

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5. A. 1 & 2

Argument

UWGB relies on two main sources of revenue: state aid and tuition revenue. Tuition authority is established in Wisconsin State Statute and is set by the UW System Board of Regents as part of the [biennial budget process](#). Undergraduate tuition has been frozen since FY2014.

UWGB continues to deal with [financial challenges](#), most notably a state budget recession and a decline in enrollment. In fiscal year 2015-16, UWGB absorbed a \$2.8 million budget reduction in State funding, resulting in the elimination of 15 faculty and staff positions and shifting the funding source for nine positions.

In response to these issues, in March 2016, the campus created a [Funding Allocation Work Group](#) including staff from the Provost's Office and Business and Finance to review the campus' budget allocation process. Currently, UWGB utilizes an incremental budget model for most financial allocations, such that each department starts at the previous year's budget level, with funding added or reduced to reflect expected institutional or department changes. This Working Group is reviewing other budget allocation methods and options for implementing them for the campus.

As described in 1.A.3, UWGB maintains a representative budget committee, the name and composition of which have evolved over the past decade. While the exact nature of this committee has

shifted, the goal of soliciting feedback on budget and strategic planning issues from the University's constituents as well as providing an avenue for communication has remained consistent. In 2007, then-Chancellor Shepard created the [University Planning Committee](#) to "promote integrated planning across the institution informed and inspired by the academic plan." In 2010, then-Chancellor Harden established this committee as the Campus [Planning and Budget Council](#). The council was advisory to the Chancellor but provided "leadership in the development and coordination of internal planning processes" with the responsibility of ensuring "that planning occurs in a coordinated, integrated, and timely manner, and that the operating and capital budgets are developed according to the campus strategic plan." In 2014, Chancellor Miller reconstituted the Campus Planning and Budget Council as the [University Planning and Innovation Council \(UPIC\)](#) "to collaborate closely with university governance, the Chancellor and senior leadership to envision and invent the future of UWGB.... [and] vet large, institution-wide ideas for change and prepare recommendations regarding the risk and reward of undertaking such change." In 2016, partially in response to the financial challenges mentioned above, Chancellor Miller [revised UPIC](#) with a [new charge](#). However, some of the questions posed to UPIC were deemed beyond the scope of the committee, which recommended that the [University Committee](#) be consulted. As a result of these deliberations, the Chancellor decided that a new budgetary committee more directly focused on strategic budgeting issues was necessary, and in July 2017, the [Strategic Budgeting Committee](#) was created. Each of these committees or councils has included in its membership faculty, staff, and students in addition to administrators.

The Composite Financial Index (CFI) ratio provides a fiscal perspective that identifies measures, and records financial risks to Public Higher Education Institutions. UWGB's [CFI in FY 2016 was 4.38](#), after factoring in assets from the UWGB Foundation and the impact from the implementation of GASB 68 Pension Obligations, which is considered "above the zone." In FY 2015, the composite score was 4.22, which is also "above the zone." Using the CFI indicator score as a guide, UWGB's current resource base supports and maintains its programs.

[Total expenditures](#) in fiscal year 2016 were \$128,009,764, of which \$29.3 million was on instruction-related activities and \$37.7 million was related to student financial aid.

Human Resources

UW-Green Bay employs 752 employees in the following employee groups:

155 Faculty. Faculty members hold the rank of professor, associate professor, assistant professor, or instructor in an academic department or its functional equivalent.

61 Limited appointments. A person in a limited appointment serves at the pleasure of the authorized official who made the appointment. By law, certain positions must be designated as limited appointments, such as Chancellor, Provost, Vice Chancellor, Dean, etc. This group includes upper-level administrators, deans, directors, and athletic coaches.

303 Academic Staff. Academic staff members are professional and administrative personnel with duties and appointment types that are primarily associated with higher education institutions or their administration, excluding faculty and university staff. UWGB has 41 ongoing Instructional Academic Staff (e.g., lecturers), 70 adjunct/part time instructional staff, and 192 additional academic staff support positions including librarians, student advisors, program directors, student nurses, and instructional technologists.

233 University Staff. University staff members contribute in a broad array of positions in support of UWGB's mission and are not exempt (hourly) from the overtime provisions of the Fair Labor

Standards Act (FLSA). This group includes 58 temporary staff and 175 ongoing positions in the following employment groups: 84 clerical support staff, 62 facilities staff, 34 technical/IT staff, and 53 other support staff including police, HR, and research.

Technology

UWGB's Information Services Division centrally controls and maintains the infrastructure responsible for delivering courses both in person and online. All servers, workstations, and networking infrastructure are managed centrally and are scheduled for regular updates and replacement, ensuring adequate performance and reliability.

As part of the UW System, UWGB uses Desire2Learn (D2L) to deliver online courses. In the [Center for the Advancement of Teaching and Learning \(CATL\)](#), an Instructional Designer and three Instructional Technologists work to ensure that courses are properly incorporating technology and delivering a quality product.

Technology at UWGB is funded through multiple sources, including a Student Technology Fee that every student pays as part of tuition, a Distance Education Fee that is added to courses delivered online, a Lab Modernization fund that is used to support new initiatives, as well as central and departmental funds that are used to support IT. These funds are distributed in accordance with the [IT Technology Plan](#) that is updated every three years.

Infrastructure

UWGB's Facilities Planning and Management department is responsible for the daily operation and maintenance of the campus infrastructural systems that include primary electrical, steam, chilled water, sanitary and storm, and roads and sidewalks. Campus personnel and contracted services maintain the systems with regular preventative maintenance. Long-range maintenance is accomplished through state capital projects that are initiated by department staff. These projects involve multiple trades, public bidding, and engineered design solutions. Projects of this nature inherently require lengthy timeframes to complete and are often included in biennial planning cycles. The projects are scheduled in the [Facilities Management Six-year Plan](#).

5. A. 3.

Argument

UWGB's [Mission](#) emphasizes an interdisciplinary approach to solving problems and offering both undergraduate and graduate programs while promoting inclusivity and diversity. These ideas guide all programs and efforts. This is exemplified by UWGB's Academic Affairs structure, which consists of 14 interdisciplinary budgetary units and a series of subsidiary disciplinary units. The interdisciplinary budgetary units intentionally intermingle faculty from different traditional disciplines. For example, the Democracy and Justice Studies budgetary unit includes economists, historians, and political scientists, while the Natural and Applied Sciences budgetary unit includes biologists, chemists, geoscientists, mathematicians, physicists, and engineers. Disciplinary units often reside within a single interdisciplinary unit but sometimes cross interdisciplinary units, further increasing the institution's interdisciplinarity. For example, while the History faculty are divided between the Humanities and Democracy and Justice Studies, political scientists and economists are divided between Democracy and Justice Studies and Public and Environmental Affairs. The focus on

interdisciplinarity as an important means of structuring the institution is not limited to academic units, however. One example is the [Environmental Management and Business Institute \(EMBI\)](#), which collaborates with the Natural and Applied Sciences budgetary unit in the College of Science and Technology, the Public and Environmental Affairs budgetary unit in the College of Arts, Humanities, and Social Sciences, and the Cofrin School of Business as well as local businesses to address environmental sustainability and community development. Another example is the [Gateways to Phoenix Success \(GPS\) program](#), which draws on faculty from numerous disciplines and units as well as staff in Student Affairs and Enrollment Services to support student success. While these cross-College and interdisciplinary collaborations and structures do not follow the traditional disciplinary structures found at other universities, at UWGB they work. Faculty and staff are able to develop unique, meaningful, and innovative teaching and research collaborations that align well with UWGB's Select Mission. The collaborations and structures at UWGB also yield fewer academic "silos" than may be typical at many other institutions, facilitating a collective sense of ownership and willingness to tackle complex problems.

UWGB's structure and curricular requirements also emphasize inclusivity and diversity. As part of their [General Education requirements](#), students must take courses in both Global Culture and Ethnic Studies. The [American Intercultural Center \(AIC\)](#) provides services and activities that promote the academic success, personal growth, and development of multicultural students, and the Center conducts [co-curricular programs](#) for all students that enhance learning and promote respect and appreciation for racial and ethnic diversity. In addition, the Chancellor supports numerous initiatives to promote diversity and inclusivity, including a [Council on Diversity and Inclusive Excellence](#) and an [Inclusivity & Diversity Certificate program](#). In spring 2017, the Chancellor created the position of [Vice Chancellor for Student Affairs and Campus Climate](#), part of whose responsibility includes the creation of a campus culture that fully welcomes and advocates for diversity and inclusiveness for all members of the UWGB community.

5. A. 4.

Argument

UWGB has a well-established policy for recruitment and hiring to ensure that [staff members are appropriately qualified](#). As described in 4.A.4, unit Executive Committees define the qualifications of the positions, subject to approval by the Dean and Provost, while the Position Review Committee authorizes recruitment for all positions. Human Resources maintains helpful [procedural documents](#) that are used throughout the process to ensure that all steps are completed and searches are conducted properly.

[UWGB complies with the Higher Learning Commission Faculty Qualifications requirements](#) to ensure quality instruction. As an Affirmative Action and Equal Employment Opportunity Employer, UWGB is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity. At the onset of recruitment, various [diverse advertising resources](#) are disseminated to the search chair for consideration when posting. As part of the recruitment process, applicant pool reports are produced and information about the overall pool's demographic makeup, including potential adverse impacts, are provided to the Dean and Provost to review and approve before a search can proceed.

Employee orientation is handled differently depending on the employee's employment group. Human Resources (HR) maintains an [orientation website](#) that provides resources for employees in their first year of employment. In addition, HR provides supervisors and employees with [checklists for](#)

[faculty/instructional staff and university/non-instructional staff to assist in training new employees](#). In addition to the onboarding processes provided by HR, the [Campus Connection Program](#) is designed to foster a cooperative network among university staff and academic staff and to cultivate a sense of community on campus. UWGB also has a [New Faculty Mentoring Program](#), [New Supervisor Training](#), and other ongoing training opportunities for employees throughout their employment with UWGB.

5. A. 5.

Argument

As part of the UW System, UWGB's budget development process is determined by state statute and UW System policies. Each UW system institution uses the same type of [budget reporting to UW System](#), Board of Regents, and Legislature. Campuses are able to develop their own [internal budget development and allocation process](#).

The UWGB budget is developed annually and changes incrementally based on new funding received or budget reductions. UW System provides oversight and guidelines to the campus Budget office, which coordinates the campus budget process. Allocations are received from UW System and distributed to campus departments based on requirements of the appropriation type.

The Budget Director oversees and coordinates the annual budget process. Currently, UWGB uses an incremental budget model for most financial allocations. As mentioned in 5.A.1 and 5.A.2, the [Funding Allocation Work Group](#) is reviewing other budget allocation methods and options for implementing them. The [Strategic Budgeting Committee](#), created in 2017, is advisory to the Chancellor and provides leadership in the development and coordination of internal planning processes, including strategic planning and budgeting.

Departments monitor revenue and expenses, with some review centrally by Business and Finance. Reports review program revenue account balances, and the Controller's staff contact departments to review and address deficits prior to the fiscal year end.

Sources

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5.B - Core Component 5.B

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5. B. 1.

Argument

[Chapter 36](#) of Wisconsin State Statutes outlines the purpose and mission of the UW System. It identifies the UW System Board of Regents as responsible for establishing policies and rules for governing the UW System, outlining responsibilities and powers. These include: meeting state needs for higher education; setting admission standards; approving university budgets; developing guidelines for how individual institutions must operate within the System; granting tenure to faculty; and appointing chancellors of universities, UW-Extension, UW Colleges, and the President of the University System. As described in 2.C.1, the [Board of Regents](#) consists of 18 voluntary members, 16 of whom are appointed by the Governor and confirmed by the State Senate. Elections for President, Vice President, Executive Director, and Corporate Secretary are held at the annual June Board of Regents meeting.

UW System's obligations, including its legal and fiduciary responsibilities, are met through the work of eight [standing committees](#); their duties are outlined in the [Bylaws of the Board of Regents](#) of the UW System. The committees are listed in 2.C.2. The Board President designates committee membership.

5. B. 2 & 3

Argument

Governor Walker signed the 2015-17 biennial budget bill into law as [2015 Wisconsin Act 55](#); this Act removed provisions on tenure and shared governance from state law. Whereas faculty, academic staff, and students previously had shared governance rights, roles are now redefined as advisory to the Chancellor (see sections 1140m, 1141m, 1142m). [Chapter 36](#) of Wisconsin State Statutes reflects these changes.

The changes introduced in Wisconsin Act 55 mean that while the Board of Regents has governance rights for the entire UW System, University Chancellors are the only ones with governance rights for the institutions. As such, Dr. Gary L. Miller governs UWGB; he began his tenure as the University's sixth Chancellor on August 1, 2014. Directly reporting to him are the Provost/Vice Chancellor for Academic Affairs, Vice Chancellor for Student Affairs and Campus Climate, Vice Chancellor for Business & Finance, Vice Chancellor for University Advancement, Associate Chancellor for External Affairs & Chief of Staff, and the Director of Athletics. The Provost directly oversees the Deans of the three colleges and one school, along with the Associate Provost for Academic Affairs, Associate Vice Chancellor for Academic Affairs and Director of Graduate Studies, Assistant Vice Chancellor for Enrollment Services, Executive Director of Continuing Education and Community Engagement, Assistant Vice Chancellor for Information Technology and Library Services (in her capacity as Director of the Cofrin Library), and the Secretary of the Faculty and Staff (SOFAS). The [UWGB Organization Chart](#) clearly outlines this structure and reporting lines.

While recent changes in state law have redefined the roles played by faculty, staff, and students in institutional governance, Chancellor Miller issued a memo to the University Committee on [shared governance](#) and a memo to the campus community on [tenure and shared governance](#). In both documents, he expresses his intention to maintain all existing campus governance structures and procedures. Consequently, we retain a number of [governance committees](#) for faculty, staff, and students. Governance is implemented through different mechanisms for faculty, academic staff, university staff, and students.

Faculty

As noted in [Chapter 36](#) of the Wisconsin State Statutes, the faculty, subject to the constraints of the Board of Regents and Chancellor, has primary responsibility for advising the Chancellor regarding academic and educational activities and faculty personnel matters. As outlined in the UWGB Faculty Handbook, [faculty governance](#) at UWGB is implemented through the faculty as a whole, academic units and their Executive Committees, the Faculty Senate, and a system of governance committees. The faculty may delegate its responsibilities to the Faculty Senate, which represents the entire faculty. Faculty Senate is composed of elected members from each voting district. Each academic budgetary unit comprises a voting district; one senator is elected for every ten voting faculty per district. Voting faculty include all faculty members and instructional academic staff with faculty status in the district; voting faculty are also the persons eligible for election. Senators serve a term of two years.

The [University Committee](#) is the Executive Committee of the Faculty Senate. It is composed of six tenured members of professorial rank, two elected each year for 3-year terms. Four members represent each of the four domain voting districts (Arts and Humanities, Natural Sciences, Professional Studies, and Social Sciences), and the remaining members at-large; no more than two members can be from the same voting district. The University Committee examines policies and procedures affecting the institution, serves as the campus' Codification Committee, sets the Faculty Senate agenda, and acts in an advisory capacity on policies and procedures affecting the faculty.

Academic Staff

As noted in [Chapter 36](#) of the Wisconsin State Statutes, academic staff, subject to the constraints of the Board of Regents, Chancellor, and the faculty, has primary responsibility for advising the Chancellor regarding the formulation and review of all policies and procedures concerning academic staff members, including personnel matters. As outlined in the [Academic Staff Governance Bylaws](#), the Academic Staff carries out its governance responsibilities through standing committees,

subcommittees, task forces, and joint governance committees. The [Academic Staff Committee \(ASC\)](#) is the formal mechanism of governance for academic staff. The ASC is composed of six members who broadly represent the campus community. The academic staff elect ASC members to 3-year terms.

University Staff

University Staff were granted rights to participate in institutional governance in [Regent Policy Document 20-20](#), including rights to participate in the development of all policies and procedures concerning university staff, including personnel matters. These rights are outlined in the [University Staff Governance Bylaws](#), established and approved in 2014. The [University Staff Committee \(USC\)](#) is the primary mechanism of governance for university staff and represents such staff in all matters within the jurisdiction of the university staff. USC membership is composed of seven eligible staff members broadly representing the campus community. The university staff elect USC members to 2-year terms.

Students

As noted in [Chapter 36](#) of the Wisconsin State Statutes, students, subject to the constraints of the Board of Regents, Chancellor, and the faculty, have primary responsibility for advising the Chancellor regarding the formulation and review of policies concerning student life, services, and interests; they may also recommend the disposition of student fees for campus student activities. The Student Government Association (SGA) is the primary mechanism of governance for students. As outlined in the [SGA Constitution](#), its legislative branch includes the Student Senate, which has chief student legislative authority for information and review of policies concerning students. Membership of the Student Senate is comprised of a Chair, a Speaker, and at-large Senators elected by the student body each spring. The Senate has nine standing committees: Environmental Affairs, Academic Affairs, University Governance, Union and Dining, Health and Safety, Student Resources, Segregated University Fee Allocation, Student Recreation and Athletics, Equity and Diversity, and Community Outreach.

As outlined above, structures are in place and enable collaborative effort between the administration and the faculty, academic staff, university staff, and students.

Sources

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5. C. 1.

Argument

UWGB allocates a [substantial portion of its financial resources toward fulfilling its mission of instruction](#), as described in 1.A.3, and area leaders on campus develop strategic plans and goals for their areas that align with the institution's mission. In particular, Academic Affairs has developed a number of new academic programs. These include [Engineering Technology](#), an increasing number of graduate programs such as [Athletic Training](#), and several collaborative programs, including [Data Science](#), [Health and Wellness Management](#), and [Sustainable Management](#). UWGB is dedicated to increasing access to students through new degree programs. One example is the [Bachelor of Applied Studies with a major in Integrative Leadership Studies](#), an online program directed at students who already have an AAS and wish to complete a bachelor's program. Another example is the [Gateways to Phoenix Success \(GPS\)](#), a program designed to support student success, especially for underrepresented minority students and those students who are underprepared for college. Each of these programs has required the allocation of resources, often in the form of hiring new faculty and staff, such as the five new engineering faculty and the new Director of Student Success and Engagement. In addition, in 2016, the University was reorganized from two to four colleges, an investment that will benefit faculty and students by allowing leadership to focus more attention on the programs they oversee and increase engagement with the greater community.

5. C. 2.

Argument

UWGB uses its data collection processes to enhance its resource planning. Data gathered about student outcomes informs the academic planning activities of several governance and appointive committees. As part of the [Academic Program Review Process](#), the [Academic Affairs Council](#) receives and reviews the self-study reports and submits its assessment to the appropriate academic

Dean. The [General Education Council \(GEC\)](#) similarly works with annual reports of the outcomes from the [General Education Assessment Program](#) and guides ongoing changes to both the assessment and the structure of the program. Additionally, the [Academic Program Assessment Subcommittee \(APAS\) of the University Accreditation and Assessment Council \(UAAC\)](#) reviews programmatic Assessment Plans and Reports and recommends improvements to academic units. Several committees that focus on student affairs issues work in a similar fashion. The Health and Safety Committee, the Chancellor's Council on Diversity and Inclusive Excellence, and the Technology Council each rely on their own regular and targeted utilization and satisfaction surveys to assess student experiences and track improvements in their various domains.

Budgeting decisions involve two groups: the [Strategic Budgeting Committee \(SBC\)](#) and the Chancellor's Cabinet, which has significant budget-setting responsibilities. The SBC is an appointive committee that advises the Chancellor and his cabinet on planning and budgeting decisions. It relies on a wide array of data, contingent upon its agenda, which is largely established by the Chancellor. Issues addressed by the SBC cut across all university divisions, as does the committee's membership. Within the Academic Affairs division, all senior staff with significant budget responsibilities serve on the [University Accreditation and Assessment Committee \(UAAC\)](#), and several serve on or are administrative liaisons to the critical committees listed in this and the preceding paragraph. The committees study their appropriate data, draw conclusions, and establish planning parameters; the Chancellor's Cabinet considers those planning parameters in its budget deliberations.

UWGB also links assessment of student learning, planning, and budgeting at the level of student success initiatives. For example, student [outcome data from participation in First Year Seminars](#) was used as a primary rationale for adding the course to the [general education requirements](#) in 2014, with [faculty resources being allocated](#) to this curricular initiative. Prior to the implementation of the new general education requirements, the University was delivering about a dozen freshmen seminars a year as an optional part of the curriculum. As the new set of requirements, the University moved toward [full-scale delivery by increasing the number of voluntary seminars to about 20](#). The number of seminars required during full implementation varies somewhat based on the size of the freshman class, and has averaged about 33 per year. The [Gateways to Phoenix Success \(GPS\) Program](#) was closely assessed for student learning and retention outcomes over the first two years of the program. Positive assessment of student outcomes led to planning to sustain and then increase the size of the program to support enrollment initiatives, by moving the program into the Provost's office and creating a dedicated budget. Another major initiative that demonstrates how UWGB links planning and budgeting with student learning and success is the new [Library Commons project](#). The Library Commons is a multi-phase project with the first phase opening in fall 2017. This area will bring together various student support services (e.g., tutoring, research, writing), thereby providing students with better access to needed services in a flexible, creative, and comfortable learning environment. Similarly, the [Green Bay One Stop Shop \(GBoss\)](#) in Enrollment Services uses the "one stop" approach to connect students to Admissions, Academic Advising, Financial Aid, the Registrar, and the Bursar. This team and the processes they support identify opportunities for process improvement and better communication for prospective and current students.

5. C. 3.

Argument

Monthly, UWGB engages its operational divisions for capital physical development planning in order to meet the biennial planning and budget process requirements of [UW System Administration's Capital Planning and Budget office](#). The Chancellor discusses significant budget issues with

the [Council of Trustees](#). As needed, the Chancellor distributes campus wide memos via email to summarize important budget issues and updates on the budget process.

Each area leader is tasked with working with unit and office directors to measure performance during the year and evaluate any budget or funding changes needed. The campus process encourages each unit or office to identify physical deficiencies with space as well as functional deficiencies related to [academic or strategic programming](#).

As mentioned previously, academic programs are required to engage in [annual assessments of student learning outcomes](#) in order to align programmatic goals with issues identified in the assessments. Programs engage in a [comprehensive review](#) every seven years that evaluates not only student learning outcomes but also enrollment history, student comments, alumni surveys, graduation and employment rates, faculty productivity, and the like. The review offers the opportunity to reflect on the challenges and successes the program has faced and reevaluate how resources are allocated at the unit, college, or institutional level.

5. C. 4.

Argument

As part of the annual budget process, all program revenue operations (i.e. programs that generate revenue) are required to submit a five-year plan of budgeted revenue and expenses. The Office of Student Life, for example, uses this [process to identify revenue and expenses, track fund balances, identify balances as a percentage of expenses \(to coincide with UW-System reporting\), and provide an area for capital budgeting](#). There is a form like this for every area that generates revenue.

In the 2015-2017 biennium, UW System institutions faced a \$250 million reduction in state support and a state-mandated freeze on undergraduate tuition. UWGB continued to focus efforts on increasing [enrollment](#) to assist in addressing these reductions, with some moderate success. In fall 2016, the University enrolled 4935 Full-Time Equivalent students, a slight increase over the fall 2015 Full-Time Equivalent enrollment of 4647.

Since the 2015-17 biennial budget was severely reduced, the campus has struggled to [secure funding](#) for maintenance and repair of buildings and infrastructure. UWGB's backlog of maintenance continues to increase, while state support continues to decline. Portions of the campus' repairs normally funded through General Purpose Revenue (GPR) have been funded within operational budgets.

5. C. 5.

Argument

UWGB's Information Services [Technology Strategic Plan \(Tech Plan\)](#) details anticipated shifts in technology and the plans to meet those changes. It is updated every three years. Through the guidance of the Tech Plan, surveys, and faculty and staff feedback, and using the funding sources outlined in section 5.A.1 & 2, Information Services ensures that it is meeting both the in-person and online technological needs of the campus.

The Facilities Management department completes a Condition Assessment of all campus buildings every biennium as required by the [UW System's long-range capital development](#)

[planning guidelines](#). These ratings establish a baseline for each building and a means for identifying new deficiencies at each biennium. The rating system has two components: a functionality score of A through I, with A indicating “best” and I indicating “worst,” and a physical score of ii – vii, with ii indicating “best” and vii indicating “worst.” UWGB’s academic buildings generally receive a functionality score of A or B and a physical score of ii. As mentioned in 5.C.4, UWGB has experienced an increase in backlog maintenance due to the loss of state capital projects funding. While the Facilities Management department conducts preventative maintenance on all building systems per manufacturer recommendations, operational budgets cannot support the large expenditures necessary for replacing complete mechanical and electrical building systems.

UWGB has approximately 51 general assignment classrooms. Almost all have a Technology Level 3+ (out of 4) for lighting controls, instructor stations, and audio / video capabilities. The rooms are ADA compliant and have been remodeled or constructed within the past 16 years. Most of the classrooms have moveable tables that can accommodate a variety of pedagogical teaching and learning methods. UWGB has approximately 60 general assignment wet and dry laboratories available for instruction. The condition of laboratories varies across the campus. Some laboratories have had very little remodeling, while others have been completely remodeled to accommodate new technologies and student stations. As more funding becomes available at the UW System level, UWGB will continue to submit capital renewal projects on a biennial basis.

Support facilities for faculty, staff, and students at UWGB include the University Union, Kress Events Center, Student Services, and Instructional Services. These buildings house campus dining, student organizations, intramurals and athletics, student enrollment, advising, health and counseling, disabilities services, computer laboratories, and public safety. These buildings are generally in good condition.

Residence Life includes 26 apartment-style and dormitory-style housing for approximately 2,100 students. The buildings were constructed from the 1970s to 2009. As newer buildings are constructed, the disparity between old and new amenities becomes more apparent to the staff and students. Funding sources for replacing Residence Life buildings is limited to cash funding or Program Revenue bonding through UW System. At this time, UWGB has sufficient student housing to meet its needs, and it is not looking to build in the near future.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5. D. 1.

Argument

Five [major divisions](#), including Academic Affairs, Athletics, Business and Finance, Student Affairs, and University Advancement define UWGB operationally. The Student Affairs division recently became an independent area with the hire of a new Vice [Chancellor for Student Affairs and Campus Climate](#) in July 2017. Within the operational divisions, academic and non-academic units have developed systematic assessment tools and measures to review and evaluate on-going performance for continuous improvement. Examples of those tools documenting operational performance include:

- All [instructional academic staff](#), non-instructional academic staff, and [university staff](#) are evaluated annually for performance with respect to position description requirements. Operational performance data address attendance, dependability, cooperation and teamwork, initiative, adaptability, problem solving ability and judgement, communication, and contribution to university mission and strategic plan.
- Faculty members (both tenured and tenure-track) are evaluated annually using the [Professional Activities Report](#) for [teaching, scholarly and creative activity, and service](#). This information is supplemented by specific narratives and accompanying documentation for promotion, merit, and/or tenure reviews. Faculty are also evaluated periodically in [post-tenure reviews](#) to ensure their continued development in teaching, scholarship, and service.
- Each undergraduate and graduate academic program must have an approved [Academic Program Review](#) and [Student Learning Outcomes Assessment Plan](#) as part of a seven-year program review cycle. Included with each plan are the identification of student learning outcomes, mapping of outcomes to curriculum, assessment measures and methods, and implementation timelines. Additionally, [General Education](#) as well as co-curricular programs in [Student Affairs](#), [Enrollment Services](#), and the [Library](#) are reviewed for continuous improvement.
- All UWGB [Centers and Institutes \(e.g., EMBI, Center for Public Affairs\)](#) report annual performance based on their select charges.
- At the institutional leadership level, the [Chancellor's Council on Diversity and Inclusive Excellence](#) provides the Chancellor with advice and recommendations that promote a learning community that pursues and embraces equity, diversity, and inclusion. The [Inclusive Excellence Annual Report](#) documents the ongoing commitment to campus inclusivity initiatives. The [Strategic Enrollment Planning Council](#), uses this advice to support financial stability and growth and to set and monitor enrollment targets for the institution.
- The [Funding Allocation Work Group](#), created in January 2016, is charged with reviewing the

campus' budget allocation process in the context of other budget allocation methods that might prove more efficacious for the campus.

- [Advancement](#) determined a series of measurable goals in 2015 to map progress towards established and ongoing foundation campaigns as well as to identify measurable process improvements to streamline the giving process, develop more effective and institutional supportive campaigns, and to support and recognize the donors.

5. D. 2.

Argument

Processes are in place to address performance concerns arising out of reviews for instructional academic staff, non-instructional academic staff, and university staff and are addressed directly by immediate supervisors with support from Human Resources. Faculty performance issues that arise through the review process are addressed through established guidelines documented in the Faculty Handbook and are dependent on tenure consideration or post tenure review. Limited funding has hampered rewarding academic staff, non-instructional academic staff, university staff, and faculty with compensation increases. When some funding has become available, the institution has distributed those funds as equitably as possible. The most recent distribution was based on the findings of a comprehensive, [university-wide compensation](#) study.

Regarding undergraduate and graduate academic programs, Assessment Plans and Annual Reports are uploaded to the University Assessment website, where the Chairs, Deans, and faculty have access to them. The [Academic Program Assessment Subcommittee \(APAS\) of the UAAC](#) reviews and evaluates the plans and reports.

Most process review occurs annually with the exception of the [Academic Program Review and Student Learning Outcomes Assessment Plan](#), which is part of a seven-year program review cycle. Additionally, the campus as a whole as well as individual programs perform strategic operational and action planning as necessary to address changes brought on by external pressures from regional, state, and national institutions. Examples include the [Campus Master Plan](#), the [Cofrin Library Strategic Plan](#), the [Information Services Technology Strategic Plan](#), the [Institution-Wide Recruitment Plan](#), and the [Invent the Future Report](#).

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5.S - Criterion 5 - Summary

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

Summary

All institutions within the UW System have been faced with significant financial challenges over the past biennium, amounting to approximately \$250 million in reductions in state support and an accompanying freeze on undergraduate tuition. UWGB's portion of that reduction was approximately \$2.8 million. The University has implemented a number of processes and plans to deal with these challenges, including placing more emphasis on increasing enrollment, developing innovative new programs, and tasking various working groups and committees with reexamining the institution's budgetary processes. The University's mission continues to guide these efforts.

As part of the UW System, the UWS Board of Regents governs UWGB. However, despite significant changes in state law that redefined the role of faculty, staff, and students in the governance of the institution, the University has maintained its commitment to shared governance, and faculty, academic staff, university staff, and students are represented on governance committees and have input into governance decisions.

UWGB employs a variety of methods to evaluate its educational programs and uses the results of those evaluations in planning and decision-making. The institution also has instituted a number of mechanisms to systematically review its employees and collect performance data.

Sources

There are no sources.