

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

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

3.A - Core Component 3.A

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

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

Argument

3.A.1.

UWGB's mission is to provide an interdisciplinary, problem-focused educational experience that prepares undergraduate and graduate students to think critically and address complex issues to serve the needs of its region. [Courses and programs are carefully evaluated when proposed and revised](#), and they are [continuously reevaluated during systematic program reviews](#).

[New degrees and majors are reviewed at the institutional level as well as by UW System Administration](#), distributed for feedback, and evaluated and approved by the UW System Board of Regents. The needs of both the region and the potential student body, including method of delivery, are considered when developing and reviewing new programs and majors. [Proposals for new/revised courses and majors are reviewed at all levels of faculty governance, including departments, budgetary units, faculty governance committees, Dean, and Provost, and Faculty Senate when appropriate](#).

All academic programs establish an [annual cycle of program assessment that considers factors such as relevance, quality of curriculum, and alignment with campus mission, values, and goals](#). [Summaries of assessment findings and recommendations for improvement are forwarded annually to the University Accreditation and Assessment Council](#).

[Academic Program Reviews and Student Learning Outcomes Assessments](#) are conducted on a seven-year cycle and include preparation of a Self-Study Report as well as focused responses from the Academic Affairs Council, Deans, and Provost (or designee). At the conclusion of each program review, the Self-Study Report and all responses are posted on the Secretary of the Faculty and Academic Staff website. The reporting of ongoing Student Learning Outcomes Assessment is a central part of the Self-Study Report as is the implementation of the recommendations that emerge from this process. In addition to this review process, the Deans and program chairs work together to submit Annual Updates on student learning outcomes to the [University Accreditation and Assessment](#)

[Council's Academic Program Assessment Subcommittee.](#)

Evaluation of academic programs by their respective faculty has led to the development of several innovative programs that serve the region's needs, including three Engineering Technology majors; the Health, Information Management, and Technology major; online offerings of Business, Psychology, and Human Development degrees; several new areas of emphasis and certificate programs, and the collaborative Master's degrees in Data Science, Sustainable Management, and Health and Wellness Management.

3.A.2.

Learning goals are clearly articulated from the level of individual programs through the institutional level and are properly differentiated across [undergraduate](#) and [graduate programs](#).

As mentioned in 1.B.2, UWGB participated in the [Mission Level Learning Outcomes \(MLLO\) Project](#) in 2008. The Project identified five core learning goals included in the University's [Select Mission](#): Interdisciplinary, Problem-focused Education; Critical Thinking; Diversity; Environmental Sustainability; and Citizenship. One goal of the project was to evaluate whether and demonstrate how UWGB's Select Mission was integral to students' curricular and co-curricular experiences.

At about the same time, UWGB also initiated an extensive reform of its [General Education program](#). As mentioned in 1.B.2, the project concluded in the fall of 2012 with [specific recommendations for a new General Education program and its implementation](#). In the process of developing its recommendations, the General Education Task Force examined and drew upon several general education models, including the Association of American Colleges & Universities [Liberal Education and America's Promise \(LEAP\)](#) initiative.

A final project linking the work of the MLLO Project and General Education Reform was the development of [Institutional Learning Outcomes](#). The [University Accreditation and Assessment Committee](#) developed these outcomes, which were then approved by numerous governance committees, including the Faculty Senate in March 2017.

At the program level, the [University Curriculum Planning and Procedures Guidebook](#) requires that all new programs and courses specify student learning outcomes (SLOs). Proposals for new and revised programs are reviewed to assure that the stated SLOs are clear and appropriate for the intended educational level. Programs must clearly articulate their SLOs as part of their program review.

UWGB has a growing number of online academic programs. There are thirteen fully online undergraduate and graduate degree programs that are reviewed and follow the same program assessment and review cycles as UWGB's face-to-face programs. For the HLC [Quality Initiative](#), UWGB set a goal of achieving 100 online courses that would be awarded the Quality Matters (QM) certification. Currently, 52 courses have been submitted to QM, and 42 of those have been recognized.

UWGB offers eight credit-bearing certificate programs at the undergraduate level. [Certificate program proposals are reviewed](#) by the Executive Committee of the initiating budgetary unit, which consists of the budgetary unit's tenured faculty members; the appropriate Dean(s); the Graduate Studies Council or Academic Affairs Council; and the Provost's Office using a process that requires specification of learning outcomes and how the certificate would fulfill regional needs.

3.A.3.

UWGB offers courses both on the main campus and off-campus in partnership with regional school

districts (e.g., dual credit programming and Master of Science in Applied Leadership for Teaching and Learning program). UWGB also has a vibrant online learning environment. UWGB has [consistent processes](#) for program and course approval, instructor approval, and quality review for all modalities and locations. All courses, whether intended as long-term offerings or one-time only, must undergo review and approval via defined curriculum processes. These processes include review and approval by faculty, budgetary unit Chairs, Deans, and Provost. Proposed online courses undergo additional review using the QM benchmarks or review by the Dean of the appropriate College, as outlined in the [UWGB Distance Education Policy](#).

Individuals who are not members of the regular UWGB faculty may teach courses as long as the individuals meet the stated [faculty qualifications](#). The process requires a review of vita and rationale based on exceptional qualifications related to the course and the individual's current credentials. Similarly, instructors teaching dual-enrollment courses in high schools must [be approved by the relevant academic department](#). The instructor also hosts a site visit from a university faculty mentor and provides evidence of student learning.

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3.B - Core Component 3.B

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

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

Argument

3.B.1 & 3.B.2.

UWGB's [General Education program](#) imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that UWGB's faculty believes every [college-educated person](#) should possess. The program, implemented as newly revised in 2014, provides an educational foundation for all baccalaureate degree programs and reflects the Select Mission of UWGB. Specifically, UWGB's General Education program develops liberally educated students and facilitates their living in an ever-changing world by:

1. Introducing students to interdisciplinary education
2. Providing knowledge that includes disciplinary breadth
3. Working with students to develop an understanding of critical social problems
4. Supporting the development of important academic skills, including communication, critical thinking, problem solving, and quantitative and information literacy.

These elements are strongly supported by, and consistent with, [the Association of American Colleges & University's LEAP \(Liberal Education and America's Promise\)](#) essential learning outcomes. The General Education program strengthens academic skills, broadens intellectual horizons, develops and explores new academic interests, reflects on personal values, and builds a foundation of knowledge for future course work and lifelong learning.

In order to achieve these learning outcomes, all students who begin their college careers at UWGB are required to complete a [37-47 credit General Education program](#) consisting of four major elements. Students begin their General Education program with a *First Year Seminar*. The *Breadth Requirement* includes the traditional distribution requirements for four major domains: Humanities, Natural and Biological Sciences, Social Sciences, and Fine Arts. The *Perspectives Requirement*

ensures that students examine critical social issues and problems of sustainability, global, and multicultural issues. Finally, students complete their General Education requirements by participating in a *Senior Capstone Experience*, through which [all students have either a classroom seminar experience or another integrative experience](#) such as an internship, field experience, or honors project that addresses an interdisciplinary perspective, focuses on a problem, and develops communication skills.

An assessment plan (described in Criterion 4) for the revised General Education program was implemented during the 2014-2015 academic year. The [General Education Council \(GEC\)](#) oversees the program's assessment, which relies upon both direct and indirect measures, including the National Survey of Student Engagement (NSSE) and locally [developed assessment tools](#).

3.B.3.

The [General Education learning outcomes](#) are assessed on a rotating basis. For example, in 2014-15, [assessment of the Quantitative Literacy learning outcome](#) showed that 72% of undergraduate students satisfactorily accomplished all parts of the Quantitative Literacy learning outcome, including the ability to interpret data or information in various formats, validate quantitative information, communicate quantitative information, apply analytical knowledge for real world understanding, and demonstrate analytical skills in decision-making and creative problem solving.

To master modes of inquiry and skill development, students build upon their general education while pursuing their major. All UWGB majors require academic field-specific coursework in methods of inquiry. For example, both the BSN and MSN programs in nursing require a research course to improve clinical practice ([NURS 446 Research and Evidence-based Practice](#), [NURS 734 Evaluation and Evidence-based Practice](#)). In addition, students can apply their knowledge in various types of field experiences including internships, teaching apprenticeships, practica, and field placements. Overall, approximately 50% of UWGB students complete a field experience with some programs (Nursing, Education, and Social Work) achieving 100% of graduates with [applied field experience](#).

Master's degree students master modes of inquiry and skill development appropriate to their level of study, as demonstrated in their [Master's thesis or other culminating project](#).

3.B.4

UWGB's mission articulates the institution's commitment to recognizing human and cultural diversity. This commitment is exemplified in the [Ethnic Studies requirement of the General Education program](#). The 3-credit Ethnic Studies requirement enables students to identify ethnic and cultural contrasts and similarities, describe ethnic relations from multiple perspectives, and/or articulate causes and effects of stereotyping and racism within the context of the United States. Courses examine the experiences of African Americans, Hispanic/Latino Americans, Asian Americans, or Native Americans.

Many academic programs include a cultural or diversity component or requirement in addition to the General Education program requirement. For example, Humanities offers a [Linguistics/ESL Minor](#), which also serves the Education program's need to meet high demand from local schools for certified ESL/Bilingual teachers. The Education program offers travel abroad and student teaching programs in [Cuernavaca, Mexico](#). These programs emphasize understanding the language, culture, and educational system of the majority of Hispanic students in UWGB's local school districts.

The [Global Culture requirement of the General Education program](#) asks students to demonstrate an understanding of individual and cultural differences outside the U.S.; explore issues that cross geographic, political, economic, and/or socio-cultural boundaries outside the U.S.; or engage in

informed judgments about global issues and problems as a socially responsible citizen. Students can complete the requirement through an approved course or [study abroad](#).

In addition to required courses, there are a number of other ways in which UWGB supports diversity and global perspectives, such as the [Global Studies minor](#), the [First Nations Studies major](#), or the recent [“Latino Americans: 500 Years of History”](#) grant that resulted in a number of [lectures, film presentations, and concerts](#).

Common Theme

The commitment to diversity and global culture is also seen through the campus-wide “Common Theme” program, a year-long program designed to engage the campus and community in the ideals of liberal arts education and UWGB’s interdisciplinary mission. Recent themes were [“Celebrating Differences, Creating Community”](#) and [“Global Citizenship in an Evolving World”](#).

Inclusive Excellence Committee

The Chancellor has an [Inclusive Excellence Committee](#), which consists of 22 UWGB faculty, staff, and students. The UWGB Inclusive Excellence Initiative includes a number of subcommittees aimed at raising awareness of diversity and increasing the impact of inclusivity across campus: Advising, Community Connectedness, Inclusive Classroom, Inclusive Workplace, Leadership, Mentorship, and Scholarships. An additional institutional effort to address inclusivity on campus is the [Inclusivity and Equity Certificate Program](#), developed and implemented for UWGB faculty and staff. In this program, various courses and events provide opportunities to learn about diverse and cultural issues and groups. The Inclusive Excellence Initiative also includes efforts to eliminate bias and hate crimes on campus through the [“Bias Incident or Hate Crime Report”](#) form available to students, faculty and staff, in order to record, respond, and prevent future incidents.

Disability Services

UWGB recognizes disability as an aspect of diversity and is committed to creating equal access and opportunity for students with disabilities to all campus programs and services. The [Disability Services Office](#) collaborates with students, faculty, and staff to ensure equal educational and programmatic access for eligible students with documented disabilities. They provide students the opportunity to reach their full potential by creating academic accommodations and support services along with promoting independence and self-advocacy. Additionally, the Office serves as a campus and community resource on post-secondary disability issues. Physically, all of UWGB’s academic buildings are connected via a concourse system that facilitates mobility for year-round access.

Pride Center

The [Pride Center](#) mission is to identify and respond to the concerns and needs of LGBTQ students, faculty, staff, and their allies; to provide high-quality support services that contribute to the academic and personal growth of LGBTQ students, faculty, staff and allies; and to offer a safe, supportive, and welcoming environment for LGBTQ people and their allies. As mentioned previously, UWGB also offers the [Inclusivity and Equity Certificate Program](#). Most recently, the faculty approved a [Lesbian, Gay, Bisexual, Transgender, and Queer Studies Certificate](#).

American Intercultural Center

Fostering cultural education is also handled by the Office of Student Life and units such as

the [American Intercultural Center](#). The diverse programming provided by these offices provides students with [co-curricular activities to learn about human and cultural diversity](#).

Office of International Education

Through the Office of International Education, UWGB offers students opportunities to [study abroad](#) for short periods of time (2-3 weeks) or for a semester at a partner institution. Over the past five years, 928 UWGB students have participated in study abroad programs. During the spring 2017 term, international students on campus represented 28 different countries.

Military Friendly School

UWGB is committed to [Executive Order 13607, “The Principles of Excellence”](#) as an institution. The [Veteran’s Affairs Office](#) offers veterans and active-duty military personnel many support services and benefits, including financial aid for veterans and their families. In 2015-2016, 451 veterans and their family members received veteran educational benefits. UWGB also qualifies for the [UW-VETS Certification Program](#), and was [recognized by UW System](#) for its accomplishments. UWGB was among the first campuses in the nation to train faculty and staff on the unique challenges faced by student veterans using *Kognito: Veterans Awareness Training*. Each November, the Chancellor’s Veteran Reception kicks off a week-long series of events including an awareness walk, volunteer organization panel, and military speakers. In 2013, UWGB dedicated the [At Ease: Veteran & Service Member Student Lounge](#), providing veterans with a place to gather for support, socialization, and studying. For these and other services, UWGB has been named a Military Friendly School since 2010.

3.B.5

Tenured and tenure-track faculty are expected to be active in research or creative activity. The [tenure process](#) includes scholarship as part of faculty members’ responsibilities, and such productivity is evaluated in [annual reviews](#).

Students are also very active. Every year, over 60 different creative and scholarly projects by students are showcased at the [Academic Excellence Symposium](#), the [Cofrin Biodiversity Center Research Day](#), and at the [Posters in the Rotunda](#) session in Madison. Students also present at regional and national conferences. Recently, [over 40 students from Human Development and Psychology presented in Chicago](#). Students have many opportunities to conduct research with faculty members through independent studies, honors projects, and other activities.

The UWGB art, music, and theatre faculty and students produce a wide array of shows and performances that demonstrate impressive range, depth, quality, and excellence, including art exhibits in the [Lawton Gallery](#), [musical performances](#), [theatrical performances](#), the [6:30 Concert Series](#), and the annual [Jazz Fest](#).

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3.C - Core Component 3.C

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

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

Argument

3.C.1

Data from the [Faculty Summary](#) show UWGB employed 184 full-time instructional staff in fall 2016, with 150 (82%) either tenured or tenure-track. 133 of the 150 hold a doctorate in their field (89%). The fall 2015 [student to faculty ratio](#) was 21:1. Most sections [offered in spring 2016](#) were not filled to capacity. Units regularly offer upper level elective courses, and faculty advisors make students aware of their periodicity.

The academic Deans and the Provost are responsible for recruiting and hiring faculty in a manner that ensures [high standards for academic credentials](#) are met. The Position Review Committee authorizes recruitment for all faculty positions before recruitment can begin. Interdisciplinary unit Executive Committees define the position responsibilities and qualifications, subject to approval by the appropriate Dean and the Provost. The recruitment chair assures the recruitment is conducted in accordance with UWGB policies and procedures.

The UWGB faculty is responsible for its curriculum. Curriculum approval procedures comply with existing UWGB and UW System policies and procedures, and encourage the faculty to creatively develop and refine UWGB's curriculum and academic programs to improve quality, maximize students' learning, and meet the region's needs. A [Curriculum Planning and Procedures Guide](#) describes the process for curricular modification. The [Academic Affairs Council \(AAC\)](#) oversees these processes and procedures. The AAC reviews and approves all new courses and programs or modifications to existing courses and programs.

[Expectations for student performance](#) are based on the promotion of free inquiry and expression, mutual respect and preservation of individual dignity and privacy, and mutually considerate behavior. Graduating seniors and alumni highly rate [experiences and coursework](#) that encouraged them to think

creatively and innovatively. An extensive [Assessment Plan](#) incorporates both direct and indirect measures of student achievement of learning outcomes, including the annual graduating senior and alumni surveys. As noted in 3.A.1, all academic units submit annual assessment updates to the [University Accreditation and Assessment Council's Academic Program Assessment Subcommittee \(APAS\)](#) for review.

3.C.2

The UWGB [policy for recruitment and hiring](#) requires that all instructional staff must have the appropriate credentials and experience in order to be considered for employment. This policy is reiterated in a policy regarding [Faculty Qualifications](#) adopted by Faculty Senate. Typically, this means a terminal degree for consideration of a tenure-track position. To teach graduate courses, faculty must have a terminal degree and be a member of the appropriate graduate faculty. Any exceptions regarding credentials require approval from appropriate faculty, chairpersons, Deans, or other administrators. Human Resources provides detailed recruitment and hiring processes and procedures to search committees, chairs, and administrators.

Instructors in dual credit, contractual, and consortial programs also must follow a rigorous recruitment and hiring process. For example, instructors who teach courses in the *Offerings for Educators* program coordinated by the Division of Continuing Education and Community Engagement must first be approved by the Director of Continuing Education and Community Engagement as well as the Professional Program in Education. For the [College Credit in the High School program](#), high school faculty who teach UWGB courses at participating high schools are required to have a master's degree in the discipline they are teaching. If the master's degree is in another area, the instructor must have at least 18 graduate credits in the discipline or acceptable tested experience as determined by the appropriate UWGB department. UWGB faculty may also request an interview, classroom observations, or other documents to aid in their decision. Additionally, [UWGB faculty liaisons](#) collaborate with the high school instructor to align the high school course section with regard to course content, philosophy, assessment, instructional methods, grading, etc. The UWGB faculty liaison conducts an annual high school site visit to observe or collaborate on instruction and review the syllabus, student assessments, and grading procedures.

3.C.3.

Faculty evaluation criteria are established at the program level, with input from the Dean and Provost. The Faculty Handbook describes evaluation procedures for all faculty members eligible for [tenure](#), [promotion](#), and [appointment to the graduate faculty](#). In 2016, the University adopted a new policy on [Post-tenure Review](#) to remain compliant with Board of Regents Policy. The performance of each non-tenured faculty member is reviewed annually by the faculty member's interdisciplinary unit Executive Committee. Tenured faculty members are [reviewed annually](#) by the faculty member's interdisciplinary unit Executive Committee, as part of the post-tenure review process. Each year, faculty are required to submit a [Professional Activity Report](#) summarizing their teaching, scholarship, and service accomplishments along with supporting documents.

Faculty solicit evaluations from students of each face-to-face course using the [Course Comments Questionnaire \(CCQ\)](#), a standard 7-item course evaluation instrument developed at UWGB. A 13-item CCQ is used to evaluate all online courses; it includes the questions asked in face-to-face courses along with online-specific questions. Many departments and individual faculty use [supplemental course evaluations](#) to further monitor teaching effectiveness. Student course evaluations are a major component of all tenure and promotion decisions, merit salary deliberations, and post-tenure review processes.

3.C.4.

UWGB provides professional development resources and opportunities to ensure that faculty are current in their discipline. The [Instructional Development Council \(IDC\)](#) and [UW System's Office of Professional and Instructional Development \(OPID\)](#) provide professional development opportunities each fall and spring semester through the Center for the Advancement of Teaching and Learning (CATL). The IDC provides ongoing support of [Scholarship of Teaching and Learning \(SoTL\)](#), an annual [Faculty Development Institute](#), and [Teaching Enhancement Grants](#) to support activities or projects that lead to improvement of teaching skills or development of innovative teaching strategies. CATL and OPID support the [UWGB Teaching Scholars Program](#) and the [UW-System Teaching Fellows and Scholars Program](#). Both programs give faculty the opportunity to enhance their teaching and learning through research, collaboration, and reflection. There have been 29 participants in UWGB's Teaching Scholars Program since 2011 and 18 participants in the UW-System Teaching Fellows and Scholars Program since 2008. As part of its [Quality Initiative](#), UWGB initiated Starter and Advanced Online Teaching Fellows programs to support online faculty members as they strive to make their online courses engaging, rewarding, and challenging for students. There have been 33 [Starter Online Teaching Fellows](#) since 2013, and 63 [Advanced Online Teaching Fellows](#) since 2012. The objectives and activities of the Advanced Online Teaching Fellows are based on the [Quality Matters](#) rubric for Online Design.

Faculty may receive funds to support professional development in both scholarship and teaching. These funds may be used to further training, attend conferences, purchase laboratory supplies, and other forms of professional development. The Research Council offers [Grants in Aid of Research](#) to support faculty research initiatives. Additionally, UWGB has an [Office of Grants and Research](#) that supports faculty in grant writing and engagement in other scholarly and creative activities. [Faculty are eligible for sabbatical leave](#) to participate in intensive study and pursue their professional goals. The UWGB Foundation offers [named professorships](#) to support the innovative and creative work of outstanding faculty.

UWGB faculty value an engaged and interactive learning environment, as evidenced by the participation in the year-long, campus-wide "Common Theme" program mentioned in 3.B.4. The Common Theme is designed to encourage the campus community to embrace UWGB's interdisciplinary mission and stimulate critical thinking.

3.C.5.

UWGB faculty are committed to meeting the needs of students, especially in regards to instruction, tutoring, advising, and supervising student research. All instructors are responsible for holding regular [office hours](#). If a student's class schedule conflicts with the instructor's posted office hours, the instructor is expected to be available for an appointment at another mutually convenient time. In addition to posting office hours and instructor contact information on course syllabi, many departments assemble a single [online document](#) each semester that lists faculty members' office hours.

In addition to traditional in-person office hours, faculty often provide additional opportunities for student/faculty interactions. These [supplemental opportunities include online discussions](#) via the D2L course support platform, weekly review sessions, [faculty mentorship](#), and email communication.

Faculty also contribute to formal and informal academic planning and career advising. Freshmen students interact with faculty at the annual FOCUS event entitled '[Registration and Resources](#)'. During their first few semesters at UWGB, students are advised by general advisors through Academic Advising. After students declare a major, they transition to a [faculty advisor](#). Faculty advisors assist with course planning, [internships](#) independent studies, research experiences, honors in

the major, application preparation for professional programs, and career advising.

3. C 6.

Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development. UWGB academic staff meet qualifications for employment and are well trained as demonstrated through rigorous job searches and routine performance evaluations. The [Professional Development Allocation Committee](#) provides funding for academic staff to continue to develop skills.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

3. D 1.

UWGB provides programs, services, and support designed to assist students in their academic careers. The Enrollment Services and Student Affairs Divisions are organized to support institutional recruitment and retention. As the [Student Affairs and Enrollment Services mission statement](#) indicates, these offices work together to:

- Place an emphasis on the integration of a student's personal and academic growth.
- Foster an environment for learning that provides a wide variety of out-of-class learning opportunities, work and leadership experiences, information, advice and counsel that meet student needs and expectations, recognizing the great diversity of individual backgrounds and experiences.
- Recognize the great diversity of individual backgrounds and experiences.
- Adhere to student development and learning theories which incorporate the intellectual, psychological and physical growth of students.
- Instill in students that they are responsible for their lives and are accountable for their behavior and the decisions they make.

To ensure continued improvement, assessment in both [Enrollment Services](#) and [Student Affairs](#) occurs annually. The assessments are based upon program evaluations, service examination, and interactions with students.

UWGB offers various services to assist students in transitioning and acclimating to campus quickly and achieving success. A few of the offices that provide such support include the [Office of Institutional Research and Assessment \(OIRA\)](#), the [Tutoring and Learning Center](#), [Transfer Services](#), [Veteran's Services](#), the [American Intercultural Center \(AIC\)](#), the [Pride Center](#), and the [Office of International Education \(OIE\)](#).

One program of particular note is the [First-year Opportunities and Connections for UWGB Students \(FOCUS\)](#). FOCUS offers programs that provide tools for achieving academic success and

opportunities to meet people and develop friendships.

3.D.2.

Learning support and preparatory instruction are essential to student success, and UWGB offers several programs and services to develop needed skills. Some programs begin before students arrive on campus. For example, the [Upward Bound Program](#), a federal TRiO program funded by the U.S. Department of Education, is a comprehensive academic enrichment program designed to prepare high school students who come from low-income and/or first-generation families for college. In addition, UWGB recently entered into a collaborative program with Northeast Wisconsin Technical College (NWTC) and the Green Bay Area Public School (GBAPS) District to promote college attendance and to prepare students for greater success in college. Called [Turbocharge](#), the goal of the program is to ensure that all Green Bay area high school students are college ready and have earned 15 college credits by graduation.

UWGB offers a comprehensive developmental education program. Since Fall 2009, UWGB has offered [an intensive 7-week developmental math program](#) that allows twice as many sections and prepares twice as many students for college algebra or statistics in the spring of that year. A companion [7-week Math 101 course](#) allows interested students to achieve math competency and to move into a credit-bearing math course in the same semester. This program operates in close collaboration with the Tutoring and Learning Center. Beginning in Fall 2016, the faculty further revised the developmental math program. The process was completed in spring 2017, resulting in the creation of [three pathways to meet math competency](#): a STEM path that focuses on algebra and pre-calculus, a social science path that focuses on statistics, and a [new humanities path that fosters an appreciation for mathematics as a science and an art](#). These pathways place students into mathematics courses that serve their educational programs as well as their own interests, and two of the pathways – social sciences and humanities – now are credit-bearing courses, allowing students to progress toward their degree requirements while still achieving math competency. UWGB also offers the [Eng Comp 093 Fundamentals of Writing](#) course to develop essential writing skills.

The [Tutoring and Learning Center](#) offers academic support, including individual tutoring, study groups, and peer mentors. Peer mentors are subject area experts who have successfully completed a particular course, usually with the same professor. They are able to answer questions, review course material, assist with preparing for exams, guide discussion, and provide tips on study strategies in the content area.

UWGB's [First Year Seminar Program](#) is an opportunity for new students to develop their resourcefulness and curiosity. The First Year Seminars (FYS) are high-impact, first-contact courses designed to foster a learning environment for first-year students that help students adjust to campus life, develop intellectual and life skills, and engage dynamically in a lower level class. The courses provide high quality interactions with the professor and classmates in a small size seminar environment, and encourage students to connect with the campus community through various activities.

The [Gateways to Phoenix Success \(GPS\)](#) program places first-year students into a two-semester, enrichment-focused learning community with mentors, advisors, and individualized interventions. GPS students earn significantly higher GPAs (0.15-0.20 higher), complete a larger percentage of their attempted credits (approximately 6% higher), and declare majors significantly earlier than do other underrepresented students who do not participate in GPS (15% higher rate of declaration). Likewise, GPS students outperform non-underrepresented students on retention: students who participate in the program are 16.2% more likely to return to UWGB for their second year, and they are 18.4% more likely to return for the third year. For the past several years (2013-2016), the program enrolled

approximately 125 students each year. In general, these students fell into two categories: approximately 90 students enrolled in the program voluntarily and approximately 35 students were conditionally admitted students required to enroll in the program. Recently, the number of students conditionally admitted to UWGB has increased substantially; participation in the GPS program has increased in response. The program currently enrolls about 240 students, approximately 160 of whom are conditionally admitted.

3 D. 3

UWGB's [Academic Advising Office](#) provides personalized advising to first-year, transfer, and undeclared students. Through individual and group sessions, students have access to the support and information needed to help them earn degrees in a timely and cost-effective manner and to become effective decision-makers in the management of their academic careers.

The model currently used at UWGB is the split advising model. In this model, initial advising of students is split between faculty members in academic units and the staff of the Advising Office. The Advising Office has original jurisdiction for monitoring and approving academic transactions for a specific group of students (undecided students, undeclared students with fewer than 45 credits) while faculty in academic units maintain jurisdiction of the remaining students. Academic advising oversight moves from the Advising Office to the faculty when a predetermined set of conditions have been met (e.g., declaration of major, completion of number of credits, admission to a program). Students who begin with a faculty advisor may receive supplemental services from the Advising Office, or may change majors and return temporarily to the Advising Office.

To support the split model, the Advising Office uses developmental advising to help students explore and clarify life and career goals. Academic performance is only one factor in a student's life. Other factors such as identity, learning styles, family, work, and other variables impact academic success. Advising sessions take many forms, including one-on-one sessions, Skype or Face Time sessions, and/or phone appointments.

The Advising Office serves a variety of different student populations, including first-generation, transfer, international, athletic, GPS, at-risk, undecided, undeclared, and provisionally-admitted students. Advisors are trained and continually learn about how to best support various students populations.

Professional advisors in various UWGB departments meet as part of an Advising Working Group to share information and solve problems. They serve as a direct link to the Associate Dean of the College of Arts, Humanities, and Social Sciences who oversees the General Education program.

3 D 4:

Technological Infrastructure:

The Information Services division, under the direction of the Assistant Vice Chancellor for Information and Library Services, oversees academic technology services, the computer labs and help desk, classroom technology, enterprise applications and servers, network and telecom infrastructure, audio-visual services, web technology services, and other event-related technology support. Information Services is advised by the Technology Council, which advises the Provost and [provides recommendations on institutional policies](#) related to information technology and advice on major computing, instructional technology, and management systems.

Academic Technology Services (ATS) provides support and maintenance services for instructional [technology in classrooms](#), including projectors, televisions, VHS/DVD combo players, slide projectors, projection screens, control systems, and other instructional equipment. In addition to permanent equipment, ATS also delivers portable equipment to various locations on campus by request of faculty and staff.

A team of instructional designers and technologists offer faculty training on classroom software and media and [instructional design support](#) for online learning. Open forums provide faculty, staff, and students an opportunity to explore new teaching tools, technologies, and techniques related to teaching and learning. Media specialists support [distance education](#) through compressed video, satellite conferences, and audio-graphics technologies.

The [Web Services department](#) designs, develops, and maintains UWGB's web presence. They offer consultations on web publishing, the use of new technologies and innovations in the area of web development, and institutional policy compliance.

The Computing and Information Technology department (CIT) provides approximately 500 student workstations in [computer labs](#) in two general access labs and over 20 specialty labs. General access labs are available to students over 80 hours a week during the academic school year; several teaching labs are available to students when not in use as a classroom. [Software configurations](#) on [student workstations](#) are sufficient to support research and learning. CIT provides training opportunities for students, staff, and faculty on computer applications and software through workshops, the [UKnowIT](#) knowledge base, and a campus-wide subscription to the online learning company, Lynda.com. The Help Desk is staffed over 50 hours a week and help is available in-person, by phone, and through email.

Library:

The [Cofrin Library](#), recipient of the [UW System Regents Award for Excellence in 2016](#) and the [Wisconsin Library Association's \(WLA\) Library of the Year in 2012](#), advances UWGB's mission of teaching, research, and service by providing services and resources to meet the needs of its community. It also serves as an intellectual and cultural asset for both UWGB and the Northeast Wisconsin community.

[Collections](#) are developed to support the curriculum and with faculty input. The Library provides access to journals, newspapers, books, eBooks, DVDs, streaming videos, instructional materials, maps, government documents, artist's books, zines, and original archival material. Access to certain collections and databases is enhanced through cooperative purchasing agreements with other UW Systems institutions. Materials not owned by the Library may be requested through UW System borrowing, transfers through the Wisconsin Historical Society's network of [Area Research Centers](#), or through [interlibrary loan](#). Physical and electronic collections are evaluated on a regular basis and usage statistics are consulted to ensure continued access to high quality materials. Most electronic collections are available 24/7 through the Cofrin Library website and the Search@UW discovery service.

The Cofrin Library is open over 80 hours a week during the academic school year; this includes evening and weekend hours. The Library offers a variety of [study spaces](#) for both groups and individuals. Group study rooms, private study rooms, and general open-access study areas are available on both a first-come, first-served basis and by reservation. In 2013, Library staff conducted a major space study which prompted improvements in directional signage, furniture upgrades, and

security measures.

The Library provides access to a wide array of [equipment](#). The circulating equipment collection includes laptops, iPads, DSLR cameras, camcorders, tripods, microphones, projectors and screens, webcams, GoPro cameras, headsets, and voice recorders. An online user guide for all equipment is kept up-to-date by library staff.

Professional librarians offer [one-on-one and group instruction](#) to students, staff, and faculty through a variety of in-person and electronic methods, including text, instant messaging, phone, email, in-person, and by appointment. Research help is also provided through the creation of online research guides, course instruction guides, and video tutorials. Course specific information literacy instruction can be scheduled for in-person and online classes. Library staff also track and assess [information literacy achievements](#).

Clinical Practice Sites:

Several programs, such as Education, Nursing, and Social Work, provide clinical practice opportunities. For example, Social Work provides a [field placement program](#) that incorporates the program themes of a strengths perspectives, teamwork, critical thinking, and adult learning. The Social Work faculty has reviewed and selected over 200 field sites. Each student undergoes a formal assessment conference after each field placement semester to ensure student progress and development.

[Education integrates clinical experience in a classroom setting](#) with student coursework through field based courses and other fieldwork opportunities. [Student teaching sites](#) include over 20 Wisconsin school districts and Cuernavaca, Mexico.

The MSN Leadership and Management in Health Systems, part of the Nursing and Health Studies unit, [requires 378 practicum hours](#). Practicum experiences are arranged with healthcare facilities close to students' homes or work sites. The BSN program in Nursing provides a [3-credit community health nursing practicum](#) arranged through public health agencies.

The University's Office of Institutional Research and Assessment produces an [annual list](#) of partnership organizations who host clinical, legal, or social work placements.

Scientific Laboratories, Performance Spaces, and Studio Spaces:

UWGB has [well-equipped](#) teaching and research labs to support the Natural and Applied Sciences and Human Biology programs, which include classes in Chemistry, Biology, Environmental Science, Human Biology, Physics, and Nutritional Science. Teaching and research facilities include the 290-acre [Cofrin Arboretum](#), the [Richter Natural History Museum](#), the [University Herbarium](#), small animal laboratories, cellular and molecular biology research labs, human physiology and fitness research facilities, and a greenhouse. Spaces include 17 research labs, 17 teaching labs, 1 greenhouse, and 57 chemical hoods.

The Music, Theatre, and Dance programs at UWGB provide multiple performance spaces. The [Weidner Center for the Performing Arts](#), one of the finest performing arts centers in the United States, offers a 2,021-seat performance hall, three smaller performance spaces, and state-of-the-art equipment. The Studio Arts classroom building offers a variety of rehearsal rooms, an electronic piano/computer lab with video projection equipment, and piano practice facilities with grand pianos,

two percussion studio/rehearsal rooms, choral and instrumental music libraries, and individual student lockers for instrument storage. Theatre Hall houses the 500-seat [University Theatre](#) that is used regularly for recitals, concerts, and productions. Other performance spaces include the [acting studio](#), [dance studio](#), [scene shop](#), [costume shop](#), and [sound lab](#).

The Art program, which includes Studio Art, Art Education, and Pre-Art Therapy emphases, offers multiple studio spaces. The [ceramics studio](#) includes electric and kick wheels, extruders, a slab roller, three electric kilns, three gas reduction kilns, a raku kiln, and a wood-fired kiln. The [jewelry and metals studio](#) is equipped for basic fabrication techniques, casting, raising, die-forming, electroforming, aluminum anodizing and enameling. [Photography studio facilities](#) include a gang black and white darkroom, a special projects lab, a color lab, a digital lab, a lighting studio and a critique classroom. Additional studios include introductory and advanced [painting studios](#) and [printmaking](#), [drawing](#), and [sculpture studios](#).

The [Lawton Gallery](#) is a 1700 sq. foot gallery open during the spring and fall semesters. The space supports the Art academic program by showcasing the work of students and faculty through approximately seven exhibitions per year. The Lawton Gallery also serves as the laboratory experience for the Gallery/Museum Practices minor in the Art discipline.

3 D 5:

Many courses provide instruction in the effective use of research and information resources. The [First Year Seminar Program](#) identifies several common elements that pertain to effective research skills including the promotion of information literacy. The [General Education program](#) lists outcomes that include the students' ability to access needed information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and understand the many economic, legal, and social issues surrounding the use of information and access; and use information ethically and legally.

The Cofrin Library supports research and information literacy for all students. Staff offer [workshops and customized instruction sessions](#) to further students' ability to gather, evaluate, and use information. Information literacy instruction is offered in-person and online through an embedded librarian program. Librarians develop [online guides](#) and videos to support research and information literacy skills.

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3.E - Core Component 3.E

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

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

Argument

3.E.1

UWGB co-curricular programs are guided by UWGB's mission, and they complement and enrich students' academic endeavors. All areas of campus—academic affairs, student affairs, athletics, outreach, and others—are committed to facilitating and promoting students' intellectual and personal development, civic engagement, an appreciation for the value of differences, and a safe and memorable college experience.

Opportunities for learning and development spring from all corners of the College of Arts, Humanities, and Social Sciences. In addition to the academic departments, [several centers](#) offer a variety of programs for and with students to spark thinking and dialogue. These centers include History and Social Change, Hmong Studies, Middle East Studies, and Public Affairs. History and Social Change, for example, offers a Historical Perspectives Lecture Series every year. A popular spring 2016 [lecture by Nation correspondent John Nichols](#) was co-sponsored with the student organization *Critical Left*.

The [music, theatre, and dance](#) departments offer many concerts and productions throughout the year, including Jazz Fest and DanceWorks. Music faculty and the Office of Student Life collaborate annually on a number of performances and master classes.

UWGB produces several publications, in many instances cooperatively by different academic departments, student groups, and community organizations. [Voyageur](#) magazine, in its 33rd year, is published cooperatively by the Brown County Historical Society and UWGB. Several UWGB students are involved in the production as graphic designers and editorial interns, and a number of faculty and staff serve on the magazine's Editorial Committee. The biannual student-run publication [Sheepshead Review: Journal of Art & Literature](#) features poetry, non-fiction, fiction, and the visual arts.

The College of Arts, Humanities, and Social Sciences supports many student organizations and honor societies, including Art Agency, German Club, History Club, Innovative Arts Management, Philosophy Club, Spanish Club, *The Fourth Estate* campus newspaper, Phi Eta Sigma, and Phi Kappa Phi.

The Austin E. Cofrin School of Business supports several student organizations, including the Accounting Students Association, Student Finance Club, Society for Information Systems Management and Business Analytics, and Society for Human Resource Management (SHRM) of

UWGB. It also supports Sigma Beta Delta, a national honor society for students in business. Members of the Accounting Students Association assist with VITA (Volunteer Income Tax Assistance), a service in which trained students prepare taxes for low income individuals and families, the elderly, and other students. The School also sponsors [Business Week](#), a large-scale event that brings together students and business leaders each spring. Students add to their classroom learning by participating with professionals in a variety of activities, such as the “Learning to Dine Like a Professional” Etiquette Lunch and “Mock Interview Day.” The “Job and Internship Fair” gives students the opportunity to become more than just a name on a resume. Most Business Week activities are open for all UWGB students, not only those in the School of Business. For the “Elevator Pitch Competition & Networking Night,” students create a 60-second video pitching themselves and their career strengths, abilities, and goals.

The College of Health, Education, and Social Welfare supports a number of student organizations and honor societies, including the UWGB chapter of the Student Wisconsin Education Association (SWEA), and the Social Work Club. Besides the Social Work Club, the Social Work department supports the Campus Kitchen and the [Campus Cupboard](#), which provides food and clothing to UWGB students in need. In collaboration with the Pride Center, the Campus Cupboard and Paul’s Pantry in the city of Green Bay provide mutual assistance, as faculty, staff, and students volunteer at the pantry, and the pantry, in turn, contributes food and paper products to the Cupboard.

The College of Science and Technology offers numerous co-curricular opportunities through centers and institutes found in the college, including: the [Center for Food in Community and Culture](#), the [Cofrin Center for Biodiversity](#), and the [Environmental Management and Business Institute](#). The department of Natural and Applied Sciences (NAS) offers a popular [Seminar Series](#) that was started in the fall of 2011 and includes approximately 10-12 speakers per year. The College also supports a number of student organizations, including the UWGB chapters of Ducks Unlimited and the American Fisheries Society, as well as the Engineering Club, Geology Club, Round River Alliance, the [Sustainable Local Organic Food Alliance](#), and the [Honeybee Initiative for Viable Ecosystems](#). In addition, there are several academic honor societies for students, including Tri-Beta (national biology honor society). Students also have the opportunity to participate in community service activities, with recent examples including assisting Girl Scouts in earning their world water badge and providing information on nutrition to children at local parks during the summer.

Student Affairs-based Programs

Student Affairs and its five departments (American Intercultural Center, Counseling and Health, Pride Center, Residence Life, and Student Life) contribute to students’ educational experiences in many ways. The annual reports for each department highlight their contributions to student development, engagement, and academic success.

Diversity and inclusion programs from across campus are gathered and promoted each semester in the widely disseminated [Human Mosaic](#) brochure. This brochure is a product of the Student Affairs Diversity Task Force, a group of faculty, staff, and students who foster collaboration between subject-matter experts and programmers to ensure the development of engaging and informative diversity programming. The [American Intercultural Center](#) is a key contributor. In addition, students have formed several [active organizations](#) to foster inclusion and education. They include the Black Student Union, the Southeast Student Union, Organización Latina Americana, the Intertribal Student Council, Feminists 4 Action, Women of Color, and the Multiracial Student Union. In Residence Life, the [Safe And Inclusive Living community \(SAIL\)](#) is a campus housing alternative where two or more students mutually agree to share a university apartment composed of individual bedrooms regardless of the

occupants' sex, gender identity, gender expression, and/or sexual orientation. Through the creation of this community, transgender and gender non-conforming students and their allies can live in an open and supportive environment where they can be confident community neighbors are striving to understand and support one another. UWGB's [Pride Center](#) offers a safe and welcoming space for LGBTQ students and their allies, and a variety of programs to educate the campus community.

UWGB annually recognizes and supports approximately 120 student organizations. [Half of UWGB students report participating in campus groups](#). Leadership development is featured prominently in Residence Life and Student Life programming. For example, the Residence [Life Leadership Certificate Series](#) is a series of sessions designed to help students identify and develop their skills. Students are encouraged to take one, two, or all the sessions based on their interest. Student Life offers a weekend-long [Emerging Leadership Experience](#) for first-year students and an Outdoor Leadership Experience series, as well as individual assessments such as the *Leadership Practices Inventory* and *StrengthsQuest*.

UWGB is committed to environmental sustainability. UWGB hosts many [student organizations](#) focused on this imperative, including the Alliance for Animals and the Environment, Round River Alliance, Sustainable Local Organic (SLO) Food Alliance, the [UWGB Flax Project](#), Residence Green Life Committee, and the Public and Environmental Affairs Council. [SLO manages a campus garden](#), and some of its produce is purchased by the institution's dining service. For several years, student groups have collaborated for [Food Day](#). In fall 2015, this event featured presentations by local businesses, farmers, and restaurant owners; a free farm-to-table dinner and dessert; and a guest speaker, Mark Schatzker, author of *The Dorito Effect*. Student organizations also collaborate on annual Earth Day events.

Athletics and Recreation

UWGB is home to one of four NCAA Division I athletics programs in Wisconsin. The UWGB Phoenix are nationally recognized in women's basketball where they have won or been tied for the Horizon League regular-season championship for 18 years straight. The UWGB women's softball team has also won the Horizon League tournament multiple times, and for the fifth year in a row men's tennis secured at least two first-team spots in the Horizon League. This past March, the UWGB men's basketball team earned a spot in the NCAA Tournament for the first time since 1995 by winning the Horizon League tournament.

The success of UWGB's athletics programs is reflected in their continued academic excellence, having multiple teams and students earning Horizon League All-Academic Team honors. The 16 athletic teams have combined to earn a [3.0 GPA for 33-straight semesters](#), and in 2016, the women's cross country team posted the highest team GPA among all cross country programs in the country. The institution has high academic expectations for its student-athletes and requires participation in programs such as the [Athletics Study Table](#), overseen by the Athletics Academic Coordinator.

UWGB's athletes train and play in one of the top-rated facilities in Wisconsin and the nation. The \$33 million state-of-the-art facility was completed in November 2007. Great Value College's 2016 listing of "20 Great Recreation Centers at Small Colleges" ranked the Kress Events Center No. 7. The center was ranked 31st on "The 35 Most Luxurious Student Recreation Centers" by CollegeRank.net. In 2014, the [Kress Center](#) was recognized by Best Value Schools as one of the "20 Most Impressive College Gyms and Student Rec Centers," coming in fifth on the list. At the center of the facility is an arena that seats more than 4,000 fans. The Kress Center also features a men's basketball practice gym, locker rooms, training facilities, and weight rooms. With a suspended running track, a climbing wall,

a pool and multiple gymnasiums, including a turf gym, the Kress has 26 square feet per student. The Kress Center meets LEED silver certification standards, clearly demonstrating UWGB's commitment to environmental sustainability.

[UWGB Intramurals](#) is dedicated to providing activities for all students, providing both competitive and non-competitive leagues in sports ranging from bocce ball to basketball. Intramurals set a record in participation in 2014-15 with 1,003 unique members, 590 different teams, and just under 1,500 intramural contests. Students gain health and skill (e.g. teamwork) benefits from this type of involvement.

3.E.2.

UWGB values and promotes civic engagement and leadership, as evidenced by the Common Theme for 2015-2016, [Engaging in Public Life](#). As mentioned in 3.B.4, the Common Theme engages the campus and community in the ideals of a liberal arts education and UWGB's interdisciplinary mission. As mentioned in 1.D.1., civic participation is an important element of student learning at UWGB, as demonstrated by the 277 students, faculty, and staff who participated in the 2016 [Make a Difference Day](#), contributing 729 hours of service. In 2015, a large number of students took part in the Volunteer Center's "Neighborhood Volunteer Connection," delivering 5,000 letters throughout Green Bay in an effort to recruit volunteers who in turn enabled seniors and people with disabilities to remain independent. About 1,000 people come to campus each year for the [Jingle Bell Walk/Run](#), co-sponsored by UWGB and the Arthritis Foundation. Overall, more [than 60 percent of UWGB students report being involved in community service](#).

UWGB is home to many student organizations whose primary goal is community service. They include Circle K, Colleges Against Cancer, Habitat for Humanity, and the Red Cross Club. The Phoenix Philanthropy Club was recognized in spring 2016 for the "Student Organization Outstanding Service Project of the Year" for its [Steps to Make a Difference Walk](#). In spring 2016, 60 walkers raised \$3,000 for the club's 10th annual event. The Steps Walk helps UWGB students develop important leadership skills as they research community needs, interview charities, and organize the event. All proceeds are donated to a selected group of nonprofit organizations. Over the 10 years of the walk/run, students have raised more than \$78,000 for local charities. [UWGB student organizations reported participating in 14,000 hours of service in 2014-15](#).

The campus also engages with the community through programs like the [Community Fair](#), where local non-profits and businesses come to UWGB to engage with students, promoting volunteer opportunities, employment, and information. The [Intergenerational Series](#) brings together Lifelong Learning Institute participants and students twice each semester to learn from one another.

Faculty, staff, students, and community come together often for conversations about topics of mutual interest. Faculty from UWGB and St. Norbert College collaborate on the Philosophers' Café series, public fora held at local coffee shops and pubs in which community members engage in open, friendly, and respectful dialogue in a relaxed and informal setting. A summer highlight at UWGB is Grandparents University. Offered through the Summer Camps program, [Grandparents' University](#) brings together children ages 7 to 14 accompanied by their grandparent(s) to take classes together at UWGB. Offerings have included ceramics, bookmaking, cartooning, geology, aquatic ecology, rocketry, and game theory.

UWGB's faculty, staff, and students are heavily engaged in the community as well. The list of [organizations with which they engage numbers in the hundreds](#) and includes Achieve Brown County (an organization committed to supporting the health, safety and education of all children in

Brown County), Baird Creek Preservation Foundation (a non-profit organization whose mission is to facilitate the preservation and restoration of the Baird Creek Watershed), the Greater Green Bay Community Foundation (a non-profit corporation supporting collaborative leadership and community initiatives), (community; welfare), InitiativeOne (an organization focused on economic development), and the Neville Public Museum.

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3.S - Criterion 3 - Summary

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

Summary

UWGB's curricula are current, delivered consistently, and continuously reviewed to ensure that they meet the changing needs of the region. The University's courses, programs, general education requirements, and co-curricular activities follow the AAC&U LEAP initiative and so are aligned with national standards. Diversity and inclusivity are embedded in the institution's curriculum, general education, and co-curricular activities, and UWGB continues to be a leader in veterans' services, having been named a Military Friendly school for many years running. The institution maintains numerous offices, ranging from Advising to Disability Services to the American Intercultural Center and the Pride Center, to meet the individual needs of our students. The University infrastructure and its award-winning library provide the necessary technological and intellectual support to navigate the 21st-century information age.

While the University has faced significant budgetary and political challenges over the past few years, making it difficult to recruit and retain qualified faculty and staff, it remains committed to recruiting the best faculty and staff in their fields. UWGB is committed to reducing the achievement gap in academic success, retention, and graduation rates among underrepresented student groups, as is evidenced by innovative programs like the Gateways to Phoenix Success (GPS) program.

Developing engaged citizens is an important part of the University's Select Mission, and UWGB is committed to engaging students with the community, both in its academic programs and in its co-curricular activities. Such activities include entrepreneurial development, charitable work, environmental sustainability, and educational outreach.

Sources

There are no sources.