established relationships with public and private K-12 schools and school districts, the state’s technical colleges, regional UW System Center two-year campuses and sister schools across the state, and national and global communities. The nature of these relationships most often involves the exchange of students, and occasionally faculty and staff, between institutions. There have also been special transfer and programmatic arrangements.

The University of Wisconsin Oshkosh has a history of cooperative involvements with educational institutions in its Cooperative Academic Partnership Program (See Chapter 5) with high schools, its articulation agreements with technical colleges, and its acceptance of transfer students from the UW Center System. For example, both the colleges of Education and Human Services and Nursing have contractual agreements with educational and health-related institutions and agencies to govern placement of students in clinical experiences and student teaching. The RN-degree-completion program (College of Nursing) and the joint-program arrangements, primarily in the colleges of Business Administration and Education and Human Services, also link the University of Wisconsin Oshkosh to other UW System institutions.

Recently the University of Wisconsin Oshkosh assumed responsibility for coordinating the System-wide Women and Science Program (See Chapter 5).
University outreach activities such as the Small Business Development Center, Koehn Institute for Information Systems and Automation, Center for Communicative Disorders, Project Success, The Health Place, Division of Continuing Education and Extension, and Gruenhagen Conference Center connect Oshkosh closely to the region it serves. Its relationships with public and private organizations underscores the University’s commitment to reaching out to serve the needs of the region (See chapters 5 and 8).

In the past two years, the University of Wisconsin Oshkosh has signed agreements for Academic Exchange and Mutual Support (Exhibit 51) with universities in Latvia, Bangladesh, Oman, Argentina, Pakistan and Cyprus. Most of the agreements have fostered faculty and student exchanges and collaboration in research. Numerous faculty members in a variety of disciplines have taught and conducted research at universities throughout the world, with support through the Fulbright program and other sources.

Evidence of Commitment to Integrity in Intercollegiate Athletics

The University of Wisconsin Oshkosh’s commitment to integrity in Intercollegiate Athletics is reflected in the rules it subscribes to as a member of the National Collegiate Athletic Association (NCAA) and Wisconsin State University Conference. In addition to eligibility reports and participation lists for each sport, there are annual internal audits and conference gender equity reports. In 1992 the UW System audited athletic departments. Every five years the University’s Intercollegiate Athletic Council and the Athletic Director must conduct an NCAA Self-Study.

Evidence of Commitment to Integrity in Grants Administration

The University complies with all federal and state regulations that apply to extramural grant administration. Grant submissions are reviewed at several levels. General administrative oversight responsibility is vested in a director of grants; the University also employs a full-time grants accountant to monitor all financial aspects of grant administration. In October 1995 the University adopted a new policy regarding an investigator’s obligations to make financial disclosure for federal grants. As a UW System institution, all federal grants are audited every other year by the Legislative Audit Bureau; the University has always been found in compliance with federal requirements.
Evidence of Commitment to Integrity in Contractual Arrangements With Businesses and Other Organizations

Under Chapter UWS 8, faculty and staff must disclose the nature and scope of their external activities. The process provides a basis to review and discuss possible conflicts of interest. The UW System Board of Regents prohibits UW System employees and programs from competing with the private sector.

The University’s contract review, approval and issuing of official state purchase order processes are established by the State Bureau of Procurement under authority provided by Wisconsin statutes and administrative code. These laws place authority and responsibility for all state purchases in the Wisconsin Department of Administration, State Bureau of Procurement. The Bureau develops policies and procedures to comply with the law. The Bureau can delegate authority for some purchases to other state agencies and can establish competitive bidding as the preferred method of acquisition because it is open and fair.

The Wisconsin Contract Compliance Program is established in Wisconsin statutes and Wisconsin Administrative Code. The law requires vendors to observe equal opportunity and affirmative action in their employment practices. In addition, vendors who receive contracts of $10,000 or more and who have 10 or more employees must submit affirmative action plans acceptable under the law within 15 working days of receiving state contracts.

Evidence of Commitment to High Standards of Academic and Scientific Honesty for All Members of the Academic Community

The academic profile of entering students at the University of Wisconsin Oshkosh has been rising for more than a dozen years, a fact that indicates the University’s commitment to high academic standards. As experienced faculty have retired, the University has been able to recruit new faculty with strong academic credentials and the clear potential for exemplary careers (See chapters 3 and 4).

A syllabus including specific information on student expectations, requirements and evaluation is required for all courses (See Faculty Handbook 1994, Exhibit 10). The Dean of Students Office annually publishes a Policy on Student Dishonesty.

The University implements a policy on “Scientific Misconduct,” “Use of Human Subjects” and “Care and Use of Animals” (1994 Faculty Handbook, Exhibit 10).
Evidence of Commitment to Integrity in Fund Raising and Investment

The University’s Executive Director of Development also serves as the Executive Director of the University of Wisconsin Oshkosh Foundation Inc. The Foundation is an independent, nonprofit Wisconsin corporation that is exempt from taxation. The Foundation has an independent board of directors, and two independent banks serve as investment managers. The Foundation’s financial records are reviewed and audited annually by an independent CPA firm.

In July 1994 the Executive Director of Development was assigned administrative responsibility for the University of Wisconsin Oshkosh Alumni Association, another independent Wisconsin corporation. This administrative change concentrates the fund raising and other external relations functions of the University into a single administrative area. It is expected to lead to greater cooperation and expanded services to the University’s alumni and the public.

Additional Evidence

The NCA Commission provides the following additional criteria for a review of the University’s compliance with the integrity criterion:

The stated policies and procedures at the University of Wisconsin Oshkosh are based on ethical values. Ethical values represent a “nonlegal” set of expectations that guide, influence or govern behavior. Ethical values measure an individual’s, or an institution’s, actions in relation to factors such as moral qualities, professional role and obligations, and the rights and responsibilities of others in the community. The University’s Statement of Values (Exhibit 6) and its Shared Principles to Guide Interactions Among Members of the University Community (Exhibit 7) provide a clear indication that the framework for decisions and actions is value-based.

The select mission statement for the University of Wisconsin Oshkosh includes a series of items that touch on fundamental ethical issues. The University of Wisconsin Oshkosh’s stated policies and procedures are based on ethical values. The University’s practices are consistent with the Commission’s notion of integrity.
The practices at the University of Wisconsin Oshkosh are in keeping with the policies and procedures regarding institutional integrity. Based on a review of the University’s programs and services in the 15 dimensions addressed above, there is clear evidence of integrity in all University operations.

Full and candid disclosure is encouraged and practiced at the University of Wisconsin Oshkosh. The University disseminates accurate and complete written policies and other materials. Its Website, catalogues, bulletins and other communications provide an accurate and complete depiction of important information. The University complies with state Open Meetings and Open Records laws (See Faculty Handbook 1994, Exhibit 10).

The practices at the University of Wisconsin Oshkosh show that it lives up to commitments it makes to its students and to the public at large. The overwhelming majority of University actions and policies are open and accessible to the public. The sole exception is personnel records, including student information. Actions are based on policy, justified by reason and open to review.

Self-Evaluation

The University’s record of commitment to the principles of fair dealing is well-documented. There is convincing evidence that the University of Wisconsin Oshkosh is demonstrating integrity in its relationships and practices.

Strengths

• The University has responded remarkably well to the unique challenges and conditions that confront a contemporary educational institution. For example, personnel policies and procedures are continuously reviewed in an effort to clearly articulate expectations for faculty and staff and the University has formalized agreements with other institutions to ensure understanding of mutual expectations.

• The University’s process of shared governance has improved since the last accreditation review, and continued improvement is anticipated.

• The value statements adopted by University governance and the administration in 1994 will be reviewed periodically in concert with the long-range planning process.
Concerns

• In keeping with CQI philosophy, the University needs to continue and augment its efforts in soliciting external and internal feedback from constituents.

• In a highly technological era, the University community will have to heighten its sensitivity to multiple integrity issues, such as copyright, confidentiality, open meeting provisions and other information dissemination issues.
The preceding self-study, which involved more than 100 members of the University community during the past 20 months, clearly demonstrates that the University of Wisconsin Oshkosh exceeds the NCA’s General Institutional Requirements and the five criteria for reaccreditation. The self-study demonstrates that: (1) the University of Wisconsin Oshkosh provides a high quality educational experience, and (2) there is abundant evidence of significant progress since the 1987 NCA self-study.

The self-study has also identified issues that warrant continued attention. Indeed, four of the five Mandates and Priorities (Exhibit 4) noted in Chapter 1 remain as foci for continued planning and activity. Following is a description of future challenges and the steps the University plans to take relative to each of them.

Increasing Diversity

Continuing Interests:

The University is committed to increasing the diversity of its student body, faculty and staff. Although the Division of Academic Support is a headquarters for efforts to recruit and retain multicultural students, the responsibility for action to increase diversity rests with the entire campus. Diversity extends beyond racial and ethnic groups to include those with disabilities, non-traditional students, and international students and faculty.

The University needs to refine existing activities and explore new strategies to attract and retain a diverse faculty and student body. Much has been done already: $50,000 of Quality Reinvestment Program funds was allocated to recruit multicultural faculty in the last biennium; workshops have been conducted on topics such as the campus climate to retain a diverse community and on affirmative action; the International Education Advisory Council has targeted internationalizing the curriculum, and units such as the College of Business Administration have already implemented requirements in that area; the Division of Academic Support has two advisory boards including faculty and community representatives to make recommendations on recruiting and retaining multicultural students; a mentoring program for the Division’s staff and for multicultural students is in place; the University has collaborated with the City of Oshkosh in establishing...
the Human Relations Council and supporting numerous activities that celebrate diversity. These are but a few examples.

The Future:

To serve increased numbers of nontraditional students, the Division of Continuing Education and Extension, the Center for Weekend/Evening Degree Programs, and the Graduate School and Research have submitted a proposal to the UW System Undergraduate Teaching Improvement Council (UTIC). A companion Fund for the Improvement of Post-Secondary Education proposal has also been submitted. Both projects would pursue a theme of school/work/life interconnection and would include seminars for faculty and staff, development groups including area employers of nontraditional students, and research in both classroom and work settings. An increase in the number of evening and weekend courses is anticipated as well.

The Division of Academic Support has already launched initiatives to increase the enrollment of multicultural students at the University, and it is planning others. For example, the Division’s PreCollege Program for middle and high school students in 1996 hired a coordinator of Pre-College and Outreach, a new position aimed at recruitment and program implementation. The coordinator engaged in a rigorous recruitment schedule that included more than 50 school visits in six months. For the first time, the Division had more applicants than it could admit for the PreCollege Program.

The Division of Academic Support also plans to collaborate with the Admissions Office in the development of recruitment strategies for multicultural students. They will include mailings, high school visits and college fairs, telemarketing, campus visits and scholarships. Visits to churches, families, and Boys and Girls clubs are anticipated. Exploration of partnership programs with faculty will continue so that recruitment of students of diversity is a campuswide enterprise.

Beginning with the 1997 Freshman Registration Program, the Admissions Office plans to again provide transportation for some multicultural students who are unable to attend an early orientation/registration program.

Long-Range Planning

Continuing Interests:

The University already has processes for goal-setting and the generation of action plans to achieve goals. CQI teams have been involved in improving academic advisement and other initiatives.
The University needs to improve its ongoing process for long-range planning.

**The Future:**

The Chancellor met with the University’s Strategic Planning Committee in July 1996 to establish a process for updating the long-range plan. The University will plan on a two- to three-year basis incorporating the System’s *21st Century Study* (Exhibit 8) and integrating the budget process into planning. The planning activities in 1996-1997 will focus on the University’s goals and initiatives. Its mission, vision and values will be more thoroughly reviewed in the 1999-2000 academic year.

**Office of Institutional Research**

**Continuing Interests:**

The University’s comprehensive long-range planning process would be strengthened by creating an Office of Institutional Research (OIR) with data collection, management and analysis responsibilities. An OIR could also assess student outcomes and conduct follow-up surveys of graduates.

**The Future:**

In spring 1996 the Provost and Vice Chancellor charged a subcommittee of the Deans’ Group with developing a proposal for an OIR. The subcommittee responded with a three-phase proposal, with each phase envisioning a broader array of responsibilities for an OIR. The first phase would provide basic coordination of data collection and analysis, while the third phase would encompass applied research projects with regional businesses, schools and agencies on a contractual basis that would result in generation of revenue. The proposal is under consideration and, if implemented, will impact budget decisions in the 1997-1999 biennium.

**Assessment of Student Outcomes**

**Continuing Interests:**

Implementing and refining student performance assessment plans on a campuswide basis, and analyzing the data to evaluate student learning as a basis for program improvement, will continue to be challenges. Assessment has been made part of an assistant vice chancellor’s portfolio, and a faculty member has been given release time to coordinate assessment activities. A Faculty Senate Assessment Committee has been appointed.

**The Future:**

The Faculty Senate Assessment Committee will meet with departments needing assistance with assessment plans or approaches in 1996-97. Individuals knowledgeable in assessment will serve
as mentors in the process. The Committee is also considering using bulletins to educate the University community on successful campus approaches to assessment.

Consideration is also being given to ways to better inform students about assessment. Program goals will be part of the program descriptions in the next Undergraduate Bulletin and the Graduate Bulletin.

**Faculty Workload**

**Continuing Interests:**

Like institutions across the nation, campuses of the UW System have increased expectations of faculty — teaching, scholarship and service — at the same time that salary increases have been low. Although effective teaching remains paramount, the reward structure is perceived by some to overemphasize research and scholarship at the expense of both teaching and service. Faculty are concerned about their scholarly productivity and/or are in many cases unwilling to provide service, especially at the University level, because they perceive that it is not valued. Complicating the issue is the perception of inequity in credit given for group instruction versus individual instruction, clinical sections versus regular classroom instruction, large group versus small group instruction and graduate versus undergraduate courses.

**The Future:**

The Provost and Vice Chancellor has asked the Deans’ Group to investigate the issues of faculty workload. Searches of the related literature are being conducted to enable faculty and administrators to become better informed about alternative models of calculating faculty workload. The Faculty Senate will be involved in generating proposals for workload formulae that accommodate both flexibility and fairness. The Faculty Senate has been asked to respond to a draft document, UW System Faculties Activities Survey, which will assess total faculty workloads. The broader interpretations of workload are reflected in promotion, tenure and merit personnel decisions.

**General Education**

**Continuing Interests:**

There have been concerns in recent years about the “cafeteria approach” to general education at the University. Critics say that students are unaware of any cohesive academic purposes in the existing program. The assessment of student achievement refined a set of goals for General Education in 1995, but assessment measures have yet to be determined. The program review process may result in modification of the program goals.
The Future:

The ad hoc Faculty Senate General Education Review Committee has conducted a survey, used focus groups and considered alternative models of General Education. The “Spare Room” newsletter developed by the committee is keeping the campus informed of developments in the process. The Committee plans to propose program changes in spring 1997. Optimism prevails because of the comprehensive and participatory approach the committee has taken. The review process adopted may well serve as a model for other campuses.

Technology Infrastructure

Continuing Interests:

The University has made significant progress in updating its technology. In 1995, System institutions were required to expand their Information Technology (IT) Plan to include library, media and distance education technologies. This broader focus, along with the use of Quality Reinvestment Program allocations, lab modernization dollars, a student technology fee, General Program Revenue funds, gifts and other sources, has resulted in great strides for the campus. The IDEA lab, general access computer labs, the distance education classroom and access to full text databases and electronic journals are a few examples of recent technological advances at the University.

This new technology requires that the University develop an institutional plan to ensure continuing progress. Originally, the University participated in a System-wide planning process that produced an annual campus IT Plan; this has evolved into a rolling five-year IT Plan. Until 1995, the plan only included computing, networking and telecommunications. Instructional technology was addressed to the extent that campus computing organizations were responsible for it.

The Future:

The 1996 Plan reported on the status of many of the ongoing instructional technology projects such as faculty computers, Internet access, personal computers in library instruction, video on-campus network, and faculty/staff training. New initiatives in the 1996 Plan include a help desk, off-campus Graphical User Interface (GUI) access to campus network and Internet, World Wide Web implementation, interactive classroom, ResNet, a second distance education classroom, and audio graphics. Both the plan and the concomitant budgetary support from various sources should make the campus very competitive in the 21st Century.
The IT Division also has begun an extensive campus strategic planning process. The target date for the completion of this plan is June 1997.

**Summary and Request for Continuing Accreditation**

Throughout its 125-year history, a spirit of progress and confidence in the quality of its programs and services has enabled the University of Wisconsin Oshkosh to achieve new heights of excellence. Now more than ever these positive forces will enable the University to confront the challenges of the 21st Century with optimism, determination and vigor.

The University of Wisconsin Oshkosh requests continuing accreditation. It has demonstrated the fulfillment of the General Institutional Requirements (Appendix II) and the evaluative criteria for accreditation required by the North Central Association of Colleges and Schools.
1. 1987 NCA Self-Study and Site Visit Reports
4. Report to the University Community: Status of Goal Initiative, January 1996
7. Shared Principles to Guide Interactions Among Members of the University Community
8. A Study of the UW System in the 21st Century
10. University of Wisconsin Oshkosh Faculty Handbook, September 1994
13. Consultant Report of a Visit to the University of Wisconsin Oshkosh
14. Guidelines/Policies for Tenure, Appointment, Renewal, Promotion, and Merit
15. Oshkosh Student Association Teaching Style Questionnaire
16. Faculty Development Program, July 1996
17. General Education Report, 1992
18. Faculty Senate General Education Review Committee
19. University of Wisconsin Oshkosh Assessment Plan
20. University of Wisconsin Oshkosh Program Assessment Plans
21. University of Wisconsin Oshkosh Distance Education Program Plan, 1996

22. UW System Accountability Indicators Report

23. College of Business Administration Academic Program Reviews


25. College of Business Administration Alumni Survey, 1990-93


27. Report of Teacher Education Lateral Review: UW System

28. College of Education and Human Services Academic Program Reviews


30. Writing Across the Curriculum at the University of Wisconsin Oshkosh

31. College of Nursing General Alumni Survey

32. College of Nursing Curriculum Evaluation Model

33. College of Nursing Undergraduate Program Evaluation

34. College of Nursing Graduate Student End of Program Evaluation

35. Graduate School and Research Alumni Satisfaction Report, Summer 1995

36. UW System Undergraduate Imperative, 1992

37. Academic Advisement CQI Team Report

38. Illuminations: University Scholars Program Newsletter

39. Review of Project Success at the University of Wisconsin Oshkosh

40. Division of Student Affairs Action Plans, Goals, Values and Beliefs and Mission

41. University of Wisconsin Oshkosh Student Handbook

42. RE: Substance Abuse Prevention, Graduation Rate Data, Sexual Harassment, Sexual Assault and Campus Safety
44. University of Wisconsin Extension Long Range Plan
45. University of Wisconsin Oshkosh Alumni Newsletters
46. University of Wisconsin Oshkosh 1992 Satisfaction Study
47. University of Wisconsin Oshkosh Image and Satisfaction Study: Fall 1993
48. Collective Bargaining Agreements
50. Design for Diversity: The Oshkosh Plan, January 1989
51. Agreements for Academic Exchange and Mutual Support
52. Self-Study Committee Charges
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In spring 1995 the Chancellor and Provost and Vice Chancellor of the University of Wisconsin Oshkosh appointed two members of the faculty to serve as co-coordinators of its institutional self-study. The co-coordinators and an administrative liaison comprised the Core Team, which served to facilitate the self-study. Based on recommendations of the Core Team, the Chancellor subsequently appointed a 21-member Self-Study Steering Committee, which the three members of the Core Team co-chaired. The Self-Study Steering Committee membership represented a cross-section of the campus community.

**The Self-Study Steering Committee**

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<tr>
<th>Name</th>
<th>Representing</th>
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<tbody>
<tr>
<td>Timothy Crimmins</td>
<td>Self-Study Co-Coordinator (Core Team)</td>
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<tr>
<td>Craig Fiedler</td>
<td>Self-Study Co-Coordinator (Core Team)</td>
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<tr>
<td>Patricia Koll</td>
<td>Administrative Liaison (Core Team)</td>
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<tr>
<td>John Berens</td>
<td>Information Technology</td>
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<tr>
<td>James Chitwood</td>
<td>Student Affairs</td>
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<tr>
<td>Frank Church</td>
<td>University Relations and Services</td>
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<tr>
<td>C. Patrick Collier</td>
<td>Faculty Senate</td>
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<tr>
<td>Lane Earns</td>
<td>College of Letters and Science, Social Sciences</td>
</tr>
<tr>
<td>Joel Edson</td>
<td>Budget Office</td>
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<tr>
<td>Thomas Fojtik</td>
<td>Academic Staff Senate</td>
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<tr>
<td>James Grine</td>
<td>College of Letters and Science, Fine Arts</td>
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<tr>
<td>Neil Harriman</td>
<td>College of Letters and Science, Math/Science</td>
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<tr>
<td>Muriel Hawkins</td>
<td>Provost and Vice Chancellor Staff</td>
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<tr>
<td>Douglas Jirovetz</td>
<td>Information Technology</td>
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<tr>
<td>Claire Meisenheimer</td>
<td>College of Nursing</td>
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<tr>
<td>Patricia Robertson</td>
<td>College of Education and Human Services</td>
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<tr>
<td>Troy Streckenbach</td>
<td>Oshkosh Student Association</td>
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<tr>
<td>C. Burk Tower</td>
<td>College of Business Administration</td>
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<tr>
<td>William Urbrock</td>
<td>College of Letters and Science, Humanities</td>
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<tr>
<td>Mary Ellen Wurzbach</td>
<td>Graduate School and Research</td>
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<tr>
<td>Michael Zimmerman</td>
<td>College Deans</td>
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The Steering Committee’s initial task was to set the self-study’s objectives:

- Review and evaluate the development of the University of Wisconsin Oshkosh since the last NCA visit (1987).
- Review and evaluate existing institutional strengths and weaknesses as the basis for future decisions.
- Engage all constituencies of the University in the institutional review process to broaden perspectives, enhance teamwork, and strengthen community.
- Review the University’s statements of mission and vision and evaluate the link between the stated purposes and goals and actual institutional practice.
• Review and evaluate regularized long-term planning, resource management, and assessment strategies and their integration into academic program development and evaluation.

• Demonstrate that, as a comprehensive institution of higher education and an important regional resource center, the University is academically sound, both in teaching and scholarship, and is responsive to the challenges of the 21st century.

During the summer of 1995, the Core Team, with the assistance of the Self-Study Steering Committee, identified individuals to serve on eight self-study committees. Recommendations were given to the Chancellor and Provost and Vice Chancellor, who appointed individuals to the self-study committees. The Core Team drafted specific charges for each of them; each charge contained information on general committee operating procedures, a list of available resources, an overview of the committee’s responsibilities, and a specific outline of patterns of evidence relevant to the committee’s investigative task (See Exhibit 52).

Membership of the Eight Self-Study Committees

**Self-Study Committee #1**

<table>
<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Douglas Jirovetz, Chair</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Donald Barta</td>
<td>Graduate School and Research</td>
</tr>
<tr>
<td>Kenneth Cook</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>Robert Eggert</td>
<td>Administrative Computing</td>
</tr>
<tr>
<td>John Minniear</td>
<td>Bachelor of Liberal Studies Program and College of Letters and Science</td>
</tr>
<tr>
<td>Lee McCann</td>
<td>Vice Chancellor’s Office</td>
</tr>
<tr>
<td>Gary Moeller</td>
<td>Financial Services</td>
</tr>
<tr>
<td>Leo Remacle</td>
<td>College of Education and Human Services</td>
</tr>
<tr>
<td>Stephanie Stewart</td>
<td>College of Nursing</td>
</tr>
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**Self-Study Committee #2**
**on the Basic Institutional Data**

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>John Berens, Chair</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Leon Harder</td>
<td>Administrative Computing</td>
</tr>
<tr>
<td>Diana Hartman</td>
<td>Vice Chancellor’s Office</td>
</tr>
<tr>
<td>Roger Herold</td>
<td>Enrollment Management</td>
</tr>
<tr>
<td>Barent Johnson</td>
<td>College of Letters and Science</td>
</tr>
<tr>
<td>Carol Kenney</td>
<td>Data Management</td>
</tr>
<tr>
<td>Roberta Reepsdorf</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Lori Worm</td>
<td>Budget Office</td>
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## Self-Study Committee #3
### on Human, Financial, and Physical Resources

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</tr>
<tr>
<td>Chris Drescher</td>
<td>Facilities Management</td>
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<tr>
<td>Joel Edson</td>
<td>Budget Office</td>
</tr>
<tr>
<td>Jill Endries</td>
<td>Admissions</td>
</tr>
<tr>
<td>Douglas McLean</td>
<td>Dean of Students Office</td>
</tr>
<tr>
<td>Sharon Poff</td>
<td>Personnel Office</td>
</tr>
<tr>
<td>Saralou Reid</td>
<td>Libraries and Learning Resources</td>
</tr>
<tr>
<td>Michael Schlotfeldt</td>
<td>Student</td>
</tr>
<tr>
<td>Arden Trine</td>
<td>College of Business Administration</td>
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## Self-Study Committee #4
### on Academic Programs

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<td>Selma Brophy, Chair</td>
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</tr>
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<td>Barbara Cook</td>
<td>College of Education and Human Services</td>
</tr>
<tr>
<td>Michael Eierman</td>
<td>College of Business Administration</td>
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<tr>
<td>Sandra Gade</td>
<td>College of Letters and Science</td>
</tr>
<tr>
<td>Sharon Gray</td>
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</tr>
<tr>
<td>Kenneth Grieb</td>
<td>College of Letters and Science</td>
</tr>
<tr>
<td>David Hegedus</td>
<td>College of Business Administration</td>
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<tr>
<td>Stephen Hintz</td>
<td>College of Letters and Science</td>
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<tr>
<td>Jupian Leung</td>
<td>College of Education and Human Services</td>
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<tr>
<td>Susan McFadden</td>
<td>College of Letters and Science</td>
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<tr>
<td>Claire Meisenheimer</td>
<td>College of Nursing</td>
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<tr>
<td>Sandra Neuendorf</td>
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<tr>
<td>Kay Roberts</td>
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## Self-Study Committee #5
### on Noncredit Producing Areas and Student and Faculty Services

<table>
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</thead>
<tbody>
<tr>
<td>Billie Gauthier, Chair</td>
<td>Division of Continuing Education and Extension</td>
</tr>
<tr>
<td>Irma Burgos</td>
<td>Academic Development</td>
</tr>
<tr>
<td>Robert Buzaitis</td>
<td>Student</td>
</tr>
<tr>
<td>Muriel Hawkins</td>
<td>Academic Development</td>
</tr>
<tr>
<td>Paul Johnson</td>
<td>Academic Advisement</td>
</tr>
<tr>
<td>William Kitz</td>
<td>College of Education and Human Services</td>
</tr>
<tr>
<td>Robert Moore</td>
<td>College of Letters and Science</td>
</tr>
<tr>
<td>John Mozingo</td>
<td>Business Development Center</td>
</tr>
<tr>
<td>Marsha Rossiter</td>
<td>Division of Continuing Education and Extension</td>
</tr>
<tr>
<td>Barbara Tungate</td>
<td>College of Nursing</td>
</tr>
<tr>
<td>David Weidemann</td>
<td>Student Services</td>
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Self-Study Committee #6
on Institutional Strategic Planning

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<tr>
<td>James Chitwood, Chair</td>
<td>Residence Life</td>
</tr>
<tr>
<td>Kim Dedee</td>
<td>College of Business Administration</td>
</tr>
<tr>
<td>Corrine Donley</td>
<td>College of Education and Human Services</td>
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<tr>
<td>Nick Dvoracek</td>
<td>Libraries and Learning Resources</td>
</tr>
<tr>
<td>Al Hartman</td>
<td>College of Business Administration</td>
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<tr>
<td>Donald Haueter</td>
<td>Information Technology</td>
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<td>Merlin Passow</td>
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</tr>
<tr>
<td>Jim Tuchscherer</td>
<td>Student</td>
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<td>Joseph Zilinsky</td>
<td>Faculty Senate</td>
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Self-Study Committee #7
on Institutional Integrity

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<tr>
<td>Tom Grogan, Chair</td>
<td>Chancellor’s Office</td>
</tr>
<tr>
<td>Red Darland</td>
<td>Purchasing</td>
</tr>
<tr>
<td>Barbara Fahey</td>
<td>Libraries and Learning Resources</td>
</tr>
<tr>
<td>Elliott Garb</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Bill Griffiths</td>
<td>Student</td>
</tr>
<tr>
<td>Muriel Hawkins</td>
<td>Academic Development</td>
</tr>
<tr>
<td>Mary Koepp</td>
<td>Affirmative Action Office</td>
</tr>
<tr>
<td>Patricia Robertson</td>
<td>College of Education and Human Services</td>
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Self-Study Committee #8
on Editing and Writing

<table>
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</thead>
<tbody>
<tr>
<td>Frank Church, Chair</td>
<td>University Relations and Services</td>
</tr>
<tr>
<td>Tim Crimmins</td>
<td>Self-Study Co-Coordinator</td>
</tr>
<tr>
<td>Peggy Davidson</td>
<td>College of Letters and Science</td>
</tr>
<tr>
<td>Craig Fiedler</td>
<td>Self-Study Co-Coordinator</td>
</tr>
<tr>
<td>Thomas Herzing</td>
<td>College of Letters and Science</td>
</tr>
<tr>
<td>Mary Hiles</td>
<td>University Publications</td>
</tr>
<tr>
<td>Patricia Koll</td>
<td>Administrative Liaison</td>
</tr>
</tbody>
</table>

During the summer of 1995, the Core Team with input and approval from the Steering Committee, developed the self-study outline and a timetable for completion of all required self-study tasks for a two-year period. The self-study committees began their work in early fall 1995. To ensure communication and continuity, each self-study committee had at least one member from the Steering Committee who functioned as a liaison. Each committee collected and compiled information related to its section of the self-study outline, identified and analyzed strengths and concerns based on that information, made recommendations to maintain and build on areas of strength and address concerns, and suggested future development and direction. Initial drafts were finished in early 1996 and then reviewed by the Steering Committee, using common criteria. The committees were provided written
and oral feedback on which they based their second drafts. (Each of the self-study committees’ reports is available in the NCA Resource Room, Polk Library, Room 205D as Exhibit 53.)

During the late spring of 1996, Committee #8, the Editing/Writing Team, began reviewing, synthesizing, rewriting, and editing all of the self-study committee reports into a single institutional draft, which was completed for the first time in July 1996, and subsequently reviewed by the Steering Committee and the Chancellor and Provost and Vice Chancellor.

Throughout the self-study process the Core Team and members of the Steering Committee assumed responsibility for communicating with the faculty, academic staff, administration, classified staff, and students on the purposes and progress of the self-study project. During the 1995-96 and 1996-97 academic years, a monthly NCA Reaccreditation Newsletter was published and disseminated to the entire campus community. (Copies of all of the newsletters are available in the NCA Resource Room, Polk Library, Room 205D as Exhibit 54.) The newsletter was also reproduced on the University’s World Wide Web site (URL: http://www.uwosh.edu).

During the fall semester of 1996, copies of the self-study report were widely distributed among campus constituencies and placed on reserve at Polk Library. A series of public hearings was held during the fall semester of 1996 to solicit feedback on the self-study report. The Steering Committee remained active in its role as reviewer and organizer of campus communication and input on the self-study report. The Editing/Writing Team incorporated the feedback from various campus constituencies during the fall semester of 1996, refining the text. The final Self Study Report went through seven revisions.
APPENDIX II: GENERAL INSTITUTIONAL REQUIREMENTS

Mission

1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education. The purposes of the University of Wisconsin Oshkosh are summarized in mission statements of the UW System, the Core Mission of the University Cluster, and the Select Mission of the University of Wisconsin Oshkosh, which are published in the 1995-97 Undergraduate Bulletin (Exhibit 6) and the 1996-98 Graduate Bulletin (Exhibit 26).

2. It is a degree-granting institution. The University of Wisconsin Oshkosh confers associate, bachelor’s, and master’s degrees. A complete list of undergraduate degrees offered is provided on pages 17-20 of the 1995-97 Undergraduate Bulletin (Exhibit 6) and on pages 13-14 of the 1996-98 Graduate Bulletin (Exhibit 26).

Authorization

3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities. The University of Wisconsin Oshkosh is part of the UW System authorized under Chapter 36 of the Wisconsin Statutes.

4. It has legal documents to confirm its status: not-for-profit, for-profit, or public. The University of Wisconsin Oshkosh is a public institution. It is part of the UW System authorized under Chapter 36 of the Wisconsin Statutes.

Governance

5. It has a governing board that possesses and “exercises necessary legal power to establish and review basic policies that govern the institution.” The University of Wisconsin Oshkosh is part of the UW System authorized under Chapter 36 of the Wisconsin Statutes, granting the institution the necessary legal power to review and establish policies. By statute, the UW System is governed by a citizen Board of Regents, a 17-member body that sets policy and direction for the state’s higher education institutions.

6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution. The Board of Regents consists of 14 nonuniversity representatives and one UW System student, all nominated by the Governor of the state and approved by the legislature; one representative of the Wisconsin Technical College System; and one representative of the Wisconsin Department of Public Instruction.

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution. The positions of UW System President and the University of Wisconsin Oshkosh Chancellor are authorized by section 36.09(e) of the Wisconsin Statutes. Katharine C. Lyall is System President. John E. Kerrigan is Chancellor of the University of Wisconsin Oshkosh.

8. Its governing board authorizes the institution’s affiliation with the Commission. The University of Wisconsin System and its Board of Regents authorizes the affiliation of the Uni-
versity of Wisconsin Oshkosh with the Commission. University of Wisconsin System General Administrative Policy Paper #24 (Exhibit 55) sets specific procedures related to accreditation by the North Central Association’s Commission on Institutions of Higher Education.

Faculty

9. **It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.** Faculty employed by the University of Wisconsin Oshkosh are qualified by experience and education to develop, review, and provide instruction for the educational programs the school offers. Over 87 percent of the faculty and more than 60 percent of the instructional academic staff have a doctorate or other terminal degree (M.F.A., M.S.W.). Faculty names and credentials are available in the Deans’ Offices of the academic colleges.

10. **A sufficient number of the faculty are full-time employees of the institution.** Nearly all members of the University’s faculty are full-time employees. Members of the instructional academic staff include both full- and part-time employees.

11. **Its faculty has a significant role in developing and evaluating all of the institution’s educational programs.** New courses and programs, and revisions of them, must be approved by the faculty or the curriculum committee of the originating department and the appropriate college curriculum committee. New programs and revisions are also approved by the University’s Academic Policies Committee. New majors are approved by the Board of Regents, on the recommendation of the faculty of the University.

Educational Programs

12. **It confers degrees.** The University of Wisconsin Oshkosh grants about 1,600 baccalaureate degrees and 315 master’s degrees annually.

13. **It has degree programs in operation, with students enrolled in them.** The University offers baccalaureate degrees in 49 majors and 43 minors. Master’s degrees are offered in 13 academic areas. The Associate of Art degree is also available, though few students pursue it. Approximately 10,500 students are enrolled in these programs.

14. **Its degree programs are compatible with the institution’s mission and are based on recognized fields of study at the higher education level.** The majority of the University’s degree programs are found at other comprehensive regional universities. More nontraditional programs (Bachelor of Liberal Studies, environmental studies, women’s studies, etc.) have been reviewed and approved for content and rigor both internally and externally. The University’s programs are responsive to the needs of its constituency, social changes and emerging technologies.

15. **Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.** Degrees require study and attainment comparable to similar programs at other high quality, regional, comprehensive universities. Educational programs and degree titles follow the recognized taxonomy of disciplines.

16. **Its undergraduate degree programs include a coherent general education requirement consistent with the institution’s mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.** The General Education requirement consists of a minimum of 42 credits in four areas: Basic knowledge and skills; Humanities; Natural Sciences; and Social
Sciences. The core is designed to provide the knowledge, insight, and skills common to educated persons. It is intended to prepare students to grow, adapt to change, and form convictions through reasoned analysis and synthesis.

17. It has admission policies and practices that are consistent with the institution’s mission and appropriate to its educational programs. The University of Wisconsin Oshkosh Admissions Office offers a comprehensive admission and recruitment program that works closely with prospective students and their parents, alumni, faculty and administrators. Since most of the University’s students come from northeastern Wisconsin, special efforts are made to recruit students from the region and to provide current admission information to our high school counselors, students and parents. The University’s admission policies have been directed at maintaining and improving quality, while meeting the enrollment management limits established for the campus by the Regents and the UW System.

At the graduate level, individual admission decisions are made by the departments offering degree work, but quality oversight is provided by the graduate school. Although admission rates vary by program, about 70 percent of graduate applicants are admitted.

18. It provides its students access to those learning resources and support services requisite for its degree programs. Libraries & Learning Resources provides a full array of print and electronic resources to support undergraduate and graduate student research. The library catalog is fully automated. Students have direct access to the library catalogs at all other University of Wisconsin institutions, plus more than 80 specialized electronic databases covering all subject areas. Document delivery (articles on demand) is provided for faculty, staff and graduate students. Students benefit from an active Library Instruction program (course-related instruction in the use of information resources). Internet and World Wide Web access is available through the library and University computing laboratories. A project is underway to connect students in Residence Halls to the campus fiber optic network. Internet training courses for students are offered on a regular basis.

Academic Computing maintains six general access computer labs campuswide with 343 computer work-stations for student use. The University intends to provide 450 lab work-stations, a goal which should be attained by 1999. All lab work-stations are connected to the campus fiber-optics network, providing maximum access to course-related software, library resources and the Internet. All students are given electronic-mail accounts.

Student support services — from Academic Advisement to the University Learning Community — help students with their personal, academic and vocational development and complement the teaching mission of the university. A University Scholars program offers highly qualified students an opportunity to enrich their university study experience.

Finances

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years. A financial audit is conducted yearly by the Wisconsin Legislative Audit Bureau (LAB). Wisconsin State Statute section 13.94 authorizes the bureau. LAB is strictly non-partisan and has been accepted by the federal government as an independent auditor for federal grants.

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs. The University of Wisconsin Oshkosh documents its budget, financial resources, and plans for financial development in a public, biennial process established by the UW System Board of Regents in conformance with state statutes.
21. **Its financial practices, records, and reports demonstrate fiscal viability.** The annual financial statements and reports prepared by LAB conform to the Generally Accepted Accounting Practices and Requirements of the Governmental Accounting Standards Board (GASB) and demonstrate fiscal viability.

**Public Information**

22. **Its catalog or other official documents include its mission statement along with accurate descriptions of its educational programs and degree requirements; its learning resources; its admissions policies and practices; its academic and nonacademic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators.** This is addressed in detail in earlier sections of this self-study, but the University fully complies with this expectation. The vision, values, mission, goals and shared principles statements are widely disseminated. For example, the 1995-97 *University of Wisconsin Oshkosh Undergraduate Bulletin* (Exhibit 6) and the 1996-98 *University of Wisconsin Oshkosh Graduate Bulletin* (Exhibit 26) contain statements of vision, values, mission, goals and shared principles to guide interactions among members of the University community.

Other University publications contain the purpose statements. *The Faculty Handbook* (Exhibit 10) and *Academic Staff Handbook* (Exhibit 11) contain selected excerpts from Wisconsin Statutes Chapter 36, which define the purpose and mission of the University of Wisconsin System.

The faculty and academic staff handbooks also contain the shared principles to guide interactions among members of the University community statement. These principles appear, in whole or in part, in many other University publications.

23. **It accurately discloses its standing with accrediting bodies with which it is affiliated.** The University of Wisconsin Oshkosh lists its accreditations on the first page of both its Graduate and Undergraduate bulletins.

24. **It makes available upon request information that accurately describes its financial condition.** The University’s budget and financial resources are a matter of public record and are available in Polk Library, UW System administrative offices and other accessible public locations. A copy of the annual financial report — compiled by UW System and including all its universities — is available on request. While it is difficult to isolate the portion that applies to the University of Wisconsin Oshkosh, the report is accepted by the Legislative Audit Bureau.

**Conclusion:** The University of Wisconsin Oshkosh satisfies the General Institutional Requirements of the North Central Association.
APPENDIX III
BASIC INSTITUTIONAL DATA FORMS

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7442; (312) 283-0456; Fax: (312) 283-7462

Basic Institutional Data Form A

PART 1 - FULL-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: University of Wisconsin Oshkosh

<table>
<thead>
<tr>
<th></th>
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<th>One Year Prior</th>
<th>Current Year</th>
<th>preliminary</th>
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<td>2,095</td>
<td>2,028</td>
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<tr>
<td>Freshman</td>
<td>Bachelor's oriented (Definition I-A &amp; B)</td>
<td>2,014</td>
<td>2,095</td>
<td>2,028</td>
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<td></td>
<td>Occupationally oriented (Definition I-C)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undeclared (Definition I-D. Jr. or Community Colleges only)</td>
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<td></td>
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<td>Sophomore</td>
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<td>1,608</td>
<td>1,492</td>
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<tr>
<td>Junior</td>
<td>1,620</td>
<td>1,577</td>
<td>1,573</td>
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<td>Senior</td>
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Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
### North Central Association of Colleges and Schools
**Commission on Institutions of Higher Education**

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504  
(800) 621-7440; (312) 263-0458; Fax: (312) 263-7462

**Basic Institutional Data Form A**

**PART 2 - PART-TIME ENROLLMENT (HEADCOUNT)**

Opening Fall Headcount for Current Academic Year and Previous Two Years

<table>
<thead>
<tr>
<th>Name of institution/campus reported:</th>
<th>University of Wisconsin Oshkosh</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
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<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
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<td></td>
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<td>19 95 - 96</td>
<td>19 96 - 97</td>
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<td></td>
<td>Resident</td>
<td>Extension</td>
<td>Resident</td>
</tr>
<tr>
<td>Freshman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor's oriented</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Definition L, A &amp; B)</td>
<td>226</td>
<td>220</td>
<td>273</td>
</tr>
<tr>
<td>Occupationally oriented</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Definition L.C)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undeclared (Definition I-O Jr. or Community Colleges only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor's oriented</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Definition L, A &amp; B)</td>
<td>169</td>
<td>154</td>
<td>157</td>
</tr>
<tr>
<td>Occupationally oriented</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Definition L.C)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undeclared (Definition I-O Jr. or Community Colleges only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>232</td>
<td>208</td>
<td>158</td>
</tr>
<tr>
<td>Junior</td>
<td>232</td>
<td>208</td>
<td>158</td>
</tr>
<tr>
<td>TOTAL UNDERGRADUATE</td>
<td>1,081</td>
<td>1,044</td>
<td>967</td>
</tr>
<tr>
<td>GRADUATE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's</td>
<td>1,066</td>
<td>1,092</td>
<td>1,057</td>
</tr>
<tr>
<td>Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL GRADUATE</td>
<td>1,066</td>
<td>1,092</td>
<td>1,057</td>
</tr>
<tr>
<td>PROFESSIONAL (by degree)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL PROFESSIONAL</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>OTHER</td>
<td>506</td>
<td>602</td>
<td>688</td>
</tr>
<tr>
<td>TOTAL ALL LEVELS</td>
<td>2,653</td>
<td>2,738</td>
<td>2,712</td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
**Basic Institutional Data Form A**

**PART 3 - FULL-TIME EQUIVALENT ENROLLMENT**

Opening Fall FTE Enrollment for Current Year and Previous Two Years

| Name of institution/campus reported: | University of Wisconsin Oshkosh |

**FORMULA USED BY INSTITUTION TO COMPUTE FTE:**

<table>
<thead>
<tr>
<th>Undergraduate Student Credit Hours/15</th>
<th>Graduate Student Credit Hours/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Years Prior</td>
<td>One Year Prior</td>
</tr>
<tr>
<td>19 94 - 95</td>
<td>19 95 - 96</td>
</tr>
<tr>
<td>UNDERGRADUATE (See definitions LA thru D)</td>
<td>8,237</td>
</tr>
<tr>
<td>GRADUATE (See definition II)</td>
<td>532</td>
</tr>
<tr>
<td>PROFESSIONAL (See definition III)</td>
<td></td>
</tr>
<tr>
<td>UNCLASSIFIED (See definition VI)</td>
<td>268</td>
</tr>
<tr>
<td>TOTAL</td>
<td>9,037</td>
</tr>
</tbody>
</table>

**Basic Institutional Data Form A**

**PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS**

(e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

<table>
<thead>
<tr>
<th>Identify types of enrollment reported:</th>
<th>Summer Session Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Years Prior</td>
<td>One Year Prior</td>
</tr>
<tr>
<td>19 94 - 95</td>
<td>19 95 - 96</td>
</tr>
<tr>
<td>TOTAL UNDERGRADUATE</td>
<td>1,168</td>
</tr>
<tr>
<td>TOTAL GRADUATE</td>
<td>739</td>
</tr>
<tr>
<td>TOTAL PROFESSIONAL</td>
<td></td>
</tr>
<tr>
<td>TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS (headcount)</td>
<td></td>
</tr>
<tr>
<td>TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (FTE)</td>
<td></td>
</tr>
<tr>
<td>TOTAL OTHER</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,907</td>
</tr>
</tbody>
</table>
Name of institution/campus reported: University of Wisconsin Oshkosh

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Check if appropriate: ☐ Open Admissions Institution

<table>
<thead>
<tr>
<th></th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRESHMAN</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants with complete credentials for admission to the freshman class</td>
<td>2,976</td>
<td>3,427</td>
<td>3,725</td>
</tr>
<tr>
<td>Number of applicants accepted</td>
<td>2,667</td>
<td>3,054</td>
<td>3,303</td>
</tr>
<tr>
<td>Number of freshmen applicants actually enrolled</td>
<td>1,397</td>
<td>1,536</td>
<td>1,563</td>
</tr>
<tr>
<td><strong>TRANSFER</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants with complete credentials for admission with advanced standing (transfer)</td>
<td>986</td>
<td>950</td>
<td>1,262</td>
</tr>
<tr>
<td>Number of advanced-standing undergraduate applicants accepted</td>
<td>903</td>
<td>787</td>
<td>929</td>
</tr>
<tr>
<td>Number of advanced-standing undergraduate applicants actually enrolled</td>
<td>887</td>
<td>766</td>
<td>750</td>
</tr>
<tr>
<td><strong>MASTER'S</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants with complete credentials for admission to master's programs</td>
<td>499</td>
<td>526</td>
<td>552</td>
</tr>
<tr>
<td>Number of applicants accepted for master's programs</td>
<td>346</td>
<td>344</td>
<td>355</td>
</tr>
<tr>
<td>Number of applicants actually enrolled in master's programs</td>
<td>244</td>
<td>278</td>
<td>289</td>
</tr>
<tr>
<td><strong>SPECIALIST</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants with complete credentials for admission to specialist programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants accepted for specialist programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants actually enrolled in specialist programs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## DOCTORAL

<table>
<thead>
<tr>
<th></th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of applicants with complete credentials for admission to doctoral programs</td>
<td>19 94 - 95</td>
<td>19 95 - 96</td>
<td>19 96 - 97</td>
</tr>
<tr>
<td>Number of applicants accepted for doctoral programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants actually enrolled in doctoral programs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## PROFESSIONAL

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester Report by degrees</th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of applicants with complete credentials for admission to professional programs</td>
<td></td>
<td>19 94 - 95</td>
<td>19 95 - 96</td>
<td>19 96 - 97</td>
</tr>
<tr>
<td>Number of applicants accepted for professional programs</td>
<td></td>
<td>19 94 - 95</td>
<td>19 95 - 96</td>
<td>19 96 - 97</td>
</tr>
<tr>
<td>Number of applicants actually enrolled in professional programs</td>
<td>Education &amp; Human</td>
<td>1,888</td>
<td>1,821</td>
<td>1,826</td>
</tr>
<tr>
<td></td>
<td>Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>1,597</td>
<td>1,589</td>
<td>1,600</td>
</tr>
<tr>
<td></td>
<td>Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nursing</td>
<td>888</td>
<td>725</td>
<td>685</td>
</tr>
</tbody>
</table>
Basic Institutional Data Form B

PART 2 - ABILITY MEASURES OF FRESHMEN

Name of institution/campus reported: University of Wisconsin Oshkosh

Specify quarter/semester reported: 1996 Fall Semester

Check if appropriate: ☐ No scores used or routinely collected

### A. Class ranking of entering freshmen

| Percent in top 10% of high school class | 11.1 |
| Percent in top 25% of high school class | 34.5 |
| Percent in top 50% of high school class | 85.0 |
| Percent in top 75% of high school class | 99.0 |

### B. SAT scores for entering freshmen

<table>
<thead>
<tr>
<th></th>
<th>Verbal</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class average SAT score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent scoring above 500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent scoring above 600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent scoring above 700</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### C. Mean ACT scores for entering freshmen

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite</td>
<td>22.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>N/A</td>
</tr>
<tr>
<td>English</td>
<td>N/A</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>N/A</td>
</tr>
<tr>
<td>Social Studies</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### D. Other tests used for admission or placement

<table>
<thead>
<tr>
<th>Test name</th>
<th>Mean or composite</th>
<th>Range</th>
</tr>
</thead>
</table>

---

Basic Institutional Data Form B

PART 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report for last full academic year)

### A. Graduate Record Examination

(for total Graduate School excluding professional schools)

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
</tr>
<tr>
<td>Low</td>
</tr>
</tbody>
</table>

### B. Miller Analogies Test

(N/A

(for total Graduate School excluding professional schools)

<table>
<thead>
<tr>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
</tr>
<tr>
<td>Low</td>
</tr>
</tbody>
</table>

### C. On a separate sheet, indicate other test data used for admission to professional programs.
**PART 4 - UNDERGRADUATE STUDENT FINANCIAL AID**

(Report for last full fiscal year)

Name of institution/campus reported: University of Wisconsin Oshkosh

<table>
<thead>
<tr>
<th>SOURCE OF FUNDING</th>
<th>TOTAL $ AMOUNT</th>
<th>NO. OF STUDENTS AIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEDERAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>3,989,223</td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td>1,107,267</td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td>646,259</td>
<td></td>
</tr>
<tr>
<td><strong>STATE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>2,113,705</td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td>44,286</td>
<td></td>
</tr>
<tr>
<td><strong>INSTITUTIONAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>394,218</td>
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</tr>
<tr>
<td>Loans</td>
<td>70,000</td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td>979,950</td>
<td></td>
</tr>
<tr>
<td><strong>FROM OTHER SOURCES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>487,429</td>
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</tr>
<tr>
<td>Loans</td>
<td>13,883,384</td>
<td></td>
</tr>
</tbody>
</table>

Unduplicated number of undergraduate students aided | 6,144

Number of students receiving institutional athletic assistance | 0

Percentage of institutional aid for athletic assistance | 0

*All included in Undergrad totals. We don’t have a grad/ungrad breakdown.

**PART 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID**

(Report for last full fiscal year)

<table>
<thead>
<tr>
<th>SOURCE OF FUNDING</th>
<th>TOTAL $ AMOUNT</th>
<th>NO. OF STUDENTS AIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FEDERAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Fellowships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STATE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Fellowships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INSTITUTIONAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants, Fellowships, Asst.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FROM OTHER SOURCES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants, Fellowships, Asst.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unduplicated number of graduate students aided |
North Central Association of Colleges and Schools  
Commission on Institutions of Higher Education  
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504  
(800) 621-7440; (312) 263-0458; Fax: (312) 263-7462  

Basic Institutional Data Form C  

PART 1 - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: University of Wisconsin Oshkosh  
Specify quarter/semester reported: Fall 1996

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

<table>
<thead>
<tr>
<th></th>
<th>Distribution by Sex</th>
<th>Distribution by Race</th>
<th>Distribution by Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td>Professor</td>
<td>83</td>
<td>15</td>
<td>83</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>74</td>
<td>36</td>
<td>101</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>75</td>
<td>60</td>
<td>119</td>
</tr>
<tr>
<td>Instructor</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Teaching Assistants &amp; Other Teaching Personnel</td>
<td>26</td>
<td>34</td>
<td>58</td>
</tr>
<tr>
<td>Research Staff &amp; Research Assistants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of instructional staff added for current academic year</td>
<td>17</td>
<td>17</td>
<td>32</td>
</tr>
<tr>
<td>Number of instructional staff employed in previous academic year, but not reemployed for current academic year</td>
<td>22</td>
<td>15</td>
<td>36</td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
PART 1 continued - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: University of Wisconsin Oshkosh
Specify quarter/semester reported: Fall 1996

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research, or organized research.

<table>
<thead>
<tr>
<th>Diploma, Certificate, or None</th>
<th>Associate</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Specialist</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>34</td>
<td>0</td>
</tr>
<tr>
<td>Instructor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Teaching Assists, &amp; other teaching peers</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>43</td>
<td>0</td>
</tr>
<tr>
<td>Research staff &amp; Research Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated rank</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of instructional staff added for current academic year</td>
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<td>0</td>
<td>0</td>
<td>12</td>
<td>0</td>
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<tr>
<td>Number of instructional staff employed in previous academic year, but not reemployed for current academic year</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>0</td>
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</tbody>
</table>

PART 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

<table>
<thead>
<tr>
<th></th>
<th>MEAN</th>
<th>RANGE</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>57,860</td>
<td>77,938</td>
<td>45,661</td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>46,403</td>
<td>70,464</td>
<td>33,807</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>39,294</td>
<td>63,207</td>
<td>31,504</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>32,520</td>
<td>37,000</td>
<td>30,500</td>
<td></td>
</tr>
<tr>
<td>Teaching Assists, &amp; other teaching pers.</td>
<td>30,570</td>
<td>43,558</td>
<td>25,500</td>
<td></td>
</tr>
<tr>
<td>Research staff and Research Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated rank</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
### Basic Institutional Data Form C

**PART 3 - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION**

| Name of institution/campus reported: | University of Wisconsin Oshkosh |
| Specify quarter/semester reported:  | Fall 1996 |

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

<table>
<thead>
<tr>
<th></th>
<th>Distribution by Sex</th>
<th>Distribution by Race</th>
<th>Distribution by Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td>Professor</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Teaching Assistants &amp; other teaching personnel</td>
<td>52</td>
<td>76</td>
<td>118</td>
</tr>
<tr>
<td>Research staff &amp; Research Assistants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated rank</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of instructional staff added for current academic year</td>
<td>12</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>Number of instructional staff employed in previous academic year, but not reemployed for current academic year</td>
<td>35</td>
<td>29</td>
<td>60</td>
</tr>
</tbody>
</table>
PART 3 continued - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: University of Wisconsin Oshkosh
Specify quarter/semester reported: Fall 1996

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research.
Excluding all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

<table>
<thead>
<tr>
<th>Diploma, Certificate, or None</th>
<th>Associate</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Specialist</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Instructor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teaching Assist. &amp; other teaching pers.</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>97</td>
<td>0</td>
</tr>
<tr>
<td>Research staff &amp; Research Assist.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated rank</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of instructional staff added for current academic year</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>Number of instructional staff employed in previous academic year, but not reemployed for current academic year</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>39</td>
<td>0</td>
</tr>
</tbody>
</table>

PART 4 - SALARIES OF PART-TIME INSTRUCTIONAL STAFF AND FACULTY

<table>
<thead>
<tr>
<th></th>
<th>MEAN</th>
<th>RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
</tr>
<tr>
<td>Professor</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Assoc. Professor</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Assist. Professor</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Teaching Assist. &amp; other teaching pers.</td>
<td>27,368</td>
<td>34,524</td>
</tr>
<tr>
<td>Research staff and Research Assist.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated rank</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
**Basic Institutional Data Form D**

**LIBRARY / LEARNING RESOURCE CENTER**

*Report for current year and previous two years • Estimate if necessary (identify estimates)*

Name of institution/site reported: University of Wisconsin Oshkosh

☐ Check here if you have specialized libraries not included in this data. If you do, please identify these specialized libraries or collections on a separate page.

<table>
<thead>
<tr>
<th>A. USE AND SERVICE</th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total use of the collection (number of books or other materials circulated annually)</td>
<td>288,855</td>
<td>233,924</td>
<td>250,000</td>
</tr>
<tr>
<td>Total circulation to students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Per capita student use (circulation to students divided by number of enrolled students)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Total circulation to faculty</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Per capita faculty use (circulation to faculty divided by number of FTE faculty)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Total circulation to Community Users</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of items borrowed from other libraries via interlibrary loan</td>
<td>6,077</td>
<td>6,628</td>
<td>6,500</td>
</tr>
<tr>
<td>Number of items lent to other libraries via interlibrary loan</td>
<td>7,523</td>
<td>7,013</td>
<td>7,000</td>
</tr>
<tr>
<td>Hours open per week</td>
<td>100.75</td>
<td>100.75</td>
<td>100.75</td>
</tr>
<tr>
<td>On-line electronic database searches (usually mediated by library staff)</td>
<td>62</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Total Library staff presentations to groups/classes</td>
<td>234</td>
<td>195</td>
<td>225</td>
</tr>
<tr>
<td>Tours and one-time presentations</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hands-on instruction for using electronic databases</td>
<td>209</td>
<td>155</td>
<td>150</td>
</tr>
<tr>
<td>Hands-on instruction for Internet searching</td>
<td>25</td>
<td>40</td>
<td>75</td>
</tr>
<tr>
<td>Semester-length bibliographical instruction</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. COLLECTIONS</th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of different titles in collection (volumes)</td>
<td>2,312,964</td>
<td>2,388,739</td>
<td>2,400,000</td>
</tr>
<tr>
<td>Books and other printed materials</td>
<td>392,894</td>
<td>399,655</td>
<td>405,000</td>
</tr>
<tr>
<td>Print serials/periodicals</td>
<td>75,068</td>
<td>77,811</td>
<td>80,000</td>
</tr>
<tr>
<td>Electronic serials/periodicals</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other electronic materials (except serials/periodicals)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Microforms</td>
<td>1,214,087</td>
<td>1,288,902</td>
<td>1,240,000</td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
North Central Association of Colleges and Schools  
Commission on Institutions of Higher Education  
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504  
(800) 621-7440; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form D

LIBRARY / LEARNING RESOURCE CENTER (continued)

Name of institution/campus reported: University of Wisconsin Oshkosh

<table>
<thead>
<tr>
<th>B. COLLECTIONS (Continued)</th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-print materials (e.g., films, tapes, CDs)</td>
<td>5,526</td>
<td>5,687</td>
<td>5,800</td>
</tr>
<tr>
<td>Government documents not reported elsewhere</td>
<td>625,389</td>
<td>641,414</td>
<td>655,000</td>
</tr>
<tr>
<td>Computer software</td>
<td>0</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Number of subscribed/purchased electronic on-line databases</td>
<td>12</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>Number of CD-ROM databases available for searches by students</td>
<td>242</td>
<td>341</td>
<td>450</td>
</tr>
<tr>
<td>Number of subscriptions to scholarly journals</td>
<td>2,040</td>
<td>2,310</td>
<td>2,350</td>
</tr>
</tbody>
</table>

| C. STAFF (1 FTE Staff=35-40 hours per week) | 18 | 18 | 18 |
| Number of FTE professional staff | 23.20 | 24.37 | 24 |
| Number of FTE non-professional staff | 17.03 | 16.94 | 17 |
| Number of FTE student staff | 0 | 0 | 0 |
| Number of other FTE staff (please explain on back) | 0 | 0 | 0 |

| D. FACILITIES | .1565 | .1534 | .1525 |
| Seating ratio (number of seats divided by student headcount enrollment) | 28 | 36 | 40 |
| Number of publicly accessible computers | 10,542 | 10,164 | 10,000 |
| Estimated linear shelving space remaining for expansion | 0 | 0 | 0 |

| E. EXPENDITURES | 1,287,637 | 1,453,542 | 1,720,000 |
| For staff (exclude fringe benefits): | 537,574 | 684,299 | 830,000 |
| Total professional staff salaries | 585,362 | 624,330 | 690,000 |
| Total non-professional staff salaries | 164,701 | 164,913 | 180,000 |
| Total student staff salaries | 235,353 | 279,141 | 327,172 |
| Books /other printed materials | 473,947 | 305,059 | 413,186 |
| Print serials/periodicals | 25,427 | 22,791 | 24,000 |
| Microforms | 30,158 | 31,374 | 30,000 |
| Government documents not reported elsewhere | 2,481 | 658 | 700 |
| Non-print materials (e.g., films, tapes, CDs) | 51,188 | 76,811 | 90,000 |

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
Basic Institutional Data Form D

LIBRARY / LEARNING RESOURCE CENTER (continued)

Name of institution/campus reported: University of Wisconsin Oshkosh

<table>
<thead>
<tr>
<th>E. EXPENDITURES (Continued)</th>
<th>Two Years Prior 1994 - 95</th>
<th>One Year Prior 1995 - 96</th>
<th>Current Year 1996 - 97</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access and other services</td>
<td>N/A</td>
<td>4,385</td>
<td>7,000</td>
</tr>
<tr>
<td>Interlibrary loan</td>
<td>19,121</td>
<td>12,021</td>
<td>13,000</td>
</tr>
<tr>
<td>On-line database searches</td>
<td>7,251</td>
<td>19,112</td>
<td>20,000</td>
</tr>
<tr>
<td>Network membership</td>
<td>35,431</td>
<td>33,483</td>
<td>35,000</td>
</tr>
<tr>
<td>Binding, preservation, and restoration</td>
<td>25,303</td>
<td>27,633</td>
<td>27,000</td>
</tr>
<tr>
<td>Production of materials (on- or off-site)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other equipment and furniture purchase/replacement</td>
<td>52,918</td>
<td>95,577</td>
<td>95,000</td>
</tr>
<tr>
<td>Other operating expenses (excluding capital outlay)</td>
<td>174,191</td>
<td>166,091</td>
<td>195,000</td>
</tr>
<tr>
<td>Total library expenses</td>
<td>2,840,110</td>
<td>2,936,440</td>
<td>2,997,058</td>
</tr>
</tbody>
</table>

F. OTHER

Output measures:

- Does the library attempt to measure/record patron visits to the library? \[\text{YES}\]
- Does the library attempt to measure/record reference questions answered? \[\text{YES}\]
- Does the library attempt to measure/record user satisfaction? \[\text{NO}\]
- Does the library attempt to measure/record in-library use of other resources? \[\text{YES}\]

Agreements and policies:

- Are there formal, written agreements to share library resources with other institutions? \[\text{YES}\]
- Are there formal, written consortorial agreements for statewide or regional use of library materials? \[\text{YES}\]
- Are there formal, written agreements allowing the institution's students to use other institutions' libraries? \[\text{YES}\]

*Data is estimated for 1996-97.*
Basic Institutional Data Form E
INSTITUTIONAL COMPUTING RESOURCES
Report for Current Academic Year

Name of the institution/campus reported: University of Wisconsin Oshkosh

WorldWideWeb (WWW) URL address: http://www.uwosh.edu/

A. ORGANIZATION, PLANNING, and POLICIES
(Please attach an organizational chart. Include names)

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Designated administrator(s) for institutional computing?

Designated administrator(s) for Administrative computing?

Designated administrator(s) for Academic computing?

Centralized computing services?

Formal, written, and approved technology plan?

Technology plan linked to institutional mission and purposes?

Computing resources included in institutional strategic plan?

Policies on the purchase, replacement, and repair of hardware?

Policies on the purchase and updating of software?

Institutional computing responsible/ethical use policy?

Institutional policies that include institutional computer issues?

Institutional policies that include administrative computing issues?

Institutional policies that include academic computing issues?

B. FACILITIES

Institutional network backbone?

Computer labs networked?

Classrooms functionally networked?

Multi-media computers in labs?

Administrative offices networked?

Academic offices networked?

Residence halls wired?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Number of non-networked computer labs: 2

Number of networked labs: 26

Type of access?

- X Wired through network

Wired ports

- Personal computers

Internet

- Remote dial-up access

Slip/ppp connection to WWW

Total number of stations: 35

Total number of stations: 1152
### C. FUNCTIONS: ADMINISTRATIVE (Place checks where appropriate)

<table>
<thead>
<tr>
<th>College Activity Calendar</th>
<th>Access Available To</th>
<th>Via</th>
<th>Direct Access</th>
<th>Remote Access Modem</th>
<th>WWW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>Faculty</td>
<td>Staff</td>
<td>Administrators</td>
<td>Public</td>
</tr>
<tr>
<td>College Catalog</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Class Schedule</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>On-line registration</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Academic Record</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E-mail: Intra-institution? _X_ Yes _____ No  Inter-institution? _X_ Yes _____ No

### D. FUNCTIONS: ACADEMIC

- Computers in all full-time faculty offices?
- Computers in full-time faculty offices networked?
- All part-time faculty have access to computers?
- All divisional / departmental offices networked?
- All students required to have computers?
- Internet access available from all faculty offices
- Library access available from all faculty offices?
  - If YES, is access available to
    - the institution’s library(ies)?
    - the state-wide or region-wide library system?
    - other libraries?
- Library access available from all classrooms?
- Computers integrated into instruction?
- Off-campus access?
  - If YES, is off-campus access available by
    - the institutional network?
    - the academic network?
    - the Internet?
  - If NO, plans to provide off-campus access within three years?
- Courses on Internet?
- Interactive courses in real-time (i.e., 2-way video and voice?)

E-mail: Intra-institution? _X_ Yes _____ No  Inter-institution? _X_ Yes _____ No
E. SUPPORT and TRAINING

Number of FTE technical staff?  12.5 Number of programmers: 11
Number of FTE training staff? 3 Integrated with Human Resources unit (Y/N) N
Name and Title of the designated educational specialist? 1. Ken Penniston, Director, Academic Computing
2. Marilyn Anderson, Coordinator, Office Systems

F. FINANCES/BUDGET for COMPUTING (Current Fiscal Year)

Total Annual Academic Outlay, Operating Funds: 
Total Annual Administrative Outlay, Operating Funds: 
Capital funds available: Academic 
Capital funds available: Administrative 
Amount of grants/restricted purpose funds available: 
Technology fee assessed? (Y/N) Yes 
If YES, amount per academic year? 2\% 348,120

G. EVALUATION

Formal system of evaluation by students of academic computing? x
Formal system of evaluation by students of administrative computing? x
Formal system of evaluation by faculty of academic computing? x
Formal system of evaluation by faculty of administrative computing? x
Systems of evaluation linked to plan to evaluate overall institutional effectiveness? x
Results of evaluation linked to institutional planning and budgeting processes? x
Name of institution/campus reported: University of Wisconsin Oshkosh

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be copied if additional space is needed.

<table>
<thead>
<tr>
<th>CERTIFICATE, DIPLOMA OR DEGREE</th>
<th>CURRICULUM OR MAJOR</th>
<th>GRADUATES IN PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g., Bachelor of Arts</td>
<td>History</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19 - 1994</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19 - 1995</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19 - 1996</td>
</tr>
</tbody>
</table>

* See attached list.
GRADUATE DEGREES GRANTED

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>12</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Counseling</td>
<td>49</td>
<td>42</td>
<td>30</td>
</tr>
<tr>
<td>Reading Education</td>
<td>29</td>
<td>33</td>
<td>35</td>
</tr>
<tr>
<td>Special Education</td>
<td>21</td>
<td>18</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Master of Science</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Biology</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>11</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Nursing</td>
<td>31</td>
<td>34</td>
<td>49</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Psychology</td>
<td>13</td>
<td>25</td>
<td>13</td>
</tr>
<tr>
<td>Speech &amp; Hearing Science</td>
<td>15</td>
<td>17</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Master of Arts (programs have been phased out)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Science</td>
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| Master of Public Administration             | 17     | 15     | 21     |

| Summary                                       | 303    | 322    | 326    |

Source: Graduation lists compiled by the Graduate Office. Includes fall, spring and preceding summer graduates each year.
# UNDERGRADUATE DEGREES GRANTED
## 1993–94 Thru 1995–96

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| BACHELOR OF MUSIC EDUCATION           | 3 | 2 | 6 |
| BACHELOR OF FINE ARTS                 | 61 | 63 | 52 |
| BACHELOR OF MUSIC                     | 10 | 12 | 9 |
| BACHELOR OF SOCIAL WORK               | 53 | 62 | 74 |
| BACHELOR OF LIBERAL STUDIES          | 26 | 16 | 32 |

**UNIVERSITY SUMMARY**

|        | 1,763 | 1,833 | 1,729 |

Source: Graduation lists compiled by the Registrar's Office. Each year includes Fall, Spring, and preceding Summer. Multiple majors are counted once with each major.
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North Central Association of Colleges and Schools
Commission on Institutions of Higher Education
30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7440; (312) 263-0450; Fax: (312) 263-7462

Basic Institutional Data Form G

INTERCOLLEGIATE ATHLETICS

Name of institution/campus reported: University of Wisconsin Oshkosh

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions; b) student athletes identified as members of a particular team; and c) professional staff.

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership: NCAA III

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<th>NUMBER OF SCHOLARSHIP STUDENTS COMPLETING DEGREES</th>
<th>NUMBER OF STAFF (incl. FTE)</th>
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Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
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History and Background of Assessment

The University of Wisconsin Oshkosh has 49 undergraduate major programs and 13 graduate programs in its four colleges — Business Administration, Education and Human Services, Letters and Science, Nursing — and the Graduate School. More than one-third of the University’s students are enrolled in nationally accredited programs that have met their respective professional bodies’ assessment requirements. In addition, all academic programs prepare a self-study report every seven years as part of a UW System-mandated process which is reviewed by the appropriate dean, each college’s Academic Program Review Committee, the Graduate School (when appropriate) and the Provost and Vice Chancellor. Departments usually employ outside consultants to aid in the preparation of the self-study report for these program reviews.

The University implemented the Academic Quality Program (AQP) mandated by the University of Wisconsin System in 1989. AQP gave each campus the option for assessing identified skills either through assessing student performance or through assessing the curriculum, or both. Verbal assessment has focused on student performance. Although proficiencies for quantitative assessment have been articulated, the implementation of assessment in this AQP area has only been partially completed. Since this AQP assessment is integrated into assessment in general education, further discussion of these activities can be found in section “C.”

When the ad hoc University Assessment Committee began preparing the University Assessment Plan, faculty had minimal knowledge of assessment. With the exception of a few programs, assessment of student achievement as defined in the context of North Central Association accreditation was not occurring on the campus. In spite of this, a bottom-up process was chosen for developing the plan; this required a contribution of time and effort from a majority of the faculty. Departments were given a series of tasks and deadlines from fall 1993 until spring 1995 to generate a campuswide assessment plan. During that time, workshops and consultation were used to inform, encourage and assist the departments. In general, faculty have cooperated remarkably well in developing department assessment plans that, when implemented, will constitute an effective assessment program.

The University of Wisconsin Oshkosh Assessment Plan was approved by the NCA in 1995. Implementation of individual department plans began in 1995-1996. By June 1996, approximately 60 percent of the plans have been approved, with implementation underway. The remaining 40 percent are still undergoing revision. Every program has submitted at least one version of a plan to the original oversight committee (the ad hoc University Assessment Committee from fall ’93 to spring ’95 and the Faculty Senate Assessment Committee, beginning in fall 1995).

Structure of Assessment

A. Department/Program Plans

Within the context of UW System and campus missions, and mindful of North Central Assessment Guidelines, departments have formulated plans that address the following five issues:

1) student-learning outcome goals for the program matrixed with required courses,

2) assessment instruments/ measures for each goal,
3) evaluation criteria and standards of success for each measure,
4) feedback mechanisms for program improvement, and
5) an implementation timetable.

The University has seen the following progress in meeting its assessment goals:

1. Student Learning Outcome Goals

   Goals have been written for the General Education program and every undergraduate major and master’s degree program. They were reviewed by the ad hoc University Assessment Committee and either accepted initially or after revision. The goals are of three types: a) knowledge or subject-matter goals, b) competency or skill goals and c) affective goals. In developing goals, faculty considered what their students should know, be able to do and value upon completing an undergraduate major, a graduate program or the General Education program.

   In addition to the goals, departments have designated the courses in which each goal is addressed.

2. Assessment Instruments/Measures

   Departments have chosen the instruments/measures that are the primary sources of their assessment data. They are using multiple measures and striving for a good match between the type of goal and the measures. The measures include: standardized and locally prepared exams, portfolios, essays, oral presentations, capstone experiences, interviews and surveys.

   What may have been, and may in some cases still be, a weakness in department plans that use portfolios is the failure to develop links between the samples of student work and the goal(s). Faculty have been urged to establish these links, for example, by including expected learning outcomes in course syllabi and on assignments that will be integrated into portfolios.

3. Evaluation Criteria and Standards of Success

   The departments have articulated evaluation criteria and standards of success to which student data are compared in order to provide feedback to students and to make decisions about program improvement. The criteria facilitate the comparison of actual and expected levels of student performance.

   In their plans, faculty have either established a process for determining a standard of success or have written explicit standards of success for a particular goal. For example, students are expected to achieve an average score at the 55 percentile level on a standardized exam, or 80 percent average score on the evaluation criteria used for judging writing or speaking effectiveness. Some base their standard of success on two or more defined levels of achievement, setting expected percentages that majors must meet at different points in their studies. Since the number of majors in various programs differs vastly, some large departments use random sampling rather than assessing all majors, while some very small programs are averaging results from all majors over a period of years.

4. Feedback Mechanisms for Program Improvement

   Departments have developed feedback mechanisms that will be implemented if any of their standards of successful achievement are not met. Each plan addresses the means for and frequency of program improvement decisions based on data analysis.
5. Implementation Timetable

Each departmental/program plan contains a timetable showing when the instruments, measures and evaluation criteria for particular goals will be developed, when data collection will begin, when analysis and program improvement will occur, and so on. Faculty have been urged to phase in their assessment activities and, when necessary, fully implement some goals before they begin others.

B. Administrative Oversight and Support

The oversight of assessment is the responsibility of the Faculty Senate Assessment Committee. All colleges are represented on the committee, as are faculty, staff and student governance groups. One of the co-chairs is a faculty member who has held that position since September 1993 when assessment planning began. She is assigned 0.25 FTE to oversee the assessment process and serves as the Provost’s liaison to the committee and the Faculty Coordinator of Assessment. Committee meetings are attended by the assistant vice chancellor, who is also the administrative liaison to NCA and to whom the Provost and Vice Chancellor has delegated administrative oversight of assessment.

Besides oversight of the 63 assessment plans, the committee is responsible for setting up assessment workshops and training sessions as well as increasing the visibility of assessment to all campus constituencies.

Thirty thousand dollars has been set aside each year to support assessment. These funds have been used to provide the 0.25 FTE release for the faculty coordinator, to support workshops to train faculty in developing assessment tools, and to purchase tests and materials.

C. Assessment Activity in 1995 and 1996

The primary duty of the Faculty Senate Assessment Committee in 1995-96 was to keep departments actively engaged in assessment. NCA’s acceptance of the University plan in January 1996 reinvigorated the process. At the beginning of the year 27 of 63 plans had been approved; by December, 42 had been approved and good progress toward approval has been made on 21 additional plans.

In fall 1995, the committee requested a brief report from all programs on their intended assessment activities for 1995-96. Those who had approved plans reported on their intended activities. Those whose plans had not been approved reported on revisions being considered and subsequently many submitted revised plans.

The committee also asked departments to prepare a report at the end of 1995-96 detailing what had been accomplished, whether progress was satisfactory, what features had been implemented, and what changes had been made in their program and in refining their plan. These reports will set priorities for next year.

In addition, the committee has taken action to ensure that each program’s student achievement goals are published in the next edition of the Undergraduate Bulletin (1997-1999).

During the 1996 Spring Interim the committee sponsored a workshop on the use of portfolios in assessing student academic achievement. A faculty member in the College of Education and Human Services led it and members from departments using portfolios attended.
Implementation of assessment for the General Education plan is proceeding along three fronts. Verbal assessment, as a component of the UW System Academic Quality Program (AQP) mandate, has been implemented since 1993. Random writing samples of students with 60 or more credits have been scored by specially trained faculty. The average student’s performance in the past three years has been at the low to average level, indicating a need to strengthen the writing abilities of students. The writing-across-the-curriculum program, which has grown from the English Department’s major revision of its writing sequence, has renewed the emphasis on teaching writing within individual departments and majors.

As another part of the AQP mandate, the campus has formulated eight quantitative skills which are to be addressed in General Education mathematics and laboratory science courses. Using descriptions of these courses provided by the departments, an external consultant rated each course on its effectiveness in addressing the eight skills. This has resulted in the Mathematics Department developing (1994-1995) a new course based on the eight skills. Testing of students’ quantitative abilities has not yet occurred, but a locally prepared exam and commercially available mathematical skill exams are being considered.

Finally, a faculty group is studying various General Education testing packages, such as ACT-CAAP and College BASE, as a means of measuring student attainment of the remaining goals as well as providing a second means of measuring the writing and quantitative skill goals.

Analysis of Assessment at UW Oshkosh

1. Pedagogically Sound
   The structure of the program plans as outlined in the preceding sections is sound and if followed will lead to the intended end.

2. Faculty Involvement
   The bottom-up process where academic departments design and implement their assessment plans has resulted in department ownership of their plans and broad faculty involvement.

3. Administrative Support
   The administrative support in terms of resources, interest in assessment and insistence that assessment is important have been strong and steady.

4. Governance Group Support
   The Faculty Senate has established a standing committee to oversee the implementation of assessment. The other two governance groups, the Academic Staff Senate and Oshkosh Student Association, have active representatives on the committee.

5. Linkage Between Assessment in the Major and General Education
   Assessment efforts in the major and in General Education are disjointed. The General Education assessment plan is less advanced than the others; as it evolves, it should address the development of skills and competencies that are required in the major programs. The issue of who should be responsible for the development and implementation of assessment in General Education has been a thorny one and has only recently been resolved. A sub-committee of the Faculty Senate Assessment Committee is exploring options for measures related to outcome goals in General Education during summer 1996 and anticipates piloting one or more measures in 1996-1997.
6. Complete Academic Profile

Presently, the assessment program contains no mechanism for using all available information for establishing an academic profile of our students: high school records, ACT scores, placement exam results, performance in General Education and major courses.

7. Modes of Instruction and Assessment

Passive modes of instruction and evaluation such as lecturing and multiple choice exams are a hindrance to any assessment program which is heavy in skill and competency development. Lecturing and multiple choice exams are widely used in many areas and will have to be supplemented by more active modes of instruction and assessment measures that are more closely matched with learning goals.

8. Faculty Unfamiliarity with Evaluation Measures

A majority of the faculty have had little or no experience with several assessment measures that will be used extensively. These include: portfolios, surveys, interviews and the construction of comprehensive pre- and post-tests. This is a problem that is unavoidable and can be lessened by providing workshops for the faculty. The Assessment Committee, among others, has been making such workshops available to faculty in recent months (e.g., two portfolio workshops in spring 1996).

Future Considerations

As time goes on and the campus constituencies more fully understand the importance and value of measuring student learning outcomes to the educational experience of students, assessment will become integral to academic programs. It is still perceived to be an add-on and it will take time for it to become fully assimilated.

1. Redefining Academic Programs

Academic programs are presently defined in terms of required courses that list the topics in a discipline to which students are exposed. As a result, Bulletin descriptions rarely contain student achievement goals. That should change, with academic programs describing both course and discipline content and student achievement goals.

2. Expanding and Coordinating Comprehensive Assessment

The success of students depends on more than the efficacy of academic programs. Equally important are the support services, such as academic advisement, counseling, residence life, library services, computer services, financial aid and career services. In time, assessment may be better coordinated between academic and nonacademic units to include all those that impact a student’s life. Discussions are underway to have an Office of Institutional Research serve as the centerpiece of such coordination.
APPENDIX V:
GOAL INITIATIVES

The University’s 11 goal statements (See Chapter 2) were, in turn, assigned to groups of goal facilitators who proposed initiatives responsive to each goal. The resulting initiatives were, in turn, reviewed and considered by the entire group of goal facilitators who then organized the initiatives into three major categories: Initiatives Identified as Mandates and Priorities; Initiatives that are Ready for Action; and Initiatives Needing Further Review.

Mandates and Priorities
The following five goal initiatives were identified as items of major importance. Also, each item was recognized as having significant financial cost.

General Education. Create an intensive study of and possible reform of the General Education Program.

Status Report. In response to this initiative, the Faculty Senate approved the formation of the Ad Hoc Faculty Senate General Education Review Committee. A seven-member committee was recommended by the Provost and Vice Chancellor in consultation with the deans and the Faculty Senate Executive Committee.

The charge to the committee from the Senate includes: 1) reviewing the General Education program for the purpose of possibly revising and improving it; 2) consulting with the Faculty Senate Academic Planning Committee and with faculty and students throughout the process; 3) reviewing several models for a revised General Education program in the literature and at other universities. The report of the committee is to include the institutional philosophy and goals of general education, a rationale for proposed changes, assessment processes, and budgetary implications.

The General Education Review Committee has been meeting regularly during the summer and the fall 1995 semester to plan programs to facilitate discussion of general education issues throughout the University community. The efforts of this committee during the spring semester 1996 are expected to provide direction and continuity to these efforts.

Instructional Technology. Establish an integrated Information Technology Complex, administered by L&LR and located in the lower level of Polk, consisting of: (1) faculty/staff computer lab; (2) multimedia authoring center; (3) distance learning facility; and (4) interactive classroom.

Status Report. Faculty Computer Lab (1) and Multimedia Authoring Center (2). The Academic Computing Users Groups (ACUG) has established a task force to make final recommendations on hardware, software and policy issues for this combined facility. Preliminary study suggests a facility of 12 workstations, half with multi-media peripherals. The ACUG task force will make its final recommendations by the end of the fall 1995 semester. Because the faculty computer lab/multimedia authoring center will be linked to the Instructional Resources Center, several space options in the lower level of Polk have been reviewed. During 1994-95 and 1995-96, approximately $80,000 has been identified and applied to support the IT goal initiative. Distance Learning Facility (3). In spring 1995, the decision was made to establish the University’s initial distance education classroom on the main floor of Polk. The room was remodeled and equipped (at a cost of approximately $70,000) with distance education delivery systems and classroom furniture. The classroom became operational as of summer 1995. Interactive Classroom (4). Another ACUG task force was formed in spring 1995 to review potential systems and is being reconvened this semester. Preliminary study suggests a wireless solution to allow flexibility. The task force will make its final recommendations to ACUG
this semester. $50,000 was obtained in 1994-95 from a UW System grant for the interactive classroom; these funds have been carried forward.

**Diversity.** Goal Statement: “To diversify the campus population and to heighten sensitivity concerning racial, cultural, gender, ethnic and other related issues.” Goal initiatives to be considered: (1) Create faculty positions committed to enhancing cultural diversity at University of Wisconsin Oshkosh. These will include tenured professorships, visiting artists/scholars, and professors-in-training. (2) Set aside a pool of money to be used to fund hiring multicultural faculty members.

**Status Report.** Broad cross-sections of the University community have been taking efforts to recruit and retain faculty and staff to accomplish our diversification goals and Affirmative Action objectives. From search and screen committees to department chairs, directors, deans, assistant chancellors and other equivalent-level administrators, the campus community has been working toward these objectives. The Division of Academic Support has taken the lead in a number of initiatives responsive to the needs of multicultural students, and that the division continues to oversee the University’s Design for Diversity plan. The Affirmative Action Director and the Affirmative Action Council have worked with segments of the University community on various initiatives relating to diversity. In addition, supplemental funding has assisted in the hiring of three multicultural faculty members within the College of Letters and Science.

**Accountability/Assessment.** To ensure program and institutional accountability through continuing assessment. Initiatives in this area include accountability to the various publics and/or customers of the institution: students, parents, employers, staff, Board of Regents, state legislature, taxpayers.

**Status Report.** The University provides useful and timely information through a variety of publications and reports. The accountability report has been prepared to comply with UW System requirements. Plans are being formulated to use (fall 1996) an existing University publication, Context, as a vehicle for the presentation of a comprehensive annual report for dissemination to internal and external audiences.

**Sufficient Seats for Entering Students.** [Provide sufficient] seats for freshmen.

**Status Report.** The goal initiative of providing sufficient seats for first-year students through additional gateway courses has been greatly enhanced by university-wide budgetary reallocation of $280,000. During the 1995 fall semester, 1,231 additional seats were opened in gateway courses and 1,179 of those seats were occupied.

**Ready for Action**

The following goal initiatives were identified as appropriate for immediate consideration for implementation by designated administrators.

**Maintain EAP Director.**

**Status Report.** This has been completed. The 0.50 full-time equivalent EAP position has been combined with 0.50 FTE from the Counseling Center in order to fill the position with a professional.

**Graduate Assistant Use.**

**Status Report.** Discussion with the Graduate Council and the Graduate Program Coordinators Group about the appropriate use of graduate assistants and the evaluation of their performance was initiated. An ad hoc committee was established with membership from both groups to pursue the matter in greater depth. They formulated and conducted a survey, the results of which were discussed in both groups in late winter.
By spring 1995, consensus was reached around a revised function statement for graduate assistants, as follows: “Graduate Assistants work in their academic field or in a closely related area. Functions include laboratory assistance, research, tutoring, proctoring, and other programmatically/academically oriented work.” Secretarial activity is not included in this description. A performance evaluation form was developed around this function statement, and a recommended procedure to be communicated to the colleges where it would be operationalized.

A report from the colleges to the Graduate School and Research is expected by June 30, 1996.

**Improve New Employee Orientation.**

Status Report. Each year the University provides orientation to new employees as a part of the hiring process. For unclassified staff, informational sessions are held at the start of the academic year. As part of our ongoing effort to improve the quality of the information and services provided to our new employees, further review of the nature of these activities will take place. It is possible that these efforts may lead to a series of changes and improvements that would be responsive to this initiative.

**Instructional Academic Staff Voting Rights.**

Status Report. Policy changes made by the Faculty Senate in May 1994 made voting rights automatic, with no need to apply; however, eligibility was restricted to those with greater than 0.50 FTE and excludes voting on department chair. While the voting rights policy changes have been made by the governance groups, it appears there is a need for further, follow-up action. The effort should include collecting data from academic staff 0.50 FTE and above in an academic department.

**Outstanding Young Alumni Award.** Increase the number of multicultural alumni nominated each year for the Outstanding Young Alumni Award.

Status Report. The Alumni Association continues to work to expand public visibility of the Outstanding Young Alumni Award recognition program.

**Student Participation in Blood Drives.** Establish an incentive program to encourage UW Oshkosh students to participate in the Red Cross bloodmobiles. Three groups (residence halls, student clubs and fraternities/sororities) will compete for trophies.

Status Report. United Students in Residence Halls already provides a trophy for the residence hall with the highest per capita participation. A similar program will be suggested to the Interfraternity and Pan-Hellenic councils.

**Campus Activities Coordinating Council.** Develop a Campus Activities Coordinating Council (CACC) that has representatives from all campus cultural and social groups and a member(s) of the Chamber of Commerce to review, publicize and promote campus events.

Status Report. This item will be referred to the Director of the Reeve Memorial Union to initiate.

**CQI in the Classroom.** To develop a base of knowledge for the use of Continuous Quality Improvement in the classroom and to communicate this base of knowledge to the faculty and students.

Status Report. The Faculty Senate informed its Improvement of Instruction Committee of this goal initiative. This Committee worked on the Teaching Style Questionnaire and continues to seek ways to improve the academic affairs of the University.

**Open Weekend Parking.**

Status Report. This initiative has been accomplished.
Visitor Parking Revision.
Status Report. The Parking Office is in the process of identifying a lot to be set aside exclusively for visitor parking.

Staff and Faculty for Equality Program (SAFE).
Status Report. This program has been initiated and numerous faculty and staff have undergone training.

Budget Orientation for Student Organizations.
Status Report. Action on this initiative has been temporarily delayed due to changes within the Office of the Dean of Students.

Guidelines for Reviewing Student Complaints.
Status Report. A process for reviewing student complaints consistent with Regent guidelines has been drafted. This material is in the process of being submitted for proper review and approval.

Multicultural Awareness Council.
Status Report. The Oshkosh Human Relations Council (HRC) has been reorganized with a new mission statement. The HRC, operating under the leadership and direction of the Division of Academic Support, now operates with significant representation and involvement from University of Wisconsin Oshkosh. The reorganized HRC has led to a number of accomplishments: formation of subcommittees; nondiscrimination project involving downtown merchants; a diversity essay contest; and continued community block grant funding for the Hmong-Lao Association.

Needing Further Review
The following goal initiatives were identified as being appropriate for further review. At the time that this categorization was made, it was also noted that some of the initiatives could be combined, some could be recommended for action, and some would be placed in a hold category, pending the achievement of other identified priorities.

Classroom Modernization. Establish a formal University governance committee to deal with classroom modernization, laboratory modernization, and classroom remodeling proposals.

Status Report. The Classroom Modernization Users Group has been formed to deal with classroom modernization proposals. It was implemented in fall 1995.

Responsibility for Classroom Modernization has been formally assigned to Academic Affairs. The Media Services Division of Libraries and Learning Resources has been assigned the responsibility to facilitate the on-campus classroom modernization process.

Administrative Staff Development.
Status Report. This initiative has been supported through various existing and ongoing efforts (Faculty Development Program, in service and developmental opportunities for employees, CQI Council and related training activities, and the Health Place and other recreational activities through PEHP).

Rolling Horizon Contracts. Increase Use of Continuing or Rolling Horizon Contracts.

Status Report. Despite budgetary cutbacks and other fiscal pressures, the University continues to use rolling horizon appointments.
Flexible Resources.

Status Report. Currently, the Provost and Chancellor are discussing the concept of flexible full-time equivalent resources in the range of approximately $50,000 in funding.

Faculty Educational Orientation. Develop educational orientation program for faculty.

Status Report. This initiative continues under review for implementation. That review may include modifications and clarifications so that these activities can be incorporated into plans that are being developed by the Induction/Mentoring Committee.

Student Learning Center. Develop a Student Learning Center that would include items such as time management programs, a leadership class, tutorial and computer services available to all students, a study skills class that is not remedial and a training program for student employees.

Status Report. Most of these programs already exist, though not in a single location. No action has been taken on this initiative at this time.

Coffee in Clow. Offer a satellite coffee stand in Clow building

Status Report. This initiative has been completed.

Athletic Event Attendance. Increase attendance at athletic events through special promotions, publicity and visibility of events.

Status Report. Intercollegiate Athletics has initiated a number of promotional programs. This fall, for example, they took over responsibility for promoting the Titan Community Night.

Non-Academic Program Review. Design and implement a formal process for the periodic review of “non-academic” programs.

Status Report. Significant administrative changes occurred in fall 1995. An external review was conducted of student services areas and additional coordinative efforts are taking place as a result of the formation of various self-study teams working on the University’s reaccreditation.

External Partnerships. (Several related initiatives.) (1) To develop comprehensive documentation that lists and briefly defines all currently existing formal and informal partnerships and contracts (i.e., specific programs, ongoing relationships, costs, gains, etc.) by October 1, 1995. (2) To proactively communicate to our constituencies the mutual benefits of the partnerships we have to offer and to highlight the role the partnerships play in the development of the University and community by September 1995. (3) To prepare a strategic plan for the development of new partnerships, maintenance and possible expansion of those already in place by January 31, 1995. (4) To find a means to share the Partnership information and interact with internal and external groups by July 1995. (5) To find a means to share the Partnership information and interact with internal and external groups by July 1995. (6) To actively explore collaborative opportunities with external sources identified as having missions compatible with University of Wisconsin Oshkosh by July 1995. (7) To develop a plan/strategy for providing incentives to faculty and staff actively involved in partnerships by September 1, 1995. (8) To evaluate and determine the best sites and methods for partnership activities by January 1, 1995.

Status Report. On a selected basis, specific outreach efforts have been discussed with a limited number of external groups: Kimberly-Clark, Q/PRC, JJ Keller and Associates, AAL and Oshkosh Chamber. Additionally, a number of academic units (e.g., College of Business Administration and the Medical Technology Program) are working to develop partnerships with external agencies and groups.
Convocation.

Status Report. Several alternative ways have been implemented to bring major speakers to campus in an appropriate setting. This has been accomplished at a significantly lower cost than that of Convocation.

Ethnic Studies. Develop interdisciplinary ethnic studies courses.

Status Report. The goal initiative of developing interdisciplinary courses is under review and discussion.

Daily Newsletter. Establish a “daily” newsletter which lists/advertises/promotes the on-campus educational, cultural, athletic, musical, etc., programs scheduled for that day on our campus. This newsletter will be distributed at various locations on campus.

Status Report. Reeve Memorial Union is planning to provide daily information at monitors located throughout the Union (and later at other locations). This daily calendar of events will provide information on scheduled activities and programs.