



## Multi-Location Visit Institutional Report

### *Instructions*

Submit the completed report as a single PDF file to the peer reviewer assigned to conduct the visit and to HLC at [hlccommission.org/upload](https://hlccommission.org/upload). Select “Visit Materials” from the list of submission options to ensure the institution’s materials are sent to the correct HLC staff member. Brief evidentiary materials may be included if they are necessary to support information provided in the report. The report is due 30 days prior to the visit.

### **Overview Statement**

1. Provide a brief overview statement about current additional locations, and about the institution’s general approach to off-campus instruction. List the current approved active additional locations. Be sure to include with each location the full address and all academic programs offered at the location.

On July 1, 2018, the statewide network of two-year campuses, known as the University of Wisconsin Colleges, was dissolved and each two-year campus joined a UW System four-year comprehensive institution. The former UW-Marquette, UW-Manitowoc, and UW-Sheboygan became branch campuses of the University of Wisconsin-Green Bay. Each branch location now has Green Bay in the name. The UW-Green Bay, Marinette Campus is located at 750 W. Bay Shore Street, Marinette, WI 54143, and is approximately 60 miles from the main UW-Green Bay Campus. The UW-Green Bay, Manitowoc Campus is located at 705 Viebahn Street, Manitowoc, WI 54220, and is approximately 40 miles from the main UW-Green Bay Campus. Finally, the UW-Green Bay, Sheboygan Campus is located at 1 University Drive, Sheboygan, WI 53081, and is approximately 65 miles from the main UW-Green Bay Campus. The Higher Learning Commissions, Institutional Actions Council approved the Change of Structure on March 4, 2019.

*Becoming an institution with four locations.* UW-Green Bay made a deliberate decision to create one unified institution, with the same mission, but with four locations. Students are UW-Green Bay students no matter what location they attend. UW-Green Bay is a regional comprehensive university with a 16-county footprint to service the region of Northeast Wisconsin, and the Manitowoc, Marinette, and Sheboygan campuses serve as access points to the institution for students across the region. Students may not be academically admissible to the Green Bay Campus, but because of the access mission at the locations, they are then accepted to our institution through a location. This helps to meet the wide profile of academic range within our larger institution.

During the transition of becoming Green Bay, a larger Steering Committee was convened with representatives from each location. This group, Project Coastal, was set out to examine a broad range of issues needing oversight and attention as we transitioned from UW Colleges to UW-Green Bay.

Full responsibility for all campus operations transitioned during the 2018-19 fiscal year. As part of the UW System led transition plan, location campus faculty continued to teach the UWC curriculum for the AY 2018-19. The transition was complete and on July 1, 2019, all functions were under UW-Green Bay, including the fall 2019 course offerings.

*Academic Programming.* Students can pursue the Associate of Arts and Science degree (AAS) that is offered at all 4 of our locations. This AAS Degree was formed with the merger of our institutions and is a combination of what was offered through UWC and UWGB prior to joining forces. The new AAS Degree and its courses are offered in a variety of formats, including, face-to-face, online, virtual classroom, and other distance education formats. The degree is not yet offered fully online. Additionally, there are now baccalaureate degree options at each of the locations. Manitowoc is offering a degree in environmental/water science and Sheboygan is offering the engineering degree. Marinette has an arrangement with Northeast Wisconsin Technical College to offer bachelors degrees upon the completion of the technical college associate degrees in the following fields: Human Services to Psychology, Business Management to Business Management, Electro Mechanical to Electrical Engineering Technology and a Bachelor of Science in Nursing upon completion of the ADN program. Each location can also capitalize on the online offerings for upper-level coursework, while students take the lower-level coursework online or face-to-face. Degrees such as psychology, organizational leadership, BFA and business are all offered fully online.

The Division of Continuing Education and Community Engagement (CECE) has also created the Rising Phoenix Early College High School Program, an innovative collaboration between school districts and UW-Green Bay, providing students in the program with dual enrollment, ongoing student success coaching, and the opportunity to earn a high school diploma and their Associate of Arts and Science degree upon high school graduation. The program launched at UW Green Bay, Manitowoc Campus with a cohort of 25 students from Manitowoc Public School District in fall 2020. Additional cohorts from Manitowoc Public School District, the School District of Mishicot, and Two Rivers Public School District will join in fall 2021.

*Continuing Education:* CECE established Continuing Professional Education offices at all campus locations as part of our strategic plan. Program specialists and business development specialists were hired to serve all locations in an effort to expand personal and professional development opportunities throughout Wisconsin and beyond.

2. What future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations?

Projected enrolment growth at the Marinette, Manitowoc and Sheboygan locations of UW-Green Bay have been informed by enrollment growth since we merged into one University and the anticipated growth from partnerships with local high schools, business and industry, technical colleges, and our bachelor's degree offerings at the Marinette, Manitowoc and Sheboygan campuses. UW-Green Bay projects an approximately 5% overall enrollment growth until 2023.

Institutional Enrollment:

Campus	Category	Actuals				Projections		
		Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
UW-Green Bay Campus	Campus Total	7198	7399	7958	8376	8791	9281	9737

	Bachelors Students	5614	5765	5852	6313	6471	6739	7048
	Graduate	363	377	396	456	478	520	562
	High School	1221	1256	1710	1607	1842	2022	2127
UW-Green Bay, Manitowoc Campus	Campus Total			253	209	269	277	289
	Associates Students			232	193	247	254	266
	Bachelors Students			4	3	22	22	23
	High School			17	13	0	0	0
UW Green Bay, Marinette Campus	Campus Total			200	135	94	99	104
	Associates Students			184	130	89	93	98
	Bachelors Students			1	5	6	6	6
	High School			15	0	0	0	0
UW Green Bay Sheboygan Campus	Campus Total:			392	250	300	315	329
	Associates Students			362	232	276	291	304
	Bachelors Students			1	10	24	24	25
	High School			29	8	0	0	0
<b>UW-Green Bay</b>	<b>Grand Total</b>	<b>7198</b>	<b>7399</b>	<b>8803</b>	<b>8970</b>	<b>9454</b>	<b>9972</b>	<b>10459</b>

Rising Phoenix Early College High School Program

UWGB Campus	School District	Enrollment	
		Fall 2020	Fall 2021
Manitowoc	Manitowoc Public School District	25	50
	School District of Mishicot		15-20
	Two Rivers Public School District		15-20
<b>Total</b>		<b>25</b>	<b>80-90</b>

## Institutional Planning

1. How does the institution ascertain that facilities at each location will meet the needs of the students and the curriculum?

The current facilities were able to meet the curricular needs of significantly higher student enrollment in prior years, but facility reviews continuously occur between Academic Affairs, Business and Finance, Student Services, and student government groups to address programmatic deficiencies or support spaces that impact campus users. Facility improvements are generally funded through the county budget process in which they reside. Each year, Facilities and Campus Executive Office personnel assemble the appropriate documents that provide justification of the scope of services that addresses the identified problem. These documents are vetted through the institutional planning process between Academic Affairs and Business and Finance. They are also discussed with county administration prior to reaching the county budget process.

2. What is the process through which the institution assesses and adjusts, as necessary, funding and staffing for locations?

*Budget Planning and Allocation.* Budget allocations at location campuses are tied to the overall four campus Strategic Financial Plan. UW-Green Bay will ensure that ongoing revenues (primarily GPR and tuition revenue) sufficiently cover operating expenses across all four locations. During this time, UW-Green Bay Administration will review historical and planned spending levels as specific budgetary account oversight is the responsibility of academic unit and staff leadership is incorporated in the overall University Budget as assigned to operational areas.

Funding is used to provide staffing, facility operations, and student activities and support, consistent with the University funding model. The location campuses also have autonomy to seek other funds to be directly invested in each location campus. Location campus investments support staffing for recruitment and advising of students; personnel and infrastructure to support computer and audio/visual technology; and marketing to attract new students.

University budget processes govern resource allocation for faculty and instructional staff positions throughout the institution. Staffing determinations are vetted through a data-informed, consultative process, as established by institutional policy. There is no distinction in this process for staffing at the additional locations. New Instructional positions or staffing is recommended by the appropriate dean or director and submitted through the process by the area leader. Ad-hoc, semester-to-semester course needs are managed by scheduling additional sections upon availability of ad-hoc instructor resources. This process is coordinated by department chairs and associate deans for courses offered on all campuses with input from leadership at the location campuses for the local array of courses.

The University Budget Director provides budget forms, personnel data, etc., and will work with the location campuses' operations and administration to input their data into the new UW System software "Plan @ UW". UW-Green Bay Budget Office will also work with the location campus administration to ensure that they have adequate data/reports to track their expenditures against the current budget as the year progresses.

The location campuses will be involved in the annual budget development process and financial oversight under the University and UW System policies and procedures. Area leaders for the respective operational areas will maintain high level oversight of budgetary accounts with day-to-day accountability and limited transactional authority being exercised at the location campuses.

To date, these processes have allowed the institution to significantly reduce the structural deficit that had existed at the three additional locations. In 2019, when we integrated the three new locations, they carried a structural deficit of \$2.4 million dollars. By 2020-2021, we had reduced that deficit to \$1.12 million. Our

projection for 2021-2022 indicates the deficit will be reduced to \$455,206. Overall, this represents a reduction of the structural deficit at the additional locations of approximately \$2 million. Additional fund distributions from UW System for the three locations since the transition have contributed to the reduce the deficit as well.

## Facilities

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1. How does the institution ensure that the facilities at each location meet the needs of students and the curriculum?

UW-Green Bay received three unique branch campuses under the reorganization of UW System. The Manitowoc, Marinette, and Sheboygan campuses have been in existence since the 1970's under UW Colleges administrative oversight and the facilities will continue to provide the appropriate support to students for all modes of learning and research. Each campus has a fieldhouse for intramurals and club sports, as well as, dedicated spaces for sciences, library collections, general assignment classrooms, art and design, computer labs, and exterior amenities for field studies. They have student support spaces within each campus' administrative office suites. As part of UW-Green Bay, all branch campuses will follow operational standards similar to the main campus.

## Instructional Oversight

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1. How does the institution ensure that promotion, marketing and enrollment for the additional location stay in balance with the institution's actual resources and technical capabilities?

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 the UW System, the Board of Regents, and to the Legislature. Institutions are able to develop their own internal budget development and allocation process.

The UW Colleges and Extension Restructuring Project added three additional locations to the institution. Under the direction of Chancellor Miller, the institution implemented a model based on one institution, four campuses, with the goal of integrating all four locations to the greatest extent possible. Therefore, the institution operates with one faculty, one staff, and one student body. While faculty may teach on a particular campus, they belong to a single academic department and college that oversees the delivery of the curriculum and the tenure and promotion of faculty. Shared governance covers all four locations, Enrollment Services recruits for all four locations, Marketing and Communications promotes all four locations, and Student Affairs provides services to all four locations.

Therefore, to the extent possible, UWGB has made an effort to integrate budgeting into a single process that covers all four locations. However, at the direction of UW System, separate budgeting accounts are maintained for each additional location in order to track revenue and expenses at those locations.

The UWGB budget is developed annually. The Budget Director oversees and coordinates the annual budget process. Divisions monitor revenue and expenses with some review centrally by Business and Finance, while the Controller's office reviews and addresses deficits prior to the fiscal year end.

Budgeting decisions are handled by the new UWGB Budget Governance Structure. This structure is made of up three committees: The Budget Allocation Committee (BAC), the Strategic Budgeting Committee (SBC) and

the Executive Budget Committee (EBC), and together they are responsible for implementation and oversight of the University's budget. The BAC is an operational committee that is advisory to the SBC and collaborates with Revenue Centers and Support Centers to organize and present information, recommendations, and requests to the SBC as part of the university budget planning process. This group is reliant upon the Data Analytics Working Group (DAWG) to establish and apply metrics used to inform the budget model. The SBC is advisory to the EBC and provides leadership in the development and coordination of internal planning processes, including strategic planning and budgeting. The fundamental responsibility of this committee is to ensure that planning occurs in a coordinated, integrated, and timely manner. The EBC is composed of the Chancellor's Cabinet and serves as the final decision-making authority for strategic budget planning and execution at UWGB.

UWGB allocates a substantial portion of its financial resources toward fulfilling its mission of instruction, and area leaders develop strategic plans and goals for their areas that align with the institution's mission as well as meet the employment demands of our region. In particular, Academic Affairs has expanded the array of programs offered to our additional campuses, including the delivery of several baccalaureate programs. The BBA in Business Administration and the BFA in Writing and Applied Arts have been added to all three additional locations, Psychology has been added to Manitowoc and Sheboygan, Environmental Science has been added to Manitowoc, and Electrical Engineering technology has been added to Marinette, and Mechanical Engineering has been added to Sheboygan. These programs reflect the strength of the faculty and staff at each location as well the needs of their respective communities.

## 2. How does the institution effectively oversee instruction at an additional location?

*Curriculum and Program Review:* Because the campuses use a single catalog and a common set of courses beginning with the fall 2019 term, it is expected that all modalities of a course will pursue the same student learning outcomes regardless of format or campus. To support that expectation during the transition to the UW-Green Bay catalog, main campus department chairs have been asked to share learning outcomes and syllabi with location campus faculty so that they can adapt their courses as needed to meet the common outcomes. Pilot assessment of UW Colleges courses using UW-Green Bay rubrics was conducted in spring 2019 and helped identify where adaptations were needed for the transition to the UW-Green Bay curriculum. In addition, there were several courses that were taught within UWC that were not in the UW-Green Bay curriculum. These courses were evaluated by department, assigned new course numbers if appropriate, and added to the overall GB catalog. The location campus Course Offerings Committee Chair, in conjunction with the UW-Green Bay Associate Provost, worked with the location faculty and instructors to ensure learning outcomes were aligned during the 2019-20 transition year.

Curriculum development and approval, program review processes, and assessment of student learning on the location campuses are integrated with existing processes through departments on the main campus. Each of the colleges' Associate Deans works with the location Course Offerings Chair to determine what courses are needed and offered at each location. In addition, upper-level coursework is delivered to support specific baccalaureate degree programs at the location. There is also a great deal of collaboration using technology across all locations. A "bridge" system makes us able to share courses throughout the 3 additional locations. This system is going to be added for delivery of Green Bay location courses for the fall 2021 term as well.

The same procedures for curricular and program development are followed at each of UWGB's campuses. UWGB has consistent processes for program and course approval, instructor approval, and quality review for all modalities and locations. As detailed in the Curriculum Guide, all courses must undergo review and approval by these defined curriculum processes. These processes include review and approval by faculty, budgetary unit chairs, deans, and the provost. UWGB also has a vibrant online learning environment. Distance



Education curriculum is governed by UWGB's Distance Education Policy. The Center for Advancement of Teaching and Learning (CATL) has created a rubric to maintain quality assurance in our distance education courses. As a result, instructors can use the rubric as a self-assessment, or they can use it after completing the Online Teaching fellows program offered by CATL. Instructors could complete a self-paced course, which is designed to help them create a course that satisfies the rubric.

## Institutional Staffing and Faculty Support

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1. What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location?

There is a single faculty at UWGB. While faculty may have primary instructional assignments at a specific campus, the faculty are not differentiated on this basis. UWGB has stated standards for faculty qualifications, requiring either appropriate degree for the level of instruction, equivalent or tested experience, or both. Courses taught at each additional location are taught by tenured and tenure-track faculty, permanent lecturers, or full- or part-time ad hoc lecturers who meet these qualifications. Faculty at the additional locations also deliver distance education to students on the main campus, and several faculty teach at multiple campuses. This arrangement helps provide additional course capacity and course delivery options for main campus students and colleges. Through a combination of delivery modalities, each location offers the courses needed for obtaining the Associate of Arts & Science degree as well as some upper-level coursework for baccalaureate program offerings.

There are academic staff and university staff across all locations. Employees in these positions meet the same qualifications as main campus employees in those same employment groups. These individuals provide support in areas such as computer and classroom technology, advising and retention, admissions, facilities maintenance, library, continuing education and community engagement and campus administration.

2. What evidence demonstrates the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training and orienting faculty at the location.

*Personnel Evaluation and Training.* Faculty and instructional academic staff on the location campuses follow performance review policies consistent with those on the main campus. The faculty and ad-hoc instructors at location campuses are part of their main campus academic departments for personnel evaluation purposes. The tenure home of location campus faculty are their respective main campus departments. Main campus academic departments review probationary faculty each year in the areas of teaching effectiveness, scholarly and creative activities, and service, according to the policies and procedures on the main campus. Those reviews proceed through appropriate channels and result in either a reappointment or non-reappointment decision. All tenured faculty are also reviewed every five years through the main campus post tenure review process.

Appropriately qualified high school teachers may be employed to teach early college credit opportunities. Those instructors work with a mentor from UWGB to ensure that such courses achieve the same learning outcomes, and with a similar level of rigor, as courses with the same number taught by UWGB faculty.

Instructors at location campuses are provided with the same professional development opportunities afforded to instructors on the main campus. Most of these opportunities are provided by the Center for the Advancement

of Teaching and Learning (CATL), and CATL staff will travel to the location campuses as needed to provide face-to-face assistance.

With the joining of the four campuses, location campus non-instructional staff, including those in student support offices, will be evaluated through yearly progress reports using the processes and timelines currently in place for main campus employees. The Human Resources department at UWGB has developed several progress report templates that can be selected based on the employment classification.

## Student Support

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### 1. What evidence demonstrates that the institution effectively delivers, supports and manages necessary academic and student services at off-campus locations?

Since 2017, the Writing Center and the Learning Center have expanded their offerings to include online tutoring that is available to students at all four UWGB campuses. We have continued to offer in-person tutoring at UWGB, and the additional locations also offer a limited number of hours of in-person tutoring each week. In-person tutoring has been suspended during the COVID-19 pandemic, but these services should resume in 2021-2022.

In 2018, the Writing Center and the Learning Center adopted the use of Brainfuse online tutoring. This service is available to students at all of our locations and has proven to be a popular resource. In spring 2020, for example, UWGB students logged 363 sessions for 14,043 minutes with Brainfuse. In fall 2020, students logged 971 sessions for 35,760 minutes with Brainfuse. In the latter semester, 184 sessions for 7,040 minutes, or almost 20%, were used at the three additional locations combined.

First-year students at each of our four locations are required to take a First Year Seminar as part of the general education requirements. Roughly 20% of the freshmen class at the Green Bay location and the majority of students at Manitowoc, Marinette, and Sheboygan participate in a year-long First Year Experience consisting of a First Year Seminar and a Service-Learning Project. These experiences collectively connect students to university support services through faculty mentors and dedicated academic advisors who work closely with the students to ensure their academic progress. In addition, we are implementing EAB's Navigate as a Student Success Collaborative. While we are still implementing the system, students at all of our locations are included, allowing us to track academic progress and provide academic and student service support. Several offices have been fully integrated into Navigate – including The Learning Center, Academic Advising, and the Multi-ethnic Student Association (MESA) – and we are working to integrate additional offices, such as Residence Life and Student Life.

Students in the Rising Phoenix Early College High School Program are supported by Student Success Coaches who assist with program admissions process, advising, providing academic and social support, and serving as a transition specialist upon graduation.

*Academic Advising:* Each student with the home campus of Manitowoc, Marinette or Sheboygan is assigned a professional academic advisor. These advisors report directly to the Director of Academic Advising. Advisors on all of the campuses of UW-Green Bay share the same advising resources, software tools, training, and professional development opportunities.

*Academic Support:* Manitowoc, Marinette and Sheboygan students have access to all of the tools and resources, available remotely in The Learning Center (TLC.) These locations of UW-Green Bay also have dedicated



student tutors on-site, trained and resourced by the TLC. This support is augmented by support provided by Manitowoc, Marinette and Sheboygan instructors during their regular office hours.

*Bookstore/Textbooks:* Students at the additional locations may order textbooks and other course materials online through Phoenix Bookstore on the Green Bay campus. Students may have their books shipped either to their home address or to the library at the additional location for pick-up.

*Food Service:* Students currently have access to food service vending options at the additional locations. We are hoping to expand these options into full-service and grab-and-go services that include hot and cold options for students. In fall 2021, these options will still be limited, but we are exploring options for some in-person cafe food service operations at the three additional locations.

*Libraries:* Students have access to a library at each of the additional locations. Each library provides the core library services: access to library materials, computer workstations, research support, information literacy instruction, interlibrary loan, study spaces, and a student technology help desk. In addition, students at the additional locations have access to all electronic resources available through the main campus library, may request any physical items from any of the library locations, as well as through any UW institution library.

*Mental Health Services:* The UW Green Bay main campus team of licensed professional counselors provides behavioral health services to enrolled students on the Green Bay and Marinette campuses. UW Green Bay contracts with an additional counseling agency to provide behavioral health services for Manitowoc and Sheboygan campus students. Additionally, all students, faculty and staff have access to the SilverCloud online, self-guided, and interactive mental health resource tools at no-cost 24 hours a day at <https://www.uwgb.edu/wellness-center/silvercloud/>.

*Student Accessibility Services (SAS):* All UW-Green Bay students who need accommodations may apply to Student Accessibility Services online through GB ACCESS (compliance & case management software). An Academic Advisor is identified on each location to be a resource on access issues to students, faculty, and staff. However, all academic accommodations are determined by Student Accessibility Services staff through virtual or phone meetings. Library staff on alternate locations proctor exams for students with academic accommodations using GB ACCESS. Student Accessibility Services staff are available to attend collegium, meet semesterly with advisors and library staff, and attend other meetings as requested. GB ACCESS maintains all accommodations records at all locations. Currently, SAS is serving 35 students on the additional locations.

*Student Government Association (SGA):* Prior to the UWCX Restructuring Project (“Project Coastal”) each campus had its own Student Government Association. During the project, the students voted to maintain separate associations. During 2020-2021, Student Affairs organized a working group with students from each campus to create a new, unified governance structure, which would be implemented in the fall of 2021. UWGB staff also has been working with student leaders on all campuses to update the process for setting and distributing segregated fees in order to provide the services students want and need, such as mental health support and campus programming.

*Student Activities and Organizations:* UW-Green Bay actively supports an engaging student experience at all our additional locations by cultivating involvement through our campus student organizations, student governance, and campus activities. The functions at our additional locations report through areas at our main campus to ensure proper access and best practices. We monitor our student's participation and engagement in these student engagement opportunities to ensure we are meeting our student needs and outcomes.

*Technology Support:* Students can seek technology support at the additional campus locations through the library, and there is an Academic Technology Support Specialist at each location that provides technology support for classrooms, distance education rooms, as well as to the faculty, staff, and students as needed. Students may also contact the IT Help Desk on the main campus for phone, chat, and email support, as well in person when at the main campus.

*Veterans Services:* All four campuses are included in administering veteran benefits. It is our mission to have a member of our Veteran Support Group at each location. This staff member is an important communication connection to help resolve the many challenges our veteran students face. In addition, every veteran event includes all locations, and we strive to provide a supportive, inclusive environment on each campus. Finally, a Social Work Graduate Intern conducts research on veteran resources at each location and brings them to the attention of her fellow veterans and the Veteran Support Group.

## 2. What evidence demonstrates that the institution provides students with sufficient access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid and job placement services?

Student support services at the branch campus are provided through a combination of branch campus staffing, main campus support, and contractual/cooperative arrangements.

*Admissions:* Students interested in applying to any of the four campus locations can apply through the University of Wisconsin System Application. Students can choose from four campuses with various modes of learning with in person, virtual, and online hybrid options. Our team of dedicated, personal Admissions Counselors are ready to help and are assigned to specific regions throughout the WI. They are available to assist students with applying to any of the four campus locations of UW-Green Bay.

*Registration/Student Records:* The Registrar's Office provides seamless service and support for all UWGB locations, and the same access and support is available for all of our students at all locations. The additional locations are built into the University registration process, Academic Catalog, Academic Calendar, Schedule of Classes, Degree Audits, Transcripts, Diplomas, Enrollment and Degree Verification, Testing services, and Assessment services. The Registrar's Office works to meet the needs of all of UWGB's students, faculty, staff, and Alumni.

*Financial Aid:* The Financial Aid Office serves all UW-Green Bay students. There are staff members at all of our locations that serve as a member of our Green Bay One Stop Shop which answers 80% of financial aid inquiries and there are Academic Advisors assigned to students at our three additional locations that have financial aid training and information access to guide students.

*Career Services:* Students at Manitowoc, Marinette and Sheboygan are able to schedule in-person, phone and video appointments with career counselors located in the Career Services Office at the Green Bay campus. Manitowoc, Marinette and Sheboygan students have access to Handshake and all other online resources provided to Green Bay campus students. During AY 18-19, career services staff visited the branch campus once each semester. All of our students have been accessing Career Services virtually since March of 2020, therefore we will analyze the student need for in-person appointments at the three additional locations moving forward.

## 3. What evidence demonstrates that student concerns are addressed?

*Student Concerns/Complaints:* Students at the additional locations utilize the same complaint policies and procedures in place on the main campus, which are administered through Student Affairs. These policies and

procedures are accessed through the UWGB Dean of Students office. The Dean of Students maintains a web page on Student Policies & Procedures, including Complaints & Grievances. Information is provided on how to submit academic and non-academic complaints as well as report incidences of discrimination and harassment. Student Complaint procedures also are posted on the Provost's website, and Grievance and Complaint procedures are posted on the Human Resources website. In addition, the Student Government association (SGA) participates in shared governance across all four campuses, providing an avenue to raise questions and concerns and recommend improvements. One recent example of this was a student survey conducted by the SGA during fall 2020 with regard to the University's response to COVID-19. The results were shared with the Chancellor and Provost, Student Affairs, Enrollment Services, the Center for the Advancement of teaching and Learning, and Student Success and Engagement. One result of that survey was the creation of a Student Advisory Board that provides advice to the Provost and to the Vice Chancellor for University Inclusivity and Student Affairs.

## Evaluation and Assessment

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1. How does the institution measure, document and analyze student academic performance sufficiently to maintain academic quality at a location?

2. How are the measures and techniques the institution uses for a location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

In alignment with the vision of one university with four campuses, the curriculum at all four locations are integrated into a single curriculum. In addition, faculty, staff, and students are considered to belong to a single institution, and assessment and evaluation procedures are carried out equally for all students. As a result, there is no distinction between assessment on the main campus and the locations.

Prior to the UWCX Restructuring Project in 2018, the UW Colleges – including the Manitowoc, Marinette, and Sheboygan campuses – maintained a rigorous assessment program that evaluated students' proficiency of Institutional and Programmatic Learning Outcomes and UWGB had a solid assessment program that evaluated Programmatic Student Learning Outcomes. During the first two years of the campus integration, assessment of Student Learning Outcomes and Institutional Learning Outcomes was put on hiatus to first engage in curriculum mapping and then review programmatic Student Learning Outcomes. In fall 2020, the Provost appointed an Assessment Coordinator to develop a comprehensive assessment plan that will evaluate institutional, programmatic, and general education student learning outcomes across all four locations. In spring 2021, the Provost appointed a University Assessment Committee to assist the assessment Coordinator with the conducting of assessment initiatives. Learning Outcome assessment has resumed in spring 2021 with a baseline assessment where General Education learning outcomes are assessed for all lower-level courses and Institutional Learning Outcomes are assessed in all upper-level and graduate studies programs. Starting in the fall of 2021, Student Learning Outcomes and Institutional Learning Outcomes at all levels will be assessed each year on a three-year cycle to enable longitudinal data assessment, with the focus in fall on General Education and Programmatic Learning Outcomes and on Institutional Learning Outcomes in spring. The resulting assessment data will be reported out on the UWGB Assessment webpages and will be housed in the Assessment SharePoint site where it will be accessible to all faculty, staff and administrators. The resulting data will also be sent to the department chairs and department assessment committees/coordinators who will then analyze the data in the first year, create an intervention to address weaknesses during the second year of the assessment cycle, and implement the intervention and then reassess the outcome in the third year of the

assessment cycle. This ensures continuous assessment and allows all departments to close the loop on the particular assessment before moving on to a new assessment cycle.

During the 2020-2021 academic year, the institution conducted a Comprehensive Program Review of all undergraduate programs. All academic programs are consolidated into departments that reach across all four campuses. Faculty belong to the same department regardless of which campus they teach on, and many faculty members regularly teach at multiple campuses. As a result, the Comprehensive Program Review will evaluate academic programs at all locations equally.

In addition, drop/withdraw/fail rates, retention rates, graduation rates, and other success markers are collected and reviewed to monitor student success for each of the additional locations.

Finally, in spring 2021, Student Affairs is conducting an university-wide Climate Survey. Information from the additional locations will be disaggregated for review and assessment with the intention of making appropriate improvements across the institution.

## Continuous Improvement

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### 1. How does the institution encourage and ensure continuous improvement at a location?

The UWGB campus strategic plan strives toward making continuous improvements in the student experience both inside and outside the classroom; in its connections to the local community; and in its financial viability. These improvement efforts are also aligned with the UWGB's Strategic; Equity, Diversity and Inclusion; and the institution strategic plan. UWGB's Center for Advancement of Teaching and Learning provides continuous improvement services and resources which are also available to location campuses. Where appropriate, continuous improvement initiatives on the main campus are extended across all location campuses. The Manitowoc, Marinette, and Sheboygan locations are integrated into the institution under the one university, four campuses model and so benefit from regular institutional efforts at continuous improvement. The Campus Executive Officers serve on the provost's Administrative Council and interact regularly with the College Deans, Graduate Studies, Enrollment Services, Continuing Education and Community Engagement, and other divisions. They also report regularly to the Office of Advancement to coordinate outreach efforts across the entire Northeast Wisconsin region. Faculty and staff are fully integrated into the operations of the institution, with faculty serving in integrated academic departments and faculty and staff serving on shared governance committee. Opportunities for professional and curricular development – including opportunities for sabbaticals, grants, pedagogical seminars and institutes – are open individuals and programs at all locations equally. The Center for the Advancement of teaching and Learning (CATL) delivers professional development opportunities across all locations, whether virtually or in person, and supports facilitators at each campus. Student Success and Engagement has supported the development of the institution's signature first-year program, Gateways to Phoenix Success (GPS), at all four locations and provides professional development in support of that program. Each of the three additional locations has a Steering Committee and a Collegium that enables faculty and staff to hear updates and to ask important questions that can then be brought to the administration on the main campus. In spring 2021, the University Assessment Committee conducted a survey addressing the restructuring of the four locations into a single institution to identify success, opportunities, and challenges to address facing all four locations. The results of the survey suggest general success with the integration of the four additional locations while allowing that further improvement is possible and desirable. Specific areas for improvement identified in the survey include improved communication, the allocation of resources, attention to

course scheduling issues across the four campuses, and the articulation of a clear vision. (See Appendix C)

## Marketing and Recruiting Information

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1. What controls are in place to ensure that the information presented to students in advertising, brochures and other communications is accurate?

UW-Green Bay has a centralized, integrated University Marketing and Communication function for all public facing marketing and communication. This team approves websites, brochures, posters, social media, media relations, and other marketing materials that are created to enable the University's strategic priorities and promote the University and its mission.

Marketing and recruiting functions are based on the main campus. The Executive Director of Marketing and University Communications, the Assistant Vice Chancellor of Enrollment Services, and the Assistant Vice Chancellor for Continuing Education and Community Engagement (CECE) work closely with the Provost and the academic deans to ensure a shared understanding of program marketing priorities. In alignment with the vision of one university with four campuses, and a university aligned to meet regional needs, marketing, communication, and recruiting efforts seek to include all locations in high-level marketing while still focusing messaging on particular campuses for particular communities.

The Office of Marketing and University Communication (M/UC) coordinates high-level messaging across all four locations to ensure that the campus speaks with a single voice. In late 2019, UW-Green Bay invested in important reputation management research to more accurately identify its unique brand personality in the marketplace. This qualitative and quantitative research across university stakeholder groups has provided the university with a much needed and common brand and personality platform for alignment of not only marketing, communication, and recruitment efforts, but overall strategic decision-making as well. Infusion of the new personality began in spring 2020 and has made a significant difference in the manner in which the University communicates and markets to all constituencies.

Messaging themes are validated by evidence gathered from faculty, staff, students and alumni, and yields multitudes of authentic stories that M/UC tells throughout the year through the website, media relations, social media, video, and traditional and digital advertising.

Marketing and Communications strategy and content are revisited annually. Admissions, CECE, and M/UC staff ensure that information is updated regularly, and all new narratives are vetted for accuracy. MUC, Admissions, and CECE utilize information vetted and published by institutional research as well as data from industry sources such as Bureau of Labor Statistics and National Survey of Student Engagement.

Admissions, faculty and deans, and M/UC share program information across all of our channels beginning with the academic and department pages of the University's website. The development of programmatic web content is vetted in a collaboration with academic units, admissions, and M/UC to ensure accuracy, authenticity, and brand alignment.

M/UC, Enrollment Services, and CECE are informed of significant programmatic changes, such as the addition of new majors, degrees, and other academic credentials, so that the relevant webpages and marketing content changes may be made. Care is taken to convey precise and timely program information to prospective students. When new student success tools like Navigate or College Scheduler software are rolled out to

students across our locations, University Marketing and Communication is guiding and consulting as we communicate to ensure accuracy and ease of understanding.



# **UWGB Multi-location Visit Institutional Report**

## **Appendices**

### **Appendix A:**

**Strategic Projection for  
Sheboygan, Manitowoc and Marinette  
2019 – 2025**

### **Appendix B:**

**Reclassification of Branch Campuses as Additional Locations**

### **Appendix C:**

**Project Coastal Survey Results**

### **Appendix D:**

**Organizational Charts for  
Sheboygan, Manitowoc and Marinette**

**University of Wisconsin – Green Bay**

Appendix A:

*Strategic Projection  
for  
Sheboygan, Manitowoc and Marinette*

**2019 – 2025**

**21 February 2019**

**STRATEGIC PROJECTION FOR WISCONSIN'S COASTAL CAMPUS**

## I. Purpose and Development of this Document

Purpose of the Document – The University of Wisconsin-Green Bay (UW-Green Bay; the University) assumed responsibility for the former UW College campuses at Sheboygan, Manitowoc and Marinette in July 2018 and began immediately to integrate those campuses into the University<sup>1</sup>. From the beginning, the University determined the outcome of the integration would be a single, unified and geographically distributed university based on the vision of UW-Green Bay as a highly engaged, access-oriented, comprehensive research university. The integration presented a unique and complex set of opportunities and challenges touching not only nearly every aspect of university and university system operations but also on, accreditation, federal regulations and, most especially, the processes, relationships and strategic goals in the three host communities. Thus, it was important that the integration achieve two overarching and interrelated goals: (1) Honor the vision and mission (newly revised) mission of UW-Green Bay and (2) leverage the integration process to grow and strengthen higher education access and impact in the three host communities. The expectation is the achievement of these two goals will generate new synergies and innovations to propel the University into the future. The purpose of this document is to project a five year strategic horizon for the four-campus UW-Green Bay.

Development of the Strategic Projection – This regional strategy proposed in this document is derived from the following major activities undertaken between October 2017 when plans to consolidate the UW Colleges with UW System four year institutions to the present:

- UW System integration of processes related to accreditation, finances, student affairs, athletics, physical facilities, academic programs, legal affairs, foundations and affiliated organizations and most other critical university processes.
- Consultation with County Government leaders in Sheboygan, Manitowoc and Marinette.
- Collaborative work among the faculties and staff of UW-Green Bay and the branch campuses.
- Branch Campus CEO community and campus relationship-building and outreach.
- Public presentations and listening sessions by the Chancellor and the UW-Green Bay leadership team.
- Electronic survey of various stakeholders in the branch campus communities.
- Strategic discussions with the UW-Green Bay Council of Trustees.
- Strategic discussions with branch campus foundations.
- Strategic discussions with the UW-Green Bay Foundation.
- Personal visits to area businesses by the Chancellor and leadership team in all three communities.
- Discussions with students.
- Discussions with alumni of the branch campuses and the main campus.
- The work of numerous committees and working groups formed to affect the integration.

Efforts to better understand and respond to the needs of the branch campuses and their communities will continue and activities and commitments to the branches will become part of the University strategic process.

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<sup>1</sup> The official transfer date was July 1, 2018 after approval for the integration was granted by the Higher Learning Commission (HLC). A considerable amount of work in preparation for the official handoff was conducted in the twelve months leading up to the July date.

Campus Process: Project Coastal—The process to fully integrate the former UW Colleges at Sheboygan, Manitowoc and Marinette was named *Project Coastal* in acknowledgement of the extraordinary opportunities presented by the coastal locations (Lake Michigan and Bay of Green Bay) of the new multi-campus university. The Associate Provost for Academic Affairs (who also serves as the Accreditation Liaison Officer) was appointed to lead Project Coastal, and a system of committees and working groups were established to manage the project. To the greatest extent possible, these committees and working groups incorporated representatives from the faculty, staff, and students from all four campuses. At the same time, several meetings and fora were held at each of the branch campuses to facilitate communication, listen to concerns, and answer questions. Over the course of the spring 2018, numerous strategies were developed and decisions were made, including how tenure will be handled, how access and enrollment will be managed, how tuition and fees will be charged, and perhaps most importantly, how the institution will be structured, governed, and managed. In all of these efforts, we have followed the vision of a single institution.

In the summer of 2018, once the restructure was approved by the Higher Learning Commission (HLC)<sup>2</sup>, we moved immediately to implement the first operational decisions and begin the process of full integration. Several Shared Governance Working Groups began revising governance documents, the Curriculum Working Group began reviewing curricula and developing a process for integrating it into a single curriculum, the UW-Green Bay Registrar's Office and Office Information Technology began integrating Student Information Systems (SIS). Regional recruiters were hired to increase enrollments at the branch campuses. A significant project was initiated to engage the communities surrounding the branch campuses (resulting in this report) and three Campus Executive Officers (CEOs) for the three branch campuses.

This document assesses opportunities and challenges, describes a proposed strategic trajectory for the branch campuses, proposes timelines, analyses possible risks, outlines areas where community assistance is needed and summarizes other important information. All of the strategic steps proposed align with the mission and vision of the University and support local community needs and aspirations as articulated during the development of the report.

## **II. University Vision**

At the time of the official integration of the branch campuses, UW-Green Bay had just completed its ten year reaccreditation review by the Higher Learning Commission with accreditation reaffirmed on February 20, 2018. As part of that important milestone the University completed an intensive period of vision setting, mission revision and strategic overview. In addition, for a number of years, the University has been in the process of fundamentally reshaping its financial operations to drive resources and incentives closer to faculty.<sup>3</sup> These activities are being undertaken to create a stronger and more transparent foundation for the achievement of the university vision through a new select mission to be approved by the Board of Regents (BOR) in April. In addition, the UW System operates

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<sup>2</sup> In order for American universities (public and private) to receive federal funds (student aid, federal research funds, etc.) they must be accredited by one of six regional accrediting agencies recognized by the U. S. Government. The Higher Learning Commission (HLC) is the regional accrediting agency accrediting all universities in Wisconsin. Prior to the consolidation, the UW Colleges (including those at Sheboygan, Manitowoc and Marinette) held a separate accreditation than UW-Green Bay. To affect the consolidation, the branch campus accreditation had to be merged with the UW-Green Bay accreditation.

<sup>3</sup> The campus financial remodeling is being led by Huron Consultants, includes new analysis tools from the Educational Advisory Board (EAB) and is paralleled by the deployment of a new financial system at the UW System level.

under the umbrella strategic plan *2020Forward for Wisconsin and the World*. Thus, success in the integration of the three branch campuses requires attention to the vision and mission of the University and the overarching system strategy.

University Vision –The University of Wisconsin-Green Bay is an access-driven, urban-serving comprehensive university that provides a world-class education and promotes economic growth and sustainability as well as health, wellness and social equity in Green Bay and the surrounding areas through a commitment to interdisciplinary learning, scholarship and problem-solving.

University Select Mission (proposed)<sup>4</sup>—The University of Wisconsin-Green Bay is a multi-campus comprehensive university offering exemplary undergraduate, master’s and select doctoral programs and operating with a commitment to excellence in teaching, scholarship and research, and service to the community. The University provides a problem focused educational experience that promotes critical thinking and student success.

The culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation.

Our commitment to a university that promotes access, career success, cross-discipline collaboration, cultural enrichment, economic development, entrepreneurship, and environmental sustainability is demonstrated through a wide array of programs and certifications offered in four colleges: College of Arts, Humanities and Social Sciences; College of Science, Engineering and Technology (including the Richard Resch School of Engineering); College of Health, Education and Social Welfare; and the Austin E. Cofrin School of Business, leading to a range of degrees, including AAS, BA, BAS, BBA, BM, BS, BSN, BSW, MS, MSW, MSN, and Ed.D.

The strategic steps presented here conform to the goals and aspirations of both the University and System vision.

### **III. Opportunities and Challenges**

The University of Wisconsin-Green Bay is an extremely innovative and resourceful institution. This is evidenced by the success of the University in achieving important extensions of its academic portfolio (e.g., Richard J. Resch School of Engineering, Athletic Training, MBA, expansion of nursing program, BFA in writing), stabilization and growth in enrollment, expansion of graduate programs, expansion of outreach and partnerships (e.g., Turbo Charge, Micorsoft-Packer TitleTown Tech, NWTC joint academic programs), and financial stability in the face of significant reductions in state funding and dramatic demographic shifts. The University has been able to achieve this because it faces challenges directly and transforms those challenges into opportunities. The major opportunities and challenges we face in integrating three new communities into the University are summarized below.

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<sup>4</sup> *Approved by Shared Governance – Faculty Senate, Academic Staff Committee, University Staff Committee, and Student Government Association - 10/24/2018. Governance approval included participation by branch campus faculty and staff.*

## **A. Opportunities**

The strongest and most persistent theme of our interactions in Sheboygan, Manitowoc and Marinette is the extent of the opportunity space associated with vibrant, innovative and highly engaged university campus in those communities. A summary of some of the key opportunities is presented in this section.

### 1. Students and educational opportunities

UW-Green Bay is a public university and, thus, its most important mission is to provide academic opportunities for students.

#### a. Student access, support and success

One of the great strengths of the branch campuses – and one of the reason for their existence – is the ability to deliver more customized access to college degrees in an environment of personalized student support with the flexibility of easy transfer within the UW System. Recent restructuring of the former UW Colleges degraded the ability to meet these important goals. The merging of the campuses at Sheboygan, Manitowoc and Marinette offer excellent opportunities to restore these foundational goals. Extending and reshaping processes on the UW-Green Bay main campus and integrating those processes with current (but diminished) services and resources on the branch campuses provide a number of important opportunities to:

- Restore customer service to the branch campuses by extending UW-Green Bay financial aid, academic advising and information services to the branches.
- Enliven campus life on the branch campuses through expanded student programming and a continuation of the local athletic programs.
- Develop a stronger and more strategic freshman student orientation and onboarding process emphasizing techniques for success and career planning.
- Provide important leadership opportunities for branch campus students by expanding and integrating campus student government organizations.
- Provide a richer academic advising network via access to a larger faculty and staff.
- Provide better career planning support including more access to internships.

#### b. New academic opportunities

The UW Colleges were originally designed to provide students with access to the first two years of a college degree and easy access to the bachelor's degree through transfer to a four year university (typically one of the UW System Schools). In the new model, students entering UWGB-Sheboygan, Manitowoc or Marinette are already UW-Green Bay students. Thus, these students have access to all degrees offered by the University. The opportunity is to make UW-Green Bay degrees accessible to students at the branch campuses. A major part strategic initiative is to begin this process (see Section V.B)

#### c. New student markets



The former UW-Colleges focused programs on traditional aged first time students. Regional demographic patterns will no longer sustain this traditional focus. However, the importance of post-secondary learning and credentialing (both academic [degrees] and non-academic [certificates and badges]) for students of all ages and in all career circumstances (e.g., working full time or part time) is rapidly expanding. One of the most important learning opportunities of the new UW-Green Bay is to develop and deliver new curricula, in-service training, certificate based cohort experiences and other customized post-secondary educational opportunities for all learners in the community. These opportunities will include the use of new and innovative delivery and scheduling models (see Section V.B)

## 2. Community growth and vitality

Sheboygan, Manitowoc and Marinette are vibrant communities with strong strategic visions and supportive business and educational sectors. The communities also host strong school districts and are committed to the power of education. Surveys and discussions in all three communities (and previous discussions in Green Bay) leave no doubt that a strong post-secondary education sector with the capacity to offer a wide range of degree-based and non-degree based educational options for all learners is an essential foundation of economic growth and community vitality. The UW-Green Bay has enthusiastically and successfully embraced this role in the city of Green Bay and the surrounding region. The opportunities to expand this approach in the new sixteen county region of operation is extensive and includes:

- Introducing business-relevant academic and engagement programming.
- Developing business partnerships that provide needed talent.
- Supporting and generating art, music and theatre as both an educational and entertainment asset for the community.
- Serving communities as a honest broker to facilitate overcoming difficult community challenges, fostering community and regional vision and promoting economic growth.
- Serving as a coordinator of legislative action in the sixteen county region of Northeast Wisconsin.

## 3. Partnerships

Partnership development is a key element of the operating philosophy of UW-Green Bay. Partnerships with local and state government, economic development entities, businesses, non-profits and educational entities (including K-12, technical colleges, other public and private higher education providers) have created important synergies, innovations and opportunities in Green Bay. We expect the development of partnerships to yield a similar array of opportunities in Sheboygan, Manitowoc and Marinette.

The UW-Green Bay is also engaged in a wide range of partnerships with sister higher education institutions in Wisconsin, other universities in the country and universities abroad. The extension of these partnerships to the branch campuses offers an enormous opportunity to expand enrollment, develop new and relevant programs and provide important services to rural and urban communities in the region.

#### 4. University growth and vitality

The UW-Green Bay is a university engaged in an exciting transition. Over the past five years, the university has reorganized its academic division to better align with the economic sectors of the region, added important and significantly impactful academic programs (e.g., engineering, health care, sports, etc.), developed a robust and productive philanthropic network and created a stronger leadership culture. The University is also undertaking a full reorganization of its financial models in order to insert strong incentives for innovation and revenue generation. The basis of this transformation is an ambitious enrollment goal. While the consolidation of the Green Bay campus with campuses at Sheboygan, Manitowoc and Marinette brings some risks (see Section III.B below) it also creates some unique opportunities. Some of the most important are discussed below.

##### a. Financial stability and strategic planning

In 2019-20, the UW-Green Bay internal budget allocation process will transition from incremental based budgeting to a Responsibility Centered Management (RCM) budget model that increases transparency, rewards performance and invests in strategic priorities. Integrating the branch campus financial data into the new funding structure will give us the opportunity to conduct a deep dive into the operations and curriculum at the branch campuses as it has on the Green Bay campus. This will create a strong foundation for decisions regarding new program development, philanthropic needs and innovative approaches (as it has on the Green Bay campus). The Strategic Budgeting Committee will guide this process and will include branch campus CEOs. That committee will also provide leadership in the development and coordination of internal planning processes, including strategic planning and budgeting.

##### b. Potential for innovation, scaling and operating efficiencies

The four-campus UW-Green Bay will have a larger faculty and staff, a more extensive community network and more educational partners. A new UW-System budget process, combined student information systems and the new shared services model under development by the System promise advantages and efficiencies in basic business operations. Closer collaboration with NWTC in Marinette will provide considerable operational efficiency for both institutions in that part of the region. Currently, the Green Bay campus enjoys a highly productive collaboration with NWTC which includes numerous shared academic programs. The development of a similarly close relationship with LTC would significantly enhance educational opportunity and affordability in the region.

##### c. Expanded geographic footprint

With the addition of three new campuses, the UW-Green Bay now operates in sixteen counties in Northeast Wisconsin. This region includes four major manufacturing hubs, an extensive health care sector, impressive arts, music and cultural assets, some of the most desirable natural and tourist areas in the country and nearly 400 miles of coastline on the

globes biggest freshwater ecosystem. \*\*\*\* state legislators serve in the region. The number of opportunities (most currently emerging) available for a unified multi-campus public university is enormous.

d. Community outreach and continuing education

The UW-Green Bay Division of Continuing Education and Community Outreach (CECD) is a nimble and innovative provider of customized education and programming. The Division engages businesses, communities, school districts and governments in continuing education and engagement programs. The Division has been active in Northeastern Wisconsin (indeed, statewide) for many years. In collaboration with the branch campus CEOs and the Academic Deans, the CECD will develop and deploy a wide range of fact-to-face and remotely delivered customized programming throughout the region.

## B. Challenges

In order to seize the opportunities described above, a number of significant challenges must be overcome. Many the challenges listed here are common to all universities in Wisconsin and elsewhere. However, the ways in which the challenges present themselves may uniquely related to the local community. Thus, where possible, these challenges are discussed in the context of UW-Green Bay and the branch campuses. Also, many of these challenges are interconnected (e.g., enrollment and financial stability). Many of the challenges listed here are transitory in nature. Full or possible resolution seems possible in most cases if appropriate partnerships and innovative strategies are adopted. Once resolution is achieved, many opportunities present themselves.

1. Institutional legacy, changes in higher education and demography

a. Former UW College mission

The mission of the former UW Colleges as primarily a two-year degree provider and transfer source must be expanded to meet the educational and talent needs of the UW-Green Bay region. Branch campuses must adopt an aggressive partnership-driven outreach profile, provide four-year degrees and attend to the needs of learners of all ages and circumstances. Additionally, the university research, partnership and philanthropic vision and operational paradigms must be reflected in the branch campuses. This is a challenge of both culture and resources.

b. Finances and enrollment

Beginning in fall 2019 and moving into the future enrollment strategies at all four UW-Green Bay campuses must reflect changing demographics of the region. Branch campus enrollment strategies must pay particular attention to local trends. The anticipated increase of nontraditional students and students from historically underrepresented groups requires more culturally sensitive and personal strategies of both recruitment and retention.

c. Student services

The top predictor of student success for all students and, particularly for first generation, minority and transfer students is a strong connection on campus and access to mentoring programs and services. Thus, a key to success in enrollment and retention is to significantly expand programs in personalized mentoring and on demand service on the branch campuses. This represents a significant resource challenge inasmuch as such programs are not yet fully developed on the main campus.

d. Decline in value of AAS degree

Nationwide, demand for the AAS degree is declining. The reason for this decline appears to be the relative generality of the degree in the face of talent needs created by a dramatically changing work environment fundamentally connected to technology for which optimal preparation is usually a highly specific technical degree or a four-year degree of some kind.

e. Bachelors and Masters degree projection to branch campuses

As of the date of the consolidation, all of the graduate and undergraduate degrees offered at UW-Green Bay are available to every student at each of the three branch campuses (since those students are now UW-Green Bay students). However, place-bound students attending the branch campuses are likely not to have easy access to those courses, most of which are physically centered in Green Bay. Clearly one of the most important challenges is to find ways to project all courses to the branches. This will require the development of new resource streams, innovative thinking and time. An important part of this document is to outline the short and mid-term steps being taken to provide all students access to all UW-Green Bay degrees.

f. Branding and marketing

The branch campuses have operated under the broad UW College marketing and branding scheme. Thus, it was nearly impossible for the campuses to develop a strong local identity that would foster closer connections to local business and promote local student recruitment. In recent years, increased centralization of the UW College marketing and branding program diminished local campus recognition even more. The broad challenge for the unified university is to develop and deploy a localized dimension of the UW-Green Bay Brand that also emphasizes local assets. The University has begun the development of this strategy with its “Rising Together” together campaign, substantial changes to the web page and new printed material showing the unified campus. The next major step is to replace local signage.

2. Campus and system integration challenges

a. Tuition

For the foreseeable future, students taking courses in the former UW College AAS degree program will pay a lower per credit tuition rate than students taking the same courses at the main campus. Any course not included in the former UW College AAS degree that is offered at the branch campus (online or face-to-face) will cost the main campus per credit tuition rate. While this appears to be a way to retain the affordability of the branch campus experience it creates difficult financial management and student expectation problems which are only now being resolved.

b. IT and technology security

Branch campus students, employees and their data, in addition to financial and academic data must be integrated to UW-Green Bay systems by June 30, 2019. Most branch campus software and systems are not compatible with Green Bay's current technology resulting in significant time and resources needed to migrate data and systems. In addition to technology the technology integration challenges, the entire UW System is undertaking an extensive IT security upgrade which requires significant changes in the way university personnel access and use technology. Taken together, these represent significant long-term resource challenges.

c. Campus operations and security

Current branch campus operations conform to the mission of the former UW Colleges. As the branch campuses expand academic programming, welcome more types of learners, project increasingly high levels of community engagement, work inside different financial and IT environments and increasingly collaborate with faculty and staff from the main campus, a different operational model will be required. The new operational paradigm will require consistency across campuses particularly with respect to student services, financial operations and academic programming. A complex set of challenges surrounds the anticipated operational changes.

One of the most important areas of operation is campus safety and security. Currently, none of the branch campuses have full time security officers, procedures for securing space in the evening or well-developed emergency management policies. Working with county government, this will be one of the first important challenges to be addressed.

d. Faculty and staff support and development

As of the date of the consolidation, faculty and staff at the branch campuses became employees of the UW-Green Bay. For the most part integration of faculty and staff (and the associated shared governance processes) have gone smoothly. An ongoing challenge with respect to faculty will be developing ways to support new activities in upper division teaching and research.

e. System integration

The UW System is undertaking an extensive shared services initiative aimed at centralizing highly redundant processes across all universities. At this time, it is not

known what services will be shared and which services will be retained by the universities. Additionally, discussions to share services with NWTC in Marinette are underway. This process will continue to be a challenge for the coming years.

### 3. Challenges related to inventing the future of the new regional university

#### a. Prioritization of new program projection

The UW-Green Bay has achieved enrollment growth, the addition of a number of high impact academic programs and an expanded community partnership and outreach profile in the face of significant reductions in state funding and a freeze on tuition increases. This has been accomplished through innovative partnerships, tough decisions and strategic prioritization. The same strategic approach will be employed as the university moves to expand academic programs and community outreach in Sheboygan, Manitowoc and Marinette. Thus, it is not possible to reproduce all of the programs and services of the main campus on each branch campus. The goal is to shape individual branch campus programs to community vision and regional goals.

#### b. New university financial approach

After three years of planning, in July 2020, the university will move to a responsibility centered management (RCM) system. In this system, the four colleges will serve as the major cost centers for the University and become the principal direct recipients of tuition revenue. This approach is intended to move resources and incentives for revenue generation (through enrollment growth and innovative program development) closer to faculty. The addition of the branch campuses inserts a new complication into this process since the cost structure of this units is not fully known. A delay in the implementation of the RCM is not anticipated but additional work with branch campus CEOs, faculty and staff will be required ensure that the benefits of the RCM incentives are enjoyed on the branch campuses.

#### c. Integration of geographically diverse array community visions

The shaping of four different campus cultures toward the unified vision of a multi-campus comprehensive university is, perhaps, one of the biggest challenges of this joint venture. The branch campuses and their communities are clearly invested in providing access to students in their region and are proud of their role within the UW System. To sustain these campuses however will require a significant level of operational and cultural change.

#### d. Partnership integration

UW-Green Bay prizes partnerships and relies on them to develop new programs, extend new opportunities, increase affordability for students and increase revenue. The University has developed a number of important partnerships in the Green Bay area that might be extended or duplicated in the branch campus communities. One of the most important is the relationship with NWTC. An important challenge will be to extend these partnerships or develop similar new partnerships.



**IV. Campus-by-Campus Findings**

The current enrollment and financial profile for UWGB Sheboygan Campus is provided in the following table.

<b>UWGB Financial and Enrollment Summary</b>	
Total budget FY2017-2018	\$3,273,869
Salaries and Fringe	\$2,708,346
Percent Salaries and Fringe	82%
Faculty and Staff FTE	39
Projected shortfall FY2017-2018	(\$686,712)
Total FTE headcount enrollment 2017-2018	378
Total FTE headcount enrollment 2011-2012	599
Total net new FTE headcount to cover shortfall	159

The following highlights were gleaned from meetings with education and business leaders, state and local government officials, community leaders and alumni during individual and group meetings and a community survey.

- County government is very engaged with and interested in the UWGB Sheboygan Campus.
- Sheboygan is similar to Green Bay in having a strong focus on downtown development. UW-Green Bay is involved in conversations related to the downtown, Fresh Tech, opportunities related to downtown student housing, economic development initiatives and partnerships with LTC related to downtown.
- Extensive, family-owned business sector.
- Extensive manufacturing sector.
- Large health care sector.
- Engineering and engineering technology are key to the community vision.
- The community is very excited about having public, four-year degree options including Engineering, Business, Psychology and areas in health care.
- The development of a strong UW-Green Bay – LTC partnership is one of the fastest ways to increase affordability and educational opportunities in the area.
- High schools in the area are used to working with companies around coops and internships.
- The area superintendents are eager to engage. There are opportunities for innovative programming with Plymouth High School associated with healthcare especially nursing. UW-Green Bay has a long partnership with Plymouth High School.
- Local industries are deeply involved in the high school career planning process. The software that Sheboygan County uses for this interaction is called Career Cruising. Inspire is coordinating the efforts around connecting companies with high schools
- STEM 4.0 program in the area is a collaboration between high schools, LTC and LS (????)

- The delivery format of four-year degree programs will be very important. Some face-to-face interaction is highly desirable.
- The Sheboygan County School District is a majority minority district.
- The Sheboygan campus could fill a niche in the area as a nurturing place for the diverse community in the area.
- There are many languages spoken in Sheboygan
- People are moving from Milwaukee to the Sheboygan area.
- The Michael J. Kohler Art Preserve is being built very close to campus. This along with other development (e.g., new hospital adjacent to campus) is creating and exciting hub activity and culture near campus.

### **Manitowoc**

The current enrollment and financial profile for UWGB Manitowoc is provided in the following table.

<b>UWGB Manitowoc Financial and Enrollment Summary</b>	
Total budget FY2017-2018	\$2,900,759
Salaries and Fringe	\$2,479,836
Percent Salaries and Fringe	85%
Faculty and Staff FTE	32.5
Projected shortfall FY2017-2018	(\$1,024,037)
Total FTE headcount enrollment 2017-2018	254
Total FTE headcount enrollment 2011-2012	486
Total net new FTE headcount to cover shortfall	270

The following highlights were gleaned from meetings with education and business leaders, state and local government officials, community leaders and alumni during individual and group meetings and a community survey.

- Unusually strong support from county government. County Executive has urged the campus to “take risks.”
- New excellent facilities represent huge asset for further development of academic programs particularly in STEM.
- Very diverse student body. Large Hmong population in the area.
- Community very concerned about retaining young people (brain drain).
- Direct request to consider beginning business program focused on family-owned businesses. (Possible collaboration with Sheboygan).
- Significant interest in mental health and addiction crisis in the community
- Manitowoc campus has a strong and historical focus on the environment. It also has a long history of faculty-mentored undergraduate research. It is the only campus located directly on the water. These assets should be leveraged.
- Leverage sea grant

- Use the Manitowoc campus to center and reinvigorate the University’s founding ideal of sustainability.
- Housing should be considered.
- Strong interest in positioning the campus to be national model for applying university programs and capacity toward seemingly intractable and significant rural problems related to poverty, drug abuse, mental health, etc. Relationship to the university capacity building projects?

**Marinette**

The current enrollment and financial profile for UWGB Marinette is provided in the following table.

<b>UWGB Marinette Financial and Enrollment Summary</b>	
Total budget FY2017-2018	\$2,921,966
Salaries and Fringe	\$2,276,836
Percent Salaries and Fringe	78%
Faculty and Staff FTE	33
Projected shortfall FY2017-2018	(\$694,540)
Total FTE headcount enrollment 2017-2018	333
Total FTE headcount enrollment 2011-2012	193
Total net new FTE headcount to cover shortfall	215

The following highlights were gleaned from meetings with education and business leaders, state and local government officials, community leaders and alumni during individual and group meetings and a community survey.

- Very strong appreciation for the campus in the community; will translate to real support with the right plan.
- Great excitement about four year degrees in the area particularly among employers. Somewhat of a change from several years ago.
- Faculty recognition that NWTC collaboration is important. NWTC is very active in the region and, thus, may have a higher profile.
- Operations across the Wisconsin-Michigan state line is essential.
- Questions on how to create relationships with Bay College
- Extremely supportive county board particularly the chair.
- More outreach to northern Marinette co. required. It will also be important for Marinette to push south toward Green Bay in its coverage.
- Leadership training is important. May look into creating a relationship with Michigan Works.
- Need dedicated recruiter in local high schools.
- Increase focus on adult learners.
- International student program is strong and should be expanded. Housing an issue.

- Exciting and growing arts focus in Marinette should be leveraged.
- Marinette/Menomonee small business efforts nationally recognized.
- Continued consideration should be given to how the hospital property adjacent to campus could be used. Nursing? Housing?
- Consider greater marketing and recruitment into the ILS (general BS degree) in the area.
- Extreme poverty in some parts of region.
- Campus is a cultural focal point (e.g., theatre) but consideration should be given to significantly expanding campus-driven programs in art, theatre and music.

## V. **Strategic Plan**

Based on information from the communities and in consideration of the strategic vision of UW-Green Bay, the following strategic actions are anticipated.

### A. **Campus operations**

#### 1. Enrollment

The branch campus enrollment strategy will operate within the University's overall growth goals: (a) reach a total headcount enrollment of between 10,000 and 12,000 students by 2024, (b) recruit and retain a student body that reflects the regional diversity, (c) grow graduate enrollment, (d) increase enrollment of non-traditional students, (e) increase international student enrollment. To achieve this, innovative efforts to comprehensively and collaboratively recruit and retain students throughout the region will be required.

Enrollment operations will focus in four broad areas:

- Leverage new programs and transfer agreements.
- Develop strong relationships with high schools in the sixteen county region and Upper Michigan
- Expand program array and delivery models to meet needs of all learners
- Invest in recruitment.

#### 2. Operations

The branch campuses will operate fully within the university organizational structure with all personnel reporting through an appropriate Vice Chancellor and, ultimately, to the Chancellor. Ultimately all operational systems will be integrated into the existing UW-Green Bay systems. Following is a summary of the important operational elements.

##### a. Campus Leadership

UWGB established the position of Campus Executive Officer (CEO) for each campus. CEOs for each campus were successfully hired in July and August 2018. The primary

responsibility of the CEO is to serve as liaison between the branch campus and UW Green Bay main campus. The CEO reports directly to the Provost and Vice Chancellor for Academic Affairs but also has reporting responsibilities to the Vice Chancellor for Business and Finance and to the Vice Chancellor of Student Affairs. In conjunction with the Chancellor's Cabinet, the Campus Executive Officer is responsible for establishing branch campus direction and development in alignment with the Mission and Vision of the consolidated institution. The CEO is responsible for ensuring that the campus runs smoothly and efficiently.

Several departments – Facilities, Library, Student Affairs, Enrollment Management, Advising – are overseen by the CEO on a day-to-day basis, but also have regular contact with their main campus counterparts, which set the direction for the institution as a whole. The faculty report to their appropriate departmental or unit chairs, and through them to their respective deans; however, faculty also report to the CEO on a day-to-day basis. (See the respective Organizational Charts in Appendix G.)

b. Academic leadership and shared governance

Faculty, staff, and students are fully integrated into the institution's governance structures. Faculty, staff, and students at the branch campuses have the same rights and responsibilities as any faculty, staff, or student at UW Green Bay. They have representation – through departments, units, and committees – at the main campus and may serve on committees and governance bodies.

c. Financial

The financial management of the branch campuses shall reside with the Vice Chancellor of Budget and Finance working with the campus CEOs. For the first several years branch campus finances will be carried separately in order to develop a better understanding of costs and revenues.

d. Facilities and security

The operation of facilities is a joint county-university responsibility. The Vice Chancellor of Budget and Finance will manage that relationship. Campus security will be managed by the VCBF as well.

e. IT

IT services are managed centrally by the CIO in coordination with the CEOs. There will be an Academic Technology Support Specialist at each location that provides technology support for classrooms, distance education rooms, as well as to the faculty, staff, and students as needed. Students, faculty and staff may also contact the IT Help Desk on the main campus for phone, chat, and email support, as well in person when at the main campus.

### 3. Student Services

#### a. Academic Advising

Each student with the home campus of Manitowoc, Marinette, or Sheboygan is assigned a professional academic advisors. These advisors report directly to the Director of Academic Advising. Advisors on all of the campuses of UW-Green Bay share the same advising resources, software tools, training, and professional development opportunities.

#### b. Academic Support:

Manitowoc, Marinette and Sheboygan students have access to all of the tools and resources, available remotely in The Learning Center (TLC.) These locations of UW-Green Bay also have dedicated student tutors on-site, trained and resourced by the TLC. This support is augmented by support provided by Manitowoc, Marinette and Sheboygan instructors during their regular office hours.

#### c. Athletics

The athletic programs at the branch campuses will be retained as club sports under the direction of the Vice Chancellor for Student Affairs and Campus Climate. UW-Green Bay has an NCAA Division I program which may have no relationship with the branch campus athletic programs. Branch campus athletic programs may, however, use UW-Green Bay facilities when appropriate.

#### d. Bookstore/Textbooks:

Students at the additional locations may order textbooks and other course materials online through Phoenix Bookstore on the Green Bay campus. Students may have their books shipped either to their home address or to the library at the additional location for pick-up.

#### e. Food Service:

Students currently have access to food service vending options at the additional locations. We are hoping to expand these options into full-service and grab-and-go services that include hot and cold options for students. In fall 2021, these options will still be limited, but we are exploring options for some in-person cafe food service operations at the three additional locations.

#### f. Libraries:

Students have access to a library at each of the additional locations. Each library provides the core library services: access to library materials, computer workstations, research support, information literacy instruction, interlibrary loan, study spaces, and a student technology help desk. In addition, students at the additional locations have access to all



electronic resources available through the main campus library, may request any physical items from any of the library locations, as well as through any UW institution library.

g. Mental Health Services:

The UW Green Bay main campus team of licensed professional counselors provides behavioral health services to enrolled students on the Green Bay and Marinette campuses. UW Green Bay contracts with an additional counseling agency to provide behavioral health services for Manitowoc and Sheboygan campus students.

h. Student Accessibility Services (SAS):

All UW-Green Bay students who need accommodations may apply to Student Accessibility Services online through GB ACCESS (compliance & case management software). An Academic Advisor is identified on each location to be a resource on access issues to students, faculty, and staff. However, all academic accommodations are determined by Student Accessibility Services staff through virtual or phone meetings. Library staff on alternate locations proctor exams for students with academic accommodations using GB ACCESS. Student Accessibility Services staff are available to attend collegium, meet semesterly with advisors and library staff, and attend other meetings as requested. GB ACCESS maintains all accommodations records at all locations. Currently, SAS is serving 35 students on the additional locations.

i. Student Government Association (SGA):

Prior to the UWCX Restructuring Project (“Project Coastal”) each campus had its own Student Government Association. During the project, the students voted to maintain separate associations. Developing a unified student government apparatus will be explored in the future.

j. Student Activities and Organizations:

UW-Green Bay actively supports an engaging student experience at all our additional locations by cultivating involvement through our campus student organizations, student governance, and campus activities. The functions at our additional locations report through areas at our main campus to ensure proper access and best practices. We monitor our student's participation and engagement in these student engagement opportunities to ensure we are meeting our student needs and outcomes.

4. Academic program delivery

The Provost and Vice Chancellor for Academic Affairs, the Academic Deans and the Executive Director of the Division of Outreach and Continuing Education in collaboration with the Academic Deans shall provide academic programming to the branch campuses. The Campus CEO shall work with the deans to determine program need, optimal delivery model and schedules.

5. Philanthropy and partnership development

The primary philanthropic vision and strategy shall rest with the Chancellor working in collaboration with the Vice Chancellor for University Advancement and President of the UW-Green Bay Foundation (VCUA), the Cabinet, the Council of Trustees and the three branch campus foundations. Networking, stewardship, donor development and fund raising operations shall be organized by the VCUA in collaboration with the campus CEOs, local foundation personnel and local friends of the university. The UW-Green Bay Foundation is the principal fiduciary for all fund raising activities of the University.

The entire leadership team (cabinet, CEOs, Deans) shall be responsible for identifying, developing and securing important partnerships to enhance student opportunities, reduce costs or develop new programs.

## B. Academic Programs

College	Program	Degree	Year
College of Health, Education and Social Welfare			
	<b>Health Information Management and Technology (HIMT)</b> <ul style="list-style-type: none"> <li>• LL courses at branch campuses</li> <li>• UL HIMT courses online with capstone course in student's home area (e.g., hospital, insurance co)</li> </ul>	BS	Fall 2019
	Year 1 pre-nursing courses (apply to Nursing Major at main campus for subsequent years of program)		Fall 2019
	Four education courses (1 has a practicum in a school); apply to Education program at main campus in final semester at branch campus		Fall 2019
*depends on tech college decision to give seats for years 2 & 3	NURSE 1-2-1 in Marinette or Marinette/Sheboygan area	BSN	Fall 2020 or 2021*

College of Art, Humanities and Social Sciences			
<b>Online with In-Person Options</b>	<b>Psychology</b>	<b>B.S.</b>	<b>2019-20</b>
<b>Varied delivery. In-Person coursework at all locations.</b>	<b>Writing &amp; Applied Arts</b>	<b>BFA</b>	<b>2019-20</b>
<b>Online with In-Person Options</b>	<b>Public Administration</b>	<b>B.S.</b>	<b>2019-20</b>
<b>One-Year music-intensive curriculum as gateway to main campus. Designed as pathway for students with an expressed/declared interest.</b>	<b>Music</b>	<b>BM/BA</b>	<b>2020</b>
College of Science, Engineering and Technology			
	<b>Mechanical Engineering (Sheboygan)</b> Lower level courses to be shared with Manitowoc and Marinette starting in 2019	<b>BS</b>	<b>Fall 2020</b>
	<b>Electrical Engineering (Sheboygan)</b> Lower level courses to be shared with Manitowoc and Marinette starting in 2020	<b>BS</b>	<b>Fall 2020</b>
	<b>Environmental Science (Manitowoc)</b> Meetings already held on this, with a plan currently being developed	<b>BS</b>	<b>Fall 2020</b>
	<b>Electrical Engineering Technology (Marinette – part-time offerings)</b> This is dependent upon using NWTTC facilities and having adequate students in their new Electro-Mechanical program (they had 6 full-time students in the first year and 5 full-time students in the second year)	<b>BS</b>	<b>Fall 2020</b>
	<b>Water Science</b>	<b>BS</b>	<b>?</b>

	(Manitowoc)		
	Nursing CSET will need to support the first year of this program		
Austin E. Cofrin School of Business	Foundation Core at all locations (~meta-major for all business programs)		Fall 2019
	Fully online options that complement our Foundations Core available in General Business, Management, Marketing, HR Management. Accounting (F2020), Finance (F2020), & Supply Chain Management (F2020) coming soon. (MAR, SHB, MNT)		Fall 2019
	<u>Management</u> (currently an emphasis in <u>Business Administration</u> ) – program requirements made available through a combination of <u>F2F and online offerings</u> . Face-to-face course offerings enrollment dependent, but plan is to cycle through requirements, focusing on most challenging classes in F2F modality. (MAR, SHB, MNT)	BBA	Fall 2019
	<u>General Business</u> (currently an emphasis in <u>Business Administration</u> ) – program requirements made available through a combination of <u>F2F and online offerings</u> . Face-to-face course offerings enrollment dependent, but plan is to cycle through requirements, focusing on most challenging classes in		

	F2F modality. (MAR, SHB, MNT)		
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**Office of Academic Programs and Educational Innovation**

**Dr. Carleen Vande Zande** | 608-262-5089 | [cvandezande@uwsa.edu](mailto:cvandezande@uwsa.edu)

Associate Vice President


1642 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706

[www.wisconsin.edu/offices/apei](http://www.wisconsin.edu/offices/apei)

**Appendix B:  
Reclassification of Branch Campuses  
as Additional Locations**

August 19, 2019

**TO:** Mike Alexander, Provost and Vice Chancellor for Academic Affairs  
UW-Green Bay

**FROM:** Carleen Vande Zande, Associate Vice President 

**RE:** Reclassification of Branch Campuses as Additional Locations

On July 24, 2019, UW-Green Bay sent an email to the Higher Learning Commission (HLC) requesting that its Manitowoc, Marinette, and Sheboygan branch campuses be reclassified as additional locations. On July 24, 2019, HLC approved the reclassifications, effective July 24, 2019. Thank you for submitting the request and approval documents to my office.

No UW System approvals are required for these actions. This program information will be reflected in our academic program files and will be made available to the Regents upon request.

**c:** Gary Miller, Chancellor, UW-Green Bay  
Clif Ganyard, Associate Provost, UW-Green Bay  
Ben Passmore, Associate Vice President, Policy Analysis & Research  
Laura Beiermeister, Business Analyst, UW HELP  
UWSA Program Planning, Review, and Array Management Team  
Yufeng Duan, Senior Institutional Planner, Policy Analysis & Research



## Appendix C:

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# UWGB Locations' Merger Survey

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Spring 2021, presented by Valerie Murrenus Pilmaier, Assessment Coordinator for UWGB

# Agenda

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Overview of Survey

Areas of Concern

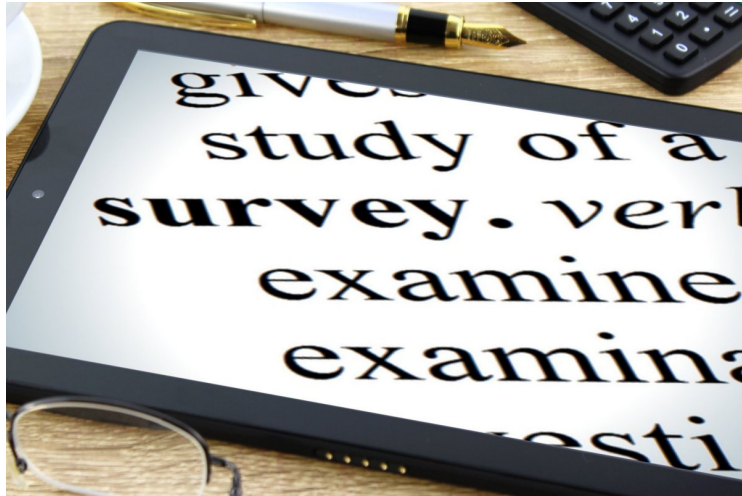
Next Steps

Questions



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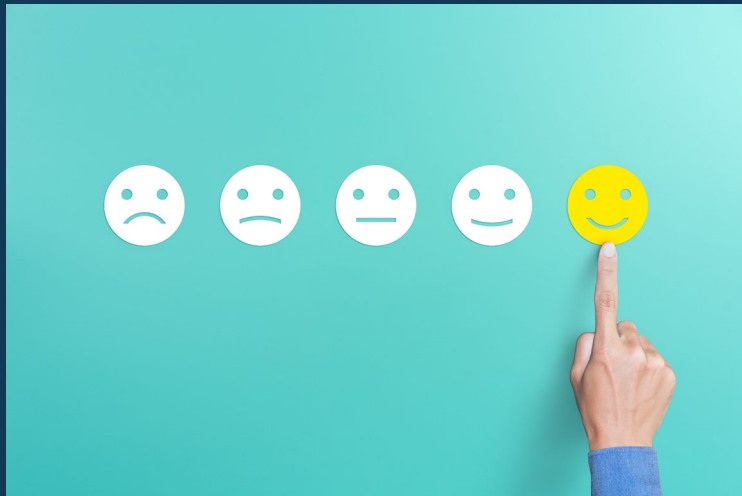


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# Overview of Survey

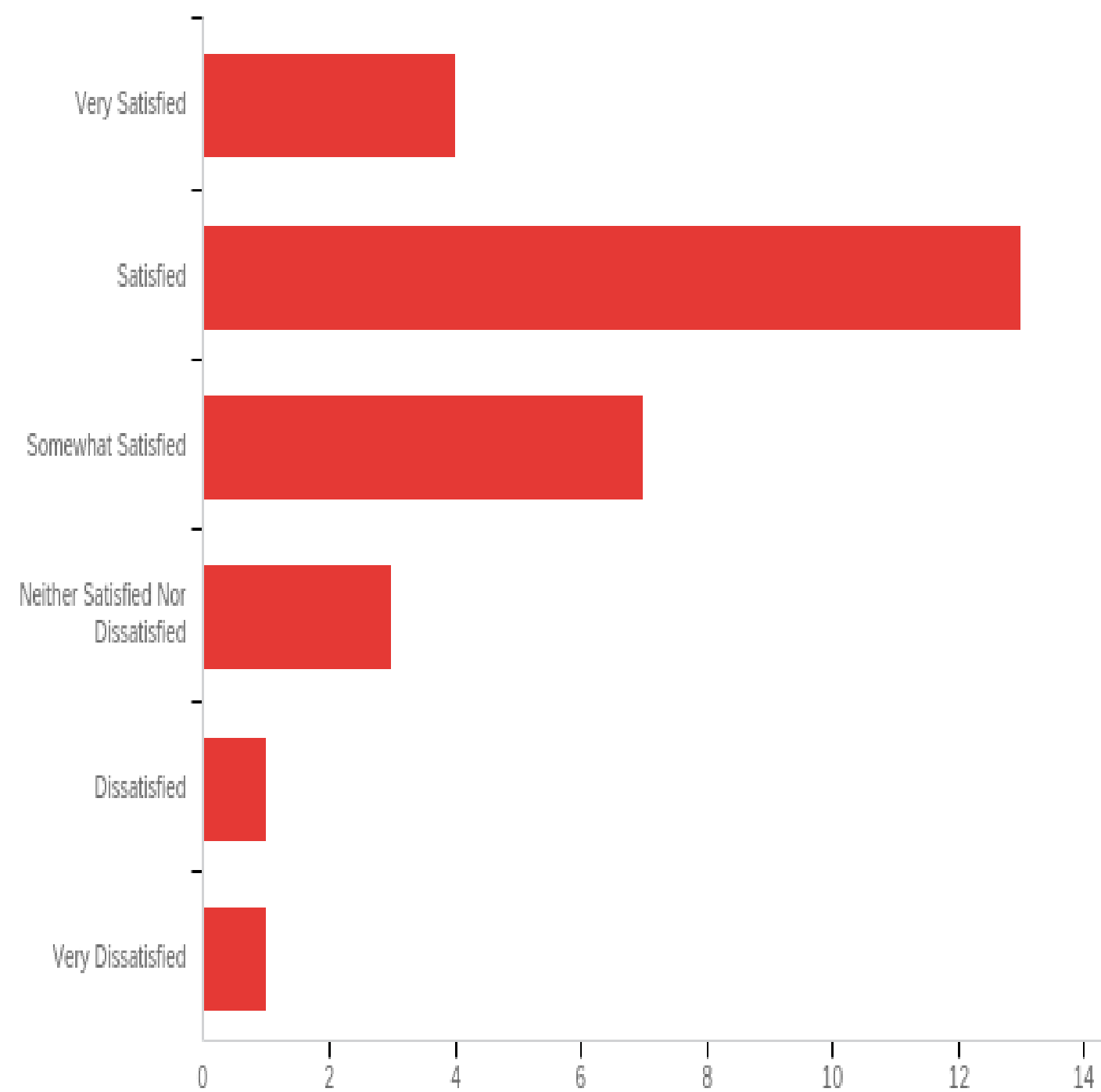
A total of 82 people took the survey, with the percentage of faculty and staff almost equally split.

The questions were generated from suggestions from the faculty and staff and comprised of six categories: staff issues, faculty issues, student issues, facilities issues, community issues, and budget.

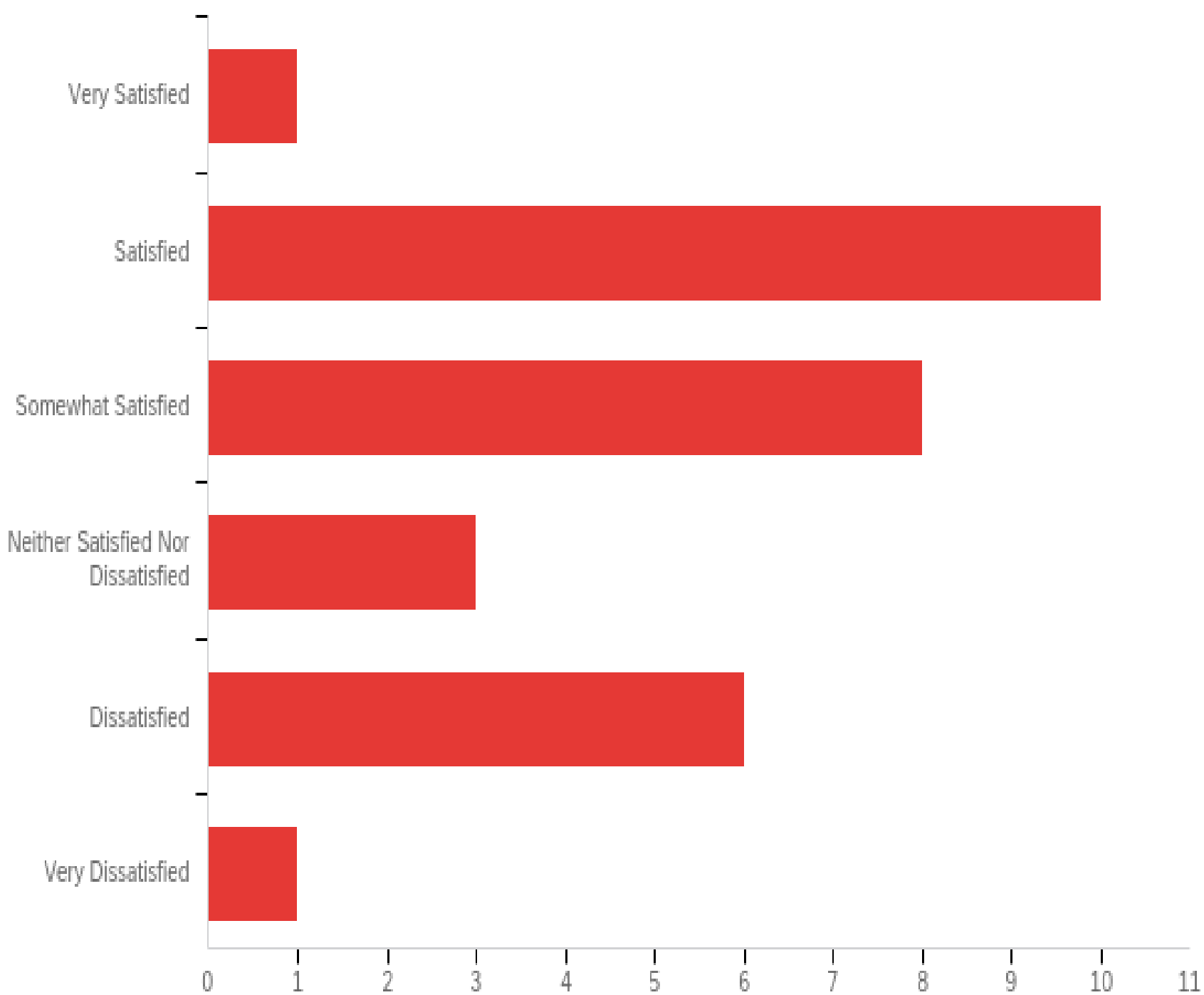


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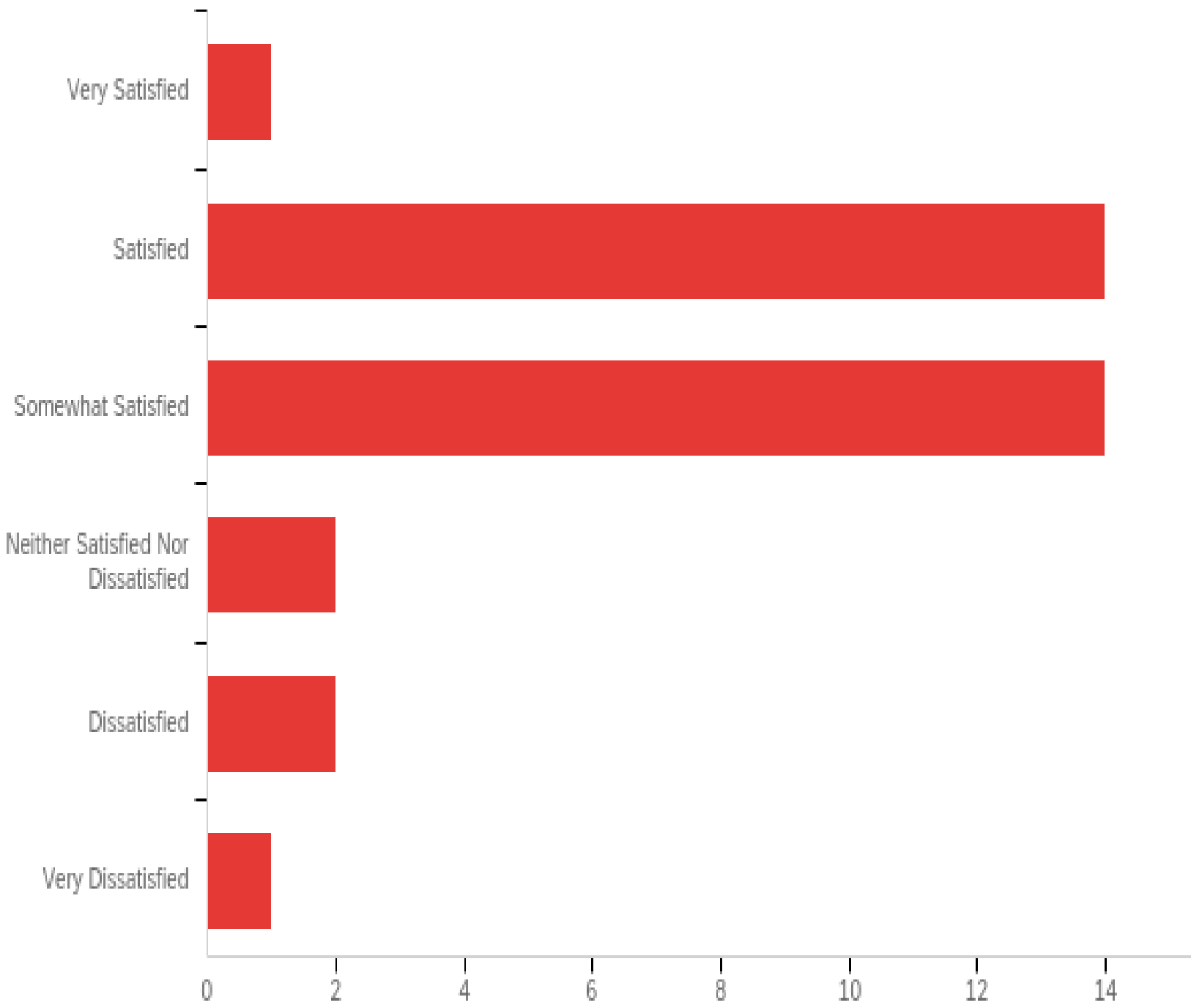
# Staff Job Satisfaction



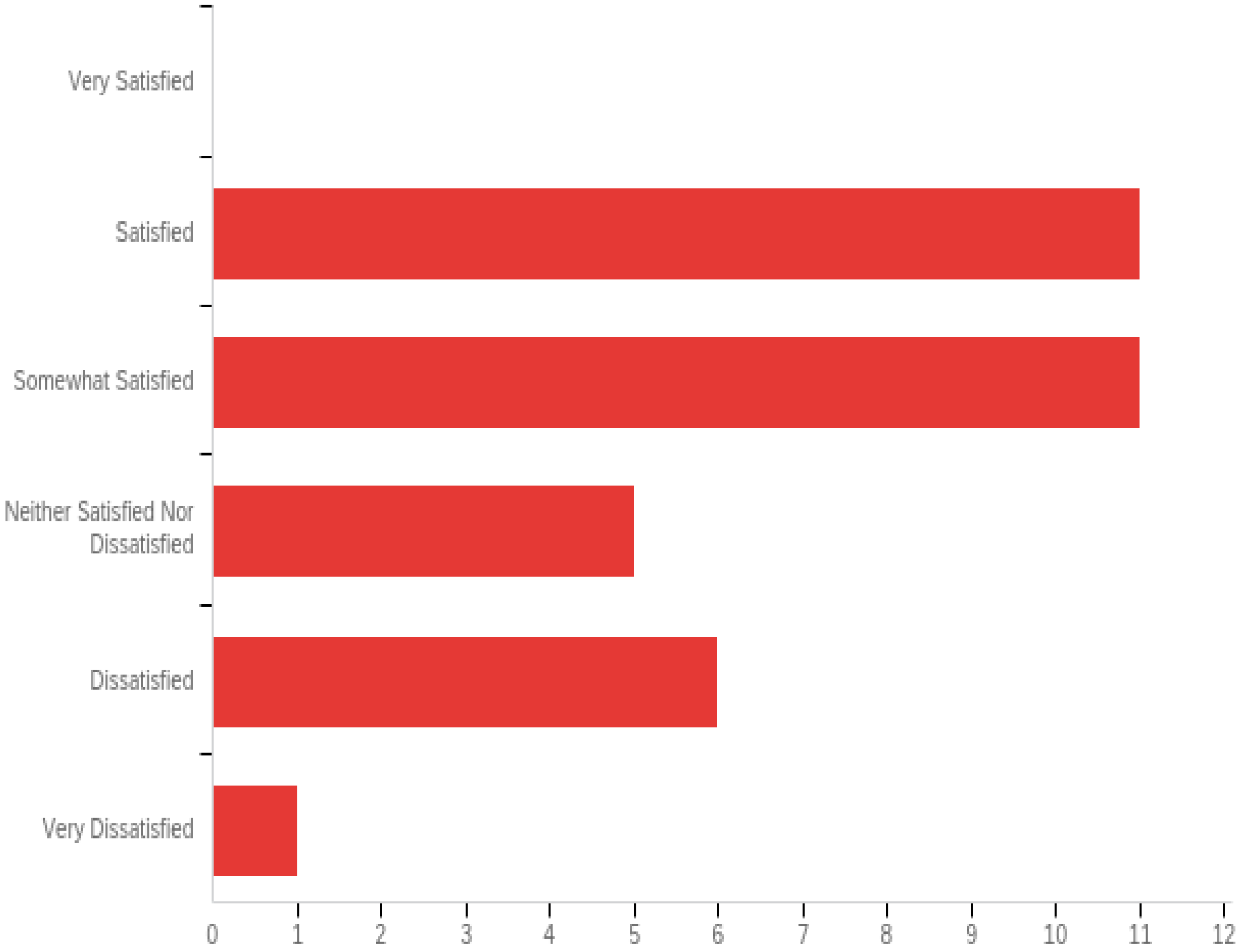
# Staff Morale



# Faculty Job Satisfaction



# Faculty Morale



# Staff Questions

Staff Questions	Very Satisfied/Satisfied	Somewhat/Neither S Nor Dissatisfied	Dissatisfied/Very Dissatisfied
Workload	52.18%	43.47%	4.35%
Level of Support	52.62	37.93	13.79
Inclusion in Area Bus.	33.33	33.34	33.33
PD Opportunities	44.83	48.28	6.9
Parity with GB Colleagues	37.93	44.82	17.24
Expertise Respected	55.17	31.04	13.8

Staff Questions	Very Satisfied/Satisfied	Somewhat/Neither S Nor Dissatisfied	Dissatisfied/Very Dissatisfied
Ideas Valued	51.73%	31.03%	17.24%
Career Progression	41.38	34.48	24.14
Job Security	34.48	34.48	31.03
Onboarding	42.86	35.71	21.42
Mentoring	37.04	48.15	14.82
Staff to fulfill mission	3.45	24.14	72.41
Service	28.57	66.67	4.76
Committee Representation	39.28	53.57	7.14
Location Voice Heard	34.48	48.28	17.24

# Staff

Faculty Questions	Very Satisfied/Satisfied	Somewhat/Neither S Nor Dissatisfied	Dissatisfied/Very Dissatisfied
Workload	36.36%	42.42%	21.21%
Level of Support Unit	44.42	48.48	9.09
Level of Support Dpt	43.76	28.13	28.13
Inclusion in Dpt Bus.	38.24	32.35	29.41
Inclusion in Unit Bus.	48.48	33.33	18.18
Parity with GB Colleagues	12.12	36.36	51.51
Expertise Respected	33.33	27.27	39.39

# Faculty Questions



Faculty Questions	Very Satisfied/Satisfied	Somewhat/Neither S Nor Dissatisfied	Dissatisfied/Very Dissatisfied
Ideas Valued	28.14%	43.76%	28.13%
Career Progression	23.53	44.12	32.36
Job Security	15.15	54.54	30.3
Onboarding	22.58	25.8	51.61
Mentoring	17.4	52.17	30.43
Staff to fulfill GE Dept	15.63	46.88	37.51
Staff Curricular Dept	12.9	41.93	45.16

# Faculty

Faculty Questions	Very Satisfied/Satisfied	Somewhat/Neither S Nor Dissatisfied	Dissatisfied/Very Dissatisfied
Courses GE needs	10%	40%	50%
Courses Dept needs	3.45	27.59	68.97
Input @ Curriculum	26.67	43.33	30
PD/Training modalities	59.38	34.38	6.25
PD in general	37.51	50	12.51
Service	37.93	55.17	6.9
Faculty Representation	51.73	37.93	10.35
Location Voice Heard	25.81	38.71	35.48

# Faculty

# STUDENT ISSUES

How can we provide students with the tools they need to be successful?

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Satisfaction with advising, access to information about financial aid and emergency grants, and student safety concerns (above 40%)



Concerns about access to materials (64.7%) and food service (77.55%),



Concerns about access to necessary courses (44%) or support services (54.91%), and a lack of recognition that students have different opportunities on the locations than at the GB campus (55.32%)



Concerns about access to behavioral health services (40.81%), co-curricular on the locations (60.79%), co-curricular at GB (50%), professional development opportunities (54.77%), Veteran Services (40.91%)

# FACILITIES ISSUES

How do our facilities create a sense of community for all?

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Satisfaction with IT, the library, the Gymnasium, campus safety (all above 35%)



BOOKSTORE



FOOD SERVICE



GRADUATION

# COMMUNITY ISSUES

How have community relations changed since the merger?

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Satisfaction with community relationships and partnerships



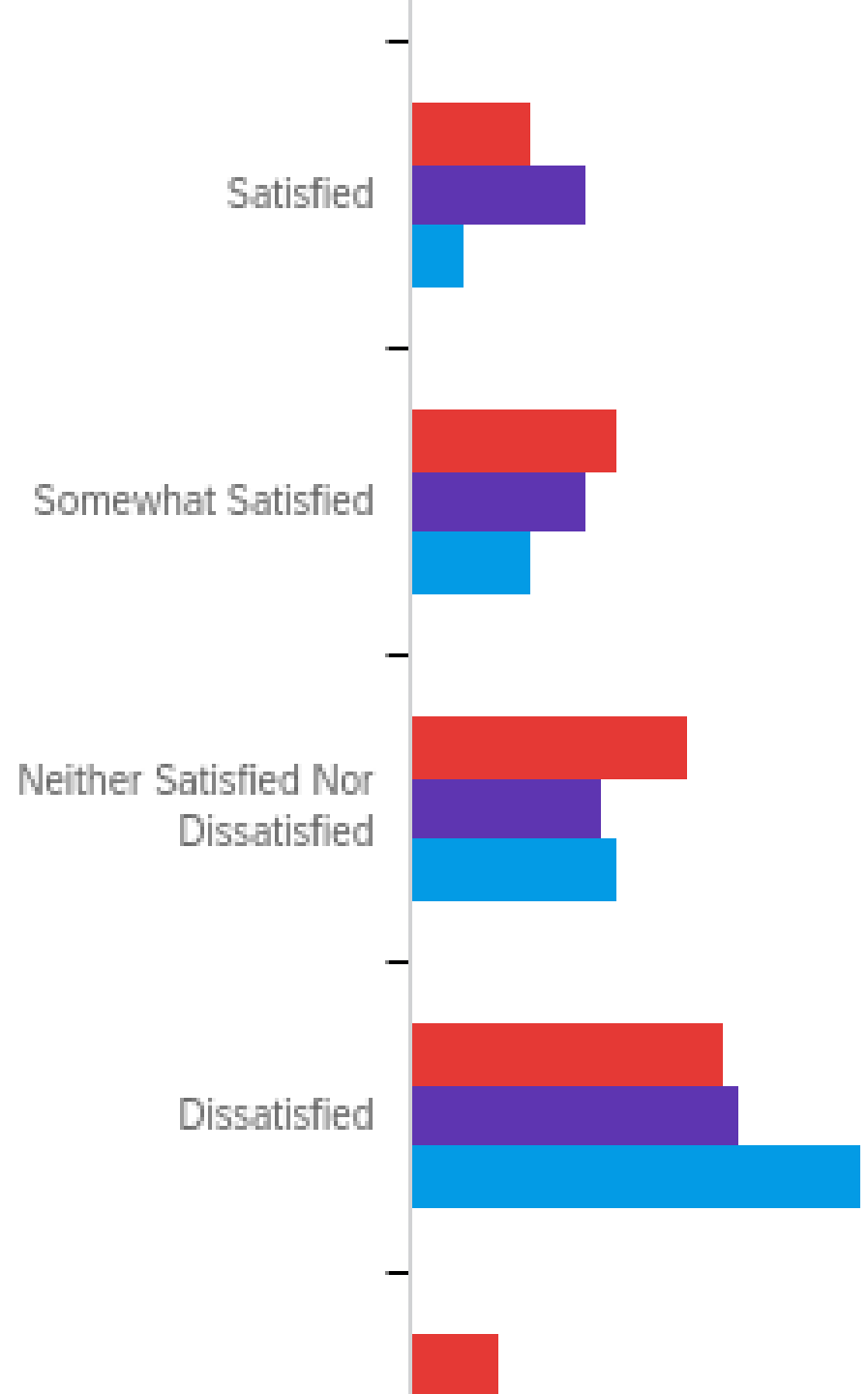
Satisfaction with interactions with local high schools, overall community engagement and overall community profile



Concerns about the communities' understanding of the merger and how that provides opportunities for students.



Concerns about marketing specific to the locations.



- Understanding how the locations' enrollment affects the budget
- Understanding budgetary decisions in your area/unit/department
- The need for the budget to support financial stability of the locations

# Budget

# Areas of Concentration

## Action Items

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Overall, staff and faculty have a positive perception of the merger experience, but there are a few areas that are in need of attention to create a more equitable work environment and to increase a sense of inclusion in the UWGB community.



RESOURCES



COMMUNICATION



SCHEDULING



PURPOSE

# RESOURCES

Necessities we need in order to do our jobs to our fullest potential.

---



STAFF DEFICIT (every department)



SERVICES FOR STUDENTS LACKING (Tutoring, Mental Health, Extra and Co-Curricular, , etc.)



SCHEDULING ISSUES (Associate Dean)



MORALE BOOSTERS/BELONGING INITIATIVES NEEDED (Bookstore/Food Service/Graduation)



# COMMUNICATION

Ensuring that our concerns are being heard, respected and acted upon.

---



Lack of a sense of belonging at all levels; feelings of the locations as an after-thought; fear of job security



Many faculty do not feel parity with GB colleagues. Almost 30% in each category did not feel included in the essential business of their area (staff) or department (faculty)



Almost 40% of faculty do not feel their expertise is respected by GB colleagues.



There is general frustration related to how and when information is relayed.

# SCHEDULING

How to provide our students what they need on our locations

---



Concerns about GE course offerings



Concerns about Department curricular offerings



Concerns about modalities



Concerns about input into scheduling decisions

# PURPOSE

What role should we play?

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Will each campus specialize?



Will the locations be reserved for students who need a slower start?



Is each location a true extension of the main campus?



We would like the Chancellor to designate the role of the locations as a strategic priority and establish a committee dedicated to this endeavor.

## **Next Steps:**

- **Meeting with the Provost and the Deans**
- **Meeting with Admin Council**
- **Inviting representatives of the areas of concern to speak to our Collegia next year**
- **Annual Locations' Merger Survey to Assess Improvements**

**Thank you for taking the time to take the survey.**

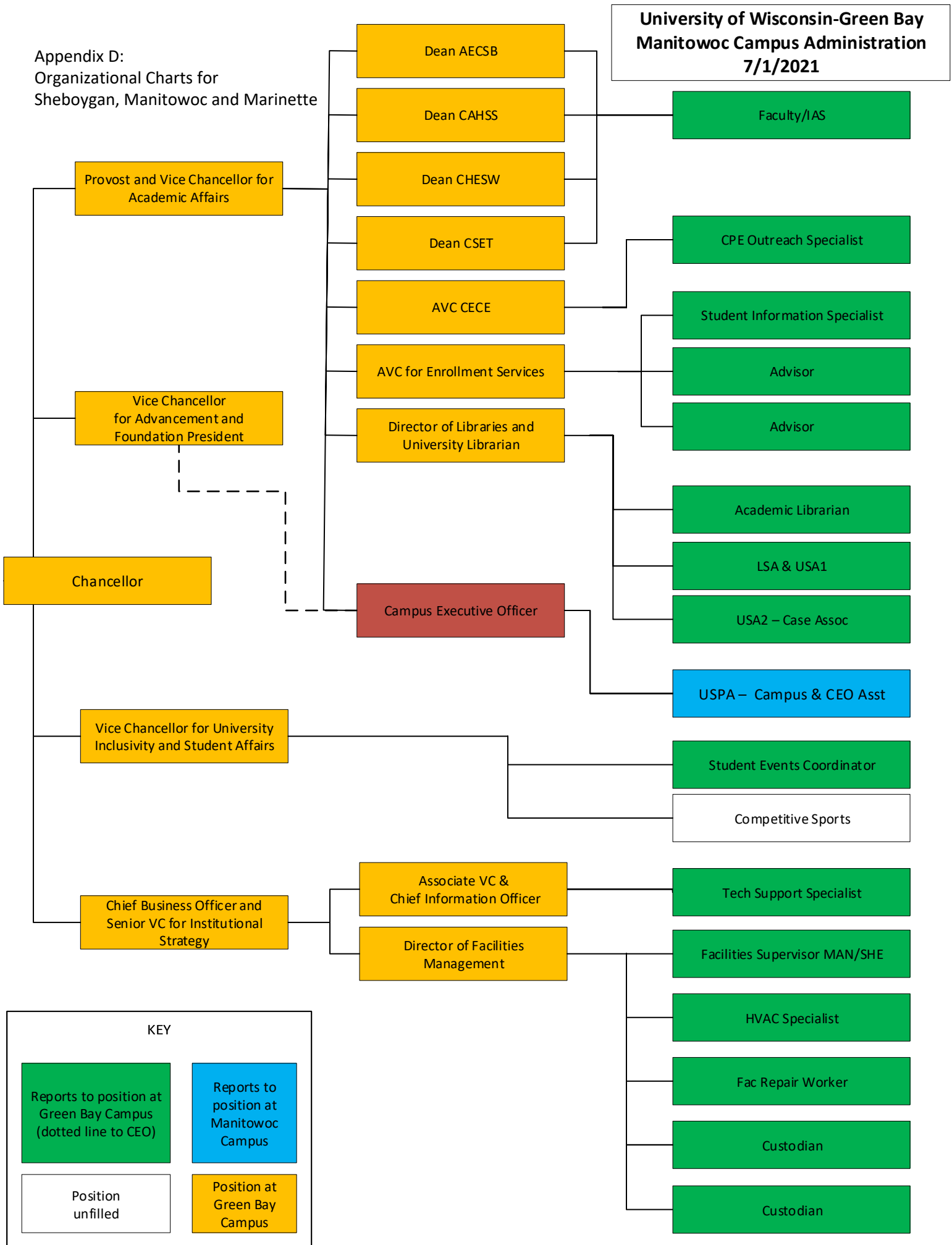
**Your opinion matters.**

**Questions?**

**Please email Valerie Murrenus Pilmaier at  
[murrenuv@uwgb.edu](mailto:murrenuv@uwgb.edu)**

**University of Wisconsin-Green Bay  
Manitowoc Campus Administration  
7/1/2021**

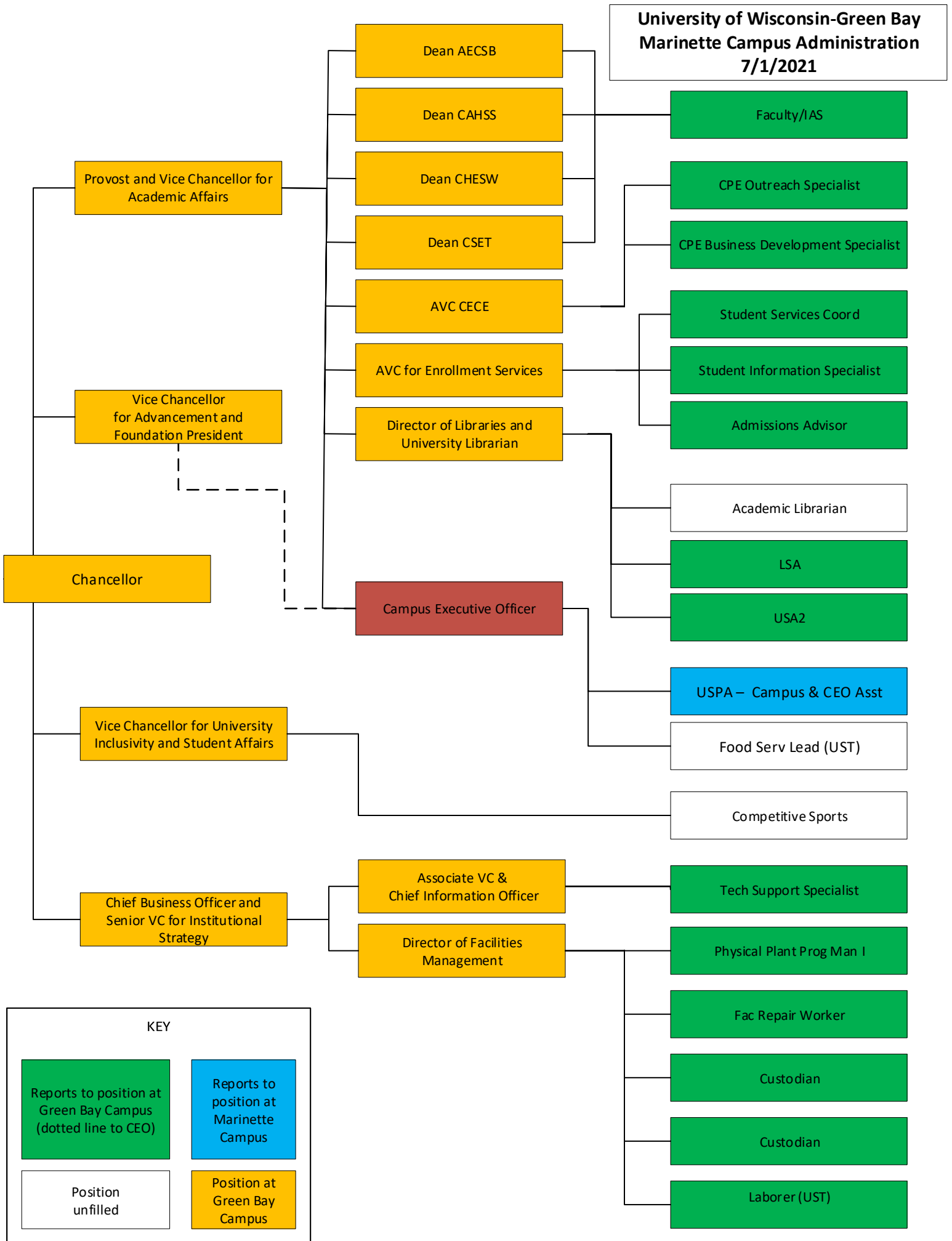
Appendix D:  
Organizational Charts for  
Sheboygan, Manitowoc and Marinette



KEY

Reports to position at Green Bay Campus (dotted line to CEO)	Reports to position at Manitowoc Campus
Position unfilled	Position at Green Bay Campus

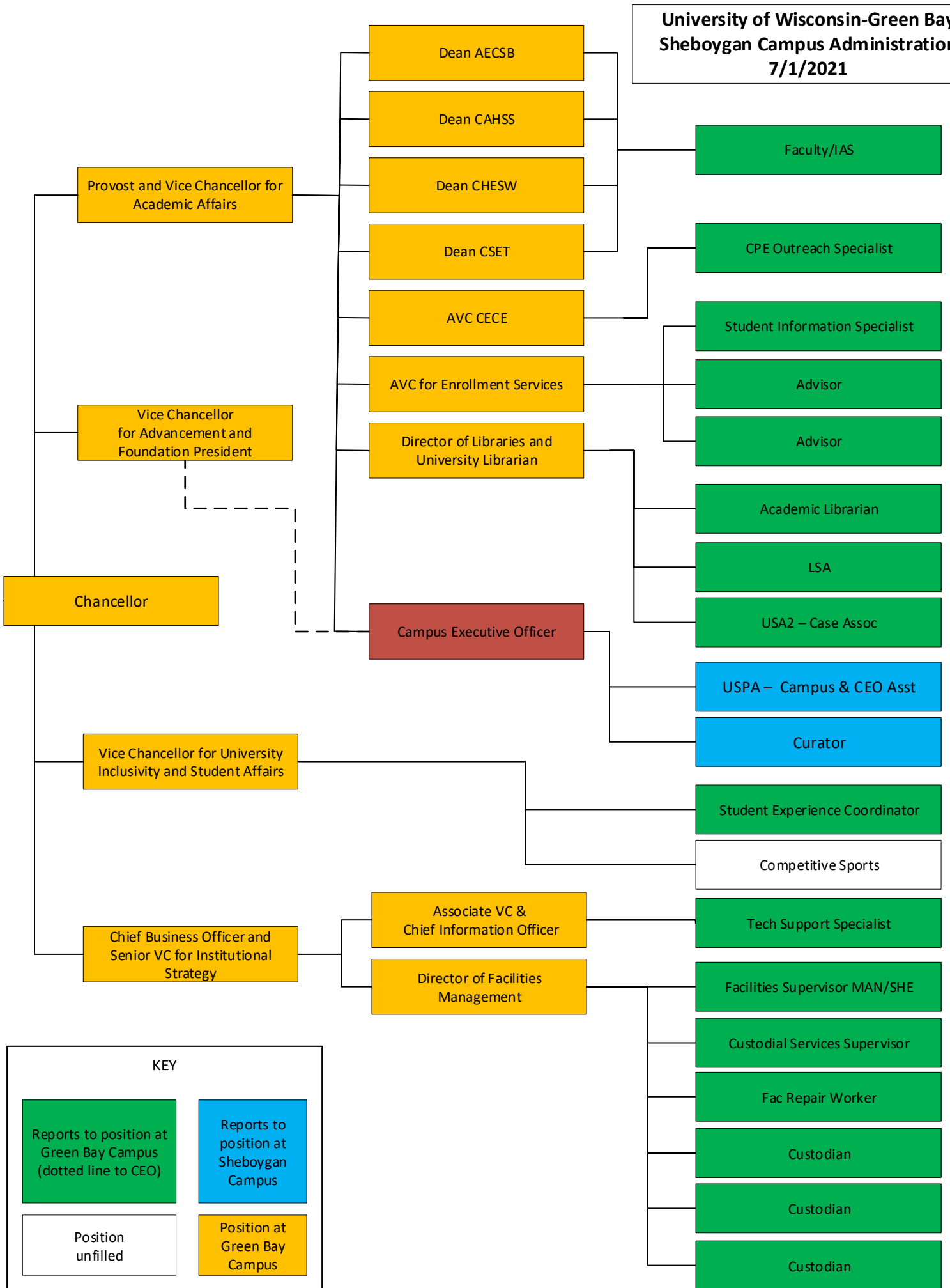
**University of Wisconsin-Green Bay  
Marinette Campus Administration  
7/1/2021**



**KEY**

Reports to position at Green Bay Campus (dotted line to CEO)	Reports to position at Marinette Campus
Position unfilled	Position at Green Bay Campus

**University of Wisconsin-Green Bay  
Sheboygan Campus Administration  
7/1/2021**



**KEY**

Reports to position at Green Bay Campus (dotted line to CEO)

Reports to position at Sheboygan Campus

Position unfilled

Position at Green Bay Campus